The Implementation of Mind Mapping in Teaching Writing of Recount Text to Eighth Graders of Junior High School

Siti Alisah Rahmawati

English Education, Language and Art Faculty, Surabaya State Univeristy

Sitirahmawati1@mhs.unesa.ac.id

Abstrak

Menulis adalah rumusan gagasan yang diekspresikan melalui bentuk tertulis. Namun itu diyakini sebagai salah satu keterampilan yang paling sulit untuk dipelajari. Untuk mengembangkan keterampilan menulis, keterlibatan strategi yang tepat dan banyak latihan diperlukan dalam keterampilan ini. Salah satu alat yang dapat digunakan untuk mengajar menulis adalah teknik *mind mapping*. Dengan demikian, tujuan dari penelitian ini adalah untuk menggambarkan dan menganalisis bagaimana guru menerapkan strategi *mind mapping* dalam mengajar teks recount untuk siswa kelas delapan dan bagaimana penulisan teks recount siswa setelah diimplementasikan oleh strategi pemetaan pikiran. Penelitian ini dilakukan di SMP Negeri 2 Jetis dengan guru bahasa Inggris dan satu kelas siswa kelas delapan sebagai subjek penelitian. Penelitian ini merupakan penelitian kualitatif deskriptif. Data dikumpulkan dengan melakukan observasi kelas, dan mengumpulkan karya siswa. Dari penelitian ini ditemukan bahwa guru telah menerapkan langkah-langkah strategi pemetaan pikiran dan memberikan contoh peta pikiran yang baik secara tepat dengan beberapa modifikasi sesuai dengan kebutuhan kelas. Selain itu, ditemukan bahwa teknik *mind mapping* juga membantu siswa membuat teks *recount* pribadi mereka sendiri. Berdasarkan rubrik, tingkat menulis siswa berada pada tingkat yang baik hingga sangat baik.

Kata Kunci : *Mind Mapping*, Teks Recount, Mengajar Menulis

Abstract

Writing is a formulation of ideas which is expressed through written form. However it is believed to be one of the most difficult skills to learn. To develop writing skill, proper strategy and much practice to engage with this skill are required. One of the tools that can be used to teach writing is mind mapping. Thus, the objectives of this study are to describe and analyse how the teacher implements mind mapping strategy in teaching recount text for eighth graders and how are the students' recount text writing after being implemented by mind mapping strategy. This research was conducted at SMP Negeri 2 Jetis with an English teacher and a class of eight grade students as the subjects. This study is descriptive qualitative research. The data was collected by doing classroom observation, and collecting the students' works. The research findings of this study found that the teacher has already applied the steps of teaching mind mapping strategy and gave the example of a good mind map appropriately with some modification according to the class need. It was also showed that the students' mind maps are helpful in assisting the students create their own personal recount text. Based on the rubric, the students' writing levels are in good to very good level.

Keywords: *Mind Mapping, Recount Text, Teaching Writing*

INTRODUCTION

English is one of the most influential languages in the world. Indonesian students are expected to master English with the aim of facing the global era. Thus, English has been introduced and taught to students in Indonesia since early stage of education. There are four main skills in English that needs to be learned, that are listening, reading, speaking, and writing. Among those four skills, writing is believed to be the most difficult to learn. It is considered difficult because in order to make a comprehensible paragraph, a lot of vocabularies and correct grammar are needed (Cholipah, 2014). Not only on planning and organizing at a higher level, L2 learners are obliged to focus on spelling, punctuation, word choice at a lower level (Richards & Renandya, 2002). In addition to these complex skills, low English proficiency also takes a big role in this problem.

Writing as one of the four basic skills of English, functions as a means of communication in which written messages are delivered (Fitria, 2016). Writing is a work of formulating ideas and figuring out how to express them intro clear paragraphs and statements to the reader (Nunan, 2003). Thus, mastering writing skill enables learners to communicate with others (Yolanda & Al-Hafizh, 2014). Not only grammatical area, conceptual and judgmental elements is also needed in teaching writing. In line with this, Oshima and Hogue (2000) claim that academic writing is not easy. To develop writing skill, study and much practice to engage with this skill are required.

Based on Curriculum 2013, there are some kinds of texts that are being taught in high schools, namely descriptive text, recount text, procedure text, narrative text, and report text. Text of recount is taught in eight grade of junior high school. It is in basic competence 3.11 and 4.11. Thus, this kind of text is taught on the second semester. In this basic competence, the students are expected to comprehend the function, structures, and language features of recount text based on the context. They are also required to create a simple and short personal recount text related to their own experience.

