Using Mind Mapping to Improve Students' Ability in Writing Recount Text

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Abstract: This study was aimed to improve the students' ability in writing recount text through mind mapping strategy. The subjects of the study was the 20 second graders of SMPN 2 Lumbang Probolinggo. This was a classroom action research conducted in one cycle that consisted of five meetings. The mind mapping strategy was done through process writing, in the first three stages, pre-writing, drafting, and revising. The findings showed that the use of mind mapping strategy could improve the students' abilities in writing recount text. It is recomended that the English teachers use the mind mapping strategy to improve their students' writing, and the future researchers are suggested to conduct further studies related to the use of mind mapping strategy.

Key Words: writing skills, mind mapping, recount texts

Abstrak: Penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam menulis teks recount dengan strategi *mind mapping*. Subjek penelitian ini adalah 20 siswa kelas 2 di SMAN 2 Lumbang Probolinggo. Penelitian ini berupa penelitian tindakan kelas yang dilakukan dalam satu siklus dan terdiri dari lima pertemuan. Strategi *mind mapping* dilakukan dengan proses menulis melalui tiga tahap pertama yaitu; pra-menulis, penyusunan, dan merevisi. Temuan menunjukkan bahwa penggunaan strategi *mind mapping* dapat meningkatkan kemampuan siswa dalam menulis teks rekon. Disarankan bahwa guru Bahasa Inggris menggunakan strategi pemetaan pikiran untuk meningkatkan kemampuan menulis siswa mereka, dan para peneliti selanjutnya disarankan untuk melakukan penelitian lebih lanjut terkait dengan penggunaan strategi pemetaan pikiran.

Kata kunci: keterampilan menulis, pemetaan pikiran, teks rekon

Writing a recount text is viewed as a difficult task for students to do. At the outset, the most difficult thing is generating ideas and organizing them in a coherent text. In writing the recount text, students of SMPN 2 Lumbang had problems related to the language aspects and background knowledge. Since they had problems with language aspects, i.e. vocabulary, they wrote only some sentences which were short and sometimes not coherent. Moreover, they usually got stuck in their writing because they did not know what to write and how to express their ideas or experience in English.

Many factors influence the lack of writing skills. According to Dorret (2001:23), several factors influence students' lack of writing, such as the poor strategy of teaching, the awkward communication among teacher and students, the limited media that cannot facilitate students to learn, the hesitance of students to write, the lack of students' practice to write, etc. In fact, usually students are reluctant to write because they do not know what to write first or how to start writing.

Related to students' difficulties in writing, Hadfield and Hadfield (1990) state that there are some difficulties related to writing faced by both the teacher and the students. First, as a writer, the student must be able to decide what information the reader needs and how to express it best. As we know a writer and a reader cannot have direct interaction, so the writer should be able to provide the information that the reader needs. Second, the language used in written form is different from that used in speech. In this case, as a

writer, a student must know the convention of written language. The last difficulty is organizing ideas on paper. Sometimes, students lose ideas when they are obliged to write and do not know what to say.

As an attempt to help students overcome their difficulties in writing, especially in grasping the idea, the mind mapping is a strategy that can be considered as an alternative to solve the students' problem. Hopefully, the mind mapping strategy can overcome students' difficulties especially in terms of how to generate, explore, and organize ideas.

There are some definitions dealing with the mind mapping concept. According to Buzan (1983) in Buehl (2001:85), mind maps are visual representation or graphic organizers that demonstrate connections among key concepts and ideas. While Harmer (2004: 89) says that mind map is referred as visual way of making preparation notes in generating ideas. In this case, the mind map is considered as a strategy that can be used to generate ideas before students start writing.

Furthermore, Smith et al. (2003) give further additional information that mind mapping is a good way for organizing the information so that the ideas become more visual and the chain of thought and hierarchical relations can be easily followed and turned into a paper. By using this strategy, it is really helpful for students to determine the organization of the ideas so that it becomes easier to start writing. In this case, by using mind mapping, students are likely to be encouraged to create or discover the detail in organizing ideas as many as they can. Therefore, Buzan (2007:5), the president of the Brain Foundation, suggests that teachers can use mind mapping strategy to maximize the potential of students' brain in thinking because it uses both imagination and association. It is similar to the way of human in thinking process that uses the two sides of human brain, left and right hemispheres.

