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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing skill is an essential part of communication. Writing skill allows us to communicate messages clearly and efficiently reach a much larger audience than through face-to-face or phone conversation. According to Byrne in Melawati (2015:2) writing is an activity to procedure a sequence of sentence arranged in a particular order and linked together in certain ways. Moreover, Taylor in Wildan (2020:103) says that in writing we bring knowledge into being, we record and preserve it. This supported by Permendikbud nomor 37 tahun 2018 which includes educational regulations that students receive the lessons at school such as writing, reading, listening and speaking. Therefore, writing is an important skill to be mastered by everyone in order to express their ideas and feeling that will helps them realize specific goals at each stage of composing progress.

English learners in their school often learn some kinds of English texts graphics, namely narrative, recount, report, and procedure. Sometimes procedure text as one of the texts could be found by students outside the classroom. They can find procedure text when using a new gadget, sign up to social media, and even when making a cup of coffee. As (Knees & Miller in Ai Solihah, 2020:196) define that procedure text is a piece of text type to explain how something can be done. Moreover, Derewianka in Ari (2020:196) argues that procedure text is a kind of text designed to describe how something is achieved through a sequence

of actions or steps. From the two statements above, researcher infers that procedure text is a kind of text that gives us instructions to do something through a sequence of actions or steps.

In syllabus of *2013 Curriculum* of UPTD SMP Negeri 2 Gunungsitoli Utara in 2021/2022, particularly at the seventh grade, writing is included as one of the skills that should be taught to the students. Core competence expects the students expressing meaning in functional spoken texts and very simple short monologues in descriptive and procedure forms to interact with the immediate environment. And the basic competence is expressing meaning in a very simple short monologue by using a variety of spoken language accurately, fluently and acceptable to interact with the closest environment in the form of descriptive and procedure text. Based on the basic competence above, there is an indicator, namely; expressing various information in a monologue in the form of a procedure. The reseacher takes point that writing is an important skill that should be mastered by the students in order to express their ideas and feeling that will helps them realize specific goals at each stage of composing progress. As well as related to the students' achievement in learning especially in English subject of seventh grade of UPTD SMP Negeri 2 Gunungsitoli Utara in 2021/2022, the school has determined the Minimum Competence Criterion (MCC) that should be reached by the students which is 65. The students should be able to pass the MCC as the indicator of the students' success in learning.

Based on the observation October 8th 2021 at the seventh grade of UPTD SMP Negeri 2 Gunungsitoli Utara, the researcher found some difficulties faced by students in writing procedure text, there is difficulties in finding the idea to

write procedure text, lack of vocabulary, difficulties to find key words, and they were unable in grammar and mechanic or steps in procedure text. One of the problems faced by the students in writing English procedure texts in explaining the steps. The students have to express the steps from the first step to the last. The students' usually forget the steps when they practice on procedure texts. It is because they were generally taught in English procedure texts without using any media. So, students' writing activity is not interested. Besides, those writing problems were affected teachers often used traditional methods to teach writing. The teaching and learning process is the teacher centre approach. The teacher-led the students too many exercises related vocabularies in their English textbooks instead of learning ideas, meaning, and coherence in writing. It could make the students bored. According to Harmer (2011) the over use of a textbook and, thus, repeatedly follow the sequence in each unit may become boring, and the routine handbook will become increasingly monotonous. To solve the problem in learning procedure text writing, the teacher can use methods or techniques that are suitable and interesting to the students. There are a lot of techniques in teaching writing, one of the methods or techniques that can be used to solve the problem in learning writing procedure text which is Mind Mapping Technique.

In conducting this research papers, the researcher uses review of related researches which were done before. The first is Darwati (2013) did a research Applying Mind Mapping Strategy to Improve Student Writing Ability in Descriptive Text. The study was conducted in two cycles and three meeting in each meeting. Most of students gradually gained good scores at the end of each

cycle. So, Mind Mapping can improve students' descriptive writing ability. Next research is Sasongko (2017), He had done the research in SMPN 2 Geneng by using mind mapping technique to improve students' writing skill. In his research, the students' achievement were significant improving. After the classroom action research, all of the result of instrument revealed the good result from implementing mind mapping. It can be seen from the students' improvement point. He concludes that the students are motivated to participate and actively in writing activity. The last study from Farid (2019), did a research Implementing Mind Mapping Technique to Develop Students' Writing. The result of study showed that there was implementing Mind Mapping Technique to develop student's writing. Most of students gradually gained good scores at the second cycle. So, Mind Mapping can implement to develop students' of writing.

Based on the three studies above, the researcher has an inspiration to do the research by using Mind Mapping Technique. Mind Mapping Technique is very effective to use in the teaching and learning process especially in teaching writing. Mind Mapping Technique can be resolve the students' problem in teaching and learning process. This research focused on the resolve the problem of students about writing and improving the students' achievement in writing procedure text especially in UPTD SMP Negeri 2 Gunungsitoli Utara.

Mind Mapping is a creative and effective way to write and map your mind by a simple way. Abdurrahman in Melawati (2015:2) states that there are four advantages of using Mind Mapping Technique, i.e. flexible, enjoyable, concentrate on the topic, and increasing comprehension. Moreover, Steele (2012) states "Mind Mapping is a technique for making notes on a topic, prior to

writing. It is a structured technique, which shows the (hierarchical) relationship of ideas." Based on definition above, the researcher summarizes that Mind Mapping Technique can help the students to plan and organize their ideas for writing tasks. The students will feel that write procedure text is enjoyable because Mind Mapping Technique directs their writing by its key words.

Inspired by the fact, the researcher conducted Classroom Action Research (CAR) design because the researcher will improve the students' achievement in writing. Classroom Action Research helps the researcher find, organize, prove, and ensure classroom in teaching and the development of the students. It is supported by Lateen (2011) states Classroom Action Research is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in classrooms. Therefore, the researcher concludes that Classroom Action Research is a research aiming at developing innovative instructional strategy to improve the teaching and learning process. To achieve the target which is stated in the syllabus, the school has decided the Minimum Competence Criterion (MCC) that was 63 the indicator of the students' success in writing skill.

Regarding to the explanations above, the researcher conducted a research to solve the students' problem entitled, "Improving the Students' Achievement in Writing Procedure Text by Using Mind Mapping Technique at the Seventh Grade of UPTD SMP Negeri 2 Gunungsitoli Utara in 2021/2022".

1.2 Identification of the Problem

The identification of the problems in the research, are:

1. The students were lack of ideas to write procedure text.

2. The students were lack of vocabulary.

3. The students were unable in the grammar and mechanic or steps in procedure text.

1.3 Limitation of the Problem

The limitation of the problem in the research is improving the students' achievement in writing procedure text by using Mind Mapping Technique at the seventh grade of UPTD SMP Negeri 2 Gunungsitoli Utara in 2021/2022.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the researcher formulates the problem namely; "How can Mind Mapping Technique improve students' achievement in writing procedure text at the seventh grade of UPTD SMP Negeri 2 Gunungsitoli Utara in 2021/2022?

1.5 Objective of the Research

Objective of the research is to improve students' achievement in writing procedure text by using Mind Mapping Technique at the seventh grade of UPTD SMP Negeri 2 Gunungsitoli Utara in 2021/2022.

1.6 Significance of the Research

There are some significances that can be taken from the research, such as:

1. Theoretical significance

   It is expected that the result of the study can be one of the references in writing learning theory.

2. Practical significance

   a. To the researcher, as an instrument to overcome the students' problems in writing by Mind Mapping Technique.

   b. To the students, as a comparison of their achievement in writing after knowing their weaknesses.

   c. To the English teacher, as a reference in teaching writing to the students by Mind Mapping Technique.

   d. To the readers, as information which is enlarging their knowledge in overcoming the students weaknesses in writing.

   e. To the University of Nias, as contribution and the impact of the study on a research field.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Writing

2.1.1.1 Definition of Writing

Writing is one of the most significant cultural accomplishments of human being. It allows us to record and convey information and stories beyond the immediate moment. Writing allows us to communicate at a distance, either at a distant place or at distant time. The writing is emphasis on the composed product rather than the composing process; the analysis of discourse into words, sentences, and paragraphs; the strong concern with usage (syntax, spelling, punctuation) and with style (education, economy, clarity, emphasis) and so on (Albesher 2016:11).

According to Cole and Feng (2015:4), writing is a fundamental component of language. When a child writes, thoughts and knowledge are blended together creating a unique meaning. Consequently, students identify the skill of writing, as more difficult than listening and reading. Furthermore, writing is the skill that most students are least proficient in when acquiring a new language.

Albesher (2016:11), says that the writing is emphasis on the composed product rather than the composing process; the analysis of discourse into words, sentences, and paragraphs; the strong concern with usage (syntax, spelling, punctuation) and with style (education, economy, clarity, emphasis); and so on.

Writing is a means of communication between people. It should follow some conversations that are unique of all which relate letters to words and words to sentences

which must be well organized to have a coherent whole called "text". This skill or means of communication is neither innate or natural, it must be done and practice a lot to be learnt and make use of it and its rules; therefore, the writer does not write for himself but he writes for his reader, for that the writer must clearly state his ideas to make himself understand (Mekki 2012:9).

Writing is a group of organized expressions that form a whole, and convey specific meanings. Writing defines as a process of thinking to invent ideas, exploring and arranging them into statements and paragraphs, rather than a mere production of graphic symbols, writing is then considered as a sort of communication between writers and readers. Thus, an ability to express and organize ideas, and a prior knowledge about the topic are required in any piece of writing (Houria 2013:19).

Another idea comes from Troia (2014:30) states that writing is a ways to affords the students extended opportunities to think about, manipulate, and transform ideas and reflect on their existing knowledge, beliefs, and confusions in written form. Because writing is permanent and promotes more concrete and precise thinking processes, it offers a unique mechanism for extending learning beyond presentations, inquiry activities, and discussion.

Elhabiri (2013:19) says that writing is an act of communication, it is considered as a skill that needs study and practice to be developed. The ability to write is not naturally acquired; it is usually learned as a set of practices in formal institutions, or other environments settings. Meanwhile, writing is an essential skill through which success can be attained in any academic contexts. Writing is much more than an orthography symbolization of speech, it is more importantly a purposeful selection and organization of expression this means that writing is a group of organized expressions that form a whole, and convey specific meanings or process of thinking to invent ideas,

exploring and arranging them into statements and paragraphs, rather than a production of graphic symbols.

Based on the statements above, it can be concluded that writing is one of the important skills in language that must be mastered by every student, because through writing everybody can convey their ideas, thoughts, opinions, and get information. Writing is also a way of finding out what people know and what people need to learn. Spoken words disappear as soon as they are spoken, but writing freezes their thoughts, makes them visible and permanent so people can examine and test their quality. It can be seen that writing is a way of remembering because it makes word permanent and writing also is a good way to communicate because when writing, the writer really thinks about what they are want to be communicated by writing it. That is a way of keeping themselves honest because writing is a way of arguing with them.

