Enhancing Writing Skills Through Writing Process Approach With Picture Maps

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ABSTRACT

The purpose of this research is to describe the improvement in writing explanation text skills for students of class XI-IPA 9 SMAN 2 Semarang through the application of the Process Approach and Picture Maps media. This research is class action research (CAR). The research was conducted in two cycles, with each cycle consisting of planning, action, observation, and reflection. The subjects of this study were 36 students of class XI-IPA 9 at SMAN 2 Semarang. Sources of data come from teachers, students, and the learning process. Data collection techniques include observation, tests, and document review. Data analysis techniques using qualitative and quantitative analysis techniques. At the pre-cycle stage, it has an average score of 68.19 and a learning completeness percentage of 53%. In cycle I, the average score was 74.22, with a learning completeness criterion of 64%. In cycle II, the average score was 79.08, with the learning completeness criteria at 83%. The improvement data can be seen from the results of the average score in the aspect of writing content in cycle I of 21, which increased to 22.5 in cycle II. The organizational aspect at 16.38 increased to 17.27 in cycle II. Data from the aspect of vocabulary increased from 15.91 in cycle I to 17.05 in cycle II. Furthermore, the aspect of language use worth 18.06 increased to 19.13 in cycle II. As well, aspects of mechanics worth 2.86 in cycle I experienced an increase of 3.11 in cycle II.

Keywords: process approach, picture maps, writing, explanation text, aspects

ABSTRAK

Tujuan penelitian untuk mendeskripsikan peningkatan keterampilan menulis explanation text siswa kelas XI-IPA 9 SMAN 2 Semarang melalui penerapan Process Approach dan media Picture Maps. Penelitian ini merupakan penelitian tindakan kelas (PTK). Penelitian dilaksanakan dalam dua siklus, dengan tiap siklus terdiri atas perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian ini adalah siswa kelas XI-IPA 9 SMAN 2 Semarang yang berjumlah 36 orang. Sumber data berasal dari guru, siswa, dan proses pembelajaran. Teknik pengumpulan data dilaksanakan dengan observasi, tes, dan kajian dokumen. Teknik analisis data menggunakan teknik analisis kualitatif dan kuantitatif. Pada tahap pra-siklus memiliki rata-rata nilai sebesar 68,19 dengan persentase ketuntasan belajar sebesar 53%. Pada siklus I rata-rata nilai sebesar 74,22 dengan kriteria ketuntasan belajar sebesar 64%. Pada siklus II rata-rata nilai sebesar 79,08 dengan kriteria ketuntasan belajar sebesar 83%. Data peningkatan dapat dilihat dari hasil rata-rata nilai dalam aspek konten menulis pada siklus I senilai 21 meningkat menjadi 22,5 pada siklus II. Aspek organization pada senilai 16,38 meningkat menjadi 17,27 pada siklus II. Data dari aspek vocabulary meningkat 15,91 pada siklus I menjadi 17,05d di siklus II. Selanjutnya, aspek language use senilai 18,06 meningkat menjadi 19,13 di siklus II. Serta aspek mechanics senilai 2,86 pada siklus I mengalami peningkatan 3,11 di siklus II.

Kata kunci*: process approach, picture maps, menulis, explanation text, aspek*

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1. INTRODUCTION

In this era of globalization, English has an important role in improving Human Resources (HR), who are required to have the ability to communicate in English, which in Indonesia is a foreign language. In light of this, the government has determined that learning English will begin to be taught at the SD/MI, SMP/MTs, and SMA/SMK levels. The mandate of Law No. 24 of 2009, Article 9, is that the state support students' foreign language skills. To produce quality human resources, it is necessary to implement a good learning habit. The purpose of good habituation is to create active learning activities that lead to student learning outcomes, both contextual and procedural.

English learning activities at school include linguistic components in the form of listening, speaking, reading, and writing skills. Based on the four language skills, writing skills are often in the spotlight for students, due to a lack of motivation and students' mastery of writing skills. Effendi (2008: 327) argues that writing is a language communication activity that uses language as its medium. Meanwhile, an explanatory text, according to Priyatni (2014: 83), is a text that contains an explanation of processes related to natural, social, cultural, and other phenomena.

Brown (2001) states that effective writing skills are not instantaneous, but must be learned and completed. This means that the ability to write is not the talent but the will to write with the right strategy and practice in producing good writing. It becomes very important to document various strategies and approaches in writing. The process approach is the right approach to improving writing skills. The process approach, according to Tompkins (1994), is an approach that includes pre-writing, drafting, revising, changing, and organizing.

According to (MZainiMiftah, 2015) the implementation of WPA in English teaching applying the other kinds of essays such as narration, expository, process, comparison and contrast, etc.

It means the writing process approach will be a solution to enhance the students writing skills. Similar to (Gafur, 2020) process approach in writing improves the students learning behavior and their writing ability, which can be seen from the criteria of success defined in this study that had been achieved. Then, (Cicabe & Abdul, 2018) argued approach to writing process has proven to have a significant influence on the ability to write narrative essays.

Writing Skill

Language basically aims to maximize the ability to speak as a means of communication and write as language in the form of scripts/writing. Language plays an important role in everyday life, especially as a means of communication both orally and in writing (Wati & Sudigdo, 2019). Writing is one of the skills in learning English that must be mastered by students. Furthermore, writing is the most complex skill.

