

THE USE OF MIND MAPPING TECHNIQUE IN LEARNING WRITING RECOUNT TEXT IN JUNIOR HIGH SCHOOL

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Abstrak

Menulis adalah salah satu dari empat kemampuan yang paling sulit dikuasai mengingat ada beberapa hal yang perlu diperhatikan. Selain melihat struktur kata yang tepat dan kosa kata yang efektif, siswa perlu meningkatkan minat menulis pada diri mereka sendiri. Karena akibat dari pandemi membuat siswa menjadi jarang menulis dan kemampuan menulis menurun. Maka dari itu, tujuan dari penelitian ini adalah untuk mengungkap penggunaan teknik mind mapping dalam pembelajaran menulis teks recount pada sekolah menengah pertama. Jenis penelitian ini adalah deskriptif kuantitatif. Instrumen-instrumen penelitian yang digunakan dalam penelitian ini adalah lembar observasi, kuesioner, dan rubrik mind mapping. Hasil yang dapat ditemukan di dalam penelitian ini adalah siswa lebih mudah membuat teks recount dengan membuat kerangka dari mind mapping terlebih dahulu. Melalui pemanfaatan teknik mind mapping dalam pembelajaran menulis teks recount, banyak siswa yang memberikan respon yang baik. Kesalahan dalam membuat teks recount yang sering terjadi pada siswa tidak hanya terletak pada struktur kata dan kosakata, tetapi juga pada mekanik.

Kata kunci : Mind Mapping, Teks Recount, Sekolah Menengah Pertama

Abstract

Writing is one of the four proficiency, which is the most arduous ability to be mastered, seeing from the components that must be paid attention to. Besides taking notice of proper grammar and effective vocabulary, students need to intensify their writing interests. Because of a pandemic, the students find idleness in writing so that their writing ability goes down every single day. Therefore, the objective of this research is to reveal the application of mind mapping techniques in the learning of writing recount text in junior high school. This type of research is descriptive quantitative. The research instruments utilized in this research were observation sheets, questionnaires, and mind mapping rubrics. The result that can be found in this study is easier for students to make recount texts by making a framework from mind mapping at first. Through the utilization of the mind mapping technique in learning to write recount text, lots of students gave good responses. The error in making recount texts that often occurs in students is not only in grammar and vocabulary but also in mechanics.

Keywords: Mind Mapping, Recount Text, Junior High School

INTRODUCTION

Four competencies in English that be necessary to manage by students are listening, reading, speaking, and writing. Writing in English is one of the most arduous competencies besides speaking because it requires correct grammar and practical vocabulary. "It is considered difficult because a comprehensible paragraph requires many vocabularies and correct grammar" (Cholipah, 2014) as cited in (Rahmawati, 2018, p. 196). In this study, the researcher used writing skills to discover the use of mind mapping techniques in learning to write recount text in junior high school. "Not only on planning and organizing at a higher level, but L2 learners are also obliged to focus on spelling, punctuation, and word choice

at a lower level" (Richards & Renandya, 2002) as cited in (Rahmawati, 2018, p. 196).

Indonesia has many native languages because Indonesia itself consists of many ethnic groups and races. On the island of Java, people speak their mother tongue, Javanese, while English is only L2. That is what makes English challenging to learn. They have difficulty speaking only in English, especially in terms of writing. Writing becomes challenging because several aspects must be mastered: developing ideas, organizing ideas, vocabulary, grammar, and mechanics. Supriyono (2013) in Alam (2017) asserted that "Some aspects of writing are very important in producing good, clear, fluent, and effective writing. Those are grammar, vocabulary, mechanics, organization, and content" (p. 102).

The fact is that English in Indonesia is taught and studied as an extraneous language. They may have good speaking skills, but that does not guarantee having good writing skills. They often have adversity in writing. As Rass (2001:30) stated "Writing is a difficult skill for native speakers and non-native speakers; because writers must be able to write it in multiple issues such as content, organization, purpose, audience, vocabulary, and mechanics as well as punctuation, spelling, and capitalization." Nonetheless, in the learning process, teachers have an essential role to play in supporting students' good writing skills especially in elaborating the idea of writing. Brown (2001) stated, "writing is thinking process because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization."

Hereafter, students frequently had problems in recount text in written form. The problem lies in the lack of vocabulary, finding ideas, and developing ideas. These problems happen because students are less motivated to memorize vocabulary and lack interest in writing. Despite the vocabulary, finding and developing ideas is one of the crucial points in the five writing components.

