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APPENDICES

Appendix 1: Pre-Test Sheet

Recount Text

Time Allocation: 60 Minutes

Instruction: Write the funniest story in your life using the following outline (orientation, events, re-orientation). Your writing should consist of 3 paragraphs and at least 50 words.

Name:

(Title)

_____

Paragraph 1 (Orientation)

_____
_____
_____
_____
_____
_____

Paragraph 2 (Events)

_____
_____
_____
_____
_____
_____
_____

Paragraph 3 (Re-orientation)

_____
_____
_____
_____
_____
_____

Appendix 2: Post-Test Sheet

Recount Text

Time Allocation: 60 Minutes

Instruction: Write your unforgettable moment in your childhood using the following outline (orientation, events, re-orientation). Your writing should consist of 3 paragraphs and at least 50 words.

Name:

(Title)

_____

Paragraph 1 (Orientation)

_____
_____
_____
_____
_____

Paragraph 2 (Events)

_____
_____
_____
_____
_____
_____

Paragraph 3 (Re-orientation)

_____
_____
_____
_____
_____
_____

LESSON PLAN
MEETING 1

School   : SMA NEGERI 14 GOWA
Subject   : English
Class   : XII IPA 3
Subject Matter   : Recount Text
Time Allocation : 1 Meeting (90 minutes)
Date   : Tuesday, 02 August 2022

Basic Competencies and Competency Achievement Indicators

Basic Competencies	Indicators
Identifying types, purpose, generic structure, and language features of several personal texts telling oral and written stories by giving and asking for information related to personal experiences in the past, brief and simple, according to the context of their use	- Identify the purpose of recount text - Identify as many different types of recounts as they can - Identify the generic structure of recount text - Determine the language features of recount text

Learning Objectives
At the end of the meeting, students are able to:
- Identify as many different types of recounts as they can
- Identify the purpose of recount text
- Identify the generic structure of recount text
- Determine the language features of recount text

Learning Material
Definition of Recount Text:
Literally, recount means "to tell." So recount text can be interpreted as "Text that tells". Recount text is a text that tells the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

Purpose of Recount Text:
The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened. Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both). In a simple word, the purpose of recount text is to retell past experience.

Recount text merupakan salah satujenis text yang memiliki fungsi untuk menceritakan kembali kejadian atau pengalaman yang terjadi di masa lalu. Teks ini bertujuan untuk memberikanin fomasi dan menghibur pembaca yang membaca tulisan.

The Types of Recount

1.   Personal recount, This type of recount writing is all about the writer's recollection of a particular event or experience. It includes things like diary writing, but it's also what we do whenever we tell someone a story about something that happened to us.

2.   Factual recount A factual recount includes things like newspaper reports. The purpose of a factual recount is to inform (rather than entertain) the reader about a particular event. Because of this, adverbs and adjectives are less important.

3.   Imaginative recount, This kind of recount writing applies factual knowledge of an event to create a fictional account of that event. The purpose of an imaginative recount is to help the reader understand an event by providing a fictional recount that's as true-to-life as possible. They're perfect for creative writing lessons.

The Structure of a Recount

Essentially, there are four questions that students will need to answer in their recount, no matter what type they're writing. We can refer to these as *The Four Pillars of a Recount*. These pillars are:

- **Who?** Who are the main participants/characters in the recount?
- **Where?** Where did the events happen?
- **When?** When did the events happen?
- **What?** What happened?

We can further organize recounts into three main sections:

1. The Orientation, in the orientation or introduction, the student sets the scene for the reader in terms of characters, setting, and context. The orientation will provide the reader with all the necessary background details to understand what the recount is about. It answers three of the four pillar questions, e.g., *Who? Where? and When*?
2. The Events, in the body paragraphs of a recount, significant events are related in a chronological sequence, that is, in the order that they happened. This section, usually the longest of the three sections, answers the fourth pillar question, i.e., *why?*
3. The Conclusion, conclusion comes at the end and usually contains a final evaluative comment on how the writer thinks or feels about the events or experience described. This is where the writer makes any personal comment on how they think or feel about the event, opinion, or interpretation of the events.

The Features of a Recount
- Sentences in the Simple Past tense. The events described in a recount have already happened, so the fact that they are written in the past
- Action verbs, nouns, and Adverbs
- Conjunction (then, before, after, etc) and time connectives (last month, yesterday, etc)

Example of Recount Text

A Trip to the National Zoo and Aquarium

Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals.