2.1.1.2 Definition of Writing Achievement

Heasley in Ayu (2015) defines writing achievement is the students' ability in their ideas, thoughts, and feelings in writing that is measured by a writing test. Moreover, Flower in Jill (2020:53) defines that writing achievement is a complex skill set as characterized by the socio-cognitive writing framework, including writing domain knowledge (e.g sentence structure), general cognitive skills (e.g critical thinking), intrapersonal (e.g interest), and interpersonal (e.g collaboration) sub-factors.

2.1.1.3 Process of Writing

Writing process is the several actions which have to be done by a writer if she/he wants to write. For some experts, writing is a process that involves some steps.

Richards in Suaeni (2015:7) explains four main stages in the writing process, namely planning, drafting, revising, and editing.

1) Planning (Free-writing) is any activities in the classroom that encourages students to write, such as: group brainstorming, clustering, rapid free writing, WH-Questions and so on.

2) Drafting (Writing) is a stage where the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness.

3) Revising is an activity to review the text on the basis of the feedback given in the responding stage and to reexamine what was written to see how effectively the writer communicates the meanings to the reader.

4) Editing is the stage where the students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher; they edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, etc.

Meanwhile, Grenville in Suaeni (2015) states that writing is a process that involves the following steps:

1) Getting ideas (in no particular order).

2) Choosing (selecting the ideas you think will be most useful).

3) Outlining (putting these ideas into the best order – making a plan).

4) Drafting (doing a first draft from beginning to end, without going back).

5) Revising (cutting, adding, or moving parts of this draft where necessary).

6) Editing (proofreading for grammar, spelling, and paragraphs).

From the statements above, the researcher infers that those two theorists argue differently about writing process, they however have the same purpose; that is the writing process provides the students with a series of plan learning experiences to help them understand the nature of writing at every point. Therefore, the process of writing is important to produce a better writing and it can develop positive attitudes toward writing.

2.1.1.4 Purpose of Writing

The purpose of writing based on Ur (2012) is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing. Moreover, Miller (2011) says some purposes of writing there are:

1) Writing to understand experience.
2) Writing to inform.
3) Writing to explain.
4) Writing to persuade.
5) Writing to inspire others.

Meanwhile, according to Dietsch (2011:7) that writing has four general purposes: to inform, to persuade, to express, and to entertain.

Based on those two statements above, the researcher conclude that every writing has a purpose; that is the researcher wants to convey to the readers. Miller and Dietsch, has the same opinion that purpose of writing might be giving information, persuading, entertaining or amusing readers. However, Miller added some purposes of writing such

as gives explanation, inspiration and understands experience. Meanwhile, Dietsch added writing to express as a purpose of writing.

2.1.1.5 Assessment of Writing Procedure Text

Assessment is a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidences. To collect the information of the students' improvement in writing, some assessment of writing are essential to be carried out. Adaptation of Indonesian Language Teacher's Book Wahana Pengetahuan (2013:140-141), here is the assessment rubric in writing procedure text as in on the next page:

Table 2.1 Assessment Rubric of Writing Procedure Text

No	Aspect	Criteria	Score
1	Content	Very good: the content is in accordance with the title, complete and clear.	4
		Good: content according to the full title but not clear.	3
		Poor: the content according to the title are incomplete and unclear.	2
		Very poor: content does not match the title, incomplete and unclear.	1
2	Structure	Very good: using the three structures of procedure text, namely objectives; tools and materials; stages or steps.	4
		Good: using two structures of procedure text.	3
		Poor: using one structures of procedure text.	2
		Very poor: do not use the structure of procedure text at all.	1
3	Writing rules	Very good: use punctuation marks, spelling words and capital letters correctly.	4
		Good: 1-3 times incorrectly using punctuation, writing words and capital letters and using punctuation and capital letters incorrectly more than five.	3
		Poor: 3-6 times incorrectly using punctuation, writing words and capital letters incorrectly.	2
		Very poor: more than six times it is not appropriate to use punctuation and capital letters incorrectly.	1
4	Mechanics	Very good: using the three linguistic features of the procedure text (numbering that indicates the stages, words that indicate commands and words that describe conditions).	4
		Good: using two linguistic features of procedure text (numbering which indicates stages, words indicating command and words describing conditions).	3
		Poor: using one linguistic feature of procedure text (numbering that indicates stages, words indicating commands and words describing	2

		conditions).	
		Very poor: does not at all use the linguistic features of the procedure text (numbers indicating stages, words indicating commands and words describing conditions).	1

$$\text{Student's mark} : \frac{Achievement\ score}{Maximum\ score} \times 100$$

Sources: Adaptation of Indonesian Language Teacher's Book Wahana Pengetahuan (2013:140-141).

2.1.1.6 Teaching Writing

In writing, many students get difficulties in learning language. It goes without saying that Junior High School students are prepared to Senior High School so that they are expected to reach informational level. Therefore, they will be ordered to produce knowledge using their own language. There are English texts types such as narrative, descriptive, recount, procedure, news item, etc. In this case, the students should be able to write English text using their own words.

One of the goals in teaching learning English at Junior High School is to improve communication skill in English both spoken and written language. Teacher and students should cooperate in teaching learning activity in order to reach the goals. In teaching-learning process, teachers have to pay more attention to the students' progress and the students should practice regularly to improve their achievement, especially in writing.

According Brown in Edy (2016), "The most important key to creating and interactive language in classroom is the initiation or interaction by the teacher, without such on going teacher guidance". In the classroom, teacher as a facilitator in teaching learning process must be able to deliver materials in an appropriate way. Teacher should understand students' background knowledge and characteristics before teaching

learning started, especially teaching writing. It will be a difficult thing for teachers in teaching writing if their students don't have any knowledge about it. Besides, all elements in writing must be mastered before teaching writing started.

Based on the statements above, the researcher takes conclusion that the good teachers should be an idol figure of the students by create the interesting method in teaching-learning process. The teacher will not let the students to enjoy their mistake, and therefore the aim of teacher can reach as satisfying result.

2.1.2 Procedure Text

2.1.2.1 Definition of Procedure Text

Text is a segment of spoken or written language (Schmidt in Indah 2018:15). It has some characteristics includes normally made up of several sentences, has distinctive structure and has a particular communicative function or purpose and often can be understood in relation to the context. It means that text is everything that we can hear or say in spoken language, and what we read or write in written language that has structure and function.

There are some kinds of texts. One of those texts is procedure text which is an instructional text that describes how to make something or how to do something in several steps or phrases. Procedure text is an English text in which the researcher describes how something is accomplished through a sequence of action or steps. According to Anderson in Zaki (2014:2) "Procedure text is a text that tells the reader or listener how to do something". According to Djuharie in Mada (2017:85) "Procedure text is a text containing the procedure, process, mean, or steps of make do something".

Moreover, according to Anderson in Kemala (2018) "Procedure text as a piece of text that gives us instruction in doing something". The purpose of this text is to explain how something can be done. The examples of procedure text are directions, recipes, instructions manuals, and itineraries.

From the definition above, the researcher conclude the procedure text is one the important knowledge which explains information about how to use viewers about goal and material to make something. It means that procedure text is a text that helps us to do something or gives us instructions how to get things done.

2.1.2.2 Social Function of Procedure Text

Social function is one of the important things in a text. In writing procedure text, social function is related to the aim or main topic of the text. According to Djuharie in Nuri (2014:131) "Social function deal with description that gives instruction about steps how to do something". It means that social function is related to the aim of the text that is to describe how something is done, used, or make to the listener or reader. Shirin (2011:23) says "Social function is to describe how something is accomplished through a sequence of action or steps". According to Ruswinarsih (2015:3) "The social function is tells of how to do and to make something in a chronological order".

From the previous theories explanation, the researcher concludes that social function in procedure text is to give and demand information by describing the sequences or action from a process.

2.1.2.3 Generic Structure of Procedure Text

According to Djuharie in Ruswinarsih (2013) the generic structure of procedure text consist of three points. They are:

1) Goal

   The goal of procedure text is an introductory statement giving the aim or goal. The goal may be the title of the text or sometimes it can be an introductory paragraph.

2) Materials

   Materials are the list of materials that will be needed for completing the procedure. The materials can be a list of or a paragraph. This part may be left out in some procedure.

3) Steps

   There are series of steps listed in chronological order that should be done to achieve the goal.

Each genre of text needs a generic structure to organize and show the differences from other text. Usually, procedure text are arrange of three main parts: aim or goal of the procedure, list of materials which needed to complete the procedure, and sequence of steps in correct order. The goal of procedure text is the first component that must be included.

Prihatna (2015) says that goal in procedure text represents the first impression for the readers. This part can be the title of procedure text that telling about the aim of activity and predict the conclusion might happen in process or step. If the students fail to write a good goal of procedure text, they will confuse the readers. After that, there always follow by list of materials for completing the procedure text. Generally, to write procedure text students only have to make a list of materials or ingredients which are

necessary and important to prepare several steps. The last part needed is steps that show sequence of numbers by using words as firstly, secondly, third. Moreover, Emilia (2016) says that every step in procedure text is written in imperative form and command.

2.1.2.4 Language Features

Scraper, et al. (2012:2), claim that there are 6 language features of procedure text, those are as follow:

1) The title clearly identifies the topic.
2) Most sentences begin with verbs. The sentences are short and direct.
3) The directions are given as numbered steps or short paragraphs with sequence words.
4) Supplies and equipment are listed in the order in which they are used.
5) The introduction tells why the reader will want to make or do the activity or project.
6) The author includes photographs, illustrations, or diagrams to help explain the process.

While according to Pardiyono (2016:211-212), procedure text usually includes these following language features:

1) Using imperative sentences. It can be seen in the first word of the sentence which use verb.
2) Procedure text usually use sequence markers, such as first, second, then, after that, and finally.
3) If the sentence is not begun with verb, usually it is begun with the use of "be". For instance, be careful when brushing your teeth.
4) To make clearer the messages, the sentence usually add adverb. It can be preposition or conjunction. Preposition includes in, on, at, for, by, with, to into, along and others. While conjunction includes if, when, because, although, after, before etc.

