



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

BOOSTING THE SKILL OF WRITING RECOUNT TEXT BY USING MIND MAPPING

**(An Experimental Research at the Tenth Grade Students' of *SMK
Islamic Centre Kabupaten Cirebon*)**

A THESIS

Submitted to English Language Teaching Department, *Tarbiyah* and Teacher
Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon In Partial Fulfillment of
The Requirements of Undergraduate Degree



By:
INDRIYANI SUKOCO
Reg. Numb: 14111320106

**ENGLISH LANGUAGE TEACHING DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
SYEKH NURJATI STATE ISLAMIC INSTITUTE
CIREBON
2015**



ABSTRACT

Indriyani Sukoco. 14111320106. *BOOSTING THE SKILL OF WRITING RECOUNT TEXT BY USING MIND MAPPING (An Experimental Research at the Tenth Grade Students' of SMK Islamic Centre Kabupaten Cirebon).*

Writing has an important role in learning process. For majority students', writing is intended difficult to do. They assumed that writing is one of skill which needed hard ideas, thinking, vocabularies and strategy to support their skill. So, the researcher studied the research with the aims to know the effect of mind mapping in teaching writing recount text for 10th grade students' of *SMK Islamic Centre Kabupaten Cirebon*.

This research is supported by Buzan and Alwasilah that good learning atmosphere and teaching technique can make the students to learn more effectively and meaningfully through mind mapping strategy that be used as a learning tool to support their vocabularies in writing.

This research is quantitative approach. The research design is quasi-experimental design for pre-test non equivalent group design. The population are the whole 10th of grade students, the researcher used purposive sample to take two samples as control and experimental class with contains average 30 students every class. The technique of collecting data used observation and test. For analyzing the data used t-test with independent sample t-test.

The discussion and research finding shown that (1) the usage of mind mapping for writing recount text is good and has positive category, (2) the average score of students in writing recount text without using mind mapping is 65,8 (enough), the average score of students in writing recount text using mind mapping is 73,6 (good), and (3) teaching using mind mapping is significant and has positive effect on students' writing recount text.

The researcher concluded that there is significance and positive effect of mind mapping on students' writing recount text, so the researcher suggested that the teacher should use mind mapping in teaching and learning because this one of the alternative strategies that can apply in classroom to increase students' interest especially in writing recount text.

Key Words: Mind Mapping, Students' Writing Recount Text.

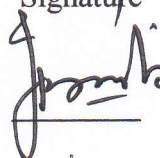


1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.


RATIFICATION

This thesis entitled **“Boosting The Skill of Writing Recount Text By Using Mind Mapping (An Experimental Research at the Tenth Grade Students’ of SMK Islamic Centre Kabupaten Cirebon)”** written by Indriyani Sukoco, student number 14111320106, has been examined on 31 July 2015. It has been accepted by the board of the examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

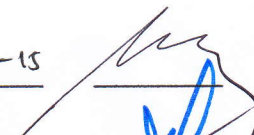
The Head of English Language Teaching Department
Lala Bumela, M.Pd
NIP. 19821231 201101 1 011

Date Signature
26-08-15 

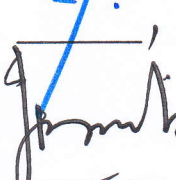
The Secretary
of English Language Teaching Department
Wakhid Nashruddin, M.Pd
NIP. 19810308 201101 1 003

26-08-15 

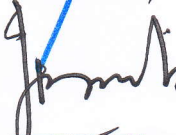
Examiner 1
Mustopa, M.Ag
NIP. 19660815 2005 01 1 003

25-08-15 


Examiner 2
Dr. Tedi Rohadi, M.Pd, SE, Dipl. TEFL
NIP. 19680309 200801 1 017

31-08-15 


Supervisor 1
Lala Bumela, M.Pd
NIP. 19821231 201101 1 011

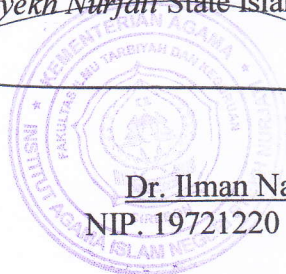
26-08-15 

Supervisor 2
Wakhid Nashruddin, M.Pd
NIP. 19810308 201101 1 003

26-08-15 

Acknowledged by the Dean of *Tarbiyah* and Teacher Training Faculty
Syekh Nurjati State Islamic Institute Cirebon