In the morning, when we got to the Zoo and Aquarium there was a great big line, so we had to wait awhile to get in. After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful. At lunchtime Dad decided to cook a BBQ. He cooked sausages so we could have sausage sandwiches. Mum forgot the tomato sauce so we had to eat them plain.

In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish. At the end of the day when we left we were going to go and get ice cream but we decided we were too tired so we drove straight home.

Steps of Learning

Activity	Time
Preliminary	**15 Minutes**
Apperception 1. The teacher greets the students 2. The students pray before the lesson starts 3. The teacher checks students attendance 4. The teacher conveys the learning objectives to be achieved	
Main Activity	**60 Minutes**
1. The teacher demonstrates the purpose of a recount to your class is to play the game *Two Truths and a Lie* with them then explain the definition and purpose of recount text. 2. The teacher explains the types and features of recount text. 3. The teacher divides students into some groups 4. The teacher hands to each group example of recount text 5. The students collaborate in group to identify the generic structure and language features of recount text with teacher guidance.	
Closing	**15 Minutes**

| 1. Teachers give appreciation to the results of student's work
2. The teacher gives a chance for students to ask questions related to the material.
3. The teacher and students conclude and reflect about material.
4. The teacher informs the material for the next meeting
5. The teacher says goodbye and end the lesson | |

Gowa, 02 August 2022

Acknowledged by
English Teacher of XII IPA 3

(……………………………)   Bernadeth Anastasia Glorya
NIP: NIM: F041181021

Appendix 4: Lesson Plan Meeting 2

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LESSON PLAN
MEETING 2

</div>

School   : SMA NEGERI 14 GOWA
Subject   : English
Class   : XII IPA 3
Subject Matter   : Introduction of Mind Mapping
Time Allocation   : 1 Meeting (90 minutes)
Date   : Friday, 05 August 2022

Learning Objectives

At the end of the meeting, students are able to:
- Identify what mind map is
- Identify the purpose of a mind map
- Identify the use of mind map in writing a recount

Learning Material

Definition of Mind mapping:
A mind map is a visual representation with a center keyword or phrase, lines leading from the middle to main concepts, and even more lines leading from major ideas to little details.

Purpose:
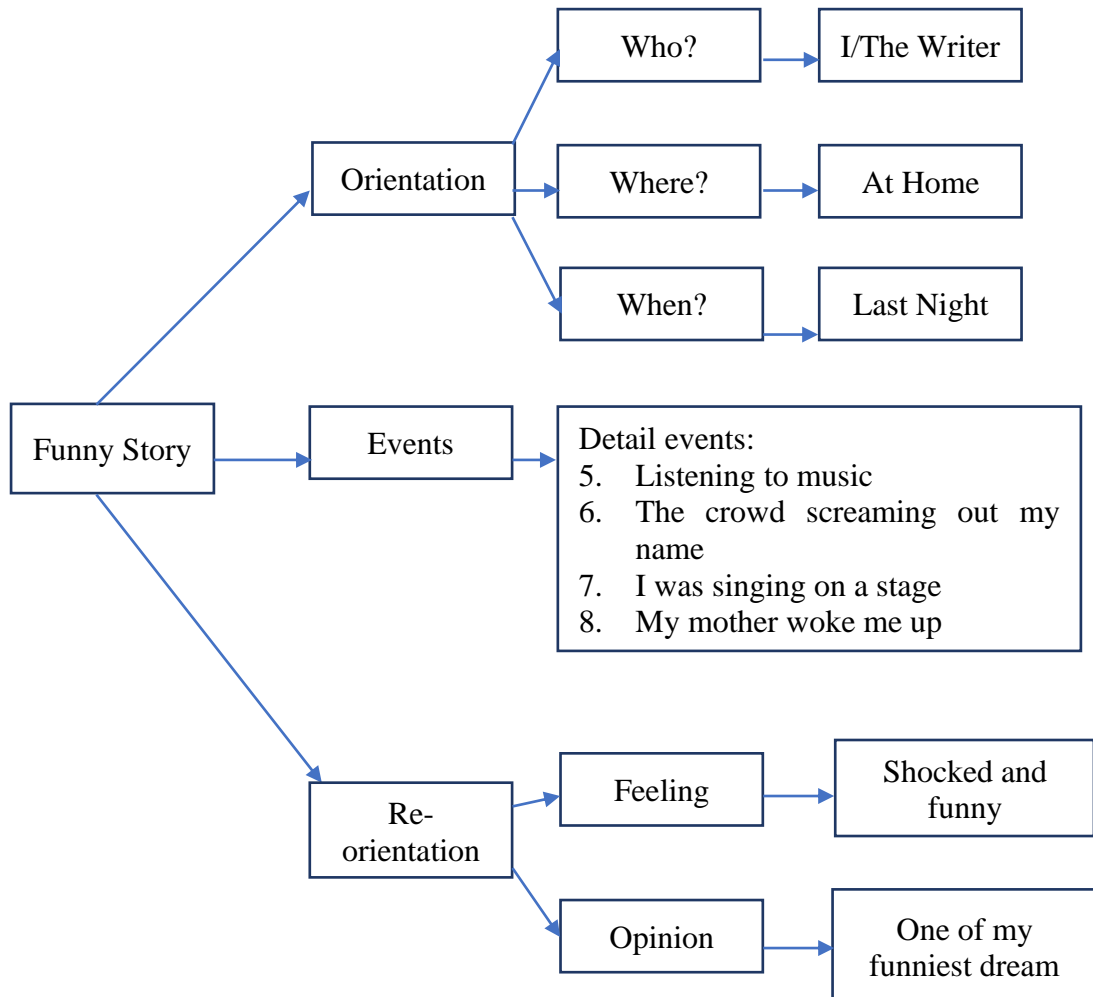**1.**   Help to develop ideas .
2.   Help organize ideas and information.