Based on the previous researches that have been carried on at high schools, the majority of students still struggled to write English text. The students find it hard for them to generate ideas when they start to write. In addition, they also had difficult time in producing interrelated sentences due to the poor grammar, mechanical mistakes, and lack of vocabulary (Fitria, 2016). One of the tools that can be used to solve that problem is mind mapping. Mind mapping can be used by students to drill and learn vocabulary. It can also enhance students reading comprehension that will be useful for their independent writing process.

Mind mapping is the innovative way for the students in creating idea, noting what is being learned, or planning upcoming assignment. It can help the students to recognise what materials they have learnt. Besides, it also helps them to note what they have planned before. Mind mapping is words and images connection which make use of cortical skill, namely a) word, b) image, c) number, d) logic, e) rhythm, f) colour, g) and spatial awareness in a single, uniquely powerful technique (Buzan & Buzan, 1996). A mind mapping can be started by writing the main idea in the centre of a paper. After that, draw some knots from the centre. Write the sub-ideas from each knot that has been drawn. The use of colours is recommended to differentiate the main topic from the sub-ideas. If what students learn is related to their prior knowledge and the things or events that happen around them, it will ease them to understand about the material better. Moreover, previous research on the use of mind mapping in several fields like , computer science, psychology, science, and social studies have proven that it could improve students' writing quality especially their sentence structures and coherence (Al-Jarf, 2009)

Some researches about the use of mind mapping have been done by some researchers. According to Marpaung & Sinulingga (2012), the use of mind mapping is effective in improving junior high school students' achievement in writing skill. In line with that, Aulia (2011) states that students' writing ability in gathering ideas for the topic is improved by using mind mapping strategy. In addition, a study by Waluyo (2017) shows that based on the key words provided in mind mapping strategy, students can comprehend the text organization, the tense, and the structure of narrative text better.

Based on the explanation above, there are many researches that discussed the use and effectiveness of mind-mapping in writing English text in general. However, only a few that is focused on the implementation of mind-mapping in recount text writing. Based on the research gap above, this research aims to find out how the teacher apply mind mapping strategy in teaching recount text and how are the students' recount texts writing after implementing mind mapping strategy. Based on the background, the research questions in this study are identified as follows:

1. How is the implementation of Mind Mapping in teaching recount text for eighth graders of Junior High School?
2. How are the eighth graders of Junior High School personal recount texts after implementing mind mapping strategy?

RESEARCH METHOD

The researcher aimed to find out the implementation of Mind Mapping strategy in teaching recount text and to explore how the eighth graders of Junior High School mind maps are before writing personal recount text. The study conducted was considered as a descriptive qualitative research which means that this study focused more on describing words than numbers. It is because according to Ary, et all (2010), unlike experimental research, this study had no experimental manipulation or random selection to group. This study was carried out by observing the teaching-learning process of recount text during class. After that, students' works of mind mapping would be collected and interpreted.

The place for gaining data for this research was SMP Negeri 2 Jetis. SMP Negeri 2 Jetis is in Jalan Raya Canggu, Mojokerto. This place was chosen because it was known that this school used many techniques in teaching students, and one of them was mind mapping technique. Therefore, choosing this high school was suitable for conducting this research. The research itself took place on March 19th 2018 at 7.30 – 8.50 am.

The subjects of this research were the second graders of Junior High School who were learning personal recount text, which based on Basic Competence 3.11 – 4.11, in the second semester. They are students of class 8B. The class consists of 32 students, with 13 boys and 19 girls. Another subject that was observed was the English teacher who teaches in the designated class. The teacher was asked whether she ever used mind mapping strategy in teaching in the class, and she confirmed it by saying yes. The teacher has already given permission to be participating in this research.

The data of this study were in form of words. The data were taken from the observation during teaching-learning process in the class. After that the participants' works of mind mapping during their recount text writing were collected and interpreted. In this research, the researcher's role was being the observer. The observer observed the occurrence during the teaching –learning process. To answer the first question, the researcher used field notes. This field notes would also be supported by documentation such as photographs and transcription of teacher and students' communication during the teaching- learning process in the classroom.

Another data that was collected was students' mind maps. After the teacher explained about mind mapping technique, the participants were asked to make recount texts by using mind mapping strategy that they have learned. After finishing their text, the students' writing tasks were collected. Then the data will be investigated by the researcher.

The data for this research were obtained by doing an observation of teachers and students action during the process of implementation of mind mapping strategy in teaching recount text. The observer observed the occurrence that happened in the class. The observation was taken place in SMP Negeri 2 Jetis. It was done in one meeting in April 19th. The researcher used field note to obtain the data. The field note was used to report how the teacher implemented mind mapping strategy and the students' reaction.