Based on the 2013 curriculum, there are several types of texts that junior high school students will study. They are descriptive text, recount text, procedure text, narrative text, and report text. Recount text is a text that will be studied by junior high school students in the second semester. It is in basic competencies 3.11 and 4.11. In this basic competency, students are looking forward to understanding the social function, text structure, and linguistic elements of the recount text in the context. They are also expected to establish short, simple recount texts that relate to their personal experiences.

Expanding concepts is an extremely significant problem for the students in writing recount text. By expanding the concept, the students could create a great writing text and expand their concept obviously in every paragraph. The students should retell the past events in every paragraph to organize ideas. In writing recount text, the students should utilize corresponding grammar, in this point, simple past tense. In arranging the text, students should select the corresponding and proper words to reveal the ideas. Students should utilize the right punctuation, spelling, and capitalization in the mechanics component. By elaborating on the five parts of the students' recount text, the researcher could notice the students' skill in writing recount text.

Many methods can be adjusted to rectify students' writing skills. One of them is using mind mapping. Buzan (2006) stated, "Mind mapping technique is effective to help students to organize the idea, and represent the idea that wants to be written" (p. 37). At the same point as

Buzan (2004) in Marpaung & Sinulingga (2012), "Mind mapping is an effective technique that can be used to help teachers because it is not difficult to be applied. It also creates an enjoyable classroom atmosphere in the teaching and learning process" (p. -). Besides, Wycoff (2004) in Alam (2017), said, "Mind mapping is one of the suitable pre-writing techniques that can help to arrange and construct the idea in writing" (p. 102). "Through mind mapping, learning activities will be more interesting for the students" (Widura, 2008) in (Kamelia et al., 2018, p. 115). Hence, the researcher agreed with Panatda's definition of the mind mapping technique in Siriphanich et al. (2010:4) in Kamelia et al. (2018), "The teaching technique of using mind mapping as a tool to represent students' understanding by using words, pictures with color, and symbols in a tree branch format is really useful to develop students' ability to learn English" (p. 114).

Several previous studies are related to this study. The first study is by Siti Alisah Rahmawati (2018), entitled "The Implementation of Mind Mapping in Teaching Writing of Recount Text to Eighth Graders of Junior High School." This study aims to represent and analyze how the teacher implements a mind mapping strategy in teaching recount text for eighth-graders and how the recount text writing after being implemented by mind mapping strategy. This study is descriptive qualitative research. The data was taken by observing and taking up the students' works. This study's research findings discovered that the teacher has already adjusted the actions of teaching mind mapping strategy and provided the instance of a great mind map suitably with some alteration based on the class need. It also shows that the students' mind maps help the students make their recount text. According to the rubric, the grades of students' writing are good to a very good level.

The second study is Angga Putra Alam (2017), entitled "Improving The Eleventh Graders' Recount Text Writing Through Mind Mapping Technique at SMA PSKD 7 Depok." This research aimed to improve the eleventh graders' recount text writing skills. To achieve the objective, a two-cycled classroom action research. The quantitative data accumulated utilizing tests were analyzed using the statistical analysis technique. The qualitative data, accumulated utilizing observation sheets and interview guides, were analyzed utilizing descriptive analysis techniques. The results indicate that the mind mapping technique corrected the eleventh graders' recount text writing skills, as indicated by the intensify in the tests' mean scores. Based on the findings, it could be deduced that students' recount text writing skills could improve through the implementation of the mind mapping technique.

The third study is by Maria Rosa Marpaung (2012), entitled "Improving Students' Writing Recount Text

Achievement Through Mind Mapping Technique in Junior High School.” This study concerns students' accomplishment in writing recount text through the mind mapping technique in Junior High School. This study was established by adjusting Classroom Action Research. The procedure of this research is done in two cycles in six meetings. According to the diary notes, observation sheet, and questionnaire sheet, it was discovered that the students provided nice responses in the teaching and learning process. According to the outcome of quantitative and qualitative data, it can be summarized that the utilization of the mind mapping technique had rectified the junior high school students' achievement in writing recount text.

From the three previous studies above, many researchers examine the improvement and implementation of mind-mapping in writing English. Nevertheless, only several that is focused on the obstacles of mind-mapping in recount text writing. According to the research gap above, the research aimed to discover the use of the mind mapping technique in the learning of writing recount text. According to this background, the following research questions are used in this study:

1. How is the use of a mind mapping technique in learning writing recount text in junior high school?
2. How do the responses of junior high school students' mind mapping in writing recount text?
3. What are the obstacles of using the mind mapping technique in learning writing recount text in junior high school?