How to make a mind map:

1. Decide on a mind map topic and set it in the center of the drawing.
2. Draw a line from each main idea to the topic of the mind map.
3. For each main idea, create supporting elements like ideas, details, or even questions.
4. Draw arrows linking each main point to its supporting information.

Example of Mind Map in Writing a Recount:

```
                                    ┌──────────┐        ┌──────────────┐
                                    │  Who?    │───────▶│ I/The Writer │
                                    └──────────┘        └──────────────┘
                  ┌─────────────┐   ┌──────────┐        ┌──────────────┐
                  │ Orientation │──▶│  Where?  │───────▶│   At Home    │
                  └─────────────┘   └──────────┘        └──────────────┘
                                    ┌──────────┐        ┌──────────────┐
                                    │  When?   │───────▶│  Last Night  │
                                    └──────────┘        └──────────────┘

┌─────────────┐   ┌──────────┐    ┌─────────────────────────────────┐
│ Funny Story │──▶│  Events  │───▶│ Detail events:                  │
└─────────────┘   └──────────┘    │  5.  Listening to music         │
                                  │  6.  The crowd screaming out my │
                                  │      name                       │
                                  │  7.  I was singing on a stage   │
                                  │  8.  My mother woke me up        │
                                  └─────────────────────────────────┘

                  ┌─────────────┐   ┌──────────┐        ┌──────────────┐
                  │    Re-      │──▶│ Feeling  │───────▶│  Shocked and │
                  │ orientation │   └──────────┘        │    funny     │
                  └─────────────┘                       └──────────────┘
                                    ┌──────────┐        ┌──────────────┐
                                    │ Opinion  │───────▶│   One of my  │
                                    └──────────┘        │ funniest dream│
                                                        └──────────────┘
```

Example of Recount text:

Being A Star

Last night, I was listening to music until I fell asleep. I put my earphone and played my favourite songs. Then, things happened.

Not long after that, I could hear the crowd screaming out my name. I saw many sparkling lights around me and I found myself standing on the   huge stage and holding a microphone. I was a little bit shocked yet I started singing my favourite song. My hips were swinging and my hands started clapping. The crowd joined me singing the song together. Feeling so great, I was dancing until I heard a lady screamed, "Wake up, sleepy-head!"

I got up in shocked and I found my Mom was ready to pull me out of my bed. At that time, finally I realized that I was being a STAR in my own dream-world. It was one of my funnies dream.