After the teacher explained on how to apply mind mapping technique, the students were asked to make their own recount texts using mind mapping. Each student was asked to make a mind mapping for their recount text. After the students finished doing their texts, the researcher asked them to submit their recount texts task. The students' mind mapping then would be analysed and interpreted by the researcher.

The instruments used in this research were field notes and students' mind mappings.
a. Field notes

In obtaining the first question, an observation in the class was done. The instrument that was used was field notes. The researcher took notes on the situation that happened when the teacher explained about mind mapping strategy. The students' reaction was taken notes too. Besides, the conversation between the teacher and the students was also used to support the field notes. The teacher's procedures while teaching mind mapping technique would be compared and analysed using Kureasin's procedure in teaching mind mapping. On the other hand, the example of the teacher's mind map would be analysed using Buzan's theory of how to make a mind map.
b. Students' Mind Maps

For the second question, students' recount text tasks were used to gain the data. After writing their own personal recount texts, the students' tasks were collected. Then, a rubric adapted from Brown (2007) was used to analyse the students' writing composition.

The data that have been collected in this research were observation checklist and students' writing of recount texts. According to Ary et al (2010), there are three stages that have to be carried out to analyse the data.
a. Familiarizing and Organizing

In this stage, the researcher is expected to familiarize the data that have been collected in the field. This was done by reading the observation checklist over and over again. Also, rereading the transcript of teacher and students interaction during the teaching-learning process was required. The rereading process of the data was to make sure that there would be no misinformation or misinterpretation in the data that have been collected. The data was organized in chronological

order of time to ease the data analysis process. After familiarizing and organizing the data, the next stage to do was doing coding and reducing.

b. Coding and Reducing

In this stage, coding and reducing were done in order to find relationship among the categories. The coding was done by labelling the observation results. The labelling was done to make sure if the data is different or similar with the theory. It also helped to reduce the meaningless data. The researcher labelled the teaching procedure implemented and the example of mind map that the teacher showed by the teacher during the teaching-learning process. The students' writing would be described based on the rubric used in this research.

c. Interpreting and Representing

The last step is interpreting and representing. The data that have been coded and reduced were analysed and described. The data is described in detail with words, tables, and pictures to support the description. In this research, the description is about the teacher's steps in teaching mind mapping, the mind map example that the teacher explained to the students, and the students' recount text task after being taught mind mapping strategy. To interpret the students' writing, the researcher used a rubric which focused on the writing elements.

RESULT AND DISCUSSION
Results
The Implementation of Mind Mapping Technique in Teaching Writing Recount Text

When the teacher came to the class, the students were all already seated in their designated seats. The teacher started the lesson by greeting and asking about the students' well-being. The teacher then did a roll call to check the students' attendance. In this section, the teacher did not explain about recount text anymore, because it has been taught beforehand. The teacher asked the students whether they still had questions or any difficulty in understanding the previous lesson.

Transcript of teacher and students' communication

Teacher : "Class, do you remember about last meeting material?".

Students : (Open their note books) "Recount text, Ma'am/personal recount text Ma'am".

Teacher : "Okay, now tell me the definition of a recount text and what are types of recount texts?"

Student1 : (Raises hand while reading her note book) "Recount text is a text that tells the readers about past experience. There are three types Ma'am, factual, personal, and imaginative recount text".

Teacher : "Very good. What about the structures? Terdiri dari apa saja sebuah recount text itu?".

Student 2: (Raises hand) "Orientation, events, and reorientation".

Teacher : "Great!Now please explain the structures briefly. Tolong jelaskan secara singkat apa saja".

Student 2 : (Reading her note book) "Orientation consists of background information, events consist of series of events that happened and orientation consists of writer's feeling about the events that happened".

Teacher : "What tense do you use in recount text?".

Students : "Past tense, Ma'am".

Teacher : "Now, do you still have any question about recount text before we start the lesson today?".

Students : "Okay then, let's start the lesson today".

After making sure that there were no more questions from the students, the teacher told the students what they were going to learn today. Before giving example of a mind mapping, the teacher explained about the definition of mind mapping. It was done in order to build the students' prior knowledge and let them had some sort of conception about what mind mapping is.

Transcript of teacher and students' communication

Teacher : "Today, we're going to learn about a technique. Do you know about mind mapping?".

Students : "Mind Mapping? No, Ma'am".

Teacher : "Okay, let me explain. Mind mapping adalah sebuah teknik untuk memetakan pikiran atau ide dengan menggunakan kata-kata, warna, dan gambar. Biasanya mind mapping disebut juga sebagai pemetaan atau peta pikiran".