METHOD

The study was conducted in descriptive quantitative research, which implies that this study concentrated on depicting both words and numbers. This study is implemented by paying attention to the teaching-learning process of recount text throughout the class. Afterward, students' mind mapping creations would be gathered and assessed. In this study, the researcher takes the part of an observer.

According to Husna et al. (2013), “Quantitative method was used to analyze the students' writing tests.” (p. 9). The researcher scored the aspects: developing ideas, organizing ideas, grammar, vocabulary, and mechanics. In this research, the researcher assessed the students' writing tasks based on that aspects.

The place to collect data in this study is at the UPT SMPN 6 Gresik. This UPT SMPN 6 is located in Mriyuan village, Sidayu sub-district, Gresik district. This location was preferred since it was found out that this school had utilized mind mapping techniques before. However, this school was suitable as a place for research. This study's subjects were 8th-grade junior high school students who

learned about personal recount text. The basic competencies used were 3.11 and 4.11 in the second semester. This study observed the class, which consists of 26 students, eight boys and eight teen girls.

In this study, the researcher used observation, questionnaire, and students' mind maps to collect the data, as follows:

1. Observation is held while the teaching and learning process occurs. The observation results helped the researcher with students' mind maps.
2. In a questionnaire, students were given several questions to refer to students' comprehension of utilizing the mind mapping technique. After that, the students answered, and the result was used to measure students' understanding by utilizing mind mapping as a technique.
3. Students' Mind Maps, the students did the assignment by hanging on the picture on the paperboard, arranging the structure of recount text, and submitting the task by google form. The teacher just waited for the student's responses in the google form and assessed the students' tasks.

The instruments utilized in this study were an observation sheet, questionnaire, and Mind Mapping rubric. The following is the explanation:

1. An observation sheet is required to gain the students' information for research question number one. The teacher who teaches the class was observed by the researcher. The researcher took a note on a class, which was classified as raw material until it turned into a field note. This field note is to reply to the first research question. This observation was based on the lesson plan that the researcher made before. This instrument is in the form of an observation sheet.
2. The researcher thought that it was not enough if the researcher only used the observation sheet as the instrument to answer the research questions. Thus, this study added another instrument to reply to the inquiry by giving the students a questionnaire. This study avoids any questionnaire that needs to transform into words and phrases. This instrument aims to find out students' responses in writing recount text. This instrument is in the form of a close-ended questionnaire form which is for research question number two.
3. Mind Mapping rubric, the researcher analyzed the improvement of mind mapping. Then the researcher made it in the rubric. This Mind Mapping rubric adaptation from Ohassta (Ontario history and social science teachers' association:

2004) and Ertug Evrekli, Didem Inel, and Ali Gunay Balim (2010).

RESULTS AND DISCUSSIONS

1. The use of the Mind Mapping technique in learning writing recount text

This research was established for three meetings. The first meeting was held on the 28th of April 2021. In this lesson, students do face-to-face offline learning. However, still, adhere to health protocols by using a mask and face shield on it. The teacher started the lesson by saying greetings, checking student attendance, praying, preparing a conducive learning atmosphere, linking the material to be studied with the previous material, mentioning learning objectives and assessment plans, and mentioning learning activities to be carried out. The following are the results of the observation sheet of the teachers whilst activities in the classroom when learning takes place. This observation sheet is based on the lesson plans that the researchers created.

Table 1.1 First meeting

No.	Observed aspects Whilst activity	Rating				
		1	2	3	4	5
	Observing					
1.	Students observe and listen to new material delivered by the teacher.				√	
2.	Students observe sample text related to Recount Text.					√
3.	Students discuss difficult words from the example text given.			√		
	Questioning					
1.	Students ask several things related to examples of text that have not been understood or want to be more known from the material described.				√	
	Experimenting					
1.	Students are shown random pictures given by the teacher relating to the Recount Text.				√	
2.	Students respond to the practice questions granted by the teacher relating to the random images given.					√
3.	Students collect work results from the practice questions given in front of the class.					√

Rating description :

5	Excellent
4	Good
3	Satisfactory
2	Poor
1	Very poor

Afterward, the teacher continues the lesson by providing sample text related to recount text. Students have sat together with their respective groups. Furthermore, the teacher continues learning because there are no students who ask several things related to examples of text that have not been understood or want to be more known from the material described. Then, students are shown a random picture given by the teacher relating to the recount text. The next activity is for students to answer exercises given by the teacher related to the random pictures given and collect them in front of the class. Several students get a perfect score of 100 and regularly collect the results in front of the class. In this case, the students do a peer assessment.

