THE USE OF MIND MAPPING TO IMPROVE STUDENTS' RECOUNT TEXT IN READING AND WRITING SKILL AT EIGHTH GRADE OF SMP ISLAM PARISKIAN KOTA SERANG (A CLASSROOM ACTION RESEARCH)

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ABSTRACT

The objectives of this research was to find out the process, the students' response and the students' improvement in reading and writing skill after learning recount text through mind mapping technique at eighth grade of SMP Islam Pariskian Kota Serang. The method used in this research was Classroom Action Research (CAR) which the researcher observed and gave treatment to improve students' recount text in reading and writing skill. The researcher used observation sheet, documentation, and questionnaire to collect qualitative data. Furthermore, the researcher used test which consisted of pre-test and post-test for collecting quantitative data. As the result, the process of teaching recount text through mind mapping technique was more effective, interesting, and fun for the students. It was caused by the use of pictures and colors in mind mapping which attracted students' attention and made them focus on the lesson. Further, the result revealed that mind mapping gave impact to students' behavior change so that they had good motivation, interest and engagement during teaching learning process. Consequently, it influenced to their score achievement both in reading and writing skill. The students' mean score gained in the pre-test, post-test one, until post-test two indicated the improvement of students' reading and writing skill particularly in recount text. Based on the findings of this research, it can be conclude that the use of mind mapping was effective and successful to improve students' recount text at eighth grade of SMP Islam Pariskian Kota Serang.

Keywords*: Mind Mapping, Recount Text, Reading Skill, Writing Skill.

INTRODUCTION

In learning English, people need to develop both receptive skill and productive skill. Receptive skill include understanding when listening and reading. People do not need to produce language to do these. They receive the language and decode the meaning to understand the message. Productive skills are speaking and writing. People use the language that they have acquired and produce a message through speech or written text that they want others to understand.

One of receptive skills is reading. Reading is an essential skill in learning English. Through reading activity, the students will receive many vocabularies, create meaningful discourse, and get a certain information from the text. According to Grabe and Stoller (2002, p. 9), reading as the ability to draw meaning from the printed page and interpret this information appropriately. This definition càoncurred at the complexity of the reading process that involved written text or printed page and interpreting it by perception and thought to get the information correctly.

Nowadays, reading activity requires teachers to facilitate the students through interesting techniques in teaching learning process. It is strengthened by Harmer (2007, p. 101) who stated that the students are better to be impulsed in responding the context and gaining their feeling about it than only focusing them on the text construction. From the statement above, the researcher infer that the teachers usually ask the students to read a certain text without giving the solution about how to read with pleasure and comprehend through interesting techniques. The students are used to comprehend the text only by reading normally, as what they usually do during teaching learning process.

Meanwhile, in the end of learning English, the students are expected to be able to produce language. In this case is writing. Writing as stated by Tiwari (2005, p. 120) is a complex process that allows the writer to explore thoughts and ideas and make them visible and concrete. Writing is a process of transforming thoughts and ideas into written from. In addition, Nunan (2003, p. 88) defined writing as a mental

work of inventing ideas, thinking about how to express them into statements and paragraphs that will be cleared to the reader.

Hyland in Refnaldi cited in Anastasia, et.al (2012, p. 69), assessing writing is giving score and feedback about students' works in written form in order to know the achievements of students' writing ability. It is often regarded by the teachers as an unwelcome task with the potential to undermine the relationship they have created with their students and the confident students have gained in their writing.

Based on the observation result on teaching and learning activity in Eight Grade of SMP Islam Pariskian, it was revealed that the teaching and learning activity in the classroom has encountered some problems both in reading and writing activity. First, in reading activity, the students have difficulties in getting information from the text, in this case is recount text. It can be proved in the follow-up activities such as answering some questions related to the text given.

Besides, they are also difficult to understand about the text construction of recount text, so that in the next activity such as writing, they will have difficulty to write recount text. In addition, the teaching and learning process runs conventionally in the classroom. It makes the students feel bored and think that reading is not interesting activity at all.

Second, in writing activity, the students mostly feel that they are difficult to think creatively, so they do not know what to write as they have difficulties to develop and generate ideas. It causes the writing quality of the students is still very low and the students cannot write well. This situation is similar with the statement from Nation (2009, p. 119) who stated that some learners are able to say what they want to write but they have difficulty in putting it into written form.

Third, most of the students when they were given some tests about reading and writing, their score were very low. Their score didn't fulfill the standard minimum score English subject in the eighth grade. The score of students' achievement are below standard minimum score, it is 75.