The point of using mind maps is mostly to make the learning process easier and more effective - and to be able to see how the different parts of a structure are connected and linked together (Buzan, 2007:7). Moreover, mind mapping helps learners extract their ideas from their head into something visible and structured. It means that they can activate their left and right brain. The secret behind mind mapping lies in its combined use of the full capacity of each primary function of brain, such as logic, writing, spatial, visualization, mathematical analysis, color, etc. Mind mapping involves both sides of the brain at the same time to expand the capabilities in many different ways.

In the field of mind mapping research, many studies have been conducted dealing with mind mapping strategy. From several of the studies reviewed (O'Donnell, et al (2002), Chang, et al (2002), and Nicoll, et al (2001)), there is indication that mind mapping or concept mapping may be particularly beneficial for lower ability learners, partly because it does induce the active, inquiring, orderly approach to learning that is likely a more natural part of the higher ability student's approach to learning. Moreover, it is said that when the students are novice mappers, other scaffold ways of interacting with maps are needed. Scaffolding early learning can help to overcome harmful misconceptions and improve the chances that misconceptions will be remediated (Novak, 2010:28).

In addition, Chiou (2008) also conducted a study on the effect of concept mapping on students' learning achievement and interest. The result showed that students who had opportunity to apply concept mapping learned in easier manner and in more effective manner. In using concept mapping, he focused on freely associated connections among accounting concepts, students' logical thoughts and deductive and self-learning abilities that could be enhanced, thus improved their creative and independent learning abilities. The meta-learning strategy of concept mapping and the experimental design in this study can be easily estimated to other curriculum areas.

As an attempt to improve students' ability in writing the recount text, despite variations in teaching practices, the teacher needs to scaffold students by providing learners with the linguistic and rhetorical resources they need to express, when they are beginning to draft. According to Hyland (2003:123), scaffolding refers to providing this kind of support for learners as they build their understanding of a text and their linguistic competence to create them. In this case, the researcher combined the mind mapping strategy with a scaffold. It is usually called as recount scaffold. According to Anderson &Anderson (1997:54), a recount scaffold can be defined as a guide for constructing a piece of text. The target point of this is to bring learners to the point where they can write a target text without assistance. The point is that the students will get necessary cultural understanding of key genres or know the typical pattern within the text they are asked to write.

In this study, the implementation of mind mapping strategy involved process writing approach. The process writing approach has a lot of benefits for the students' writing. Brown (2007:392) mentions

some benefits of the process writing approach namely focusing on the process of writing that leads to the final product; helping students to understand their composing process; giving the students time to rewrite and write; and placing central importance on the process of version.

To help students of eight grade in SMPN 2 Lumbang generate and organize their ideas smoothly, the researcher conducted a study in the form of classroom action research (CAR) by using mind mapping. In this case, the implementation of mind mapping strategy was supported with recount scaffold. The term recount scaffold was taken from Anderson and Anderson (1997:53). The scaffold was originally directed from a diagram containing three steps in constructing a recount text: orientation, event(s), re-orientation to help students generate and organize their ideas. In this study, the researcher modified the scaffold in the form of word webs containing WH-Questions in order to help students generate and organize their ideas based on the generic structure of the recount text. The students were asked to make mind map by answering the WH-Questions: *who, what, when, where, why and how.* The mind map they had drawn by answering the questions was used to help them generate and organize their ideas and thoughts, and then, they could develop it into their recount writing.

This study focused on the use of mind mapping strategy to improve students' writing ability especially in writing the recount text through process-writing. The process of writing the recount text was divided into five stages: prewriting (planning), drafting, revising, editing, and publishing. The mind mapping strategy was used to facilitate students in the first three stages which mainly focus on students' activities in generating and organizing the ideas. Meanwhile, the last two stages did not apply the mind mapping strategy since they only focus on polishing the final draft after the whole writing process. The general result of this study was expected to give some contribution to the develop-ment of teaching learning process on English subject. Thus, the present study was designed to address the following research question: How can mind mapping strategy improve the students' ability in writing recount text at second grade of SMPN 2 Lumbang Probolinggo?

METHOD

This study was conducted at SMPN 2 Lumbang located in Desa Palangbesi Kec. Lumbang, Proboling-

go. This school was chosen since the researcher is one of the English teachers there. And based on her experience in teaching English there, she found that the students had low ability and motivation in learning English especially in writing. Furthermore, the subjects of the research were the students of grade eight (class VIIIA) of SMPN 2 Lumbang in academic year 2013/ 2014. The researcher selected this class based on some reasons. First, they had low motivation in learning English. Secondly, they had got difficulties in expressing their ideas especially in the written form. It was found that some of them only had blank paper when they were asked to write. In other words, they had problems in finding the ideas about what to write and how to start writing. Moreover, their achievement on English language learning reflected in the tests was low.