Student 3 : "Examplenya gimana ma'am?".

Teacher : "Okay, let me show you some examples (showing some examples of mind maps in LCD). Nah, those were some example of mind maps yah. Today, we will learn about using mind mapping in creating recount text. Kita akan belajar bagaimana cara menggunakan teknik mind mapping sebelum membuat sebuah recount text, khususnya personal recount text. Before we start, is there any question?".

Student 3 : (Raises hand) "Ma'am, jadi mind mapping itu gabungan kata-kata sama gambar tapi warna-warni terus ada bentuknya gitu ya, Ma'am?".

Teacher : "Yes, that's right".

From the transcript above, it is shown that all students had no background knowledge about mind mapping technique and never made any mind map before. Thus, the teacher needed to explain and gave example to make them. In this process, the teacher did a good job because the teacher did not only explain about the definition of mind mapping, but also provided examples of mind mapping to the students. The teacher also gave time for the students to ask in case they were still confused about the explanation. This action proves that the teacher tried to get the students engaged in the teaching-learning process.

Transcript of teacher and students' communication

Teacher : "Class, now please open your note about last meeting. There was a text with a title 'Holiday at the Beach', right?".

Students : (In unison) "Yes, ma'am".

Teacher : "Good, we will use that text to make a mind map. Actually, you have to make a mind map before writing your recount text, but in order to make you easy we will do it in reverse. *Sebenarnya, mind map ini dibuat sebagai semacam kerangka sebelum membuat recount text, tapi untuk mempermudah pembelajaran jadi prosesnya dibalik. Kita akan membuat sebuah mind map dari sebuah teks yang sudah ada. Oke, any question?".*

Students : (In unison) "No, ma'am".

Teacher : "All right, let me start then"

The transcript above shows that the teacher would teach them how to make a mind map out of an existing recount text instead of making a mind map before making the text. Apparently, it was an effort from the teacher to ease the students in understanding about mind mapping technique. There were several rules that were applied by the teacher in writing a recount text by using the mind mapping technique.

a) Start in the center.

The teacher started the mind mapping by drawing a big tree trunk in the middle of the whiteboard and wrote the title of the story inside the tree trunk with black board marker. The teacher then explained that they have to write their main idea or in this context was a title of the personal recount text that they would make. The teacher emphasized that the students should start the mind mapping from the center of their papers.

b) Draw an image for central idea.

After writing down the title of the story, the teacher explained that the next rule was to draw an image or picture for the central idea. The teacher explained that related picture would be more helpful in making the mind mapping because the more related the picture with the story is the easier they would in imagining the events in their recount text. However, after explaining about the importance of image or picture the teacher forgot to give an example in whiteboard.

c) Use more than one color.

In giving the example of mind mapping, the teacher did not only use one color of board marker. The teacher used different colors of board markers. For the main idea, the teacher used black board marker, blue board marker for the first branches, and red board marker for the advanced branches.

d) Connect the central image and its branches.

After writing the title in the centre of the whiteboard, the teacher drew six branches around the circle and each branch contained of a single word. The word in each branch was 'Who', 'What', 'Where', 'When', 'Why', and 'How' (5W+1H) and they were written in the blue board marker.

The teacher explained that each branch had to be broken down so that it could help the students to form their story. Began from the first branch 'Who', the teacher asked the students to figure out who were characters in the story "Holiday at the Beach". The students were allowed to answer the question by raising their hand first, so that it would not make a chaos. Each answer would be written in red board marker.

There were some students who felt unclear about the instruction, so they haven't understood on what they had to write in each branch. Thus, the teacher gave some assistance questions to form the mind mapping. For instance, to fill the branch in 'Who' the teacher gave question "Who were involved in the story". Also, question "When did the activity happen?" in the branch 'When', and so on. Each answer that the students gave was written in other branches that were connected to the prior six branches.

e) Draw or write the branches in curved.

The teacher drew the connectors for each branch in curved line. The use of straight line would make the mind map looked plain. Thus, the reason for this was to make the mind map less monotonous and be more attractive.

(See appendix 1)

f) Use one key word per line.

The teacher encouraged the students to use only one word or phrase per line. It was to make the mind mapping more effective and less wordy. However, the teacher made an exception for the student. The students were allowed to use more than one word in their mind maps if they had the tendency to forget about some vocabulary. It was an effort to prevent the student from making spelling errors in their text.

g) Draw images.

The teacher drew some images in the example of mind mapping. The teacher explained to the

students to use images in their mind map, but if they found it difficult to do they were allowed to use word or phrase instead.