The procedure text also uses the simple present tense. It is often imperative verbs. The instructions in a procedure usually begin with a command such as a mix, lift or add. The sentences are mostly short and sometimes including information on how the action is to be done, such as: gently mix, carefully lift, and slowly add. In the study of

language, the command in procedure text there are verbs and how words are adverbs. In writing procedure text, use transition signals that are words such as first, second, next, finally, etc. Using transition words as a guide makes it easier for the reader to follow our ideas. However, we should not use a transition signal in front of every sentence in a paragraph. Here is one of the example:

How to make a glass of nutrisari ———→ Goal
Ingredients: • Water • Sugar • A pack nutri sari • Ice cube Utensils: • A glass • A tablespoon • Scissors   **Material**
Method: First, cut a pack of nutrisari and add to the glass Second, add a tablespoon of sugar into the glass Third, pour the water into the glass   **Steps** Then, stir them slowly by using tablespoon Add some ice cube to make the nutrisari cooler (optional) Finally, a glass of nutrisari is ready to be served

Based on the example above, that procedure text is the form of a simple sentence, use many action verbs for the command (cut, pour, and stir), use present tenses and use linking words (first, second, third, then, and finally).

Pictures 2.1 Example of application Mind Mapping in constructing procedure text

Mind Mapping of "How to make indomie fried noodle":

- How to make indomie fried noodle → Make, cook, indomie, fried noodle (goal)
- First, boil two glasses of water in a pan.
- Then, open the package of Indomie fried noodles.
- While waiting for the water to boil, pour the seasoning; chill, sauce, soya sauce and oil into a bowl.
- After the water is boiled, drain the noodles.
- Next, throw away the water.
- Then, pour the noodles into the bowl.
- After that, mix the noodles with the seasoning, sauce, and the other ingredients.
- Now, your noodles are ready.
- (steps) Boil, open, pour, drain, throw,, mix, ready
- (materials) Instant noodle, water
- One pack of instant noodle
- water

2.1.3   Mind Mapping Technique

2.1.3.1 Definition of Mind Mapping Technique

Mind Mapping is a technique that uses comprehension or concentration skill and involves in a note taking from that relates each fact or idea to every other fact or idea. Buzan in Muhib (2014:13) states that Mind Mapping is an easy way to place information to brain and take information out from brain. Mind Mapping is a creative and effective way to write and map your mind by a simple way. Mind Mapping can help the students to learn, arrange, and store information in their brain. Mind Mapping also can solve the problems in large area.

Alamsyah in Muhib (2014:14) states that Mind Mapping work well as the students' visual design ideas. It can see the students' relationship between the ideas and it encourages the students to group certain ideas in groups, because the discussion this engenders aids the production of ideas, and makes the task more enjoyable. Mind

Mapping provides a great tool to be able to organize the lessons, deliver them effectively, efficiently, and include every student in learning process.

Naqbi (2011) states that Mind Mapping do help students to plan and organize their ideas for writing tasks. It can be assumed that Mind Mapping is one of the learning techniques that can facilitate students to improve their writing skill. Moreover, it can overcome the students' problems in generating their ideas in the writing class. In addition, it is expected to make the students feel confident to write text.

Based on the opinion above the researcher takes conclusion, it is clear that Mind Mapping has many applications in every aspect life, such as in personal, family, education, and business situation where improved learning and clearer thinking can enhance human performance. Mind Mapping is a technique that helps the learner to think and remember better, solve the problems and take action. It also encourages creativity and flexibility, and help to think outside the box. So, Mind Mapping in writing text is expected can overcome the students' problems in mastering writing skill.

2.1.3.2 Function of Mind Mapping Technique

According to Buzan in Farid (2019) the function of Mind Mapping can help us to plan, communicate, be more creative, save time, solve problems, concentrate, organize and clarify our thoughts, remember better, study faster and more efficiently, and see the 'whole picture'.

Tee (2014:29) states that Mind Mapping Technique are also useful for:

1) Brainstorming - individually and as a group. It is because mind mapping can become exercises that challenge students to express all their ideas visually rather than using words.

2) Summarizing information and note-taking. Mind maps are ideal for summarizing information, such as that found in books. With branches as the main concepts, we can flesh out thoughts and ideas with our notes and structure them for easy comprehension.

3) Consolidating information from different research sources. We can combine our notes and information from various sources into a single mind mapping.

4) Thinking through complex problems. Mind Maps prioritize the most critical aspects of our problem, focusing our mind. The use of colours and images stimulate our brain, meaning that we are engaged and ready to solve the problem.

5) Presenting information in a format that shows the overall structure of our subject. Thus, mind maps store information in a form that is easy to remember and quickly reviewed by our brain.

6) Studying, retaining, and recall information. A mind map makes use of mental triggers (such as pictures, colours, and connections) to help our brain memorize things more easily.

Based on Michalko in Fahmi (2019) Mind Mapping Technique helps us to:

1) Active the whole brain. It is because mind mapping brings together our left brain (words, logic, numbers, linearity) and right brain (curves, colour, creativity, images, space), which dramatically increases our mind power. By using both cortical sides simultaneously, we are maximizing our brain's potential.

2) Be more focused on the topic. It is because mind mapping helps us divide our topics into smaller, more accessible parts. We can see and monitor all different destinations in just one page. So we can focus more on the topic.

3) Show the connection between the parts of the separated information. Mind mapping shows how the information fits, concretely, and visually. Mind mapping visually illustrates the relationships and connections between pieces of information.

4) Give a bright and detail image. The use of colours, detailed images, and keywords helps make learning more exciting and enjoyable so that we become more motivated to remember essential information.

5) Have long term memory. It is because mind maps only contain keywords. This means that information to remember is driven by short words and easy to remember with meaning.

Based on the function of Mind Mapping Technique above, it can be concluded that the Mind Mapping Technique helps the students in many aspects, which makes them more comfortable in the learning process. Therefore, students will think creatively in visualizing the ideas in their writing.

2.1.3.3 Steps of Using Mind Mapping Technique for Teaching Writing

In using Mind Mapping Technique, the researcher tried apply Mind Mapping Technique in the process of teaching-learning writing a text in the classroom activity. Before doing writing activity, students should have a good understanding about the characteristics of the text that will be written (procedure text); otherwise, they will face some difficulties to reach the purposes of writing activity or in producing a text. For that

reason, the teacher and students should cooperate while the process of writing activity was in progress.

Generally, there are some steps in making a Mind Mapping; first, create a central idea. Second, add branches to the map and add keywords and color code the branches. Next, include visual signifiers.

According to Buzan in Karimatul (2011:23) there are some steps in making Mind Mapping:

1) Take a blank paper and start to draw from the center of the paper. Draw from the center of the paper will give the brain freedom to express and explore anything naturally.
2) Use a picture or photograph as the central idea. A picture or photograph can help to improve the imagination and keep focus on the main topic.
3) Use colors. For brain, colors are interesting. Coloring pencil will make Mind Mapping more alive and bring new energy and creativity.
4) Connect the main picture to some branch details. Brain can connect three or four points in one time, and it is easier to be remembered and understood.
5) Connect the branches with bowline, not straight because straight line will bore the brain.
6) Use one key word in every branch. Every single word will encourage the brain to develop it to be a new thought.
7) Use picture in branch as much as possible because each picture means a thousand words.

According to Fahmi (2013) there are some steps in making Mind Mapping:

1) The researcher explains about procedure text, including generic structure, social function, language features.
2) The researcher introduces the Mind Mapping Technique and its function to help the student in their writing lesson.
3) The researcher gives a topic to discuss, and by guiding several questions about the item given, the researcher shows the student how to make a mind map about the subject.
4) The researcher provides paper to the student and asks the student to make their mind map.
5) For the first meeting, the researcher collects students' mind-map design.

Based on Buzan in Farid (2019) there are some steps in making Mind Mapping:

1) Use a blank sheet of unlined paper and some coloured pens. Make sure the paper placed sideways.
2) Draw a picture in the middle of the page that sums up the main subject. The picture represents the main topic.
3) Draw some thick curved, connected lines coming away from the picture in the middle of the page, one for each of the main idea about the subject. The central branches represent the main sub-topic.
4) From each of the ideas, draw other connected lines, spreading the branches of the tree. Add the thoughts on each of these ideas. These additional branches represent the details.

According to Council (2017:45) every strategy can be modified by user or human whoever needs. Modifies here not to change but just simplify to make every people more understand to apply the strategy for the students. Based on the procedures from experts, the researcher modified procedure of Mind Mapping in teaching-learning writing as follows:

1) The researcher introduced about procedure text, including generic structure, social function, language features.

2) The researcher explained the Mind Mapping Technique and its function to help the student in their writing lesson.

3) The students grouped into five groups. Each group has four-five members.

4) The researcher picked a topic to discuss.

5) The students take a blank sheet of unlined paper and start to draw from the center of the paper. Draw from the center of the paper will give the brain freedom to express and explore anything naturally.

6) The students used a picture as the central idea. A picture can help to improve the imagination and keep focus on the main topic.

7) The students used some colored pencil. For brain, colors are interesting, will make Mind Mapping more alive and bring new energy and creativity.

8) The students connected the main picture to some branch details. Brain can connect three or four points in one time, and it is easier to be remembers and understand.

9) The students used one key word in every branch. Every single word will encourage the brain to develop it to be a new thought.

10) The researcher asked the students' to develop main concept into paragraphs.

11) The researcher collected and evaluated the students' worksheet.

Based on the previous statements above, it can be concluded that the writing process is divided into three stages: planning, drafting, and revising. Mind Mapping is a technique of pre-writing activity that becomes an important start in planning stage. By drawing the Mind Mapping first it can guide the students to the next steps, drafting and revising.

2.1.3.4 Advantages of Mind Mapping Technique

There is some benefit of using Mind Mapping. The advantage of using Mind Mapping is enabling students to visualize the ideas which make them easy in exploring what they think. Besides, Buzan in Farid (2019) explains the advantages of Mind Mapping as follows:

1) Preparing notes from textbooks.
2) Mind map principles are easy and interesting to follow.
3) It is economical.
4) Involve the use of both left and right brain.

5) It is among the easiest and most famous thinking tool.
6) Students are able to memorize better.
7) Students can plan their daily routine with mind map.
8) Revision is quick and effective.
9) Students will appreciate own product (mind map).
10) It increases the creativity.

2.1.3.5 Disadvantages of Mind Mapping Technique

Buzan in Muhammad (2014:29) explains the disadvantages of mind mapping as follows:

1) Cannot be digitally stored other than as a scanned document.
2) Map size is limited.
3) Preference of user for mind mapping software advantages.

According to Muhib (2014) the disadvantages of Mind Mapping is that it demands a great amount of time in organization and finding an effective keyword and thus, it is sometimes difficult for students to create a comprehensive Mind Mapping due to the allocation of time needed. Moreover Kiranawati in Ayal (2016:53) states that disadvantages of Mind Mapping are:

1) Only students' who are actively involved.
2) Not entirely student learning
3) Mind Mapping is varied so that students will be overwhelmed teachers check students' Mind Mapping.