Table 1.2 Second meeting

No.	Observed aspects Whilst activity	Rating				
		1	2	3	4	5
	Experimenting					
1.	With guidance and direction from the teacher, students sort random pictures given by the teacher concerning the Recount Text.					√
2.	Students listen to the explanation from the teacher concerning the text structure of the Recount Text.					√
3.	Students listen to the explanation from the teacher about the linguistic elements of the Recount Text.				√	
	Associating					
1.	Students gather with their respective groups according to the direction of the teacher.				√	
2.	Students receive a mind mapping image shared by the teacher.				√	
3.	With guidance and direction from the teacher, students in groups create stories from the given mind mapping images and determine which ones include the orientation, events, and re-orientation of the Recount Text.				√	

4.	Students cut and stick mind mapping images on cardboard and collect them via a google form.				√	
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The second meeting was held on the 5th of May, 2021. In this second meeting, the teacher gave some ice breakers so that the students didn't feel bored and excited again. Learning was continued with guidance and direction from the teacher. Students sort random pictures granted by the teacher concerning the recount text. Furthermore, students listen to the explanation from the teacher about the text structure and the language feature of the recount text.

Transcript of teacher and students' communication

Teacher: "Jadi, kalau kita simpulkan disini, berarti kalian sudah bisa membuat teks dalam bentuk recount dari mind mapping yang kalian buat. Baik sekarang kita simpulkan, berarti kalau begitu, what is recount text? raise your hand, silahkan, you can use Indonesia or in english, up to you. Yes, your name please, okay, Julita"

Student8: "Teks yang menjelaskan tentang masa lampau atau masa lalu"

Teacher: "Okay, can you translate in English? Atau ada yang mau menambahkan, silahkan Nabila"

Student6: "Teks yang menceritakan tentang pengalaman kita di masa lampau"

Teacher: "Pengalaman kita, apakah hanya kita? Ya, si penulisnya. The text that is tell about the experience in the past, pengalaman di waktu lampau, okay, ada berapa generic strukturenya? Raise your hand, please"

Student9: "Ada 3"

Teacher: "Can you mention it?"

Student9: "Orientation, events, and re-orientation."

Teacher: "Okay, bisa menjelaskannya? English okay Indonesia okay. Okay Julita lagi, silahkan."

Student8: "Orientation itu menyatakan siapa, kapan dan dimana, kalau events rangkaian kejadiannya, kalau re-orientation itu kesan penulis terhadap kejadiannya"

Teacher: "Okay, ya bagus sekali, semuanya sudah bersuara, berarti sudah faham betul ya, apa itu teks recount. Tetapi tadi yang banyak salahnya itu tadi dimana, penggunaan simple past tense, di paragraf awal consist pake simple past, tapi di paragraf kedua, berantakan. Ya, seperti itu. Kemudian, what do you think? Before making a text, you make mind mapping first, right? Is it easy for you to develope the idea?"

Student10: "karena kalau membuat mind mappingnya terlebih dahulu, yang ditulis itu rangkaian kejadian-kejadian terlebih dahulu, baru membuat mind mapping"

Teacher: "Jadi tinggal merangkai kalimatnya ya, karena poin-poinnya sudah ada, tepuk tangan untuk Bintang"

Students: (applause together)

Teacher: "Ini jujur ya, pengakuan kamu, bahwa memang dengan mind mapping itu memudahkan kita, memudahkan untuk mengingat. Ada lagi yang ingin berkomentar? Seandainya nggak ada mind

mappingnya, bisa nggak kamu mengira-ngira akan menulis apa? Akan kesulitan, ya. Oke ya, kemudian yang penting adalah untuk language featurenya menggunakan bentuk kalimat lampau, yah.

Students: "Yes, sir."

After that, the teacher explains to students how to make good and correct mind mapping by showing examples of mind mapping works from seniors. The students seemed interested in the work. They are excited to do the mind mapping task.