This study employed classroom action research for its design to solve her practical problem in the classroom. According to Latief (2012:147), classroom action research is done by teachers in their own classroom to solve their practical classroom problems. It is designed to improve the quality of the teaching and learning process in order to change their educational work to be better (Kemmis and Mc Taggart, 1992:6). Therefore, the researcher as the English teacher needed to improve the quality of her students' performance, in writing, by implementing mind mapping strategy to improve the students' writing ability especially on recount writing.

The design of classroom action research was a cyclical process adapted from the model proposed by Kemmis and Mc Taggart (1992:14). It included four steps–planning, implementing, observing, and reflecting. If, in the first cycle, the strategy had not solved the problem or met the criteria of success, the researcher would conduct the second cycle in which she should revise the strategy. The study was considered successful if all criteria of success had been met.

The research was done collaboratively. The collaborative work was established in the process of the research by the researcher and another English teacher of SMPN 2 Lumbang to enhance the quality of the implementation of mind mapping as a teaching strategy. The researcher and the collaborator worked together in planning, implementing, observing, and reflecting on the action. In the planning, they designed the teaching strategy, lesson plan, the criteria of success, and research instruments. In the implementation stage, the researcher conducted the teaching in the class, and the collaborator acted as observer to observe the effects of the action by using observation

checklist and field notes. At the end of the cycle, the researcher distributed questionnaire. In the last stage, they evaluated and analyzed the implication of the action for classroom learning from the preliminary study until the reflecting stage.

The research procedure involved repeated cycles for planning, implementing (action), observing, and reflecting. The results of one cycle determined another action for the next cycle. The action would be stopped if the objectives of the research had been achieved. The researcher initially conducted a preliminary study as the starting point to conduct this research.

The criteria of success of this study were based on three indicators namely students' participations, students' motivations, and students' writing achievements. If most students were actively involved in the learning process and highly motivated in writing, it was considered as successful in terms of process. And if each student could get at least the score of 65 on their writing achievement, the implementation of mind mapping strategy was considered as successful in terms of products. However, if the result did not meet the criteria of success, the researcher must conduct the next cycle for the betterment.

To achieve the criteria of success, the researcher utilised an observation checklist to collect the findings during the implementation. She used the observation checklist to observe how actively the students participated in the teaching learning process to prove that the strategy was appropriate to overcome the teach-er's problem in the classroom. She gave a check on scale (1–4) for each activity that was done by the students in participate the teaching learning process. The highest score was 4, while the lowest score was 1. After scoring, the researcher and the collaborator calculated and converted the result into a diagram.

At the end of the cycle or after implementing the strategy, the researcher also administered the questionnaires to find out the students' responses to the action. The data from the questionnaires were calculated and presented in diagrams. Besides the observation checklist and questionnaire, the researcher also took data from students' achievement in their writing. The writing products was assessed by using scoring rubric, which was adapted from Cohen (2004). All aspects of writing (content, organization, grammar, vocabulary, and mechanic) were assessed.

In the planning stage, the researcher and the collaborator designed the mind mapping as a teaching strategy (see Table 1), prepared the instructional materials and media, and determined the criteria of success. Besides, they also planned the instructional materials. As stated previously that the instructional material was the recount text based on what had been stated in the syllabus, the researcher used the texts which were adopted from book (*Scaffolding English for Junior High School Students Grade VIII* (Priyana, 2008)). The topic was based on the students' own experience. The first topic was "My Holiday." After

Table 1. The Description of Planning Stage

Meeting	Time	Activities	Writing Stage
1	80'	• The overview of recount text • Analyzing how the mind mapping works on the recount text • Making a mind map in group • Fulfilling a recount scaffold (work sheet) based on the mind map • Constructing a recount text collaboratively	Pre-writing + Drafting
2	120'	• Revising the draft by using a revising guide • Reconstruct the mapped ideas and the draft • Exchanging the draft with the other group (peer editing) • Rewriting the draft • Publishing the final draft • Discussing	Revising, Editing + Publishing
3	80'	• Constructing a mind map individually (based on their own experience) • Drafting the first draft based on the mapped ideas	Pre-writing+ Drafting
4	120'	• Revising the draft by using revising guide • Exchanging the draft with partner (peer editing) • Re-writing the final draft	Revising + Editing
5	80'	• Publishing the final draft • Submitting the final draft to the teacher	Publishing

that, they were assigned to choose their own topics related to their interests.