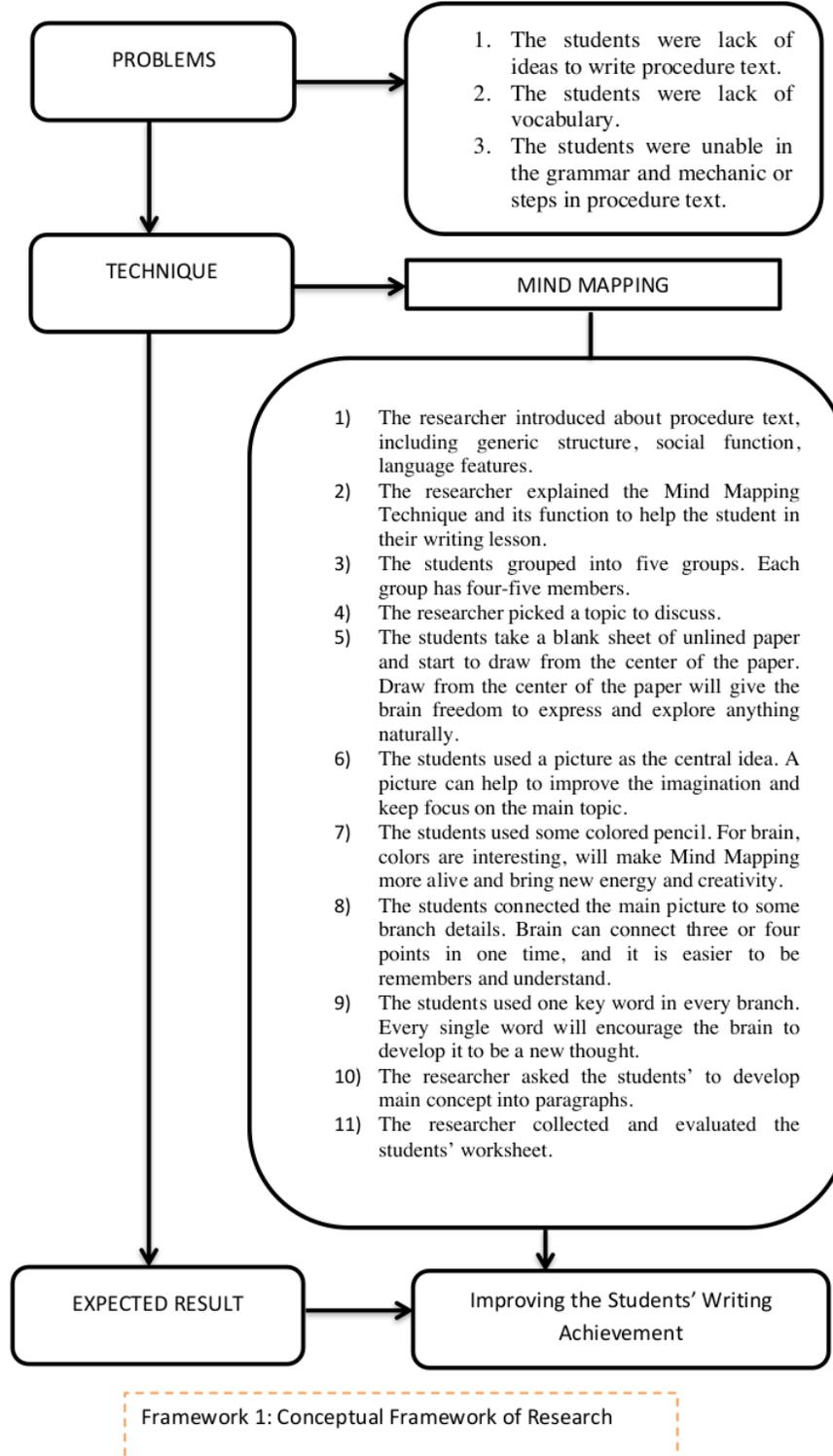### 2.1.3.6 Relationships between Procedure Text and Mind Mapping Technique

The researcher usually finds a lot of procedure text. Procedure text tells about how to make or to do something (Scraper, et al. 2012:2). In addition, Pardiyono (2016:8-9) says that procedure text is a text that informs the procedure to do something, for examples are how to cook something (recipes), how to operate something (instructions), and so on.

While, Steele (2012) states Mind Mapping is a strategy for making notes on a topic, prior to writing. It is a structured strategy, which shows the hierarchical relationship of ideas. It can be said Mind Mapping Technique can facilitate discussion among the students in order to collect information or words that they do not understand. Moreover, Nurhayati in Edy (2017) states the learners like and feel more confident using Mind Mapping in procedure text that facilitate or help them in writing.

Based on the discussion about procedure text and Mind Mapping above, it is clear that procedure text and Mind Mapping have relationship and have many applications in every aspect of life. The students will feel enjoy when write procedure text because Mind Mapping directs their writing by its key words. It also helps the learner to think and remember better, solve the problems and take an action.

2.2 Conceptual Framework

In conducting the research, writing is chosen as the skill that is searched. In syllabus of *2013 Curriculum* of UPTD SMP N 2 Gunungsitoli Utara in 2021/2022 there are competence standard, basic competence, indicator, and MCC that should be achieved by the students in studying writing skill. But the students cannot achieve because there are some problems that influence the students' ability in writing. So, the researcher applies one strategy namely Mind Mapping Technique. Mind Mapping is a strategy or technique which invites the students to convey their idea through writing. To obtain the result of the research, the researcher conducted writing test to the students.

PROBLEMS	1. The students were lack of ideas to write procedure text. 2. The students were lack of vocabulary. 3. The students were unable in the grammar and mechanic or steps in procedure text.
TECHNIQUE	**MIND MAPPING**

1) The researcher introduced about procedure text, including generic structure, social function, language features.
2) The researcher explained the Mind Mapping Technique and its function to help the student in their writing lesson.
3) The students grouped into five groups. Each group has four-five members.
4) The researcher picked a topic to discuss.
5) The students take a blank sheet of unlined paper and start to draw from the center of the paper. Draw from the center of the paper will give the brain freedom to express and explore anything naturally.
6) The students used a picture as the central idea. A picture can help to improve the imagination and keep focus on the main topic.
7) The students used some colored pencil. For brain, colors are interesting, will make Mind Mapping more alive and bring new energy and creativity.
8) The students connected the main picture to some branch details. Brain can connect three or four points in one time, and it is easier to be remembers and understand.
9) The students used one key word in every branch. Every single word will encourage the brain to develop it to be a new thought.
10) The researcher asked the students' to develop main concept into paragraphs.
11) The researcher collected and evaluated the students' worksheet.

EXPECTED RESULT	**Improving the Students' Writing Achievement**

Framework 1: Conceptual Framework of Research

2.3 Hypothesis

Concerning to this classroom action research implementation, the researcher proposed the hypothesis that Mind Mapping Technique can improve students' achievement in writing procedure text at seventh-grade students of UPTD SMP Negeri 2 Gunungsitoli Utara in academic year 2021/2022.

CHAPTER III

RESEARCH METHODS

3.1 Type of the Research

In doing this research, the researcher applied the Classroom Action Research (CAR). The researcher uses the Classroom Action Research because the researcher wants to improve students' achievement in writing especially at the seventh grade of UPTD SMP N 2 Gunungsitoli Utara in 2021/2022. According to Creswell in Farid (2019) action research is systematic procedures done by teacher (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular education setting operates, their particular educational setting operates, their teaching, and their student learning.

According to McTaggart in Mina (2017) action research as a four-stage process namely, planning, action, observation, and reflection. Teachers should first develop a plan of action to improve the situation. Then they act to implement the plan followed by observation of the effect of this action. Finally, they reflect on these effects for further planning. According to Arikunto in Farid (2019) action research is one of the types of investigation that has characteristic reflective participative, collaborative, and spiral that has the purpose of repairing and of increasing the system, method, process, substance, competence, and situation.

From the definition above, action research can be defined as a kind of research which has reflective characteristic. Therefore, the action object of the research was improving the students' achievement in writing procedure text by using Mind Mapping Technique. To conduct the research, the researcher was accompanied by the English

teacher at the school. The teacher helped the researcher to observe the activities in the classroom. It can be the students' activities and the researcher's in the object of the action is a students' achievement in writing skill by using Mind Mapping Technique.

3.2 Procedure of the Research

In doing the research, the researcher has arranged the procedure of the action implementation in one cycle or more. According to Lewin in Farid (2019) that operational in Classroom Action Research consists of four components, they are:

1) Planning is a process of Classroom Action Research that is arranged based on the preliminary study.

2) Action is the realization of theory and teaching method. It is aim to increase the problem.

3) Observation is an activity of collecting data and information that can be used as the input in doing reflection toward what have been done in action.

4) Reflection is an activity of analyzing, interpreting, and explaining all of the information gotten from the observation of what have been done in the action.

The procedure above consists of planning, implementation, observation and reflection. Therefore, to make it clearly, the researcher gives explanation about the activities that has been done by the researcher in each meeting, as follows:

Cycle I

1. First Meeting

In the meeting, the researcher did some activities. The procedure of each phase that was applied by the researcher as follows:

a. Planning

1) The researcher prepared the lesson plan.

2) The researcher prepared the material.

3) The researcher prepared the evaluation sheet.

4) The researcher prepared the students attendance list.

5) The researcher prepared field notes.

b. Action

1) The researcher greeted and asked the students condition.

2) The researcher introduced her name to the students.

3) The researcher asked one of the students to pray.

4) The researcher checked attendance list of the students.

5) The researcher asked the students readiness to study.

6) The researcher told the goals of study.

7) The researcher introduced the material about Procedure text.

8) The researcher asked the students opinion.

9) The researcher explained the material to the students.

10) The researcher asked students comprehension.

11) The researcher explained important points of procedure text.

12) The researcher gave an example of text about procedure in Mind Mapping Technique.

13) The researcher explained of implementing the Mind Mapping Technique.

14) The researcher asked the students to write down example of procedure text.

15) The researcher gave instruction to students to discuss in their group.

16) The researcher asked groups of students their work in front of the class.

17) The researcher asked the students comprehension.

18) The researcher asked of each group to conclude their answer by speaking in English and gave the solution to the problem.

19) The researcher asked students to concluded the teaching material.

20) The researcher asked to the students if they had the difficult material during the teaching-learning process.

21) The researcher answered their question.

22) The researcher closed the lesson and greeted the students.

c. Observation

1) The teacher-collaborator observed the students and the researcher's activities during the teaching-learning process.

2) The teacher-collaborator observed the student's and the researcher's weakness during the teaching-learning process.

3) The teacher-collaborator gave suggestion to the researcher's activities during the teaching-learning process.

d. Reflection

1) The researcher noted the result of the observation sheet of the students and the researcher's activities.

2) The researcher analyzed and evaluated the result of the students" evaluation sheet.

3) The researcher evaluated field notes and plan what should be improves in the next meeting in order that the students get success in learning the material that they had learned.

