

Improving Students' Writing Skill in Descriptive Text Using Mind Mapping Method at SMK Negeri 6 Semarang

Apri Eri Setyaningsih¹, Siti Lestari², Maria Regina Dyah Pramesti³

^{1,2}Universitas PGRI Semarang

³SMK Negeri 6 Semarang, Semarang Indonesia, 50232

Email:

aprieri24@gmail.com

ABSTRAK

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan menulis siswa pada teks deskriptif. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK). Subjek penelitian adalah siswa kelas XI Perhotelan, di SMK Negeri 6 Semarang tahun ajaran 2022/2023, yang berjumlah 35 siswa. Penelitian ini dilaksanakan dalam dua siklus. Di setiap siklus terdiri dari perencanaan, penerapan, pengamatan, refleksi. Data dianalisa menggunakan metode kuantitatif dan kualitatif. Hasil penelitian ini menunjukkan ada peningkatan kemampuan menulis siswa pada teks deskripsi. Hal tersebut dinuktikan dengan hasil tes dimana nilai rata-rata: pre-tes 72 dan hanya 31.43% siswa yang tuntas. Kemudian pada siklus 1 meningkat menjadi 77 dan 57.14% yang tuntas. Pada siklus 2 mengalami peningkatan lagi menjadi 84.6% dan persentase ketuntasan mencapai 97.14%. peningkatan didukung oleh hasil pengamatan bahwa siswa aktif dan antusias pada kegiatan pembelajaran. Sebagian besar siswa juga merasa senang dan efektif untuk meningkatkan kemampuan menulisnya. Kesimpulannya, metode mind mapping dapat meningkatkan kemampuan menulis, khususnya menulis teks descriptive.

Kata kunci: kemampuan menulis, teks deskriptif, mind mapping

ABSTRACT

The aim of this research is to improve students' writing skill in descriptive text. This research was conducted using Classroom Action Research (CAR). The subject of this research were the students of class XI Perhotelan 1, at SMKN 6 Semarang in the academic year of 2022/2023, totaling 35 students. This research was carried out in two cycles. In each cycle consisted of planning, implementing action, observing, and reflecting. Data were collected through quantitative and qualitative data. The results showed there is an improvement in the students' skills in writing descriptive text. It was shown from the test results where the mean score: the pre-test was 72 and only 31.43% of the students who passed the test. Then, it improved to 77 for the mean score of cycle I that 57.14% of them passed the test. The improvement also occurred in cycle II where the mean score reaches 84.6 with a percentage of 97.14% of students who successfully did the test. The improvement was supported by the observation result that the students were active and enthusiastic in learning process. Most of the students also found it joyful and effective to improve their writing skill. In conclusion, mind mapping method can improve the students' writing skills, especially in writing descriptive text.

Keywords: writing skill, descriptive text, mind mapping

1. INTRODUCTION

Language is a tool of communication. There are several forms for communication; the forms are spoken language and written language. The purpose of communication is to send a message from the writer or speaker to the reader or listener.

The current foreign language education emphasizes on language production and to develop students' ability for communication. One of the productive and communication skills in foreign language is writing, in this case students are supposed to write in the target language comprehensibly and to enable the students to communicate in written English.

Writing is an activity and at the same time the skill of expressing or expressing ideas or thoughts through writing channels. Therefore, it can be said that writing is a series of processes that start from thinking about the ideas that will be conveyed to the reader to determining how to express or present these ideas in a series of sentences. Writing is also a creative process of transferring ideas into written symbols.

Writing activities are very important to do for several reasons, including: 1) increasing intelligence; 2) develop the power of initiative and creativity; 3) cultivate courage; and 4) encourage the willingness and ability to collect information (Suparno and Yunus, 2007). According to Palmer in Matthews et al., (1985) organizational skills concern how information is organized into paragraphs and texts by sequencing ideas, rejecting irrelevant information and summarizing relevant points.

Writing skill is one of four skills that must be mastered by the students. Writing is the hardest skill. Writing is related with

making text activity, such as: generating and arranging ideas and developing ideas in sentence, such as: create the ideas, organize the ideas, drafting, revising. After that, to produce a good writing, it must fulfill all of the component standards, those are: grammar, paragraph, content, the writing process, purposes and mechanics.

Based on the researcher observation the students seemed to have difficulty when they had to write a descriptive text, they didn't know what to do when the writing lesson started. The students sometimes have difficulty in finding the first sentence to start a paragraph, afraid of being wrong, afraid of being different from what the teacher has instructed.

Another trend that occurs is the pattern of learning to write in the classroom which is developed in a very structured and mechanical way, starting from determining the topic, making an outline, determining the main idea of the paragraph, main sentence, explanatory sentence, correct use of punctuation and so on. This pattern is always repeated every time learning to write. The pattern is not false, but the pattern becomes less meaningful if applied without a variety of strategies and other techniques. As a result, learning time is also taken up for these activities, while writing activities that are actually not carried out or just become assignments at home. Writing activities like this for students become a procedural activity and look unattractive.

