

Improving Writing Achievement on Descriptive Text at the Eighth Grade Students of SMP Wahid Hasyim Malang Using Mind Mapping

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Abstract: Having conducted, the researcher found that in eighth grade students, students get some difficulties on how to write in English. When the students write descriptive text, they should have imagination to gain idea, a skill of writing, and should also master some vocabularies. The students could not describe things, places, and a person in detail because they do not have any ideas when they are asked to describe them. In addition, the students' average score did not reach the Minimum Learning Mastery (KKM) in the school. The KKM is 75, and the average of the students score in eighth grade was still 66 and 26 students out of 36 students failed to reach the KKM. So, the article aims at describing how mind mapping as teaching strategy can to improve students' skill in writing a descriptive text. Here, mind mapping was chosen because it suits students' problem. Mind mapping is one teaching strategy to help students in gaining ideas. This study used to Classroom Action Research (CAR) as the research design. The subject of this study was one class of VIII students that consisted of 36 students. The findings of the research showed that the use of mind mapping technique could improve writing skills of eighth grade students. It was proven by the results of mean score of writing test which has increased from 66 to 81 and the students who passed the KKM were 31 students or 86% into class percentage.

Key Words: mind mapping, writing skill, descriptive text, classroom action research

INTRODUCTION

In education, English has an important role. It could be seen that language has been learned in any levels of educational. English has been taught from elementary level up to the universities. Most books in the libraries of universities and institutes are also written in English. At least of journals, bulletins, and articles relevant for any fields are written in English. It means that unless we understand English, we will not be able to improve our knowledge through the books. In Indonesia, English is considered as a foreign language because it is taught as a school subject. It is not used

as the medium of instruction and it is not widely used by people in the country. English is included in the curriculum as a compulsory subject for the students of junior and senior high schools. There are some main skills that are taught in the school. One of them is writing.

Writing achievement is a component of language skill with important role in human life. Through writing activity, an individual can express his idea and thought to achieve purpose and objective. For that reason, writing achievement is the language skill considered as most difficult to master compared with other skills. Pouring idea and thought into writing should consider the grammar rule.

However, while this activity is a part of language ability aspect, writing achievement gets inadequate particular attention. Through writing, an individual can tell about idea, feeling, event, and object to others. For that reason, this ability should be taught appropriately in junior high school. But the reality proves that writing teaching is carried out incorrectly.

Learning writing aims to create the students with adequate writing achievement. The objective of research was basically affected by many factors such as learning methods, teachers' teaching ability, students condition, learning circumstance, learning material, learning motivation, learning interest, and learning media or aid. Effective communication in learning process will affect the students' success in achieving adequate outcome. Suggested that teacher can serve effectively as a communication expert in the classroom.

At the beginning of this study, the researcher had conducted preliminary study during the teaching learning process of writing. It was held on Tuesday, Friday 20 October 2019 started at 09.20 A.M. and finished at 10.40 A.M. The researcher found that in the class, the English teacher at SMP Wahid Hasyim Malang did not teach the students of how to write in English but only give them task. After the students submitted their task, the teacher corrected their task. In her correction, the students got many mistakes. Their mistakes consisted of using grammar, the sentences did not connect with others, making words error and punctuation. Based on the preliminary study, the research found that there was problem in the class of eighth grade students SMP Wahid Hasyim Malang. There were many students got scores below 75 as the minimum score or KKM. Only 10 students passed the KKM. It means that only 28% students passed the KKM. To solve this problem, the researcher planned to do Classroom Action Research (CAR). This class had difficulty in writing eventhough the theme have given by teacher to them, the students were less motivated on the learning and teaching process and this condition influenced their score.

As one of the language skills that is taught in Junior High School, writing descriptive texts needs more attention because students get some difficulties in mastering in descriptive text. When the students write descriptive text, they should have imagination to gain idea, a skill of writing, and should also master some vocabularies. They also need to understand the sensory detail of the object that they describe. Moreover, they need motivation to keep them writing the descriptive texts.

Since writing is the most difficult language skill, students face a lot of problem. This research is focusing on ability in writing descriptive text especially in describing animal. They need an interesting media such as “mind mapping” to help them in gaining ideas. Mind mapping is the most excellent tool which helping mind to think regularly (Buzan, 2006:4).