Steps of Learning

Activity	Time
Preliminary	**15 Minutes**
Apperception 1. The teacher greets the students 2. The students pray before the lesson starts 3. The teacher checks students attendance 4. The teacher conveys the learning objectives to be achieved and review the material from the previous meeting	
Main Activity	**60 Minutes**
1. The teacher ask the students whether they know mind map or not 2. The teacher explains what mind map is and what mind map for 3. The teacher tell the students that mind map can help students in writing a recount text 4. The teacher demonstrate the example of a mind map for a recount using information from the story "Being A Star" with the help of the students. 5. The teacher collaborate with the students identify each information from the mind map with the story	
Closing	**15 Minutes**
1. The teacher gives a chance for students to ask questions related to the material. 2. The teacher and students conclude and reflect about material. 3. The teacher informs the material for the next meeting 4. The teacher says goodbye and end the lesson	

Gowa, 05 August 2022

Acknowledged by
English Teacher of XII IPA 3

(……………………………)   Bernadeth Anastasia Glorya
NIP: NIM: F041181021

Appendix 5: Lesson Plan Meeting 3

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LESSON PLAN
MEETING 3

</div>

School : SMA NEGERI 14 GOWA
Subject : English
Class : XII IPA 3
Subject Matter : Past Tense
Time Allocation : 1 Meeting (90 minutes)
Date : Tuesday, 09 August 2022

Basic Competencies and Competency Achievement Indicators

Learning Objectives
At the end of the meeting, students are able to:
- To understand the past tense
- To use the past tense to tell about what happened in the past

Learning Material
Definition:
Past tense *merupakan kalimat yang diigunakan untuk menceritakan kejadian yang terjadi di masa lampau.*

Creating a sentence using past tense:
There are two kind of past tense:
1. Verbal simple past tense (*kalimat yang menggunakan kata kerja*)
   (+) Subject + Verb2 + complement
   (-) Subject + did not + Verb1
   (?) did +Subject + Verb1

   Example:
   (+) My mom went to the market yesterday
   (-) My mom did not go to the market yesterday
   (?) Did my mom go to the market yesterday?

2. Nominal past tense (*kalimat yang tidakmenggunakan kata kerja*)

   (+) Subject + To be (was/were) + complement
   (-) Subject + To be (was/were) + not + complement
   (?) To be (was/were) +Subject + Complement

Subject	Predicate / To be	Complement
I		Adjective
She		(*Kata sifat*)
He	Was	

		Noun (*Kata Benda*)
It Singular Subject		
You They We Plural Subject	Were	Adverb (*Kata Keterangan*)

Example:
Adjective
(+) He was busy
(-) He was not busy
(?) was he busy?

Noun
(+) I was a teacher
(-) I was not a teacher
(?) was I a teacher?

Past tense vocabulary:

1. Regular Verb

   Merupakan kata kerja yang beraturan dimana setiap kata merupakan kata kerja ditambahkan akhiran -ed, -d, atau -ied setelah kata kerja bentuk pertama. Namun, terdapat beberapa aturan dalam menambahkan akhiran ini:

   -   Jika kata kerja berakhiran -e, maka kita bisa menambahkan akhiran -d. contohnya move *menjadi* moved

   -   Jika kata kerja berakhiran dengan huruf konsonan, maka kita bisa menambahkan -ed. Contohnya, jump *menjadi* jumped

   -   Jika kata kerja berakhiran huruf -y, maka -y berubah menjadi -I lalu ditambahkan -ed. Contohnya cry *menjadi* cried

2. Irregular Verb

   Merupakan kata kerjatidakberaturandimana kata kerjaberubahdaribentuk kata dasar, contohnya:

Verb 1	Verb 2	Verb 3
Do	Did	Done
Fall	Fell	Fallen
Choose	Chose	Chosen

Example of the use of past tense in recount text

A Trip to the National Zoo and Aquarium

Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Snow cubs and the other animals.

In the morning, when we got to the Zoo and Aquarium there was a great big line, so we had to wait awhile to get in. After we entered the Zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful. At Lunchtime Dad decided to cook a BBQ. He cooked sausages so we could have sausage sandwiches. Mum forgot the tomato sausage so we hard to eat them plain.

In the afternoon, we visited the aquarium. My brother was excited to see sharks and the tropical fish. At the end of the day when we left we were going to go and get ice cream but we decided we were so tired so we drove straight home.