Dr. Ilman Nafi'a, M.Ag
NIP. 19721220 199803 1 004





1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
 Hak Cipta Dilindungi Undang-Undang

TABLE OF CONTENT

COVER

TITLE

ABSTRACT

APPROVAL

OFFICIAL NOTE

LETTER OF AUTHENTICITY

RATIFICATION

AUTOBIOGRAPHY

MOTTO

DEDICATED

PREFACE.....	i
TABLE OF CONTENT.....	iii
LIST OF TABLE.....	vi
LIST OF FIGURE.....	vii

CHAPTER I INTRODUCTION

1.1 Research Background	1
1.2 Formulation of the Problem	4
1.2.1 The Field of Research	4
1.2.2 The Research Area	4
1.2.3 The Approach of the Research	5
1.2.4 The Main Problem	5
1.2.5 Limitation of the Research	5
1.2.6 Delimitation of the Problem	6
1.2.7 Oprational Definition	6
1.2.8 Research Questions	7
1.3 The Aims of the Research	8
1.4 The Significance of the Research	8

CHAPTER II METHOD OF RESEARCH

2.1 Theory of Learning.....	9
2.2 The Theory of Effective Learning.....	10
2.2.1 Criterion of Effective Learning	10



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
 Hak Cipta Dilindungi Undang-Undang

2.2.2 The Goal of Effective Learning	12
2.3 The Nature of Mind Mapping	13
2.3.1 Definition of Scaffolding	13
2.3.2 Definition of Mind Mapping	14
2.3.3 Kinds of Mind Mapping	14
2.3.4 The Advantages of Using Mind Mapping	17
2.3.5 Elements of Mind Mapping Technique	20
2.4 Mind Map in Teaching Recount Text	21
2.4.1 Teaching and Learning Writing	21
2.4.2 Evaluating of Students Writing	29
2.4.3 Principles for Teaching Writing	33
2.4.4 Characteristic of Writing	34
2.4.5 The Writing Process	35
2.4.6 Assessing Writing	36
2.5 The Effect of Mind Mapping on Students' Writing Recount Text	38
2.6 Recount Text	39
2.6.1 Definition of Recount Text	39
2.6.2 Types of Recount Text	40
2.6.3 The Typology of Recount Text	40
2.6.4 Knowledge to Produce Recount Text	41
2.6.5 Example of Recount Text	41
2.7 Previous Studies	41
2.8 Frame of Thought	44
2.9 Research Hypothesis	46
CHAPTER III PARTICIPANTS PRESENTED IN THE DISCOURSE	
3.1 The Place and Time of Research	47
3.2 The Method of Research	48
3.3 Research Design	49
3.4 The Variables of Research	51
3.5 Technique of Collecting Data	51
3.5.1 Test	51
3.6 The Instrument of Research	51



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
 Hak Cipta Dilindungi Undang-Undang

3.6.1 Test	51
3.7 The Analysis of Research Instrument	53
3.7.1 Validity	53
3.7.2 Reability	53
3.8 Technique of Analysis Data	55
3.8.1 Normal Test	55
3.8.2 Homogeneity Test	56
3.8.3 The Hypothesisi Testing	56
3.9 Hypothesis of Statistic	57
3.10 The Population of Sample	58
3.10.1 Population	59
3.10.2 Sample	59
CHAPTER IV FINDINGS AND DISCUSSION	
4.1 Description of Data	61
4.1.1 Students Result in Writing Recount Text at Control Class of <i>SMK Islamic Centre Kabupaten Cirebon</i>	61
4.1.2 Students Result in Writing Recount Text at Experiment Class of <i>SMK Islamic Centre Kabupaten Cirebon</i>	65
4.2 Test of Normality	68
4.3 Test of Homogeneity	69
4.4 The Requirement of Hypothesis Testing	70
4.5 The Hypothesis Testing.....	71
4.6 The Discussion of Research Finding	74
4.7 The Delimitation of Research	75
4.7.1 The Delimitation of Research Place and Time	75
4.7.2 The Delimitations of Topic/Subtopic	76
4.7.3 The Delimitations of Abilities	76
CHAPTER V	
5.1 Conclusion	77
5.2 Suggestion	78
BIBLIOGRAHY.....	79
APPENDIX	



CHAPTER I INTRODUCTION

This chapter consist of the Background of the Problem in this research, Identification of the Problem, Limitation of the Problem, Formulation of the Problem, Aims of the Research, and Significant of the Research.