In the implementing stage, the researcher was assisted by a collaborator from the beginning up to the end of the research. The researcher acted as the teacher who employed the mind mapping strategy in enhancing the students' writing skills in the classroom, while the collaborator acted as the observer who observed the implementation of the strategy. In this case, the collaborator had responsibilities to see, to observe, and to make notes on the implementation of the mind mapping strategy relating to the students' participation on the teaching learning process. Moreover, the collaborator might give opinions, suggestions, and other ideas to the researcher dealing with the improvement on the process of implementing the strategy.

In observing stage, the researcher and the collaborator collected the data. The researcher asked the collaborator to record the implementation of the mind mapping strategy in the teaching learning process. The data were collected by utilizing field notes, observation checklist, questionnaires, and writing assignments. The use of those instruments was based on the consideration that both the researcher and the collaborator could see the evidence, the weaknesses and the strengths of the implementation of the mind mapping strategy and by which the researcher was able to analyze and evaluate the success of implementing the mind mapping strategy.

In the last stage; reflecting stage, the data were analyzed to find out the implication of the teaching strategy applied in the classroom, particularly the students' involvement, students' response and students' achievement. The data analysis was conducted during and after the implementation. Both quantitative and qualitative data were analyzed to see the results of the implementation.

The result of students' scores given by both the researcher and the collaborator were combined to get the students' final scores. Those scores were compared to the criteria of success. This method of assessment was carried out to all students. The strategy was considered successful when each student could achieve minimally 65. Secondly, the results of the questionnaires were also analyzed using percentage. If at least 85% of students' answer was "Yes" for each question, it indicated that there was positive impact toward the implementation of the mind mapping strategy. In analyzing the data taken from the observation checklist, the researcher together with the collaborator also applied percentage. The result from each meeting was combined all together and was divided by the number of the meetings (5) so that it would become the percentage of the students' involvement during the implementation of the mind mapping strategy during 5 meetings. Finally, if one or two instruments still showed negative impact toward the implementation of mind mapping, the strategy was considered unsuccessful and should be reconstructed to be implemented in the next cycle.

FINDINGS

The Students' Involvement

From the result of observation checklist, it was found that the students' involvement toward the implementation of the mind mapping strategy was higher than the criteria of success. At first meeting, only 75% of them were involved in the teaching learning process. Nevertheless, almost all students were involved in the second meeting until the fifth meeting (See Table 2).

Table 2. The Summary of Students' Involvement

Meeting	Number of Activities	Focus	%	Interpretation
1	6	Reviewing the recount text, analyzing how the mind map worked on recount text, and participating in group work on pre-writing activities and drafting	75%	Fairly Satisfactory
2	8	Revising and editing activities and followed by publishing (in group)	94%	Very Satisfactory
3	3	Constructing the mind map and drafting	100%	Excellent
4	6	Checking the content and the organization of the text, rechecking the mind map, editing the drafts, and rewriting the final drafts	95%	Very Satisfactory
5	2	Publishing the final drafts by reading aloud	100%	Excellent
		TOTAL	92.8%	Above the criteria of success

In the first meeting, the students' involvement was fairly satisfactory because they did not only identify and analyze the recount writing, but also learnt how the mind map worked on the recount writing. It seemed to be something new for them. Their involvement was 75% or almost all students involved in the teaching learning process.They were very excited when the researcher showed them the mind map by using slide. Though it was not a digital mind map, they were curious with the colorful mind map on the slide. At last, they worked in group to make the mind map and the first draft.

In the second meeting, the students' involvement was more apparent. In this meeting, they did the revising, editing, and publishing. Their involvement were 94% or almost all students were involved in the teaching learning process. In this case, when they did the revising, they still worked with the mind map. They revised their draft by using the revising guideline given by the researcher. They not only revised the draft, but also revised the mind map. Almost all students involved in the group work. They discussed their the guidance and revised the draft and the mind map. However, only one or two students in one group who was reluctant to follow the discussion. The use of the revising guideline seemed to be able to lead them to have the discussion. And when they had the peer editing session, they seemed to be very curious to follow the activities. They did not want the other group to cheat them, so they controlled each other in editing their draft. And finally, when they published their works, they were very proud when the researcher praised their works.