2. **Second meeting**

In the meeting, the researcher did some activities. The procedure of each phase that was applied by the researcher as follows:

a. Planning

1) The researcher prepared the lesson plan.

2) The researcher prepared the materials.

3) The researcher prepared the evaluation sheet.

4) The researcher prepared the student's attendance list.

5) The researcher prepared field notes.

b. Action

1) The researcher greeted and asks the student's condition.

2) The researcher asked one of the students to pray.

3) The researcher checked attendance list of the students.

4) The researcher reviewed and reminded the students about the last material.

5) The researcher appreciated the student's opinion.

6) The researcher divided the students into groups based on their groups before.

7) The researcher re-explained the instructions to the students how to conduct teachinglearning process by using Mind Mapping Technique.

8) The researcher asked groups of students to present their work in front of the class.

9) The researcher asked the student's comprehension.

10) The researcher improved the student's mistakes, grammar, comprehension and vocabulary.

11) The researcher gave time to the students to ask something related to the material.

12) The researcher evaluated the students by asking them to write down a simple text about how to make a cup of coffee and perform in front of the class.

13) The researcher motivated the students to study hard.

14) The researcher closed the lesson and greeted the students.

c. Observation

1) The teacher-collaborator observed the students' and the researcher's activities during the teaching-learning process.

2) The teacher-collaborator gave suggestion to the researcher's activities during the teaching-learning process.

3) The teacher-collaborator observed the students' and the researcher's weakness during the teaching-learning process.

d. Reflection

1) The researcher noted the result of the observation sheet of the students" and the researcher's activities.

2) The researcher analyzed and evaluated the result of the students' evaluation sheet.

3) The researcher improved the students' weaknesses in writing to be improved to the next cycle.

4) The researcher evaluated field notes and plan what should be improves to the next cycle in order that the students get success in learning the material that they had learned.

In implement the procedure of action in Cycle I, the result of the student's achievement in writing was unsuccessful. The majority of the students could not pass the Minimum Competence Criterion (MCC) because the students were unable to convey their idea about the material and the student's mistake in vocabulary, grammar, comprehension. Hence, the researcher decided to continue in Cycle II.

Cycle II

1. First Meeting

In the meeting, the researcher did some activities. The procedure of each phase that was applied by the researcher as follows:

a. Planning

1) The researcher prepared the lesson plan.

2) The researcher prepared the material.

3) The researcher prepared the evaluation sheet.

4) The researcher prepared the students' attendance list.

5) The researcher prepared field notes.

b. Action

1) The researcher greeted and asked the student's condition.

2) The researcher introduced her name to the students.

3) The researcher asked one of the students to pray.

4) The researcher checked attendance list of the students.

5) The researcher asked the students readiness to study.

6) The researcher told the goals of study.

7) The researcher introduced the material about Procedure text.

8) The researcher asked the student's opinion.

9) The researcher explained the material to the student's.

10) The researcher asked student's comprehension.

11) The researcher explained important points of procedure text.

12) The researcher gave an example of text about procedure in Mind Mapping Technique.

13) The researcher explained of implementing the Mind Mapping Technique.

14) The researcher asked the students to write down example of procedure text.

15) The researcher gave instruction to students to discuss in their group.

16) The researcher asked groups of students their work in front of the class.

17) The researcher asked the student's comprehension.

18) The researcher asked of each group to conclude their answer by speaking in English and gave the solution to the problem.

19) The researcher asked students to concluded the teaching material.

20) The researcher asked to the students if they had the difficult material during the teaching-learning process.

21) The researcher answered their question.

22) The researcher closed the lesson and greeted the students.

c. Observation

1) The teacher-collaborator observed the students and the researcher's activities during the teaching-learning process.

2) The teacher-collaborator observed the student's and the researcher's weakness during the teaching-learning process.

3) The teacher-collaborator gave suggestion to the researcher's activities during the teaching-learning process.

d. Reflection

1) The researcher noted the result of the observation sheet of the students and the researcher's activities.

2) The researcher analyzed and evaluated the result of the students' evaluation sheet.

3) The researcher evaluated field notes and plan what should be improves in the next meeting in order that the students get success in learning the material that they had learned.

2. Second Meeting

In the meeting, the researcher did some activities. The procedure of each phase that was applied by the researcher as follows:

a. Planning

1) The researcher prepared the lesson plan.

2) The researcher prepared the materials.

3) The researcher prepared the evaluation sheet.

4) The researcher prepared the student's attendance list.

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1) The researcher greeted and asks the student's condition.

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4) The researcher reviewed and reminded the students about the last material.

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6) The researcher divided the students into groups based on their groups before.

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8) The researcher asked groups of students to present their work in front of the class.

9) The researcher asked the student's comprehension.

10) The researcher improved the student's mistakes, grammar, comprehension and vocabulary.

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13) The researcher motivated the students to study hard.

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a. Observation

1) The teacher-collaborator observed the students' and the researcher's activities during the teaching-learning process.

2) The teacher-collaborator gave suggestion to the researcher's activities during the teaching-learning process.

3) The teacher-collaborator observed the students' and the researcher's weakness during the teaching-learning process.

b. Reflection

1) The researcher noted the result of the observation sheet of the students" and the researcher's activities.

2) The researcher analyzed and evaluated the result of the students' evaluation sheet.

3) The researcher improved the students' weaknesses in writing to be improved to the next cycle.

4) The researcher evaluated field notes and plan what should be improves to the next cycle in order that the students get success in learning the material that they had learned.

To make it clear about cycles that has been done by the researcher in doing the research which is seen on next page:

Preliminary Study

Cycle I

Planning. The researcher arranged the lesson plan, preparing the observation sheet, field notes, sound recorder, and oral test.

Action. The researcher implemented the procedures of Mind Mapping Technique.

Observation. The teacher-collaborator observed the teaching learning process by using observation sheet.

Reflection. The researcher reflected how does Mind Mapping improved the students' writing and make improvisation in the next cycle.

Unsuccessful

Cycle II

Planning. The researcher arranged the lesson plan, preparing the observation sheet, field notes, and oral test.

Action. The researcher implemented the procedures of Mind Mapping Technique.

Observation. The teacher-collaborator observed the teachinglearning process by using observation sheet.

Reflection. The researcher reflected how Mind Mapping improved the students' writing.

Successful

Research Report

Figure 3.1 The procedures of Classroom Action Research by using Mind Mapping Technique

3.3 Setting and Schedule of the Research

The setting of the research is UPTD SMP Negeri 2 Gunungsitoli Utara that is located in Tetehosi Afia village, Gunungsitoli Utara. This school consisted of 16 room, which has the total number of 12 classroom, a library, a laboratory, one principal's room, and one teachers room. The total number of teachers consisted of 25 persons.

The research was held in two cycles. One cycle consisted of two meetings. The researcher applied procedures to teach the students about procedure text appropriate to the researcher's procedure that design previously. Based on the planning above, the researcher conducted the research around two months. It has been done during on February–March 2022 refers to the education calendar and syllabus of the seventh grade of UPTD SMP Negeri 2 Gunungsitoli Utara.

3.4 Subject of the Research

The subject of the research is VII-C which consists of 25 students. The researcher chose class VII-C because this class needs a serious effort to improve their ability in writing in order that the students are able to write English text.

Table 3.1 The total number of students at the seventh grade of UPTD SMP
Negeri 2 Gunungsitoli Utara 2021/2022

No	Class	Total
1	VII-A	27
2	VII-B	28
3	VII-C	25
4	VII-D	25
	Total	**105**

Source : Office UPTD SMP Negeri 2 Gunungsitoli Utara.

3.5 Variables of the Research

The researcher will be conduct at the seventh grade of SMP Negeri 2 Gunungsitoli Utara. The objective of the research is to improve students' achievement in writing procedure text by using Mind Mapping Technique. There are two variables in this research, they are: dependent variable and independent variable. Dependent variable is a variable that can be influenced by an independent variable. The dependent variable in this research is the students' writing in procedure text as variable (X). Independent variable is a variable which functions to influence the other variable. The independent variable in this research is the Mind Mapping Technique as variable (Y).

3.6 Instrument of the Research

In conducting the research, the researcher collected the data using three instruments; they were observation sheets, field notes and evaluation sheets.

a. Observation sheets

Observation sheets have function to assess the action implementation of the research, involves the students' activities and the researcher' activities during the teaching learning process takes place. It contains the strength and the weakness of the research implementation in the classroom which its result were used to fit the appropriate actions in conducting the teaching-learning process.

b. Field notes

Field notes were used by the researcher to note down the weakness and the advantage in conducting Mind Mapping Technique. However in the field notes also contain the activities that happen immediately or unexpected condition.

c. Evaluation sheets

Evaluation sheets were used to evaluate the students' ability in writing procedure text. The sheets were distributed to the students after the researcher implemented Mind Mapping Technique in teaching-learning process.

3.7 Data Collecting Technique

In data collecting technique, the researcher interviewed the English teacher which were held on Friday, October 8th, 2021 at the seventh grade of UPTD SMP Negeri 2 Gunungsitoli Utara, the researcher found some difficulties faced by students in writing procedure text, there is difficulties in finding the idea to write procedure text, lack of vocabulary, difficulties to find key words, and they were unable in grammar and mechanic or steps in procedure text. One of the problems faced by the students in writing English procedure texts in explaining the steps. The students have to express the steps from the first step to the last. The students' usually forget the steps when they practice on procedure texts. It is because they were generally taught in English procedure texts without using any media. So, students' writing activity is not interested. Besides, those writing problems were affected teachers often used traditional methods to teach writing. The teaching and learning process is the teacher centre approach. The teacher-led the students too many exercises related vocabularies in their English textbooks instead of learning ideas, meaning, and coherence in writing. It could make the students bored.

3.8 Indicators of the Research

The indicators of the research are needed to determine the success of the learning process and result. The data will be collected from each test by calculating the average score based on the evaluation. The level or degree of success of teaching and learning process in the subject is if 75% of the total number of the students who participate in teaching and learning process achieve MCC the next teaching and learning process can discuss new subject matter.

If 75% or more of the students participating in the teaching and learning process achieve less success the next teaching and learning process should be remedial. So the learning process is said to be successful if what has been planned in the learning implementation lesson plan is implemented 75%-100%. So it can be said to be successful if the average student learning outcomes have increased and the criteria for student learning completeness meet the predermined target classically, namely 75% and get score $\geq$65. In Cycle II, the students had passed from MCC and get score $\geq$65. There are 22 students received a score of 80-90, while 3 students had a score of 66-75.

3.9 Data Analysis Technique

For this research, the researcher analyzes the data of the students. The researcher analyze by using qualitative and quantitative design.