Considering the problems mentioned above, the researcher is interested to overcome those problems by applying a certain technique in order to improve the way of teaching learning process. It is strengthen by Carnine, Silbert, and Kameenui (1990, p. 3) who stated that reading is a complex process, complex to learn and complex to teach, so there must be a technique which can help them to read effectively and interestingly. It is also in the line with Langan (2003, p. 12) who states that writing is a skill, so it can be learnt by using many kinds of technique.

One of the techniques proposed by some experts to widen up our mind is by mind-mapping. By using this technique, the researcher hopes that the students are able to communicate information because mind mapping as stated by Siripanich and Laohawiriyano cited in Suryani (2005, p. 3) can clarify complex concepts into simple, meaningful displays so that the students can develop a holistic understanding of the content to be learned.

Dealing with the problem above and as an attempt to help students overcome their difficulties, the researcher has decided to conduct a research entitled "The Use of Mind Mapping to Improve Students' Recount Text in Reading and Writing Skill at Eighth Grade of SMP Islam Pariskian Kota Serang."

THEORETICAL FRAMEWORK

Mind Mapping

Buzan (2006, p. 6 ; 2008, p. 10) defined mind mapping as a creative note taking technique in a visualization and graphic forms that is used to make people find it easy to enter information into their brains, keeping information in a long term memory and taking it out from their brains easily by engaging imagination and association. Mind map is a diagram that has functions as a way to organize ideas and represent words, tasks, or another links that arranged a central keyword by branches and typically it contains words, colors, short phrase and picture.

Dealing with reading activity, Kaufman cited in Rizqiya (2013, p. 37) argued that mind mapping is a useful technique to use while reading, since the non-linear format allows you to view the entirety of your notes at a glance, then easily place new information in the appropriate branch or make connections between ideas. This is in line with the theory of top-down process proposed by Nuttall cited in Brown (2001, p. 299), top down is a process where the reader draws their own intelligence and experience to understand a text.

In another hand, to relate this technique to writing activity, Buzan (2017, pp. 17-32) stated that mind map works like the brain which it imitate how the ideas are re-turned up when the most recent information is passed between brain cells, so that creating a mind map makes it easier and faster to build new connection and recall information. Also, mind map allows students to be more creative, plan better, save time, communicate well. So that, mind mapping technique might be appropriate to be used in writing process as a prewriting step, especially in writing recount text which the students need to recall information about their past experience.

Recount Text

According to Anderson (2003, p. 48), the recount text as a piece of text that retells past events, which is usually in order in which they happened. Recount is a type of narrating genre, but it is not complicated as narrative text should be, which there is no complication part between the character and the events, it just tells the events chronologically

Recount text is also used to retell the events which informs and entertains the audience. It is strengthened by Holandyah (2012, p. 46) who states that recount text is a text that retells the events for the purpose of informing and entertaining their audience. The sequences of events or experiences in recount text are explained by using chronological order. Recount text requires past tense-used

because it is retelling past events. The writer should pay more attention in writing this text particularly in verb form, in this case is regular and irregular verb.

In addition, Corbett and Strong (2011, p. 49), recount is one of non-fiction text types because, since it focus on telling what happened, it has the same key ingredients as narrative and is thus comfortingly familiar. Nevertheless, there is a difference between recount and narrative texts. Recount text presents the past experiences in order of time or place, meanwhile narrative introduces crisis and how to solve them. It reveals the conflict among the participants. It is because the conflict is the most important element in a narrative text.

Reading

Reading activity always deals with a text. It has a tight connection and even cannot be separated from books, newspaper, magazines, websites, and so on. It is in the line with to Grabe and Stoller (2002, p. 9) who stated that reading is the ability to draw meaning from the printed page and interpret this information appropriately.

Reading also engages human brain, emotions, and beliefs as Weaver cited in Suryani (2015, p. 23) stated that reading is a process which is very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys—all of it.

Reading can mean as an attempt for extending someone's knowledge of a certain language. Any information and pleasure about the subject of language can be derived through reading activity. Harmer (2007, p. 99) stated that reading is useful for language acquisition; the more the students read, the better they get at it. In addition, reading also has positive effect on students' vocabulary knowledge, on their spelling, and on their writing. As the effect of doing this activity, the reader will get some advantages. One of the advantages is the

students can improve their knowledge by reading a text without the teacher's help because they can interpret by themselves.

In addition, one thing which sometimes people forget about reading that reading is a process where there is a link between the author and the reader. As stated by Barnett cited in Hadley (2001, p. 177) who defined reading as communication, as a mental process, as the reader's active participation in the creation of meaning, as a manipulation of strategies, as a receptive rather than as passive skill.

Writing

Writing is one of productive skills. It means by doing writing activity, there will be a product produced at the end of activity. Writing is the process of using symbols such as letters of the alphabet, punctuation and spaces to communicate thoughts and ideas in a readable form. According to Nunan (2003, p. 88) writing is a mental work of inventing ideas, thinking about how to express them into statements and paragraphs that will be cleared to the reader.