This strategy can make students easily to remember things which they want to describe. It can be supported with several things such as color pencil, a paper, picture etc. Then, it can be connected with lines in order to make their imagination colorful and more interesting toward writing skill. The writer chooses mind mapping strategy because there are several purposes such as students can enhance their writing skill and try new solution to create an effective note to make a text. The researcher can apply a creative strategy in the teaching learning process. Thus, it will make students more interesting in learning writing.

As it has been affirmed that mind mapping are effective to teach students to improve their writing skills. The researcher then proposed to use mind mapping as teaching strategy to improve students’ skill in writing a descriptive text. The detail information about how the research methodology was applied in this study will be elaborated in the next chapter.

METHOD

This research was used to improve the writing achievement on Descriptive Text Using Mind Mapping of the Eighth Grade Students of SMP Wahid Hasyim Malang. Based on the aim of this research, the researcher used Classroom Action Research (CAR). Adnan (2015:145) mentioned that CAR is aimed to develop instructional strategy to solve instructional problem in the classroom. It means that it is linier with the aim of this research. The researcher use Mind Mapping as the teaching strategy in improving students writing achievement.

In this research, the researcher carried out the teaching and learning process, collecting and analyzing data and making a conclusion and report. The procedures started from preliminary study and research implementation which included planning,

implementation, observation, and reflection. The result of this research was the description of the process in teaching writing by using Mind Mapping technique to the students. However if the result of the research failed, the researcher revised the plan of the action.

Before the implementation of the mind mapping strategy in writing descriptive text in the classroom, the writer should design a lesson plan. It is important to conduct making the implementation of the mind mapping strategy run well. The lesson plan was designed based on the objectives of the teaching and learning process, materials, techniques of teaching, the steps of the classroom activities, learning sources, assessment and scoring rubric.

In the lesson plan, the strategy needed to be implemented in three meetings. Each meeting has similarities in terms of pre-activities, whilst-activities and post-activities. The method used in each meeting was scientific approach. Therefore, the activity was divided into 5 stages, which were: observing, questioning, experimenting, associating, and communicating. In addition, the researcher found some text or material about descriptive text that be used by the researcher. It took from the handbook, magazines or internet and other resources.

The subject of this research was one class of eighth grade in academic year 2019/2020 that consisted of 36 students. The researcher concerned with teaching students by using mind mapping technique as a technique in teaching writing. Descriptive texts chose as material since based on the curriculum for eighth grade of SMP/MTs. The researcher conducted this research to solve the problem.

In this research, the instruments used interview sheet, field note, writing tests, mind mapping sheet and scoring rubric. The interview sheet was used to know what the teacher and students felt about the teaching and learning process, as well as their improvement on writing. Then field note was applied to describe how mind mapping improves the students' writing in every cycle as a supporting data in order to get more information directly from the students. Field note also was used to take notes of everything in teaching learning process.

While the tests could inform whether there was improvement of the students' writing ability after implementing the mind mapping. In this test, the students were asked to make a good descriptive text which the theme was pet. Then mind mapping sheet help students to gain ideas. In the last instrument was scoring rubric. In this research, the method used in this scoring was analytical scoring. From the analytic scoring rubric of writing consisted of content, organization, grammar, vocabulary and mechanic are scored from 1 to 4 and weighteth based on its worth to the final draft of the descriptive text. The content was weighteth 30% since it could be more worth

that the other aspects. The organization and the grammar were weighted 20% respectively as they were more worth than vocabulary and mechanic. As there was a little anxiety around the last two aspects, vocabulary and mechanic, the small weighing was attached to them. They were weighted 15% respectively.

The data analysis in observation used quantitative and qualitative data. The quantitative data was obtained from the test, whereas the qualitative data was obtained from field-notes of the teaching and learning process.

FINDINGS AND DISCUSSIONS

The researcher did the research and got the complete data from all the research instruments including test and interview. To gain the objectives of the research, the researcher had analyzed the data systematically and accurately. The data was analyzed in order to draw conclusion about the objective of the study. Researcher described the findings about the implementation of mind mapping to improve students' ability in writing descriptive text in eighth grade. It described the activities happened during the teaching and learning process in the class.

In the implementation of classroom action research, the researcher had 4 steps to apply mind mapping strategy, which were: reviewing students the material about descriptive text, giving practices to make descriptive text start from outline and give exercise then developing outline to be a draft and the last were making final draft.