1. Analyzing the Qualitative Data

Qualitative data is that refers to the students and researcher activities, behavior and attitudes in the class during teaching learning process. The data are obtained from the researcher and students activities in the classroom. To analyze the qualitative data the researcher done in three steps as follows

a. Reduction of data means evaluating and classifying the data based on the information from the observation sheets and field notes which were used by the researcher, in which the observation sheets the researcher evaluated the activities that have been done and undone in the classroom and found out the more appropriate activities should be done. While in the field notes the researcher classified the information about students' strength and weakness, and also other information which has been noted down.

b. Explanation of data means data that have been organized by the researcher that must be classified to get the meaning in the table, graphic or narration form.

c. Conclusion, means after making the explanation of the data, the researcher took some conclusions about the data in the step of formula.

To gain the percentage of the students' and researcher's activities related to the qualitative data obtained from the observation paper, the researcher analyzed by use a formula below adapted from Arikunto in Yuriawati (2014) such as below:

$$P = \frac{F}{N} \times 100\%$$

P : Percentage degree
F : Frequency
N : Total number of students
100 : Constant and maximal number of percentage

The observation sheets were calculated to find the percentage, to make sure whether the teaching-learning process run well as designed in the lesson

plan. When conducting research, the researcher used field notes to note down the activities and the students' responses and weakness of the students during the teaching-learning process and through field notes the researcher collected the data which were revised in the next meeting.

2. Analyzing the Quantitative Data

Quantitative data is collected through the evaluation sheet. The researcher asked the students to do the essay test and evaluated the students' work. Clearly, the data above were described as follows:

a. Evaluation sheet was analyzed by using the criteria and the formula that has been presented on Chapter II; page 14-15.

b. To obtain the students' mark, the researcher found the mark of each student in writing procedure text. To find average to the students' achievement relate to the quantitative data, the researcher use a simple formula from Fairul (2013: 140-141), as follows:

$$\text{Students' mark} = \frac{\text{Achievement Score}}{\text{Maximum Score}} \times 100$$

The classification of degree of ability as follows:

85% - 100% = very good

75% - 84% = good

60% - 74% = adequate

40% - 59% = less

0% - 39% = fail

The researcher depended on the quantitative data to got the student's ability level to achieve the Minimum Competence Criterion of SMP Negeri 2 Gunungsitoli Utara was 70 score. In Cycle I, the researcher found the students' ability in writing skill under 70 (≤MCC). Therefore, the researcher continued to do the research in Cycle II. In Cycle II, the researcher found the students' progress in writing skill increased and achieve the MCC; it is proved by the minimum score of the students was 70 and the maximum score was 82. So, the researcher realized that, the student's problem has overcome and the researcher stopped the research in Cycle II.

CHAPTER IV

RESULTS AND DISCUSSIONS

4.1 Results

In conducting the study, the researchers took two cycles consisting of two meetings in each cycle.

a. Cycle I

Cycle I consisted of two meetings, with each took around 40 minutes. The process for Cycle I study is as follows:

1) First Meeting

The first meeting was held on February 15, 2022. The procedures of conducting the research as follows:

a) Planning

At the first meeting, the researchers prepared many things, including: lesson plans, teaching materials, observation sheets, field notes, audio recorders. The planning steps were performed to avoid misunderstandings of the actions performed in the classroom.

b) Action

The researcher carried out the action in the classroom after planning it. The researcher conducted the teaching-learning process during the first meeting, which included pre-teaching-learning activities, teaching-learning activities, and post-teaching-learning activities. The researcher and the teacher-collaborator entered the classroom

together. The students greeted the researcher, and the researcher greeted them back. The researcher then introduced herself and requested one of the students to pray. The researcher then examined the students' attendance records.

Then, the teaching and learning process by explaining a little about the meaning of procedure text, generic structure and language features. The students still did not understand because of their lack of vocabulary, and the researcher asked them to bring a dictionary to the next meeting. During the teaching and learning process, the researcher distributes procedure text materials to students. Then, the researcher gave an individual test to the students to make a procedure text that they knew with the topic "how to make a cup of coffee."

The researcher instructed students to create a Mind Mapping together in a group after writing down the method text, allowed students to discuss and guess in their groups, then requested groups of students to display their work in front of the class. The researcher then requested that the students present their work and demonstrate their Mind Mapping.

The researcher instructed each group to end their response by writing in English and presenting the problem's solution. The researcher then requested students to finish the material and greeted them to bring the teaching-learning process to an end.

c) Observation

The researcher was accompanied by the teacher-collaborator while performing the research. The researcher was assisted by the teacher in observing classroom activities. The researcher then used the Mind Mapping Technique to assess the students' writing abilities.

The observations made during the teaching-learning process in the first meeting is as follows:

(1) The Researcher's Activities

The actions observed during the first meeting based on the researcher's activities. The following is a list of everything done or undone during the teaching-learning process:

(a) Done activities   : 18 activities (78%) of 23 activities

(b) Undone activities   : 5 activities (22%) of 23 activities

The undone researcher's activities were due to the researcher's lack of complete preparation for the teaching-learning process.

(2) The Student's Activities

Based on observations of the students' activities, the following activities were completed or undone during the teaching-learning process:

(a) Percentage of students who completed activities   : 68%

(b) Percentage of students unfinished activities   : 32%

The majority of students were not serious about learning, the students did not have background knowledge, the students were boisterous, could not express their view on the topic, the students were not serious about discussing in their group and disrupted their friends. The percentage of the researcher's and students' done and undone activities is shown on the next page, based on the results above:

The Researcher's Activities

The Students' activities
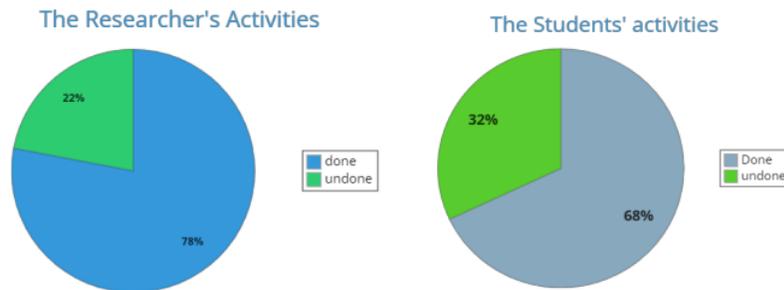
Graphic 1: The Researcher's Activities and the Student's Activities in the First Meeting of Cycle I

As a result, the researcher discovered certain flaws that should be addressed at the next meeting, as well as some strength that should be maintained throughout the teaching learning process. Teacher-collaborator has written the following weakness:

(a) Sixteen students were able to convey their idea about the material.

(b) Nine students disregarded the researcher's instructions.

(c) The student's vocabulary, grammar, fluency, and comprehension were not revised by the researcher.

At the first meeting, the teacher-collaborator also identified the following strengths:

(a) The majority of students focused on the researcher's explanation.

d) Reflection

Finally, the researcher assessed the findings of the observation throughout the teaching-learning process by making certain improvements in the following meeting, which were:

(1) The researcher urged the students to be brave to share their thoughts.

(2) The researcher urged the students to pay close attention to the researcher's issue.

(3) The students' vocabulary, grammar, and fluency were reviewed by the researcher.

2) The Second Meeting

The researcher resumed the activities from the previous meeting in the second meeting. It took place on February 17, 2022. The researcher reviewed and reminded the students of the previous content in this stage. The following are the procedures for doing the research:

a) Planning

The researcher had many items ready for the second meeting, including a lesson plan, materials, an observation sheet, filed notes, and a sound recorder. The planning phase was completed to avoid any misunderstandings about the action that would take place in the classroom.

b) Action

In the classroom, the researcher conducted pre-teaching-learning activities, while-teaching-learning activities, and post-teaching-learning activities. With the teacher-collaborator, the researcher joined the classroom. The researcher greeted the students, who greeted her back, and then she requested one of the students to pray, which one of the students led to pray. The researcher then went over the students' attendance records.

The researcher then went over the previous material with the students and some of them posed the question.

Then the researcher began the teaching and learning process by briefly discussing the meaning of procedure text, as well as it is generic structure and language aspects. The researcher distributed procedure text resources to students during the teaching and learning process. The researcher then offered each student an individual exam to create a procedure text with the theme "how to prepare a cup of coffee". After putting down the procedure text, the researcher instructed students to develop a Mind Mapping as a group, then enabled them to discuss and speculate in their groups. Finally, the researcher asked groups of students to present their Mind Mappings.

c) Observation

The teacher-collaborator conducted the observation while the researcher carried out the action in the classroom. As the observer, the teacher-collaborator observed all of the researcher's and students' activities during the teaching-learning process. The following is the outcome of the observation made during the teaching-learning process in Cycle I is second meeting:

(1) The Researcher's Activities

Based on the second meeting's observation of the researcher's activities, the following activities were all done or undone during the teaching-learning process:

(a) Done activities   : 14 activities (82%) of 17 activities

(b) Undone activities   : 3 activities (18%) of 17 activities

The undone researcher's activities were due to the researcher's lack of complete preparation for the teaching-learning process.

(2) The Student's Activities

The following activities were all done or undone during the teaching-learning process, based on observations of the student's activities:

(a) Percentage of students who completed activities: 79%

(b) Percentage of students unfinished activities: 21%

The majority of students were not serious about taking the test, they did not ask about any difficulties they encountered while taking the test, they did not have adequate preparation, and they were boisterous. The percentage of the researcher's and students' done and undone actions is shown in the graph below, based on the results above:
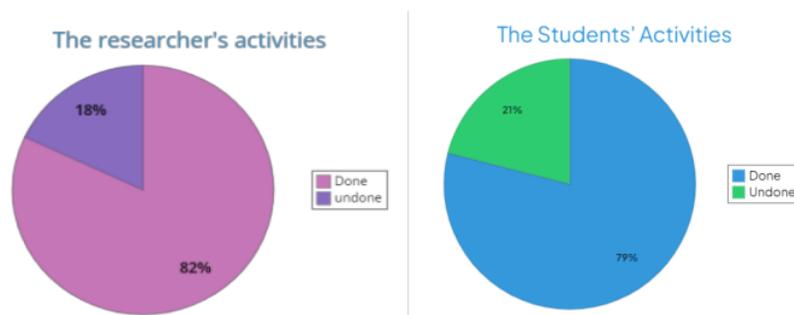
Graphic 2: The Researcher's Activities and the Students' Activities in the Second Meeting of Cycle I

As a result, the researcher discovered certain flaws that need be addressed in the following cycle, as well as some strengths that should be maintained throughout the teaching learning process. The following is a description of the flaw written by a teacher-collaborator:

(a) The students were unfamiliar with the vocabulary.

(b) A few students had forgotten to bring their dictionary.

At the second meeting, the teacher-collaborator also discovered the following strengths:

(a) The majority of the students were there to present their ideas in front of the class.