In another hand, Richard and Renandya (2002, p. 303) believe that writing is considered as the most difficult skill for second language, moreover for foreign language learners to master. The difficulty felt not only in generating and organizing the ideas, but also in translating these ideas into readable form. Written language is complex at the level of the clause. Writing consists of many constituent parts: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse.

The statement above is strengthened by Tiwari (2005, p. 120) who states that writing is a complex process that allows the writer to explore thoughts and ideas and make them visible and concrete. Writing is a process of transforming thoughts and ideas into written from. It means that writing is not simply

transforming thoughts or ideas into a readable form, but it needs a well preparation and a lot of practices in order to convey a message clearly.

Hence, Brown (2001, p. 335) states that writing makes the product through thinking, drafting, and revising. It means in producing written language, the writer is required to follow these steps to produce a quality final product.

RESEARCH METHODOLOGY

In this research, the researcher used Classroom Action Research method (CAR). The implementation of Classroom action research in this research had objective to enhance the quality of teaching practice. The researcher expected by using classroom action research would give a good idea of learning in the classroom. In addition, classroom action research also could enhance research habit for teachers and teaching learning process.

Those statement above were strengthened by Mettetal (2001, p. 7) who assumed that Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve students' learning. Moreover, Winter and Munn-Gidding's (2001, p. 8) state that an action research is a study of social situation carried out by those involved in that situation in order to improve both their practice and the quality of their understanding.

The researcher used action research designed by Kemmis and McTaggart. Based on Kemmis and McTaggart in Depdiknas (2004, p. 2), the implementation of Classroom Action Research had four steps: (1) Planning, (2) Implementation, (3) Observation, and (4) Reflection.

Furthermore, the researcher used research instrument in collecting the data to support the research. To collect quantitative data, the researcher used Test which consist of Pre-test and Post-test. For qualitative data, the researcher used Observation, Documentation, and Questionnaire.

To measure the improvement of students' achievement both in reading and writing, the researcher found out mean score of the students. Mean is average from

division between sums of student's scoring a total number of respondents. The formula is:

$$X = \frac{\sum X}{N}$$

Where:

X   = the average of score

$\sum$X   = Total students' score

N   = the total number of students

(Arikunto, 2009)

Students' Score Classification:

0 – 39	Poor
40 – 59	Poor to average
60 – 79	Average to good
80 – 100	Good to excellent

(Modified from J. B. Heaton, 1988)

To gain valid scores dealing with students' writing skill, clear criteria to assess their works were obviously needed. To qualify this need, the researcher adopted the rubric of Jacob's et al.'s scoring profile in Weigle (2002, p. 116).

Meanwhile, the qualitative data were analyzed descriptively. In analyzing data, the researcher used Matrix Analysis of Miles and Huberman (1994, p. 10). The data were divided into data reduction, data display, and conclusion drawing/verification.

FINDINGS AND DISCUSSION

The first cycle showed that there were some improvements both in students' reading and writing skill. In reading skill, the researcher implemented the mind map

by asking the students to draw or design a mind map which comprised of information of a text, pictures and symbols. It gave the effect to the students so that they were able to read effectively. They found a new way to read a text in order to find information contained in the text.

Furthermore, the students' writing skill got an improvement. After the implementation of cycle one, they were able to express and generate their ideas by drawing colorful pictures in the mind map which was important step before they began to write.

Besides, the strategy from the researcher to arrange all activities in group seemed succeed to give positive feedback. Students working individually sometimes cannot make significant progress in a class period on these problems. They can become frustrated unless the teacher provides step-by-step guidance. On the contrary, students working in small groups can often handle these complex problems with little outside help. Teachers using student-led groups to complete exercises or hands-on activities are using the strategy of cooperating—learning in the context of sharing, responding, and communicating with other learners.

Working with their peers in small groups, most students feel self-conscious and can ask questions without feeling embarrassed. They also will more readily explain their understanding of concepts to others or recommend problem-solving approaches for the group. By listening to others in the group, students reevaluate and reformulate their own sense of understanding. They learn to value the opinions of others because sometimes a different strategy proves to be a better approach to the problem. When a group succeeds in reaching a common goal, student members of the group experience higher self-confidence and motivation than when students work alone.

In addition, there was an improvement in behavior change toward the teaching and learning process after the students getting treatment through mind mapping. The students seemed more enthusiastic and interested in following learning process. They had or showed intense and eager enjoyment during the implementation of the cycle.

Furthermore, the improvement in the second cycle was the refinement of the deficiencies that have not been achieved in the first cycle. In reading skill, the students were able to identify main ideas, detailed or specific information, and generic structure of the text. In writing skill, the result showed that the students were able to develop the text, to organize the text. For the example in using correct and appropriate words, grammar, spelling, punctuation and capitalization.