In the third meeting, all students were involved in the teaching learning process. This meeting was the time for the students to start working individually in writing the recount text. It dealt with pre-writing and drafting. Dealing with the pre-writing stage, the students had prepared themselves with their equipment such as a pencil, rubber, and coloring pencils or markers. Since the researcher had announced the activity in the previous meeting, the students had prepared everything. In this case, they also had prepared the topic they wanted to write. The theme of the writing was the same as the previous one that was "My Experience" so that it would be easy for them to recall their own memories.

In the fourth meeting, the students had to continue the process of their writing. They had to complete the third and fourth stages, revising and editing their drafts. In this meeting, it was found that 95% of students were involved in the teaching learning activities. It

happened since some students were reluctant to revise and recheck their works. They thought that they had done it so that they did not have to revise it. Though the researcher had reminded them to do so, but at the end, they did not make any improvement to their drafts. However, in the editing stage, all students were involved in the activities.

In the last meeting, the students published their products. It was done through presentation. The students presented their writing products by reading aloud in front of the classroom. Though the researcher did not take any assessment during this stage, this process was not easy to be done. As we know that students were shy to present something in front of their friends, this process of course needed efforts. So, before the students started to present their works, the researcher gave chance for them to consult the way to pronounce the difficult words in their drafts. As a result, the class became noisy. Nevertheles, all students presented their texts in front of the class.

The Students' Response

All of students stated that they felt happy with the way to write the recount text (using mind mapping strategy). This finding proved that the strategy had good impact toward the process of learning to write. The feeling of happiness was one modality in encouraging students in learning. As long as they were happy, they were motivated. From the questionnaire, it was found that 98.3% of students answer "Yes" (See Table 3) which means that the students' response was positive toward the implementation of mind mapping strategy. In other words, the students' response fulfilled the requirement that if at least 85% of students motivated to learn writing the recount text using mind mapping strategy.

The Students' Final Products on Writing the Recount Text

Based on the criteria of success, it was stated that if all students could get 65 as the minimum score, the implementation of mind mapping strategy was considered successful in terms of students' achievement. The result of the students' final writing products showed that the minimum score was 70 (See Table 4), it was clear that the students' achievement was above the criteria of success. In other words, the implementation of mind mapping strategy was successful. The students had been able to construct the recount

Table 3. Students' Response Toward The Questionnaire

No	Questions	Answers		Interpretation
		Yes	No	
1	Apakah anda merasa senang dengan cara mengarang anda sekarang (menggunakan metode Mind mapping)?	20		All students like the mind mapping strategy
2	Apakah anda merasa senang dengan suasana kelas untuk mengarang saat ini?	18	2	90% of students like the classroom atmosphere
3	Apakah anda merasa termotivasi untuk belajar mengarang saat ini?	20		All students are motivated to learn to write
4	Apakah metode Mind Mapping membantu anda untuk mendapat gagasan dalam mengarang?	20		All students agree that mind mapping help them generate ideas
5	Apakah dengan menggunakan metode Mind mapping memudahkan anda dalam menyusun kalimat menjadi sebuah teks?	20		All students agree that mind mapping make them easy to arrange sentences
6	Apakah metode Mind Mapping membantu anda dalam mengembangkan gagasan anda?	20		All students agree that mind mapping help them develop ideas
7	Apakah metode mind mapping memudahkan anda dalam menulis bagian orientation dalam sebuah recount text?	20		All students agree that mind mapping help them write the orientation of the text
8	Apakah metode mind mapping memudahkan anda dalam menulis bagian events dalam sebuah recount text?	20		All students agree that mind mapping help them arrange the events in the text
9	Apakah metode mind mapping memudahkan anda dalam menulis bagian reorientation dalam sebuah recount text?	20		All students agree that mind mapping help them write the reorientation of the text
10	Apakah metode mind mapping memudahkan anda dalam mengingat kembali pengalaman anda?	20		All students agree that mind mapping help them remember their experience
11	Apakah kesulitan anda dalam menulis telah teratasi dengan menggunakan metode Mind mapping?	20		All students agree that mind mapping has overcome their difficultie in writing
12	Apakah anda merasa puas belajar menulis dengan menggunakan metode Mind Mapping?	17	3	85% of students agree that they were satisfied using mind mapping to write
13	Apakah metode Mind mapping merupakan metode yang menarik?	20		All students agree that mind mapping is an interesting strategy
14	Apakah anda menginginkan untuk menggunakan metode Mind mapping lagi dalam pembelajaran yang lain?	20		All students agree to use mind mapping strategy in their learning activities
15	Apakah anda merasa metode Mind Mapping sangat bermanfaat bagi pembelajaran anda?	20		All students agree that mind mapping is very beneficial for their learning
	TOTAL	**295 (98.3%)**	**5 (0.17%)**	**The response "Yes" was above the criteria of success.**