(b) A few students were bold enough to inquire about the difficulties in pronouncing terms with the researcher.

d) Reflection

Finally, at the subsequent meeting, the researcher evaluated the findings of the observation throughout the teaching-learning process by making a change; the researcher examined the students' vocabulary, grammar, and fluency. The researcher tested the students' capacity to speak at the second meeting of Cycle I by having them perform in English about "how to make a cup of coffee."

Furthermore, in order to improve the students' capacity to communicate, the researcher addressed various weaknesses during the teaching-learning process, including:

(1) In order to strengthen their writing skills, the researcher pushed the students to take the test seriously.

(2) During the teaching-learning process, the researcher inquired about the students' challenges.

The progress of the researcher's and the student's activities in Cycle I, is viewed in the graphic in next page:
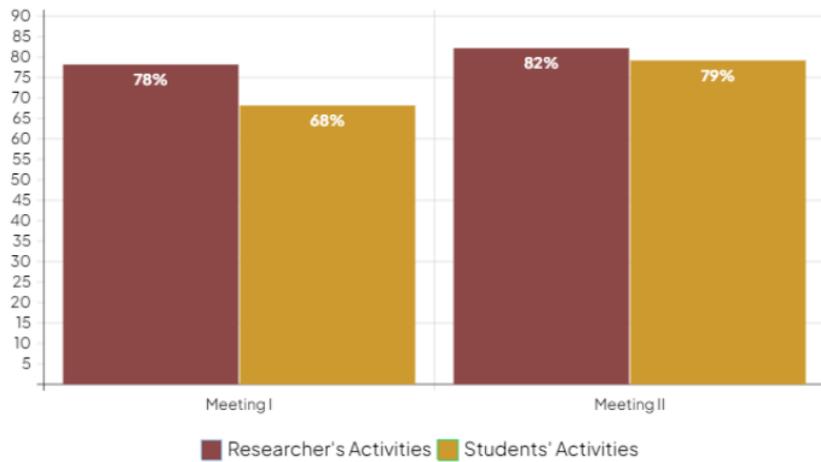
Graphic 3: The Progress Researcher's and the Student's Activities in Cycle I

b. Cycle II

Cycle II required the researcher to hold two meetings, each lasting 40 minutes. The researcher explains the two meetings as follows:

1) The First Meeting

On March 8, 2022, the first meeting was held. Daily tasks with the procedure text were taught by the researcher. The following are the procedures for doing the research:

a) Planning

The researcher had many items ready for the first meeting, including a lesson plan, materials, an observation sheet, filed notes, and a sound recorder. The preparation steps were taken to avoid any misinterpretations of the events that took place in the classroom.

b) Action

During the first meeting in Cycle II, the researcher carried out the teaching-learning process, which included pre-teaching-learning activities, teaching-learning activities, and post-teaching-learning activities. The teacher-collaborator and the researcher walked into the classroom together. The students greeted the researcher, who returned the greeting. After that, the researcher asked one of the students to pray. The researcher then looked at the attendance records of the students.

Begin the teaching and learning process by briefly discussing the meaning of procedure text, as well as its generic structure and language aspects. The researcher distributes procedure text resources to students during the teaching and learning process. The researcher then offered each student an individual exam to create a procedure text with the theme "how to make indomie fried noodle."

After putting down the procedure text, the researcher instructed students to make a Mind Mapping as a group, then enabled them to discuss and speculate in their groups before asking groups of students to present their work in front of the class. The students were then asked to show their work and exhibit their Mind Mapping skills to the researcher.

The researcher told each group that they had to finish their response by writing in English and providing the solution to the problem. To bring the teaching-learning process to a close, the researcher asked students to finish the material and greeted them.

c) Observation

The teacher-collaborator conducted the observation while the researcher carried out the action in the classroom. As the observer, the teacher-collaborator observed all of the researcher's and students' activities during the teaching-learning process.

The following is the outcome of the observation made during the teaching-learning process in Cycle II's first meeting:

(1) The Researcher's Activities

Based on the first meeting's observation of the researcher's activities, the following activities were all done or undone during the teaching-learning process:

(a) Done activities: 20 activities (91%) out of 22 activities.

(b) Undone activities: 2 activities (9%) out of 22 activities.

The undone researcher's activities were due to the researcher's lack of complete preparation for the teaching-learning process.

(2) The Student's Activities

The following activities were all done or undone during the teaching-learning process, based on observations of the student's activities:

(a) Percentage of students who completed activities: 84%

(b) Percentage of students unfinished activities: 16%

The reasons of undone student's activities were most of students were not serious to learn, the students did not serious to discuss in their group and disturbed their friends.

The percentage of the researcher's and students' done and undone actions is shown in the graph below, based on the results above:
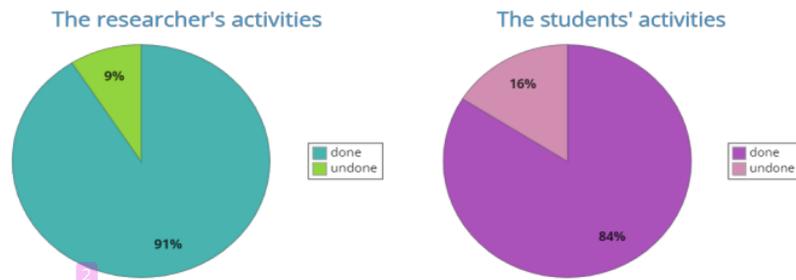
Graphic 4: The Researcher's Activities and the Students' Activities in the First

Meeting of Cycle II

As a result, the researcher discovered certain flaws that should be addressed at the next meeting, as well as some strengths that should be maintained throughout the teaching learning process. The following is a description of the flaw written by a teacher-collaborator:

(a) Fifteen students could not brave to ask the difficult material.

(b) The students' vocabulary, grammar, and spelling were not revised by the researcher.

At the first meeting, the teacher-collaborator discovered the following strengths:

(a) Five students were able to convey their ideas concerning the issue.

(b) A group of twenty students could work together and be brave enough to share their ideas.

d) Reflection

Finally, the researcher analysed the findings of the observation during the teaching-learning process by making certain changes in the next meeting, which were as follows:

(1) The researcher persuaded the students to be brave to ask the difficult material during teaching-learning process.

(2) When the students were expressing their ideas, the researcher reviewed their vocabulary, grammar, fluency, comprehension, and accent.

2) The Second Meeting

The researcher resumed the activities from the previous meeting in the second meeting. It took place on March 10, 2022, and lasted 40 minutes. The researcher reviewed and reminded the students of the previous content in this stage. The following are the procedures for doing the research:

a) Planning

The researcher prepared numerous things for the second meeting of Cycle II, including a lesson plan, material, observation sheet, filed notes, and a sound recorder. The planning phase was completed to avoid any misunderstandings about the action that would take place in the classroom.

b) Action

Pre-teaching-learning activities, while-teaching-learning activities, and post-teaching-learning activities were all undertaken in the classroom by the researcher. The researcher entered the classroom with the teacher-collaborator. The researcher greeted the students, who returned her greetings, and then she asked one of the students to pray, which one of the students did. After that, the researcher looked over the children's attendance records. After that, the researcher reviewed the preceding material with the students, and some of them asked the question.

The researcher then started the teaching and learning process by briefly reviewing the meaning of procedure text, as well as its general structure and language features. The researcher recommended that the students bring a dictionary to the next meeting because they were still unable to comprehend due to a lack of vocabulary. During the teaching and learning process, the researcher supplied procedural text resources to students.

During the teaching and learning process, the researcher supplied procedural text resources to students. After that, the researcher gave each student an individual exam to write a method text on the topic of "how to make a cup of coffee." Following the presentation of the approach text, the researcher encouraged students to create a Mind Mapping as a group, after which they were free to talk and speculate in their groups. Finally, the researcher requested that students display their Mind Mappings in groups.

c) Observation

The teacher-collaborator conducted the observation while the researcher carried out the action in the classroom. As the observer, the teacher-collaborator observed all of the researcher's and students' activities during the teaching-learning process.

The following is the outcome of the observation during the teaching-learning process in Cycle II is second meeting:

(1) The Researcher's Activities

Based on the second meeting's observation of the researcher's activities, the following activities were all done or undone during the teaching-learning process:

(a) Done activities: 17 of the 17 activities (100%)

(b) Undone activities: No one of activities.

The undone researcher's activities were due to the researcher's lack of complete preparation for the teaching-learning process.

(2) The Students' Activities

The following activities were all done or undone during the teaching-learning process, based on observations of the student's activities:

(a) Percentage of students who completed activities: 96%

(b) Percentage of students unfinished activities: 4%

The percentage of the researcher's and students' done and undone activities is shown in the graph below, based on the results above:
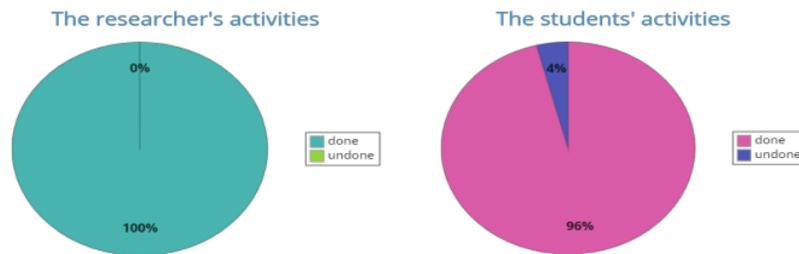
Graphic 5: The Researcher's Activities and the Students' Activities in the Second Meeting of Cycle II

As a result, the researcher identified some weaknesses that should be addressed in the following cycle, as well as some strength that should be maintained throughout the teaching learning process. The following is a description of the flaw written by a teacher-collaborator:

(a) The student's vocabulary, grammar, and spelling were not revised by the researcher.

At the first meeting, the teacher-collaborator discovered the following strengths:

(a) Twenty five students were able to communicate their ideas.