Having conducted, the researcher found that in terms of writing achievement, the students have got improvement. In the content, most of them able to have a good identification paragraph containing topic sentence. They can easily do this because an identification paragraph always comes first in descriptive text, so they intensively focus on it without looking at paragraph and peer discussion gives them enough chances to use their knowledge to investigate the identification paragraph and know whether or not the identification has topic sentence. Descriptive text which have description showed that the students give more detail for concern that will to describe animal. Based on the finding, it can be concluded that the mind mapping strategy was able to improve the content of the students' descriptive text and their grammar. Dealing with the diction and mechanics, almost all of the descriptive text uses appropriate words in their sentences. During the assessment activity, most of the students use dictionaries, so they can choose words they want easily. In addition, all of the descriptive text uses capital letter, spelling and punctuation correctly.

After all steps had done, the researcher asked the students to write descriptive text with other themes individually. By writing individually, students could write their own descriptive text based on their own creativity. The writing products in that

meeting were then measured and analyzed to determine whether the strategy had been successful. Those products were scored based on the scoring rubric which had been prepared. All students got 86% of minimum target 75% in five categories totally. The detail information about students' writing score can be seen in Appendix. Furthermore, students' writing average was 81. The description statistic of students' scores in the end of Cycle I can be seen in Table 4.1

Table 4.1 Students' Writing Score in the End of Cycle I

Total Subject	Mean					Total Score	Mean Score	Score Minimum	Score Maximum
	C	O	G	V	M				
36	3.4	3.3	2.8	3.3	3.1	2735.63	81	67	96

Based on the data finding above, positive result has been indicated. It was proven by the results of mean score of writing test which has increased from 66 to 81. In the preliminary study, 26 students from 36 students failed to reach KKM. While after implementation, the students who passed the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)* were 31 students or 86% into class percentage and 5 students failed to reach KKM. It means that there was 59% of mean score improvement. It also indicated that the criterion of success has been achieved.

After implementing mind mapping, the researcher carried out the unstructured interview with the teacher. First criterion talked about the material. The material was suitable with the syllabus and gave easily to be understood by the students. Then, the general condition in writing class during implementing the action conducted and was effective. It was found that the students' conditions were better rather than before carrying out the Classroom Action Research (CAR) with applying mind mapping strategy. In this sense, they also looked enthusiastic in making descriptive text. During the implementation, the average responses' students were good. They were also confident and enjoy in the class. Mind mapping also helping them to write text easily and they like the strategy. So, mind mapping could be an alternative strategy in writing class.

The finding of this study also correlated with Lukmono, Natalines Hendro (2016) conducted a research about Improving Students' Writing Descriptive Text Using Mind Mapping Technique at the VII-D Grade of SMPN 1 Gondangrejo Karanganyar. He was conducted 2 cycles. He analyzed the mean score of each tests to find out the improvements of students' writing skill on descriptive text after the action was conducted. Form the observation, the researcher found that during the

action, the students have shown their improvement as they are able to write the text well.

Based on the research, Suyanto (2015) also conducted a research about the effectiveness of mind mapping in improving students' writing skill viewed from their IQ. They observed 36 students of seventh grade 9 and 36 students of eighth grade 8. They were divided into two groups, experimental and control. The study proved that the mind-mapping technique was effective in improving students' writing skill. Then the writing skill of the students having high IQ is better than that of those having low IQ and there is an interaction between teaching techniques and students' IQ. Therefore mind-mapping technique is an effective technique to improve the students' writing skill.

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CONCLUSIONS AND SUGGESTIONS

Mind Mapping was implemented successfully to improve students' skill in writing a descriptive text. The researcher had 4 steps to apply mind mapping strategy, which were: teaching students the material about description text, giving practices to make description text start from the outline, then developing an outline to be a draft and the last were making a final draft.

The mind mapping strategy had strength in providing the students with direct involvement in the experience of writing easily in the description text. Referring to the research problem, that is, how a mind mapping strategy could improve the students' ability in writing descriptive text, it could be answered on the basis of the results of analysis of research findings that show that following the mind mapping strategy procedure properly, the strategy relatively proves effective in improving the students' writing skills in terms of content, organization, grammar, vocabulary and mechanic of the descriptive exposition text. On the other words, the strategy also was able to improve the quality of learning process of writing.

The suggestion for the English teacher hopefully can use the strategy in their classroom. Furthermore, the researcher also hopes that further researcher can investigate how mind mapping can improve students' skill in writing other text

genres. Yet, they need to improve the implementation of this strategy in different problems or situations because each class has its problem and need special solutions.

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