text successfully. They were aware of organizing the ideas into good structure. In other words, the use of mind mapping strategy had improved the students' abilities in organizing ideas and constructing appropriate sentences.

DISCUSSIONS

Based on the findings, it is clear that mind mapping strategy has successfully improved students' ability in writing the recount text. In the end of the cycle, the students could write a complete recount text. They could develop the topic easily. They could grasp information by the guidance of the mind map. They could recall their background knowledge. They could extend their text because the mind map had helped them in generating ideas. They could identify important ideas and create a logical arrangement among key words since mind map maximizes the use of two sides of the brain (Buzan, 1993).

This present study revealed that the mind mapping strategy was really helpful for the students. It

Table 4. The Result of Students' Writing Products

No	Students' name	Content			Organization			Vocabulary			Grammar			Mechanic			Total Score
		R1	R2	Final Score	R1	R2	Final Score	R1	R2	Final Score	R1	R2	Final Score	R1	R2	Final Score	
1	AA	22.5	15	18.8	20	20	20	15	15	15	15	15	15	7.5	7.5	7.5	76.3
2	AS	22.5	15	18.8	20	20	20	15	15	15	15	15	15	5	5	5	73.8
3	AK	15	15	15	20	20	20	15	15	15	20	20	20	7.5	5	6.3	76.3
4	DY	15	15	15	20	20	20	15	15	15	15	15	15	5	5	5	70
5	DA	15	15	15	20	20	20	15	15	15	20	20	20	5	5	5	75
6	ES	15	15	15	20	20	20	15	15	15	15	15	15	7.5	7.5	7.5	72.5
7	El	15	15	15	20	20	20	15	15	15	15	15	15	5	5	5	70
8	En	15	15	15	20	20	20	15	15	15	15	15	15	10	7.5	8.8	73.8
9	FC	22.5	15	18.8	20	20	20	15	15	15	15	15	15	5	5	5	73.8
10	Ft	15	15	15	20	20	20	15	15	15	20	20	20	5	5	5	75
11	HW	30	22.5	26.3	20	20	20	15	15	15	20	20	20	5	5	5	86.3
12	JNR	15	15	15	20	20	20	15	15	15	20	15	17.5	5	5	5	72.5
13	LS	30	22.5	26.3	20	20	20	20	20	20	15	15	15	10	10	10	91.3
14	MM	15	15	15	20	20	20	15	15	15	15	15	15	7.5	7.5	7.5	72.5
15	RA	15	15	15	20	20	20	15	15	15	15	10	12.5	7.5	7.5	7.5	70
16	SW	22.5	15	18.8	20	20	20	15	15	15	15	15	15	7.5	7.5	7.5	76.3
17	Sc	15	15	15	20	20	20	15	15	15	15	15	15	7.5	7.5	7.5	72.5
18	Sl	30	22.5	26.3	20	20	20	15	15	15	15	15	15	7.5	7.5	7.5	83.8
19	Sj	22.5	15	18.8	20	20	20	15	15	15	15	15	15	5	5	5	73.8
20	Wy	30	30	30	20	20	20	15	15	15	15	15	15	10	10	10	90
				367.9			400			305			320			132.6	1525.5
																	76.3

Mean = 76.3
Min = 70
Max = 91.3

>KKM = 20
<KKM = 0

could activate the students' background knowledge towards the topic. It could direct the students' attention and stimulated their logical and imaginative thinking. In other words, the mind mapping strategy was a brainstorming tool. The brainstorming activity is one of pre-writing activities. Thus, the implementation of mind mapping strategy really worked in the pre-writing stage, the first stage of the process writing approach.