Based on the problem above, the researcher wants to give treatment to improve students' skill in writing, especially writing in descriptive text. One of the methods that the researcher choose was mind mapping method. Mind mapping method is a learning method design for help students determine and

compile the main points of subject matter, as well as methods that can help students to improve students' knowledge in concept mastery of a subject matter. The use of mind mapping method can help students to make easier in writing text. Using mind mapping, the students can find the ideas and can develop a coherent paragraph, so their paragraph can be understood easily.

Based on the previous reasons, the writer interested in conducting classroom action research entitled "Improving Students' Writing Skill in Descriptive Text Using Mind Mapping Method at SMK Negeri 6 Semarang".

Writing Skill

Writing is the skill of a writer to communicate information to a reader or group of readers. It means that writing skill is the ability to express the ideas and thought in writing clearly that must be mastered by the writer.

Writing skill is defined as essential ability for students to master for academic purposes and as a work and life skill (Swandi & Netto shek, 2016). Furthermore, mastery at writing will induce a lot of advantages for us. With writing we can express our idea to someone.

Writing can also be used to develop initiative and creative power. In connection with mechanical elements such as language, spelling, and punctuation must also be supported by elements of creativity that cannot be separated from the ability to think crisis, namely the ability to take the initiative and the ability to create new things. Writing can also contribute intelligence.

Mind mapping

Mind mapping is visual frameworks such as figures, diagram, or chart used to

present structural knowledge spatially with the intention of empowering comprehension and learning. Mind mapping are used to note-taking to develop ideas and gather the information.

Mind map is a learning method by summarizing the material learning by projecting the problems encountered in the form of a map or graphics so students can more easily understand learning (Sugiarto Iwan : 2004). Based on the definition above, we can conclude that mind mapping is a creative way that can conclude a lesson material by changing verbal techniques with image visualization techniques so that students more easily understand and remember the subject matter.

Descriptive Text

Descriptive text consists of descriptions of animals, persons, things, places, etc. (Ushchapovska, 2020). This statement is supported by Urunami et al. (2017), who states that descriptive text consists of information about a particular thing, Such as a description of an object through writing. Basically, it provides information about the subject, the fact, and their behavior. Descriptive is the text describing an object person, animals, thing, and place with clear and detailed explanation. In this case, the readers can visualize an object described. Therefore, the writers will create their feeling and get a clear view of the object described, and the reader can imagine, feel, and have an overview of the subject being read. Furthermore, description activity describes an object to make the readers understand about the object described.

Rusmawan (2017) states that English descriptive text consists of two generic structures: identification and description. Identification consists of introducing the general description of the topic and the

special characteristics of the object, places, or person described. The description consists of the illustration of physical features, explanation of the purpose, explanation of people, explanation of features and their use, explanation of interesting facts description properties. In identification, the students can identify the subject. In this part, the learner introduces the subject. In a description, the students can describe a particular part, characteristics, and qualities of the object. Besides that, the students should involve the language features in writing descriptive text. Such as a grammatical function, vocabulary, and mechanics. Brown (2001) divided some English descriptive text indicators: content, organisation, grammar, vocabulary, and mechanics.

2. METHOD

In this study the researcher used Classroom Action Research (CAR). Classroom Action Research (CAR) is a type of classroom research carried out the teacher on order to solve problem or to find answer toward context-specific issues. It means that before implementing CAR, the researcher needs to identify a problem found in the classroom. Classroom Action Research is to improve learning quality in the class.

According to Arikunto (2006:16) there are four steps to do classroom action research. They are planning, acting, observing, and reflecting. There are some models of conducting classroom action research. Most of them commonly include planning, action, observing, and reflection with very little modification.

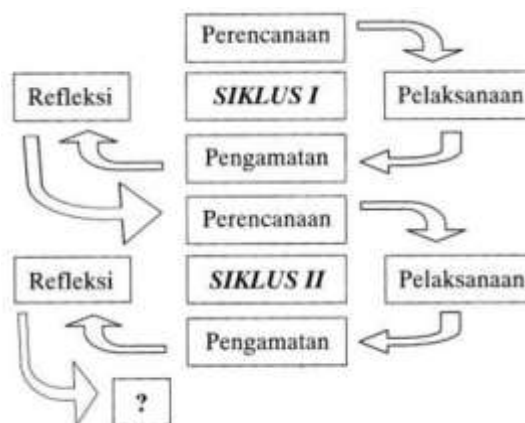


Figure 1 Action Research Skema by Suharsimi Arikunto dan dkk (2010: 137)