After completing the mind mapping example, the teacher asked the students if they were still confused or had any questions. When everything was clear, the teacher assigned the students to make their own personal recount text using mind mapping technique. The teacher explained to the students that they could make any shapes of mind mapping, they also could use as much colors and pictures as they preferred.

The classroom atmosphere became more active because the students began to discuss about the assigned task. The teacher monitored the students' work by approaching them one by one. Not long after, the class was over but before leaving the class the teacher reminded the students to do their task because it would be submitted in the next meeting.

The Result of Students' Recount Texts

The students were asked to create their own mind mapping and personal recount texts. The researcher found that most of the students have already comprehended how to apply mind mapping technique to create personal recount text. It was indicated by how the students collected their assignment on time and how well their recount texts compositions were.
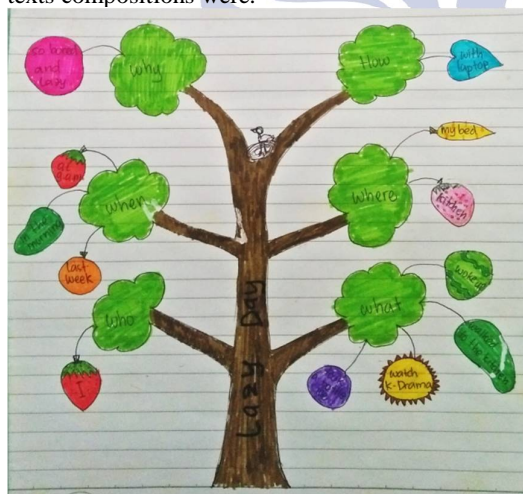
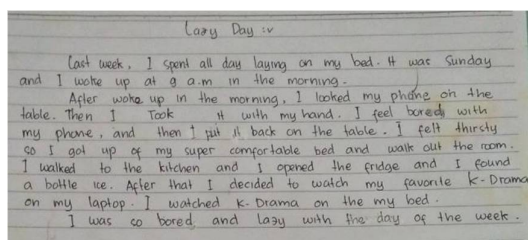

Figure 1. Mind Map of Student 1

Figure 2. Personal Recount Text of Student 1

The example above shows that in terms of content, the student's writing has already been developed well. The story is about the writer being lazy on Sunday last week. The supporting ideas and details are related to the topic. Thus, this story is interesting and makes sense.

In terms of organization, this story was made up of appropriate structures; orientation, series of events, and reorientation. The student started the text by stating the background of her story in paragraph one. Then, it was followed by series of events which were arranged in chronological order so that the reader can get engaged in the story. The student also used suitable connectives such as 'after' and 'after that'. Lastly, it was ended with the writer's feeling about the experience in the text.

The student almost used past tense throughout her writing such as 'Last week, I spent all day…', 'it was Sunday…', I woke up at…', 'I watched…' etc. Nevertheless, there were still some grammatical errors in the student's writing. In the text, the student wrote some verb base instead of verb two such as in the sentences 'I feel bored with my phone,…', and 'I got up of my super comfortable bed and walk out the room', the suitable verb should be 'walked' not 'walk' because recount text requires past tense. There was an inadequate use of an article 'the' in the sentence 'I watched K-drama on the my bed'. However, the grammar inaccuracies in this student's writing is only a few and did not affect the meaning of the text.

The next thing to be analysed is the vocabulary or word choice. The student already used the effective choice of words. It is proven by the use of the common words so that the text can be understood easily. Nonetheless, there is a confusing word form in the sentence 'I opened the fridge and found a bottle ice'. It is quite hard to grab the idea of the the student here. The student probably wanted to write 'cold water' but has not found an appropriate term so that the student wrote 'bottle ice' instead.

The last writing component is the mechanics. It consists of the effective spelling, capitalization, and punctuation to make the writing readable and understandable. In this text, the student did some minor errors in those three areas. The student had no error in spelling; aside from all the inappropriate tense the words in the text are correct. In the sentence 'Then I Took it with my hand' the student does errors in terms of capitalization and pumctuation. There should be a comma (,) after the word 'then' and the letter T in 'Took' should not be in capital because it is not the first letter of a sentence. Aside from that error, the rest was okay.
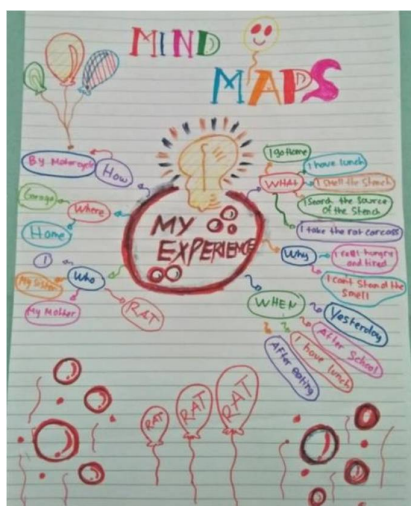
Figure 3. Mind Map of Student 2

Figure 4. Personal Recount Text of Student 2

The next student recount text consists of more words than the previous one. In terms of content, the student developed the ideas quite well. The story itself is pretty interesting. It was about the writer's experience in having rat carcass in the house. The supporting sentences in the story were relevant with the main topic. Thus, the story has good unity.