1.1 Background of the Problem

In teaching and learning process, there are some important aspects that can be our focus in teaching and learning, they are; listening, speaking, reading and writing. Those aspects are important to be mastery for learners all over the world. They have strong relationship to support each other. For majority students, writing is intended difficult to do. They assumed that writing is one of skill which needed hard ideas, thinking, and vocabularies to support their skill. As Hadfield & Hadfield (2008: 116) state that writing is a difficult for many learners, even in their mother tongue. This becomes a job for teacher to change students' mind about writing.

Writing is very important in education particularly for those who are studying at universities. They have to be able to write a proposal, paper, some reports, scientific writing, and so on. Without mastreing writing skill both native in the target language, it is impossible for the student to graduate their education at university level. Therefore writing skill is not a neglated skill in educational world.

Furthermore as one of the four language skill, writing is very important to express one's ideas in a piece clearly. It will be understood and good when each part of the sentence connects to each other. That is why seems to be the hardest thing to do in teaching-learning process besides speaking. The differences between writing and speaking sometime is considered as easier because the grammatical pattern in speaking is not so necessary aas long as the audience get the ideas during the communication. Meanwhile writing has only one chance to convey some information as meaningful as possible for

the readers. Thus, teaching writing in a appropriate way is required to facilitate student's second language acquisition.

Unfortunately many college students do not consider writing as leisure and easy activity, writing often make them frustrated, because they do not have knowledge and skill, which are needed in writing. The problem of most students is that they are worry about paragraph writing, research paper, and expressing idea. They think every thing they write is full of errorrrs. Most of the students feel that writing is not an easy skill. Most of students also feel that writing is more difficult than speaking. In writing process the writer works alone. Even if we are writing a letter to a friend, they will not suddenly materialize to prod or prompt us into speech, to help us fill in the gaps. Different with other skill, writing must be difficult without practicing regularly.

Another important in writing skills in English is can help the students in learning and develop their English by expressing their knowledge, experience and so on. It can be expressed such as essay, paragraph, letter, short story. Writing ability is very important for this time, and no one can obtain success without have this ability. Writing is one of the most difficult aspects of language skills.

There are some reasons for making students practice writing. They can choose their own themes or topics to be written on a certain type of text. Students have more opportunity for language processing, that is thinking about the language. It is as stated by Harmer (2007:12) "Writing gives then more thinking time than you get when attempt spontaneous conversation." From this explanation, people can say that students will pay more attention about the topic, suitable title, choice of word and other.

Writing plays an important for students who are in the process of learning a language. In Indonesian school, students are required to be learn to write different text types. There are: recount, narrative, procedural, news item and descriptive. One way that can be used to find out students text is very important to do because it can help English teacher to find out the students ability and difficulties in writing Emilia (2005:19) state that research about



analyzing students text is very important to do because by knowing the students difficulties, it can lead the teacher to help solve the students problems.

Writing is broad sense as distinct from simply putting words on paper has three steps: thinking about it, doing it, and doing it again as often as time will allow and patience will endure (Kane, 2000). Based on KURTILAS (education curriculum in Indonesia) there are five genres of the text that must be taught to students' in vocational school. According to Harmer (2007:327), genre represents the norms of different kinds of writing. They who write within a certain genre to consider a number of different factor. They need to have knowledge of the topic, the convention style of the genre, and the context in which their writing will be read.

Recount text is one of the examples of genre text. It is become the important problem when the students cannot understand what teacher tells about the text. Students lack of vocabularies and they are not recognizing them. It can be a big attention for teacher to overcome this problem in order to students can understand many vocabularies from the text, find the meaning of the text perfectly also make the similar text of it.

Since writing recount text is included in the curricula, all the tenth grade students of the vocational school must accomplish it well. However many students' of vocational school still lack of the vocabularies can be seen when the teachers ask them in English and they do not even understand. Besides, the students interest as the hardest subject to learn.