Steps of Learning

Activity	Time
Preliminary	**15 Minutes**
Apperception 1. The teacher greets the students 2. The students pray before the lesson starts 3. The teacher checks students attendance 4. The teacher conveys the learning objectives to be achievedand review the material from the previous meeting	
Main Activity	**60 Minutes**
1. The teacher explains about the past tense definition followed. 2. The teacher explainshow to create sentence using past tense 3. The teacher demonstrates how to create sentence using past tense 4. The teacher divides the students into some group and hands out an example of recount text titled " A Trip to the National Zoo and Aquarium" 5. The teacherguides the students to identify the use of past tense in the text and underline the past tense form of each verb 6. The teacher hands out list of the most used verb and asks the students to look for the meaning of each verb 7. The teacher asks the students one by one to create past tense sentence based on the teacher's choice of verb	
Closing	**15 Minutes**

1. The teacher gives appreciation to the results of student's work and performances 2. The teacher gives a chance for students to ask questions related to the material. 3. The teacher and students conclude and reflect about material. 4. The teacher informs the material for the next meeting 5. The teacher says goodbye and end the lesson	

Gowa, 09 August 2022

Acknowledged by
English Teacher of XII IPA 3

(……………………………)   Bernadeth Anastasia Glorya
NIP: NIM: F041181021

Appendix 6: Lesson Plan Meeting 4

<div align="center">

LESSON PLAN
MEETING 4

</div>

School   : SMA NEGERI 14 GOWA
Subject   : English
Class   : XII IPA 3
Subject Matter   : Practicing writing recount text using mind map
Time Allocation   : 1 Meeting (90 minutes)
Date   : Tuesday, 18 August 2022

Basic Competencies and Competency Achievement Indicators

Learning Objectives

At the end of the meeting, students are able to:
- Develop ideas of the story using mind map
- Organize information and ideas using mind map
- Write recount text using mind map

Writing Exercise Sheet
NAME :

<div align="center">

Title

</div>

Before writing your funniest story, draw a mind map containing ideas and information about your story!

Once you have completed your mind map, organize your information and rewrite your funniest story based on the mind map above!

Name:

(Title)

_____

Paragraph 1 (Orientation)

_____
_____
_____
_____
_____

Paragraph 2 (Events)

_____
_____
_____
_____
_____
_____

Paragraph 3 (Re-orientation)

_____
_____
_____
_____
_____
_____

Activity	Time
Preliminary	**15 Minutes**
Apperception 1. The teacher greets the students 2. The students pray before the lesson starts 3. The teacher checks students attendance 4. The teacher conveys the learning objectives to be achieved review the material from the previous meeting	
Main Activity	**60 Minutes**
1. The teacher explains the instruction of the exercise 2. The teacher guides the students to re-write their stories from the pre-test 3. The teacher helps the students who have problem in their writing	
Closing	**15 Minutes**
1. Teachers give appreciation to the results of student's work 2. The teacher gives a chance for students to ask questions related to the material. 3. The teacher and students conclude and reflect about material. 4. The teacher informs the material for the next meeting 5. The teacher says goodbye and end the lesson	

Gowa, 18 August 2022

Acknowledged by
English Teacher of XII IPA 3

(……………………………)   Bernadeth Anastasia Glorya
NIP: NIM: F041181021

Appendix 7: List of Most Used Verb

Verb	Simple Past	Past Participle	Meaning
Leave	Left	Left	
Put	Put	Put	
Keep	Kept	Kept	
Let	Let	Let	
Seem	Seemed	Seemed	
Help	Helped	Helped	
Talk	Talked	Talked	
Turn	Turned	Turned	
Start	Started	Started	
Show	Showed	Shown	
Hear	Heard	Heard	
Play	Played	Played	
Run	Ran	Run	
Move	Moved	Moved	
Like	Liked	Liked	
Bring	Brought	Brought	
Happen	Happened	Happened	
Sit	Sat	Sat	
Write	Wrote	Written	
Have	Had	Had	
Do	Did	Done	
Say	Said	Said	
Go	Went	Gone	
Get	Got	Gotten	
Make	Made	Made	
Know	Knew	Known	
Think	Thought	Thought	
Take	Took	Taken	
See	Saw	Seen	
Come	Came	Come	
Want	Wanted	Wanted	
Look	Looked	Looked	
Use	Used	Used	
Find	Found	Found	
Give	Gave	Given	
Tell	Told	Told	
Work	Worked	Worked	
Call	Called	Called	
Try	Tried	Tried	
Ask	Asked	Asked	
Need	Needed	Needed	
Feel	Felt	Felt	

Appendix 8: Documentation