The student arranged this story in the right order. Starting with the orientation in the first paragraph, and followed with some events to support the idea. Then, series of events were written in the second paragraph. The series of events consisted of the activity that the student did after coming home from school, looking for the rat stench until finding the rat carcass and getting rid of it. The student already wrote the events in the chronological order of time. In the last paragraph, the student shared personal feeling and motivation about the experience that has been told in the story.

The story is written in the past form, so the tense used is past tense that are 'Yesterday, I came home after school', 'I went home with...', '...my teacher gave me...', and so on. Nonetheless, there is still grammar inaccuracies found in the text especially in the use of verb. The student seems to be still confused in using the verb base and the verb

two in some of the sentences namely 'It is not the first time I have a rat carcass', 'I did not felt disgusted, but I could not standed the smell'. Also, there is useless conjunction of 'at' in the sentence 'I once killed 5 rats at using a stick'. They need to be more careful in selecting the tense and conjunction that thay use in the text.

Another thing that is important in writing is the word choice. The dictions that the student used in the text were appropriate. The student used straightforward words so that there is no ambiguity in the sentences. Therefore, it is easy for the readers to understand the story. The problem is only found in sentence 'The body of the rat was very sot', the student might mean 'short' but wrote 'sot' instead.

In terms of mechanics which includes spelling, capitalization, and punctuation, the student did a good job. There is almost no error in those three aspects aside from the sentence 'The body of the rat was sot'. The student needs to improve the line spacing in the text because there are still unproper line spacings between each sentence, and each word. A good line spacing will make the writing looks more orderly.
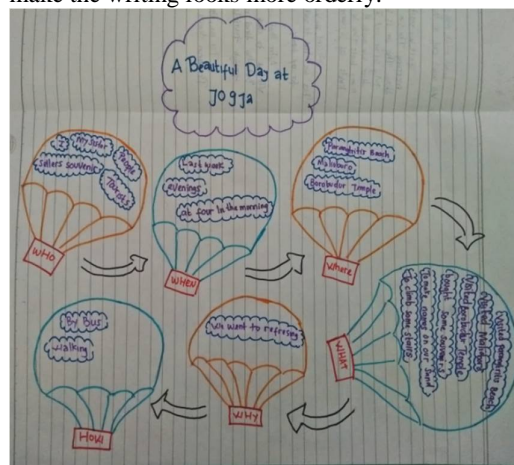

Figure 5. Mind Map of Student 3

Figure 6. Personal Recount Text of Student 3

The recount text of the third student consists of more words than the previous ones. The story was about the writer's holiday in Jogjakarta. The student wrote the orientation of the story in paragraph one which consists of who, what, when, and where the activity happened. The following paragraphs after paragraph one were related to the topic and can support the story well.

This story consists of appropriate structures of recount text. It was started with orientation in the first paragraph, and followed with some series of events in the following paragraphs. The series of events were divided in three paragraps and written in the chronological order of time. Lastly, the student shared about the personal feeling after having that experience.

The student used verb base and verb two in the recount text. There were some correct sentences that were written using verb two, but there were also some sentences that used verb base. It seems that the student was still having difficult time in deciding the correct verb in the sentences. The use of tense was inconsistent in this text. There is also an incorrect order of sentence structure. For instance, in the sentence 'Last week, my sister and I to go Jogja', the word 'to go' should be reversed to 'go to' and the verb 'go' must be changed to 'went' because past tense requires verb two.

In terms of vocabulary, the student used common vocabularies that were easy to understand. The words were also to the point so there was no multiinterpretation from the sentences. There is only one mistake that the student did. It was in the word 'tired ness' which should be connected not separated by a space. Overall, the word choice in the story is appropriate for the plot of the story.

The last thing to analyse is the mechanics. It includes spelling, capitalization, and punctuation. There are some errors in those three areas. The spelling errors that the student wrote were 'refresing' instead of 'refreshing' and 'werw' instead of 'were'. While the capitalization errors were found especially in the use of some letters namely 'i', 's', 'f', and 'j'. The student wrote most letter 'i' in capital eventhough it was not needed. Same goes with the letter 's' and 'f', while for letter 'j' is the contrary. The student wrote the word 'Jogja' with small j while it should be in capital letter beause it is a name of a district. As for the punctuation, the student did a good job in giving the right punctuation. There was only one miss punctuation in the sentence 'After that we continue....'. the student forget to put a comma (,) after the word 'after that'.