"Essentially the process of writing involves creating a text that we assume the reader will recognise and expect and the process of reading involves drawing on assumptions about what the writer is trying to do" (Hylan. 2009:33) In English education, Writing also being a very important skill to be learned. Writing also can support the student ability to share their ideas in a text to the world.

The writers often complained the difficulty of pouring the words "start writing much more difficult than developing writing". Many ways that can be traveled to overcome this difficulty, among others, to make mind mapping.



Everyone have ideas in his mind, that is difficult is pouring in writing. To make mind mapping, students are forced to identify main ideas and supporting ideas.

Actually to overcome this problem there are many learning strategies that should teacher used to learn. But, sometimes teachers find any difficulties and did not design attractive and appropriate learning strategies so the students will be bored. In fact, there are many strategies that are usually use to overcome the problem, one of them is used by Mind Mapping. Mind Mapping is very useful to help the students in writing precess. Mind Mapping can be used in teaching learning process to increase students' interest, to motivate students learning English. That's the reason why this research is important to do. The best learning strategy is needed in educational process. And mind mapping also has positive effect on students' vocabulary knowledge on their writing.

1.2 Formulation of the Problem

The formulation of the problem of the reseach in writing this thesis are as follow:

1.2.1 The Field of the Research

The identification of the problem in writing this thesis as follows:

a) The field of the Research

The field of the research in this thesis is method of teaching, discussing students writing recount text using mind mapping.

b) The Kinds of the Problem

The kind of the problem in writing this thesis is method of teaching, discussing studnts writing recount text using mind mapping. To be master in English is supposed to be the students problem in learning English to write the text.

1.2.2 The Research Area

Area of the research in writing this thesis can be seen in the following, they are: to find out effectiveness of mind mapping (X



variable) on students writing recount text (Y variable) and discussing method of research that using by namely quantitative research.

1.2.3 The Approach of the Research

The approach of the research in writing in this thesis is quantitative approach, exactly experimental research (quasi-experimental). This study will be quasi experimental design because the writer has no access to construct the sample. The concept of experimental design is an idealized abstraction. The ultimate goal of any investigation is to conduct research that will allow us to show the relationship between the variables we have selected. By using quasi experimental design, the researcher control as many variables as we can also limit the kinds of interpretations. The researcher makes about cause effect relationship and hedge the power of our generalization statements.

1.2.4 The Main Problem

The main problems in writing this thesis are:

- 1) The indication that the learning process is not really enough interest and motivation in learning are less.
- 2) The teacher put half on theory rather than practice, learning strategies are enough interesting but not perfect, whereas learning strategies is a piece of learning art that will continue to grow (Chatib, 2012:128).
- 3) Sometimes teachers find any difficulties and have not yet to design attractive and appropriate learning strategies so the students will bored.

1.2.5 Limitation of the Research

Here, the researcher tries to limit the research into:

- 1) There are many strategies in teaching learning process, but here the researcher take only strategy; mind mapping. The reason is mind mapping is very useful to help the students learn and writing recount text. Mind mapping can be used in teaching learning process to increase students' interest, to motivate students learning English. The best learning strategy is needed in educational process.
- 2) In learning English, there are several kinds of skill that have been improved; listening, speaking, reading, and writing. Here the



researcher limits the skill only in writing. Because in majority students, writing is intended difficult to do. As Hadfield (2008:116) state that writing is a difficult for many learners, even in their mother tongue. These become a job for teacher to change students mind about writing.

- 3) For the respondent only took 10th year students, because recount text is exist in the syllabus for 10th year students.

1.2.6 Delimitation of the Problem

In this research, the writer has decided to limit the topic. And the title is “Boosting the Skill of Writing Recount Text By Using Mind Mapping (An Experimental Research at the Tenth Grade Students’ of *SMK Islamic Centre Kabupaten Cirebon*”. Here, is delimitation of it:

X Variable	: Mind Mapping
Y Variable	: Writing Recount Text
Unit of Research	: Vocational and Senior High School (SMK/SMA)
Respondent	: 10 th grade students
Sub Topic	: Recount Text

1.2.7 Operational Definition

In the following are key terms of this research that conclude at title; Boosting the Skill of Writing Recount Text By Using Mind Mapping (An Experimental Research at the Tenth Grade Students’ of *SMK Islamic Centre Kabupaten Cirebon*”.