The result of this study was in line with the results of the study conducted by Aulia (2011). In her study, she found that the mind mapping strategy worked on the first three stages of the process writing approach, namely prewriting, drafting, and revising. Furthermore, the mind map was still used in the drafting stage. When the students started their first drafts, they used the mind map as the base of their writing. They started to construct the sentences based on the information from the mind map. It is in line with the statement of Axelrod and Cooper (1988:9) that when a writer starts writing a first draft, he should keep in mind some helpful practical points such as tools at hand. In this research, it was found that the students used the mind map as a tool to facilitate them in writing their drafts.

The mind map is very important for the students in drafting. They can transfer all information in the mind map to their drafts. First of all, they started the drafts by introducing the story with what so called as orientation. Orientation is a part that tells the background of the story (Anderson & Anderson, 1998:24). In this research, the students referred to questions *when, where, who* and *how* in the mind map to write the orientation. The answers of those questions show the setting or background of the story. By using the clues (the question words) in the mind map, they continued their drafts by telling the events. And the last part, they closed their text by providing such reorientation.

The present study proved that the students still used the mind map as the basis to revise their drafts. The revising stage was done by the assistance of *revising guideline*. The guideline facilitated students to check the content and the coherence of the text. By using the guideline, it was considered that it could increase the students' awareness in the process of writing. Through this, they became more critical. In order to know what to revise, you must read your draft objectively, to see what it actually says instead of what you intended it to say (Axelrod and Cooper, 1988:12). And in this research, students reread the drafts and checked the content and the coherence of the text using the guideline, and rechecked and revised the mind map.

The Students' Improvement in Writing the Recount Text

Based on the findings, it was found that the mind mapping strategy had improved the students' achievement in writing the recount text. Due to the results of the analysis, all the findings had met the three criteria of success.

First, the students' involvement was 92.8% which was higher than the criteria of success (85%). The students were very active and enthusiastically participating in the teaching learning process. The use of mind mapping strategy had facilitated them to explore ideas. The students happily followed the activities during the implementation of mind mapping strategy. It was clear that they were motivated much through this strategy. Motivation is very important in learning writing. It is in line with the statement of Cahyono (2010: 29), one of obstacles that make the students have difficulty in writing is no motivation. So, having high motivation in learning writing is very beneficial for students' improvement.

The result of this study shows that the mind mapping strategy improved the students' involvement. The strategy activated the students in the process of writing. This finding was confirmed by the study conducted by Maloho (2009) in which she found that the use of semantic mapping not only improved students' achievement, but also the students' active involvement in writing activities. The students enthusiastically participated in the teaching learning process.

Secondly, the finding shows that the students' response toward the implementation of the mind mapping strategy was positive; 98.3% of students responded positively toward the implementation of the mind mapping strategy. It means that the students' response was very positive. Students' response was an aspect that should be considered much since it influenced much to the success of the teaching learning process. It is in line with what has been stated by Hyland (2003:9) that because writing is an act of discovering meaning, a willingness to engage with student' assertions is crucial, and response is a central means to initiate and guide ideas. Therefore, the positive response from the students had caused the success of the implementation of the mind mapping strategy. This finding was confirmed by a study con-

ducted by Jaya (2010). He found that by using semantic mapping, the students felt comfortable and motivated to learn.

Third, improving the students' achievement writing the recount text was actually the main goal of the implementation of the mind mapping strategy. Based on the findings, it was found that each student successfully produce the recount text. The minimum score on their writing products was 70, while the targeted score of the action was 65. So, it was clear that the students' achievement was 100% above the criteria of success.

CONCLUSIONS AND SUGGESTIONS

Conclusions

From the analysis of the finding, this study revealed that the first criterion was successfully achieved. The students' involvement in the teaching learning process was 92.8% which means that the students' participation in the teaching learning process was excellent and there was no doubt that the mind mapping strategy successfully improved the teaching learning process. For the second criterion, 98.3% of students answered "Yes" toward the questionnaire given which means that the students were highly motivated to learn writing using mind mapping strategy.

Moreover, quantitatively, the analysis was based on the students' achievement on their writing products. And the result showed that each student had passed the criteria of success. Due to the results of students' achievement on writing, the students' minimal score was 70. That score was above the criteria of success which was 65.

Suggestions

In addition, it is recomended that the English teachers will use the mind mapping strategy to improve their students' writing, and to the future researchers, it is suggested that further studies can be conducted related to the use of mind mapping strategy and the result of this sudy can be used as reference to do other research in relation to other language skills.

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