Discussion

The steps of teaching mind mapping technique by Kureasin and the rules of making a mind map by Buzan were used to analyze the first research finding about the implementation of mind mapping technique in teaching writing recount text.

The Discussion of the Implementation of Mind Mapping Technique in Teaching Writing Recount Text.

No	Steps of Teaching Mind Mapping Technique	Presence	
		Yes	No
1	Teacher explains to the students about the components to write recount text.	√	
2	Teacher explains the correlation between writing recount text with Mind Map.	√	
3	Teacher puts a picture and draw mind map with the student in whiteboard.	√	
4	Teacher makes writing recount based on the mind map in the whiteboard.		√
5	Teacher explains and uses the relevant media for the process.	√	
6	The teacher asks the students to write recount text based on their Mind Map and gives limitation in the task.	√	
7	Teacher asks the students to implement the laws of Mind Map	√	
8	Teacher asks the students to think critically and gives problem solving about difficult materials.	√	

Table 1. The Steps of Teaching Mind Mapping in Writing Text by Kureasin

The teacher explained about recount text specifically in the first and second meeting, the teacher only reviewed the material about recount text in the third meeting to make sure that the students already understood about the material. The indicator that the students have understood about recount text materials was that the students could answer the teacher's question about recount texts well.

The teacher explained the correlation between writing recount text with mind map by the use of 5W+1H questions. The teacher explained that the use of 5W+1H questions could help them in arranging the recount text. The teacher did use pictures in the example of mind map that the teacher made, but not as the central idea.

Instead of making a recount text based on the whiteboard, the teacher did the reversal. The teacher reasoned that it was done to make the students understood about the technique more easily. The teacher used LCD, whiteboard, and colourful board markers during the process of teaching-learning writing recount text using mind mapping strategy. Those media were helpful in

explaining the material. Therefore, it can be said that the media were relevant for the process.

After explaining about mind mapping and giving example, the teacher asked the students to make their own recount text based on mind mapping technique. The teacher limited the students' task by three paragraphs which consist of orientation, series of events, and reorientation. The teacher reminded the students to apply the seven rules in making mind mapping in their upcoming task.

Teacher asks the students to think critically and gives problem solving about difficult materials. This stage was remarked by how the teacher and the students communicatively discussed about the difficulty during the making of mind mapping example in the whiteboard. For example, the teacher gave assistance questions to help the students in filling the branches in the mind mapping.

From the explanation above, it is shown that the teacher have already followed the steps of teaching mind mapping strategy in writing recount text well but not perfectly. The teacher modified one of the steps above. Among those eight steps of teaching mind mapping in writing above, the teacher modified the part when the teacher makes writing recount based on the mind map in the whiteboard. This stage was reversed by the teacher, so the teacher used an already complete recount text as a guide to make a mind map. By doing this, the teacher believed that that the students would understand the technique better.

No	Rules of Making a Mind Map	Presence	
		Yes	No
1	Start in the center.	√	
2	Draw an image for central idea.		√
3	Use more than one color.	√	
4	Connect the central image and its branches.	√	
5	Draw or write the branches in curved.	√	
6	Use one key word per line.	√	
7	Draw images.	√	

Table 2. The Rules of Making a Mind Map by Buzan

The teacher started the mind mapping by drawing a big tree trunk in the middle of the whiteboard and wrote the title of the story inside the tree trunk with black board marker. Then, explained about the importance of image or picture for central idea, but the teacher forgot to give an example in the whiteboard. The teacher used different colours of board markers. For the main idea, the teacher used black board marker, blue board marker for the first branches, and red board marker for the advanced branches.

After writing the title in the centre of the whiteboard, the teacher drew six branches around the circle and each branch contained of a single word. The word in each branch was 'Who', 'What', 'Where', 'When', 'Why', and 'How' (5W+1H) and they were written in the blue board marker. The teacher explained that each branch had to be broken down so that it could help the students to form their story. The teacher drew the connectors for each branch in curved line. The reason for this was to make the mind map less monotonous and be more attractive.

The teacher encouraged the students to use only one word or phrase per line. It was to make the mind mapping more effective and less wordy. However, the teacher made an exception for the students. The students were allowed to use more than one word in their mind maps if they had the tendency to forget about some vocabulary. It was an effort to prevent the student from making spelling errors in their text. Some images in the example of mind mapping. The teacher explained to the students to use images in their mind map, but if they found it difficult to do they were allowed to use word or phrase instead.