1) Mind Mapping

Mind Maps were popularized by author and consultant, Tony Buzan. He used a two-dimensional structure, instead of the list format conventionally used to take notes. As Tony Buzan (2009:14), mind mapping is a graphic representation of ideas (usually generated via a brainstorming session). It shows the ideas which are generated around a central theme and how they are interlinked. It is a tool primarily used for stimulating thought. He realized that the education system primarily focused on the left and brain strength, which include the use of “language, logic, numbers, sequence, looks at detail, linier, symbolic representation and judgmental characteristics. Mind



Mapping is a useful technique that helps you learn more effectively, improves the way that you record information, and supports and enhances creative problem solving (Alamsyah, 2009).

2) Writing

Writing is an activity that can usefully be prepared for by work in the other skill of listening, speaking, and reading (Nation, 2009:113). Writing itself a relatively disciplined activity and while discussion and working with peers is important, so is the time to individually reflect on work and independently complete a task (Knapp & Watkins, 2005: 82)

3) Recount Text

According to Djuharie (2008) Recount is a reconstruction of something which happened in the past. It is the unfolding sequence of event overtime and the purpose is to tell what happened. Recount texts begins by telling the reader who was involved, what happens, where this event took place and when it happened. The sequence of event is then described in some sorts of order for instance in time order. The generic structure of recount text consist of three parts; they are the setting or orientation, events and conclusion. The setting or information is the background information answering who, when, where, why. It is also where you give an outline of what you are writing about. Events are when the students write about the things that happened and are identified and described in chronological order. The conclusion expresses a personal opinion regarding the events regarding the events described.

1.2.8 Research Question

The research question of this thesis there are 3 as follow:

- 1) How good are students' results in writing recount text at control class of *SMK Islamic Centre Kabupaten Cirebon*?
- 2) How good are students' results in writing recount text at experimental class of *SMK Islamic Centre Kabupaten Cirebon*?



- 3) Is there any positive and significance effect of mind mapping on students writing recount text?

1.3 The Aims of the Research

The aims of the research in writing this thesis are as follows:

- 1) To know the result of students' writing recount text at control class of *SMK Islamic Centre Kabupaten Cirebon*.
- 2) To know the result of students' writing recount text at experimental class of *SMK Islamic Centre Kabupaten Cirebon*.
- 3) To know the effectiveness of mind mapping on students writing recount text.

1.4 Significance of the Research

The significance of this research in writing this thesis, namely:

- 1) For Students
They get new learning strategy that can support in learning process exactly English through Mind Mapping in the subtopic of recount text.
- 2) For Teacher
Giving information that many strategies should take in learning English, one of them is mind mapping. Hopefully, the teacher is able to find out other learning strategy and practice it in their teaching. subject through mind mapping in the subtopic of recount text.
- 3) For Researcher
To prove the learning strategy that mind mapping has an effect on students' writing recount text.
- 4) For School
Provide input for the school to make improvements to the learning process of English subject in particular and other subjects in generally.





CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is presented to describe the last chapter of the research that include; conclusion and suggestion. Conclusion is sample statements and gives the answer to the research question directly. The simple statements can be form in essay or numbering. Then, the last sub point is suggestions. The suggestion interpreted the submission and recommendation related to the research findings which needed to inform for the reader. Here are the explanations of them.

5.1 Conclusion

Based on the research that has been done at *SMK Islamic Centre Cirebon* at February 24th, 2015 until April 24th, 2015 in 10th year students that focus on sub topic of recount text with the research instrument test, so the researcher concluded that:

1. The first conclusion related to the first of research question that asked about How good are students' results in writing recount text at control class of *SMK Islamic Centre Kabupaten Cirebon*. Based on the data, the students results in writing narrative text without using mind mapping gets the average score is 65.8 that include as enough categories.
2. The second conclusion also related to the second of research question that asked about How good are students' results in writing recount text at experimental class of *SMK Islamic Centre Kabupaten Cirebon*. And the students' results in writing recount text using mind mapping get the average 73.6 that is conclude as good category. These scores shown that the learning process with mind mapping is better than learning without mind mapping.
3. There is positive and significant effect of using Mind Mapping method on the students in learning writing recount text after collecting the data that the result of the calculation of t-test formula. The result of calculating t-count is 5.222. While t-table is 1.945. So, t-count is biggest than t-table ($t\text{-count} > t\text{-table}$). It means that mind mapping method have positive and significant effect on the students' in writing recount text at the tenth grade students' of *SMK Islamic Centre Kabupaten Cirebon*.