(b) The presentation was taken seriously by twenty five students.

d) Reflection

The researcher tested the students' capacity to talk in the second meeting of Cycle II by having them do a demonstration on how to prepare coffee and recording their actions. During the implementation of Procedure Text, the students' ability to talk was good, and their ability to speak increased. It is because the students carefully listen to the study's goal, the students express their opinions, the students listen to the researcher's explanation of the material, the students form a group, the students carefully listen to the researcher's explanation of the implementing procedure text using Mind Mapping Technique, the students can communicate their opinions to the other group, the students can conclude the topic, and the students ask difficult questions. The following graph depicts the progress of the researcher's and students' activities in Cycle II:
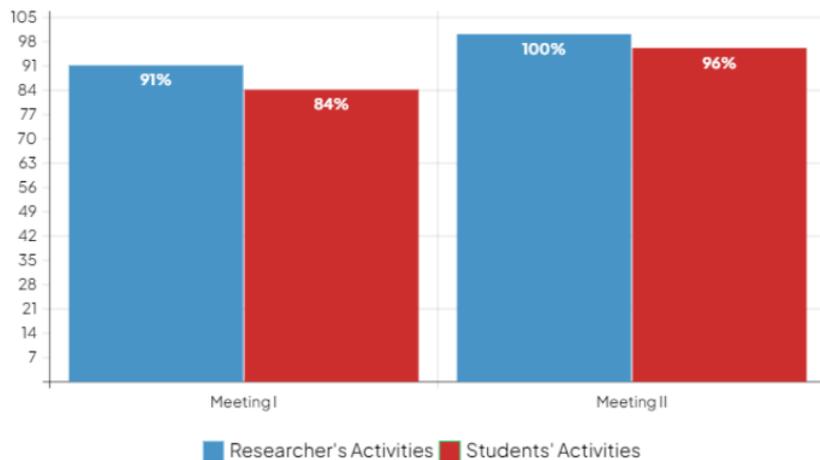
Graphic 6: The Progress Researcher's and the Students' Activities in Cycle II

c. The Result of the Students' Ability in All Cycles

The result of the students' ability in procedure text by using Mind Mapping is seen in the table below:

Table 4.1 The Students' Improvement from Cycle I to Cycle II

Cycle	Score level	Frequency	Percentage	Categories	MCC
I	36-45	5 students	20%	Less	
	46-55	9 students	36%	Less	
	56-65	5 students	20%	Less	65
	66-75	6 students	24%	Enough	
II	66-75	3 students	12%	Enough	
	80-90	22 students	88%	Very Good	

In Cycle II, all of the students' issues were resolved. It could be fixed by changing the Mind Mapping processes and implementing them in the classroom. As a result, students are able to talk depending on the syllabus and lesson plan's expectations, particularly when presenting the concept of procedure text.

4.2 Discussions

1. The Common Response of the Research Problem

The problem in this study was improving students' achievement in writing process text by applying Mind Mapping Technique at SMP Negeri 2 Gunungsitoli Utara in the seventh grade. The researcher conducted two rounds of study. As a result, the

researcher came to the conclusion that Mind Mapping can improve students' capacity to write procedure text.

2. The Analysis and Interpretation of the Research Findings

The researcher assessed the outcome of the students' ability and the observation sheet either for the researcher's and students' actions after conducting the research in two cycles.

As a result of the students' achievement in writing skill in Cycle I, 6 students (24%) received a score between 66 and 75 that was classified as "Adequate level"; 5 students (20%) received a score between 56 and 65 that was classified as "Less level"; 9 students (36%) received a score between 46 and 55 that was classified as "Less level"; 5 students (20%) received a score between 36 and 45 that was classified as "Less level." As a result, students in Cycle I had an average value of 55. As a result of the students' achievement in writing skills in Cycle I, they were unable to pass the MCC since the majority of students were unable to articulate their ideas based on the content learned. The students, on the other hand, were unable to accept the conclusion. As a result, the researcher resumed his investigation in Cycle II. Based on the predetermined target that 75% of students should achieve a score of ≥65 between 85% - 90%. In fact, not only 75% (19 students) but 88% (22 students). In Cycle II, 22 students (88%) received a score of 80-90, while 3 students (12%) had a score of 66-75. As a result, the students in Cycle II had an average value of 83.5.

As a result; this is due to the researcher's procedures, which included: the researcher interpreted that most of the students could apply the procedure text and they were able to convey their idea based on the material that had been learned, the researcher asked the students to take the conclusion and give the solution based on the topic that had

been discussed, and the researcher asked the students to take the conclusion and give the solution based on the topic that had been discussed.

Thus, based on the above explanation of the researcher's activities, there were some activities that the students did in order to increase their writing, namely: all of the students were able to convey their idea based on the material that had been learned, and all of them could speak because the students have a fear of writing in English, which caused the researcher to encourage the students to speak bravely and challenging them to convey their idea because English is a difficult language to communicate in.

The student's difficulty has been solved in Cycle II, according to the findings of the earlier research. It demonstrated that students could communicate their ideas orally based on the material, and that students' vocabulary, grammar, accent, fluency, and comprehension had improved as a result of the procedural book. Students can share the procedure text with their peers as well as their teacher by using Mind Mapping.

3. The Research Findings versus the Latest Related Research

Darwati (2013) conducted the first study, which was named "*Applying Mind Mapping Strategy to Improve Student Writing Ability in Procedure Text (Classroom Action Research at SMP Al-Mizan Pandegelang Banten).*" The goal of this research is to see if the Mind Mapping Strategy improves students' capacity to write Procedure literature. The approach utilized in this study was Classroom Action Research, which was based on the Kemmis and McTaggart design. The study was divided into two cycles, each with three meetings. Interview, observation, test, and documentation are some of the data collection approaches employed in this study. The writer conducted a pre-test and a post-test to determine the students' progress in producing Procedure text. The students' achievement in writing Procedure text improved as a result of the study. At the end of

each cycle, the majority of students had improved their grades. The English lesson received a 70 on the Minimum Competence Criterion-*Kriteria Ketuntasan Minimal (KKM)* (seventy). The preliminary study's mean score was 57.04, the post-test 1 mean score was 65.90, and the post-test 2 mean score was 73.40. As a result, Mind Mapping can help students enhance their Procedure writing skills.

The second study, "*The Use of Mind Mapping Strategy to Improve Students' Ability in Writing Procedure Text*," was conducted by Indram (2013). He devised an action research plan that included four meetings and was carried out in a series of cycles. Treatments and writing exams were provided to the students in order to gain a description of their capacity to write procedural material. There was a pre-test, a writing test in cycle 2, and a post-test at the last meeting. In addition, a checklist and questionnaire were provided to supplement the original data. The pre-test mean was 57.78, the writing test mean in the second cycle was 63.214, and the post-test mean was 80.681. By analyzing the results of the three tests, the author came to the conclusion that the mind mapping method could help students produce better procedure writing. The questionnaire analysis and observation also confirmed that the mind mapping method was appropriate for use in teaching learning composing procedural text. As a result, Mind Mapping can help students enhance their ability to write procedural literature.

The third study from Farid (2019), "*Implementing Mind Mapping Technique to Develop Students' Writing of Procedure Text (A Classroom Action Research at the Ninth Grade Students of SMP Islam Ruhama Cireundeu in Academic Year 2019/2020)*". The approach utilized in this study was Classroom Action Research, which was based on the Kemmis and McTaggart design. The study was divided into two cycles, each with three meetings. The following are some of the data gathering procedures employed in this study: observation sheet, interview guideline, and test. The findings of the study revealed that Mind Mapping Technique was used to improve student writing of procedural text. At

the second cycle, the majority of students gradually improved their grades. The English lesson received a 75 on the Minimum Competence Criterion-*Kriteria Ketuntasan Minimal (KKM)* (seventy five). The preliminary study's mean score was 60.72, the post-test 1 mean score was 75.34, and the post-test 2 mean score was 81.53. As a result, Mind Mapping can be used to help students improve their writing skills.

The researcher has been inspired to conduct the investigation utilizing the Mind Mapping Technique as a result of the three studies mentioned above. The Mind Mapping Technique is extremely useful in the teaching and learning process, particularly when it comes to teaching writing. In the teaching and learning process, the Mind Mapping Technique can help students overcome problems. This study focuses on resolving students' writing problems and enhancing students' achievement in writing procedure texts, particularly at UPTD SMP Negeri 2 Gunungsitoli Utara.

4. The Research Findings versus Theory

According to Buzan in Muhib (2014), Mind Mapping is an easy way to place information to brain and take information out from brain. Moreover based on researcher findings, the application of Mind Mapping invites the students to do things which can lead to understand the writing in a creative way so as to increase students' achievement in writing. Mind Mapping Method is a method designed by the teacher for help students in the learning process, store information in the form of subject matter received by students at the time learning, and help students compose important core of the subject matter into map or graphic form, so students easier to understand. So, it was in step by Buzan in Muhib, and also the research support by some theory Wycoff (2013: 83) states Mind Mapping is a good way to produce and organize the idea before start to write. The difficulties in writing know what we are going to write, what the theme is, and how to

start it. Through mind mapping, theme has been spelled out by the other theme branches so that become ideas promoter in writing. Mind mapping is a creative way for individual students to generate ideas, record learning, or plan a new project. Besides, asking the students to create a mind maps enables them to identify clearly and creatively what they have learned or what they are planning (Silberman, 1996: 59). Harris (1993: 49) states that mind mapping is another form of diagram that incorporates a controlled type of brainstorming. Through mind mapping, the students' limitation of vocabulary can be reduced by applying brainstorming technique. Brainstorming can be done in many ways as long as the purpose is to make the students get their ideas out.

5. The Research Findings Implication

The researcher discovered some conclusions based on the research findings, including:

a. Students are able to express their opinions; students are motivated to work collectively and joyfully.

b. The English teacher and the researcher are aware of the students' limitations as well as their progress in presenting.

c. The syllabus's expectations have been met, and the issues have been resolved.

6. The Analysis of Research Findings Limitation

Since the research was done as follows, there are certain limitations to the analysis of the research findings:

a. As a novice researcher, the researcher recognized that there were numerous flaws in doing the study, and as a result, the researcher was unable to complete the research perfectly.

b. Because the researcher was a trainee, the students did not observe the teaching-learning process in particular for the implementation of the strategy.

c. The students had no prior understanding of the content that the researcher was teaching.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

After analyzing data, the researcher takes some conclusions as follows: because the students were unable to articulate their ideas about the content, the average of the students' marks in writing, particularly in procedure text, was not satisfactory in Cycle I with 6 students (24%) received a score of "Adequate level" among 66-75; 5 students (20%) received a score of "Less level" among 56-65; 9 students (36%) received a score of "Less level" among 46-55; 5 students (20%) received a score of "Less level" among 36-45. As a result of the students' ability to write Cycle I, they were unable to pass the MCC. As a result, the researcher resumed her investigation in Cycle II.

There were 22 students (88%) had a score between 80-90, while 3 students (12%) received a score between 66-75. As a result, the MCC was passed by the students in Cycle II. Furthermore, the research issue has been resolved. The observation sheet's findings show that the researchers' and students' activities have improved significantly from meeting to meeting. In conclusion, the Mind Mapping Technique improved students' capacity to write procedure text in SMP Negeri 2 Gunungsitoli Utara's seventh grade.

5.2 Recommendations

Following the research, the researcher made some recommendations, including: the English teachers at SMP Negeri 2 Gunungsitoli Utara proposed using Mind Mapping to help students improve their abilities to write procedure text since the method encourages students to speak English more actively by allowing them to explain why they solved the problem. The English teacher should employ the Mind Mapping Technique in

the classroom because it is simple to understand and implement. The researcher advises the next researcher to employ Mind Mapping in teaching procedure text, but more information on how to wrap up the topic is needed.

1

FINAL GRADE

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GENERAL COMMENTS

Instructor

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