Table 1.3 Third meeting

No.	Observed aspects Whilst activity Communicating	Rating				
		1	2	3	4	5
1.	The teacher shows and reviews the work of the results of making mind mapping in previous meetings with students.					√

The third meeting was held on the 20th of May, 2021. In this third meeting, the participants collected the results of mind mapping work on time, and in this lesson, the students were interested and very excited.

According to the explication over, it could be deduced that mind mapping is an easy medium to apply. With fun learning by the teacher, learning can be easily understood and attract students to learn, making mind mapping fun. As stated by Buzan (2004) in Marpaung & Sinulingga (2012), "Mind mapping is an effective technique that can be used to help teachers because it is not difficult to be applied. It also creates an enjoyable classroom atmosphere in the teaching and learning process" (p. -).

It is easy to use since the students do mind mapping at first before writing a text. By using mind mapping, students could create the branches of the topic given, then explain them with words in the recount text. While for the effectiveness of mind mapping, in making a recount text, as such, students can save more time in decant their ideas into the text.

2. The students' responses in writing recount text

To get students' understanding of the utilization of mind mapping techniques in learning, the researcher made and gave several statements in the form of close-ended questionnaires to students. In one class, there are 26 students.

Table 2.1 Students' responses to Mind Mapping

No.	Statements	Yes	No
1.	Learning recount text using mind mapping techniques is fun	100%	0%
2.	I find it easier to understand recount text material by using mind mapping techniques	100%	0%
3.	By using mind mapping techniques the material becomes easy to remember	100%	0%
4.	Discussion and practice make it easier for me to understand the material	90%	10%
5.	I am lazy to learn English when using mind mapping techniques	0%	100%
6.	Making mind mapping difficult and troublesome to learn	0%	100%
7.	Easier to learn by using mind mapping	100%	0%

According to the results of the questionnaire above, the researcher recapitulated that in learning recount text, students were easier to understand, preferred, and easier to remember. For discussion and practice, some students understand the material more easily, and some don't.

It is easy to understand since it uses simple language and is based on the context of its use. It is straightforward to think because of the utilization of the simple word so that students more easily understand and like learning to recount text with the mind mapping technique.

These students' responses are used to answer research question number two and in the form of a questionnaire; as stated by Gay (2005:208) in Husna et al. (2013) asserts that "Descriptive quantitative research involves collecting numerical data to test hypotheses or answer questions concerning current status conducted either through self-reports collected through questionnaires or interviews or through observation" (p. 9)

3. The result of students' recount text

Table 3.1 Results of the students' Mind Mapping

No.	Criteria	Group	Score	Total score
1.	Keywords	1	3	Group 1 = 22 22 : 25 x 100 = 88
		2	1	
		3	3	
		4	3	
		5	3	
		6	5	

2.	Main branch relationship with other branches	1	5	Group 2 = 16 16 : 25 x 100 = 64
		2	4	
		3	5	
		4	1	
		5	5	
3.	Color design	1	5	Group 3 = 16 16 : 25 x 100 = 64
		2	4	
		3	1	
		4	1	
		5	5	
4.	Drawing symbols and curved lines	1	5	Group 4 = 12 12 : 25 x 100 = 48
		2	3	
		3	3	
		4	3	
		5	3	
5.	Material equipment	1	4	Group 5 = 20 20 : 25 x 100 = 80
		2	4	
		3	4	
		4	4	
		5	4	
		6	4	Group 6 = 22 22 : 25 x 100 = 88

Rating description :

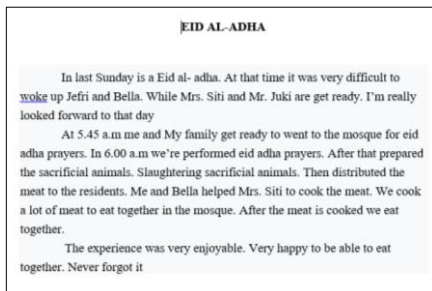
5	Excellent
4	Good
3	Satisfactory
2	Poor
1	Very poor

The students were demanded to produce their mind mapping and personal recount text stories. The researchers discovered that the students already understood how to make personal recount text and mind mapping by themselves. Since the recount text results are already structured, with a complete text structure in the text recount, orientation, events, and re-orientation. As well as good and interesting mind mapping results.

In the results of the students' recount text. In one class, six groups participated in this study. But, there are only three groups that represent and are written in this article.