The study starts with administering a pre-test or an orientation test to determine the students' basic knowledge on writing descriptive text. After that, treatment is given using cycles procedures explained as follows:

- a. Planning

Planning is the process of determining what someone want to accomplish by analyzing the pupils' difficulty in writing descriptive text, creating a lesson plan that includes descriptive text writing, and preparing materials of descriptive text.
- b. Action

Action is the process of executing the planning. The researcher using mind mapping technique in conducting writing activity.
- c. Observation

In this stage, the writer observed the class during the teaching and learning process about students' writing skills.
- d. Reflection

Analysis of data from observation and assessment activities became the basis for the implementation of reflection. To avoid repetition in cycle II and to

overcome obstacles that may be encountered in cycle II, reflection is carried out to ascertain the extent to which the mind mapping method can improve students' writing skills. This is also done to find out the advantages and disadvantages of practicing the learning process that has been carried out.

This research conducted at SMK Negeri 6 Semarang. It was located at Jl. Sidodadi Barat No.8, Karangturi, Kec. Semarang Tim., Kota Semarang, Jawa Tengah 50124. The subject of this research was students of class XI Perhotelan 1 in the academic year 2022/2023. It was consist of 35 students. This research conducted during five weeks. Start from the last April until last May 2023.

In collecting the data, some instruments were employed. They are test, observation, and interview. Written test used to know how far the students' competence in writing before and after applying mind mapping method. The forms of the test were essay test in this test the teacher will give some grade based on some aspect. Those aspects are grammar, content, organization or form and vocabulary. The teacher gives point in each aspect based on the student's ability. There are two kinds of written test, they are pre-test and posttest. Pre-test was given before the action begin. And the posttest was given after the end of the action. The researcher gives written test to know students' ability in writing descriptive text.

Observation used to know how far the students' motivation before and after applying the strategy. This instrument gives monitor and records the students' involvement during the lesson. In the observation sheet, they are many aspects that are consider focuses, those are:

paying attention, activeness in asking question, activeness in responding question and enthusiasm in doing test. In this instrument, the teacher gives point in each aspect based on the situation of students in every cycle.

In this research the researcher interviewed teacher and students to get some information about the problem faced during teaching learning process especially in writing text. The researcher also interviewed the students to know about implementation of this method.

This research used quantitative data. To know the result of this research the writer uses a formula by comparing the mean score result of pre-test and post-test. In scoring the test, the writer calculates the student's score by using the formula:

$$\bar{x} = \frac{\sum x}{n}$$

Where:

\bar{x} = The Students' mean score

$\sum x$ = The total score of the students

n = The number of the students

The writer used the following pattern to categorize the number of students who are competent in writing descriptive text (Sudijono, 2014):

$$P = \frac{R}{T} \times 100\%$$

Where:

P = The percentage of students

R = The number of students achieve KKM

T = The total number of students

3. FINDING AND DISCUSSION

This research was carried out at the class XI Perhotelan 1 of SMK Negeri 6 Semarang which had 35 students. In this research, there are two cycles. In each cycle conducted two meetings. In implementing the action, the researcher used four steps they are planning, action,

observing and reflecting in every cycles. The table displays the result of the whole scores of the students' test. Figure 1 shows the average scores in pre-test, cycle 1, and cycle 2.

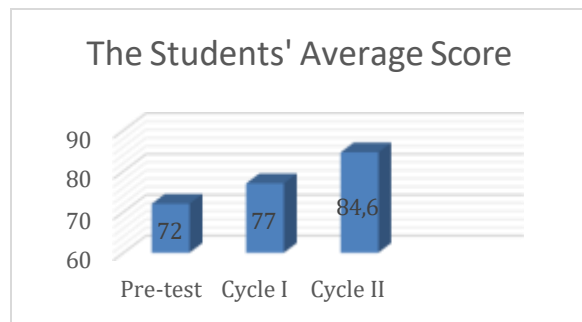


Figure 2 The Students' Average Score

Figure 2 shows that there is a constant increase in students' skills in writing descriptive text from pre-test to cycle II. Almost all of the students received a low score on the pre-test. It could happen because the students were yet unfamiliar with the material and wrote only what they knew. During this test, the writers observed that many students wrote the word with incorrect spelling and a lack of English vocabulary, resulting in a lower score for the students. The score can be seen in table 1.

Table 1

	Criteria	Total of Student	Percentage
P1	Passed	11	31,43%
P2	Failed	24	68,57%
Total		35	100%

After conducting cycle 1, Students' scores increased. In the class, the students became more active and braver in asking questions about the material, and the majority of them began to understand it. There were 20 students were able to achieve a passing grade of 75. However, students' scores in post-test I were still not satisfactory to both the

students and the writer. As a result, cycle 2 was decided to conduct. The score can be seen in table 2.