Based on the research finding that have been presented above, the researcher can conclude that the using of mind mapping on the students' writing recount text at the tenth grade students' of *SMK Islamic Centre Kabupaten Cirebon* can make students easy to find ideas before writing. By using mind mapping, teacher can give a new atmosphere in the class, so the students' have a motivation in teaching and learning process, especially writing recount text.

5.2 Suggestion

This sub point is presented the suggestions for the reader. Based on the discussion and research findings, the researcher can interpret some suggestion which is advantage for students, teacher and other researchers. Here are some suggestions:

1. The strategy of using mind mapping in teaching and learning is one of the alternative strategies that can apply in classroom to increase students' interest in writing recount text.
2. There are some important points for the teachers to begin the teaching process. Before the teachers are going to teach, they should prepare to give apperception and motivation for students to be active and ready for studying and getting new knowledge from the teachers.
3. For further researcher, this strategy can apply in other sub topic and other variables of writing recount text in 10th grade of Vocational School in order that the teacher should apply more various strategies in teaching.





BIBLIOGRAPHY

- Alamsyah, Maurizal. 2009. *Kiat Jitu Meningkatkan Prestasi Dengan Mind Mapping*. Yogyakarta: Mitra Pelajar.
- Alwasillah, Chaedar; Alwasillah, Senny Suzzana. 2013. *Pokoknya Menulis*. Bandung: PT Kiblat Buku Utama.
- Ary, Donald; Jacobs, Lucy Cheser; Razavieh, Asghar; & Sorensen, Chris. 2006. *Introduction to Research in Education* (7th ed.). Belmont: Thomson Wadsworth.
- Arikunto, Suharsimi. 2013. *Prosedur Penelitian; Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.
- Asmiaty, Ayu. 2008. *Using Mind Mapping Technique to Improve Student's Ability in Reading Recount Text: An Action Research at the Seven Grade Students's of SMPN 12 Bandung*. Final Project. UPI University.
- Asrori, Mohammad. 2007. *Psikologi Pembelajaran*. Bandung: CV Wacana Prima.
- Blanchard, Karen & Root, Christine. 2002. *Ready to Write*. New York: Pearson Education.
- Broughton, Geoffrey; Brumfit, Christopher; Roger, Flavell; Hill, Peter & Pincas, Anita. 1980. *Teaching English as a Foreign Language*. New York: Routledge.
- Brown, H.D. 2003. *Language Assessment: Principles and Classroom Activities*. San Francisco, California: Longman
- Buzan, Tony and Abbot, Susanna 2008. *Buku Pintar Mind Map*. Jakarta: PT Gramedia Pustaka Utama.
- Buzan, Tony and Buzan, Barry. 1993. *The Mind Map Book: How to Use Radiant Thinking to Maximize Your Brain's Untapped Pottential*. London: BBC Book.
- Buzan, Tony. 2009. *Buku Pintar Mind Mapping*. Jakarta : PT Gramedia Pustaka Utama.
- _____. 2010. *Buku Pintar Mind Mapping Untuk Anak*. Jakarta: PT Gramedia Pustaka Utama.
- Chatib, Munib. 2010. *Sekolahnya Manusia*. Bandung. Kaifa.
- _____. 2012. *Gurunya Manusia*. Bandung. Kaifa.
- Cohen, Louis, Manion, Lawrence & Morrison, Keith. 2007. *Research Methods in Education*. New York: Taylor and Francis e-Library.