Picture 3.1 Mind Mapping of group 3



Picture 3.2 Recount Text of group 3

The example above shows that in terms of developing an idea, it is pretty good. The story is about the writer's experience on Eid Adha day. The developing ideas in this text are satisfactory because the students are less creative in developing words.

In terms of organizing ideas are satisfactory. But this story consists of a sequential recount text structure. Starting up the orientation in the first paragraph, then continuing with the story series, namely events. The Series of stories are in one paragraph. In the last paragraph, students share their personal feelings after getting the experience.

The grammatical errors in this group are satisfactory. In the student texts, there are still errors in the use of prepositions of place and time. It seems that the students are still confused in using the prepositions of place and time. For the utilization of 'to be' also, the students are not consistent in using it. In the student's text, there are also other shortcomings, such as the absence of a subject in the sentence, such as the following example. "In last Sunday is an Eid al- Adha. At that time, it was very difficult to woke up Jefri and Bella. ...Mr. Juki are get ready." The suitable verb should be "Last Sunday was Eid al- Adha day. It was very difficult to wake Jefri and Bella up. ...Mr. Juki were getting ready."

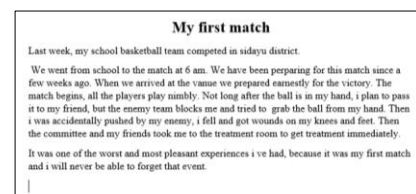
In terms of vocabulary is quite good. The students use common and easy-to-understand vocabulary. However, some sentences are less precise and the sentences seem like Indonesian translated into English, as in the following example "Slaughtering sacrificial animals" and "Very happy to be able to eat together". It is also wordy that is

used by the students, such as "At that time it was very...", it should be "It was very..."

The last thing to analyze is mechanics. In student texts, there are still errors in capitalization and punctuation, such as the use of commas and periods. The example is "At 5.45 a.m me and My family...", "I'm really looking forward to that day," and "Never forgot it" It should be "At 5.45 a.m. Me and my family...", "I'm really looking forward to that day" and "Never forget it."



Picture 3.3 Mind Mapping of group 4



Picture 3.4 Recount Text of group 4

The recount text of the fourth group is composed of fewer words than the foregoing ones. The story concerns the first match of the writer on a basketball team. The espousing ideas and specifications are associated with the theme. Therefore, this story is attractive.

In parts of organizing ideas, the students write stories in sequence. This is evidenced by the orientation in the first paragraph. Students start the story by asserting the background of the story in the paragraph. Followed by the events in the second paragraph, in which the series of the stories occur sequentially and chronologically. Then re-orientation in the last paragraph. In this paragraph, the author adds an impression to the story that has been conveyed.

In terms of grammatical errors are good. But there are still errors in using the verb. It seems that students still get confused in using the second form of verbs. As in the following example, "...the players play nimbly.", "..., I plan to,..." and "...blocks me and...". The suitable verb should be "...the players played nimbly.", "..., I planned to,..." and "...blocked me and...".

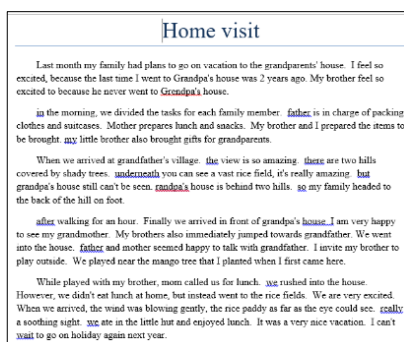
The following thing to analyze is vocabulary or word choice. In choosing words, students have used words that

are easy to understand. But some words are less effective, such as "..., but the enemy team..." and "...pushed by my enemy...". The suitable verb should be "..., but the opposite team..." and "...pushed by the opponent..."

The last writing component is mechanics. In the student text, there are still errors in punctuation and the use of capital letters. In the following example, "Last week, ...competed in sidayu district", "..., i fell and got wounds." and "...experiences i ve had,...". It should be "Last week, ...competed in Sidayu district", "..., I fell and got wounds." and "...experiences I've had,..."



Picture 3.5 Mind Mapping of group 6



Picture 3.6 Recount Text of group 6

The first thing to analyze is developing ideas. The recount text of the sixth group or the last group is composed of more words than all of the groups. The story was about the writer's experience when he visited his grandparents' house. Paragraph by paragraph is written connected to the topic and can espouse the story well.