As the result of pre-test scores both in reading and writing, it indicated that the students' score were very low and also below standard minimum scores. In spite of pre-test result, the result of the first post-test showed a slight improvement. The mean score for reading skill increased from 64.3 to 78.7 in the first post-test. At the same time, the mean score of writing skill also improved from 60.0 to 76.2. In brief, this result implied that the mean of the students' score was a bit over standard minimum score of that school. With that result, there was improvement 33.4% for reading skill and 30.0% for writing skill from the pre-test test to the post-test one. In other words, the implementation of the cycle one had achieved standard minimum score.

In the same way, students' recount text in reading and writing skill had improved significantly in cycle two. It could be proven from the mean score in cycle two was 85.7 for reading skill and 81.3 for writing skill. As the matter of fact, there was improvement 20.0% in reading skill and 26.7% fro writing skill from the first post-test to the second post-test.

Based on the result of the students' test, the researcher made the mean score from pre-test, post-test one and post-test two as follows:

Table 1 The students' score improvement

Test	Score		Percentage		Improvement	
	Reading	**Writing**	**Reading**	**Writing**	**Reading**	**Writing**
Pre-test	64.3	60.0	33.3%	20.0%	-	-

Post-test 1	78.7	76.2	66.7%	50.0%	33.4%	30.0%
Post-test 2	85.7	81.3	86.7%	76.7%	20.0%	26.7%

By comparing the result from the table above, the score of each cycle was always improved. The improvement could be seen from the score which started from the low score or below the standard minimum score in the pre-test and then increased in the first post-test which also passed a bit the standard minimum score. Finally, in the second post-test the score was improved significantly and be better.

According to the analyzing result above, the researcher concluded that the use of mind mapping was successful to improve students' recount text in reading and writing skill at the eighth grade of SMP Islam Pariskian Kota Serang.

CONCLUSSION AND SUGGESTION
Conclusion

This research was classroom action research which focused on the implementation of mind mapping technique to improve students' recount text in reading and writing skill. The research had gained both qualitative and quantitative data related to the use of mind mapping to improve students' recount text in reading and writing skill at the eighth grade of SMP Islam Pariskian Kota Serang. Based on the findings of this research, the use of mind mapping was believed to be effective to improve students' recount text in reading and writing skill.

As the result of this research, there were improvements in some aspects. The first, the improvement in the process of teaching recount text through mind mapping technique. The result revealed that the process was more effective, interesting, and fun for the students. Mind mapping was a new way for them to learn particularly in English. They have never used this technique and it gave them good impression on its implementation.

The second, this research showed that there was improvements in the students' response towards the use of mind mapping technique. Mind mapping gave impact to students' behavior change. They had good motivation, interest and engagement during teaching learning process. This technique emphasized in using colors and pictures, so it could create good condition and improve their creativity.

The third, as the impact of students' motivation which improved and their active engagement in the classroom was better, it influenced to their score achievement both in reading and writing skill. The students' mean score gained in the pre-test, post-test one, until post-test two indicated the improvement of students' reading and writing skill particularly in recount text. Moreover, the students also felt there was a change on their perspective towards reading and writing activity. Before the implementation mind mapping technique, they thought that reading was a boring activity. In the same way, this happened in writing. They felt hard to start writing because lack of ideas or confused in generating ideas. But after the implementation mind mapping, they found a new way in learning and it helped them to follow teaching learning process easier.

Based on the result of the research above, the researcher concluded that the use of mind mapping technique was effective and successful to improve students' recount text in reading and writing skill.

Suggestion

Based on the experience in implementing mind mapping technique through classroom action research, the researcher would like to recommend some suggestions for English teachers and further researchers. The suggestions are as follows:

1. For English teachers

The English teachers should be creative and innovative in selecting what kinds of activities which affect to the students participation in the teaching learning process. It is also important for them to determine the media to be used in order to support the implementation mind mapping technique. For the example, if the school is able to

provide good facilities in learning, the English teachers can collaborate ICT by using mind maple applications. So, the students will have new experience in making mind mapping. Not only by drawing on a piece of paper, but also they will be to do that in computers or laptop.

In addition, it is also better for the students because they will have possibility to practice creating mind mapping in the more interesting way at their home by using their own computers or laptop. They also can learn by doing exploration toward the lesson such as browsing supporting pictures on the internet to be attached in their mind map.

2. For other researchers

For further researchers who have interest to conduct research by using mind mapping technique, the researcher suggests to elaborate the other lessons, other genre of the texts, other skills and other grades of educations. To support it, it also needs good preparation in making the proper lesson plan so that the teaching learning objectives can be achieved. It is also possible for other researchers to conduct similar researcher in other schools.

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