- DePorter, Bobbi and Mike Hernacki. 2008. *Quantum Learning : Membiasakan Belajar Nyaman dan Menyenangkan*. Jakarta. Kaifa.
- Emilia, Emi. 2005. *A Critical Genre-Based Approach to Teaching Academic Writing in a tertiary ELF Context in Indonesia*. A Ph.D thesis. University of Melbourne
- Emilia, Emi. 2010. *Teaching Writing, Developing Critical Learners*. Bandung: Rizqi Press.
- Fraenkel, J. R., Norman, E.W. 2009. *How to Design and Evaluate Research in education* (7thed). New York: McGraw-Hill
- Fraenkel, Jack R, et.al. 2011. *How To Design And Evaluate Research in Education*. Eight Edition. McGraw-Hill: New York.
- Frankel, Jack R., Wallen, Norman E. & Hyun, Helen H. 2012. *How to Design and Evaluate Research in Education* 8th ed. New York: McGraw-Hill
- Hadfield, Jill & Hadfield, Charles. 2008. *Introduction to Teaching English*. New York: Oxford University Press.
- Harmer, Jeremy.1998. *How to Teach English: An introduction to the Practice of English language Teaching*. England: Pearson Education Limited.
- _____. 2007. *How to Teach Writing*. Malaysia: Longman, Perason.
- _____. 2005. *How to Teach English*. Malaysia: Longman. Perason.
- Hyland, Ken. 2009. *Teaching and Researching Writing Second Edition*. New York: Pearson education Limited.
- Indra, galih. 2013. *The Use of Mind Mapping Strategy to Improve Student's Ability in Writing Recount Text: An Action Research at the Tenth Grade of SMA Negeri 1 Susukan Kabupaten Semarang*. Final Project. Semarang University.
- Kane, Thomas S. 2000. *The Oxford Essential Guide to Writing*. New York: Oxford University Press.
- Knapp, Peter & Watkins, Megan. 2005. *Genre, Text and Grammar: Technologies for Teaching and Assessing Writing*. Australia: University of New South Wales.
- Lindsay, Cora & Knight, Paul. 2006. *Learning and Teaching English*. New York: Oxford University Press.
- Lodico, Marguerite G, et.al. 2010. *Methods in Educational Research From Theory to Practice*. Second Edition: Jossey-Bass.
- Mills, G.E. 2000. *Action Research: A Guide for the Teacher Researcher*. New Jersey: Prentice-Hall, Inc.



- Mills, Gordon & Walter, Jhon. 2000. *Technical Writing*. New York : The University of Texas.
- Nation, I.S.P. 2009. *Teaching ESL/EFL Reading and Writing*. New York: Taylor & Francis e-Library.
- Nunan, David. 1991. *Language Teaching Methodology*. UK: Prentice Hall International Ltd.
- _____. 1992. *Research Method in Language Learning*. New York: Cambridge University Press.
- Ramayanti, Dewi. 2008. *Using Mind Mapping Technique to Improve student's Ability in Wriitng Recount: An Action Research at the Eight Grade of SMPN 12 Bandung*. UPI University.
- Ricards, Jack. 2011. *Competence and Performance in Language Teaching*. New York: Cambridge University Press.
- Rico, Gabriele. 2001. *Writing the natural way*. New York: Longman.
- Riswanto, Aris. 2011. *The Use Mind Mapping Strategy in the Teaching of Writing: An Action Research at the Tenth Grade of SMAN 3 Bengkulu*. Semarang University.
- Sokolik in Nurlaeni. 2010. Thesis “ *The correlation between the students' Response of Mind Map and Their Competence in Writing Descriptive Text of The Second year Students at SMPN 1 Palimanan Cirebon*.” Cirebon: Nurjati press.
- Sugiyono. 2014. *Metode Penelitian Pendidikan. Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta
- Wahidi, Rachmat. 2009. *Genre of the Text*. <http://rachmatwahidi.wordpress.com>. Accessed on 07 November 2014 at 03:00 pm.
- Windura, Sutanto. 2008. *Mind Map : Langkah Demi Langkah*. Jakarta: PT. Elex Media Komputindo.
- Weigle, Cushing Sara. 2002. *Assessing Writing*. New York: Cambridge University Press.
- Yamin, M. 2007. *Kiat Membelajarkan Sisw*. Jakarta: Gaung Persada Press.
- Zhu, Honglin. 2011. *The Application of mind mapping in Language Teaching*. Theory and Practice in Language Studies, Vol. 1, No. 4, pp. 408-412