In terms of organizing ideas is good. This story consists of a sequential recount text structure. Starting up the orientation in the first paragraph. It contains the background of the author writing the story. Then there is a series of stories in the second paragraph. The story series of events are separated into three paragraphs. The last one is re-orientation. In the re-orientation, the writer adds the feelings the writer feels towards the events he tells.

The next is grammatical errors. Students' grammatical error is satisfactory. There are still errors in using the basic verb and the second form of the verb. It seems that students are still confused and have difficulty using these verbs.

The use of tense is also inconsistent in this text. For example, as follows "I feel so excited,...", "Mother prepares lunch...", and "There are two hills...". The suitable verb should be "I felt so excited,...", "Mother prepared lunch..." and "There were two hills..."

In terms of vocabulary or word choices, it is satisfactory. Some words are foreign to the junior high school level. But there are no ambiguous words, so they can still be understood. As in the following example, "Underneath you can see a vast rice field,...", "we rushed into the house." and "When we arrived, the wind was blowing gently, the rice paddy as far as the eye could see."

The last is mechanics. There are still errors in punctuation, the use of capital letters and double spaced, and some typo words. For example, as follows, "...went to Grendpa's house.", "in the morning,..." and "But grandpa's house still can't be seen.". The suitable verb should be "...went to Grandpa's house.", "In the morning,..." and "But grandpa's house still can't be seen."

According to the results of the recount text above, there are shortcomings in the text. Students have difficulty with writing skills. This is related to (Cholipah, 2014) in Rahmawati (2018), "It is considered difficult because a comprehensible paragraph requires many vocabularies and correct grammar." (p. 196). The results of student mind mapping and student recount text also varied. Some students whose mind mapping is good, but the recount text is not good, and vice versa. The mistakes that many students make in the recount texts are in the mechanic's section. They often use double spaces and typos and also forget to utilize capital letters, punctuation errors, and conjunctions.

In the mind mapping assessment above, the things that are assessed are keywords, the relationship between the main branch and other branches, color design, image symbols, curved lines, and completeness of the material. Nevertheless, it implemented a similar assessment as the theory stated by Panatda's definition of the mind mapping technique in Siriphanich et al. (2010:4) in Kamelia et al. (2018), "The teaching technique of using mind mapping as a tool to represent students' understanding by using words, pictures with color, and symbols in a tree branch format is really useful to develop students' ability in learning English" (p. 114).

In this research, the researcher has assessed the students' writing tasks according to these aspects: developing ideas, organizing ideas, grammar, vocabulary, and mechanics. However, the researcher implemented similar aspects to the theory stated by Supriyono (2013) in Alam (2017). He asserted that "Some aspects of writing are very important in producing good, clear, fluent, and effective writing. Those are grammar, vocabulary, mechanics, organization, and content" (p. 102).

CONCLUSION

According to the result and discussion over, it can be summarized that the teacher asserted the utilization of the mind mapping technique in learning writing recount text in junior high school. The process of making mind mapping also requires steps and time. Therefore, students choose to make mind mapping first before making recount text. It makes it easier because by making branches to the mind mapping, students are helped to make words and sentences, as well as organize the stages of writing recount text properly and correctly. By way of the utilization of the mind mapping technique in learning to write recount text, plenty of students gave good responses.

However, the main problem in learning to write recount text was in writing the story. Since it requires correct grammar and effective vocabulary, that is why the students lack writing skills. The guilts caused by students are not only in grammar and vocabulary but also in mechanics. In mechanics, the errors include the use of capital letters, conjunctions, punctuations, double spaces, and typos. The utilization of mind mapping as a technique has proven successful in reducing the obstacles to students' learning writing recount text. As evidence, the students become more aware of how to make past stories with the chronological sequence of events by applying mind mapping with interesting and fun learning carried out by the teacher. Moreover, by utilizing the mind mapping technique, the students understand the material easier, and the material becomes easy to remember.

Suggestion

According to the results and discussions of the research, the researcher would give some suggestions to the future teachers and English teachers, as follows:

1. It is suggested that teachers provide good and correct insight into students' writing skills so that students' writing skills can show great improvement.
2. It is suggested that teachers give more time to students since they learn writing skills, especially the recount text. This is done so that the students can improve and develop their writing skills, especially for the recount texts.
3. It is suggested that the teacher guides the students to brainstorm first or map out the points needed to write beforehand since it is easier for students to write recount texts.
4. Other researchers who will establish forthcoming research concerning writing recount text can analyze more about this proficiency.

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