Table 2

	Criteria	Total of Students	Percentage
P1	Passed	20	57,14%
P2	Failed	15	42,86%
Total		35	100%

In cycle 2, the students responded positively, become more motivated and impacting their skills. It made them perform better than in cycle I. 34 students achieved a passing grade of 75, indicating that more than 90% of students passed this test. Thus, the research's goal of improving students' writing skills using mind mapping method was a success. The result can be seen in table 3.

Table 3

	Criteria	Total of Students	Percentage
P1	Passed	34	97,14%
P2	Failed	1	2,86%
Total		35	100%

In details, Tables 1, 2, and 3 portray that the students' scores increased from the pre-test to cycle I, and then from cycle I to cycle II. The students who scored more than 75 (≥ 75) on the first test (pre-test) were 11 of 35 students in the class (31.43%). In cycle I, students who received scores greater than 75 (≥ 75) were 20 of 35 students in the class (57.14%). And in the third test (cycle II), the students who scored higher than the Minimum Mastery Criterion (≥ 70) were 34 of 35 students in the class (97.14%). The increase from pre-test to cycle I was about 25.71% and the increase from cycle I to cycle II was about 40% as well. Meanwhile, the overall result from pre-

test to cycle II was around 65.71%. Thus, the implementation of the mind mapping method to improve students' skills in writing descriptive text is evident.

From the result, we can conclude that implementing mind mapping method can improve the students' skill in writing descriptive text. In others research, mind mapping method can improve students' reading comprehension (Iis Aprinawati: 2018). It shows that mind mapping method can also be implemented to teach students in other skill.

4. CONCLUSION

Many problems that usually faced by the teacher in teaching writing. It caused because the students didn't know what to do when the writing lesson started. The students sometimes have difficulty in finding the first sentence to start a paragraph, afraid of being wrong, afraid of being different from what the teacher has instructed. Another trend that occurs is the pattern of learning to write in the classroom which is developed in a very structured and mechanical way, starting from determining the topic, making an outline, determining the main idea of the paragraph, main sentence, explanatory sentence, correct use of punctuation and so on. This pattern is always repeated every time learning to write.

In this research, the researcher tried to give treatment to improve students' writing skill, especially writing in descriptive text. One of the methods that the researcher choose was mind mapping method.

Based on the finding, it can be concluded that the use mind mapping method can improve students' writing skill in descriptive at class XI Perhotelan 1 SMK Negeri 6 Semarang. It was proven by the

students' average score improvement from pre-test to cycle II.

REFERENCES

- Aini, Afifah., Nurdianingsih, Fitri., & Zainudin, M. (2022), *Improving Students Writing Skill Through Short Video: A Classroom Action Research*, Prosiding.
- Aprinawati, Iis. (2018). *Penggunaan Model Peta Pikiran (Mind Mapping) Untuk Meningkatkan Pemahaman Membaca Wacana Siswa Sekolah Dasar*. Vol 2, 140-147.
- Arikunto, S. (2007). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.
- Riana. R dan Setiadi. S. (2016). *Penerapan Model Pembelajaran Kooperatif Teknik Mind Mapping Dalam Meningkatkan Keterampilan Menulis Karangan Narasi Ekspositoris Pada mata Pelajaran Bahasa Indonesia Peserta Didik Kelas XII SMK Swadaya Semarang*, Jurnal Dinamika Budaya, Vol 18, No. 1.
- Rusmawan, P. N. (2017). *Genre based Approach to Teach Writing Descriptive Text*. JEES (Journal of English Educators Society), 2(2), 119–134.
- Septian, Sukma., Jamalulael, Ahmad., Kusumoriny, Laksmi., Sukmawati, Nur., & Wahyuni, Sitepu. (2022) *Genre-Based Instruction: Improving the Students' Skill in Writing Descriptive Text*. Journal of Language Teaching and Learning, Linguistics and Literature, Vol 10, No. 2, 1724-1734.
- Shinoda Kisno, Siahaan Sanggam, 2008. *Generic text structure*, Yogyakarta: Graha Ilmu Alam.
- Sudijono, A. (2014). *Pengantar Statistik Pendidikan*. Jakarta: PT. Raja Grafindo Persada.
- Sugiarto, Iwan (2004), *Mengoptimalkan Daya Kerja Otak dengan Berpikir*

Holistik dan Kreatif. Jakarta:
Gramedia.

Urunami, S., Bharati, D. A. L., & Faridi, A.
(2017). *Group Grid and Roundtable
for Teaching Writing of Descriptive
Text.* *ELT Forum: Journal of English
Language Teaching*, 6(2), 176–183.

Ushchapovska, I. (2020). *Multimodal
Features of Descriptive Texts: Case
Study of Coffee Brands.* *World
Science*, 3(1(53)), 23–26.