From the explanation above, it can be noted that the teacher already followed the rules on how to make a mind map by Buzan. However, there was a modification made by the teacher during the process of teaching mind mapping technique to the student. For example, the students were allowed to use both word and image in one line. Additionally, they were allowed to use more than two words in a line. It was done because the teacher believed that the students would learn more precisely and get exposed to more vocabulary. However, it would have been better if the teacher made the writings and images bigger and the shading bolder. Also, one thing that was missed by the teacher was that after explaining the importance of using an image or picture for the central idea, teacher forgot to give an example in whiteboard. Aside from that matter, everything was fine.

In conclusion, the teacher already taught steps in teaching mind mapping in writing recount text well. Moreover, the teacher provided a good example of mind mapping with a clear explanation for each step. Even if there were some modification during the process, but the teacher adjusted it with the students' needs. The students also became engaged in the teaching-learning process. It was shown by how the students keep asking for more explanation when they found difficulty in understanding the technique. Moreover, the teacher did a good job in supervising the students while they were making their mind maps. Therefore, the students' works and errors can be guided directly by the teacher.

The Discussion of the Result of Students' Mind Mapping and Recount Text

The results of students' personal recount texts showed that most students could already apply the technique independently. They could develop their mind maps as creative as they could. From the examples in the research findings, it can be noted that the students' mind maps followed the rules that have been taught by the teacher. They started the key word in the center of the paper then linked them to some advanced key words, and so on. They also used pictures and more than one color in the mind mapping. Nevertheless, there is still shortcoming in students' works which the lack of pictures or images. Most of the pictures in their mind maps were not relevant with the story in their recount text. As for the personal recount text that the students have made, they were in the appropriate structures, and consisted of only minor mistakes or errors.

Additionally, the students' mind maps were helpful to the students in making their personal recount text. It was because the mind maps that have been made by the students facilitated them with the components that must be existed in the story. Those components included the characters (who), the time (when, the place (where), activities that happened (what) how it happened and why it happened. The students had an easier way to make their recount text since they already had a plan beforehand in the form of mind map. All that left for them to do was to develop the plan into a complete story. It could be said that mind mapping helped the students in creating recount text more easily.

CONCLUSION

Based on the result of the research that has been done by the researcher, it can be concluded that the teacher already implemented the steps in teaching mind mapping technique well. The procedure that the teacher did is similar with the steps of teaching writing using mind mapping technique by Kureasin. There was a difference during the implementation which is the step where the teacher makes a text based on the mind map that has been made. In this research, the teacher reverse the activity by making a mind map out of an existing recount text as an example. It was done with the aim of making the students easier in gasping the idea of how to make a mind map before writing a recount text.

The example of the mind map that the teacher made is also in line with the how to make a mind map theory proposed by Buzan (2006). However, there was a modification made by the teacher during the process of teaching mind mapping technique to the student. For example, based on Buzan's theory there should be one word or phrase per line, but in this implementation the students were allowed to use both word and image in one line. Additionally, they were allowed to use more than two words in a line. It was done because the teacher believed that the students would learn more precisely and get exposed to more vocabulary. Thus, it avoided misspelling.

Moreover, the teacher provided a good example of mind mapping with a clear explanation for each step. The students also could also take part in the teaching-learning process. It was shown by how the students asking questions and seek for more explanation when they found difficulty in understanding the technique. Moreover, the teacher did a good job in supervising the students while they were making their mind map. Therefore, the students' works and errors can be guided directly by the teacher.

The results of students' personal recount texts showed that this technique was helpful to students in creating their own personal recount text. Most students could already apply the technique independently. The students' mind maps followed the procedures that have been taught by the teacher. They started the key word in the center of the paper then linked them to some advanced key words, and so on. The personal recount texts that the students made were in the appropriate structures, and consisted of only minor mistakes or errors. According from the rubric used to analyse students' recount text, they are in very good and good level with a few that is in the poor level.

SUGGESTIONS

The teacher can apply the mind mapping strategy in other kind of texts and other grades of students. Since this strategy was taught to the eight graders of junior high school, the teacher can also use this strategy to the seven graders and nine graders of junior high school. Also, the strategy can be adjusted with the type of text that is being taught for every grade of the students. More media and fun activity are also recommended during the implementation of this technique, so that the students will feel more relaxed in receiving the material.

As for further researchers, they can conduct similar research with different level of students and different types of text, or different skills. Also, it would be better if they can combine or compare mind mapping technique with any other techniques.

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