Writing is a type of language skill that must be mastered by students (Martha & Situmorang, 2018). Skills that are important in the academic world of students. This is reinforced by the fact that writing can be a forum for the contribution of student work, both scientific and academic. As Nurhaeni's opinion (2019) stated, by writing, students can improve the development of intelligence in various aspects, such as developing initiative, creativity, growing courage, and encouraging the will and ability of students to gather information, which is then poured on paper, called in writing.

Explanation text

In order to learn both the 2013 Curriculum and the Merdeka Curriculum, students must understand explanation texts. According to Basic Competency 4.8, students must be able to comprehend the meaning that is contextually related to social functions,

text structures, and linguistic components of oral and written explanation texts that are related to natural or social occurrences.

Explanatory text is part of the factual narrative text. The focus of the language is the paragraphs contained in each general statement structure, special statement, and/or interpretation structure (Damayanti, 2022). Text that contains facts of natural and social phenomena or phenomena in the environment around humans. Scientific texts that provide comprehensive facts. According to Kosasih (2016), an explanatory text is a text that explains a process or event regarding the origin, process, or development of a phenomenon, perhaps in the form of natural, social, or cultural events. Then, according to Anderson & Anderson (2000), the purpose of an explanatory text is to tell each step of the process (how) and give reasons (why).

Process Approach

Process approach based on pre-writing, planning, revising, editing, and publishing. According to Tompkins (1994), there are five phases in the writing process: prewriting, drafting, revising, editing, and publishing.

Figure 1. Features of the Writing Process (adapted from Tompkins, 1994)

Stage 1: Prewriting Students choose a topic. Students gather and organize ideas. Students define a topic sentence.
Stage 2: Drafting Students write a rough draft. Students emphasize content rather than mechanics
Stage 3: Revising Students share their writing with teacher or in writing groups. Students participate constructively in discussions about classmates writing. Students make changes in their writings to reflect the reactions and comments of both teacher and classmates. Between the first and final drafts, students make substantive rather than only minor changes.
Stage 4: Editing Students proofread their own and or classmates writings. Students increasingly identify and correct their own mechanical errors.
Stage 5: Publishing Students publish their writing in appropriate form. Students share their finished writing with teacher.

Picture Maps

A picture can be utilized as a media tool to encourage students' learning (Finocchiaro, 1981). Similar to this, Wright (1989) notes that images can give pupils the foundational information for their compositions and inspire their ideas.

According to Klasek (1990), still photos, also known as flat pictures, cover the complete spectrum of two-dimensional visual representations of people, places, and things that do not reproduce motion. Only motionless, two-dimensional, non-projected flat images that are typically printed or sketched on paper are considered flat pictures. A still image can convey motion, underline essential concepts and feelings, be examined independently by pupils, be simple to utilize, and be found to picture a variety of subjects, concepts, or learning objectives. Additionally, they could be any size, shape, representative, or abstract.

a. Kinds of Pictures

According to Andrew Wright (1989), there are several different kinds of pictures, including check charts, images of single objects, images of people, images of famous people, images of many people, images of places, images of the news, images of fantasies, images of fantasies, images of maps and symbols, pairs of images, sequences of images, related images, and single stimulating images. This can

be utilized as a teaching and learning tool in the classroom and should include a collection of images that can be used to create an engaging environment while practicing the foreign language's tense and sound structure.

b. The Advantages of Using Pictures

Visual aids are well-known and have been utilized by teachers in teaching and learning activities for a very long time. The use of images has some benefits for the teacher. Their usage, accessibility, and efficacy offer a number of benefits.

According to Dale (1996), still images have particular benefits all their own. They have the capacity to get us extremely close to the point of visual context with reality. For educational or learning purposes, they can also group things together, alter reality, or change an object's size if it is too little or enormous to be seen in its true dimensions. They enable us to explore more, go to places that are out of our reach, and learn a great deal more.

c. The Use of Pictures in Teaching Writing

Spelling, repetition, reproduction, manipulation, and composition are among the tasks that Wright (1983) claims are involved in teaching writing. As visual aids for the exercises, pictures could be used. For instance, in the first activity, students record all the things or activities that begin with a certain letter or sound as they look through a magazine picture. Groups or pairs of students may work together. Repetition is the following task. The teacher displaying several questions and several answers in a jumbled language is one instance of a repeat activity. Each query and appropriate response are written by the pupils. Replicate is the third activity. A list of word flashcards is kept by the teacher, for instance.

2. METHOD
Research Design

This research is Classroom Action Research. Particularly, it was a collaborative classroom action research in which the researchers were assisted by an English teacher. It is conducted in a classroom setting and is aimed at solving problems faced by a teacher in the classroom (Burns,1999). From the preliminary study, it was known that the students' problem dealt with how to improve their skill in writing an explanation text. This study was conducted at State Senior High School 2 Semarang, Central Java. In this study, the subjects of the research were the students of the eleventh grade of the Mathematics and Natural Science study program especially "XI MIPA 9" at the 2022/2023 academic year. According to Sugiyono (2018), the characteristics and numbers possessed by the population are included in the sample. The sample is a portion of the population. There were 36 students in the class as the population for this research.

In relating research, researchers follow several steps. The steps include a preliminary study to analyze and identify problems as preparation, followed by planning actions, implementing actions, observing, analyzing, and reflecting. The researcher carried out research procedures that followed those of Kemmis & McTaggart (1998). When it comes to practical instruction, data collection strategies include pre-testing and post-testing, as well as survey questionnaires and observations. Starting in March 2023 until June 2023, this study will be

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conducted during Practical Teaching (PPL) II at State Senior High School 2 Semarang.
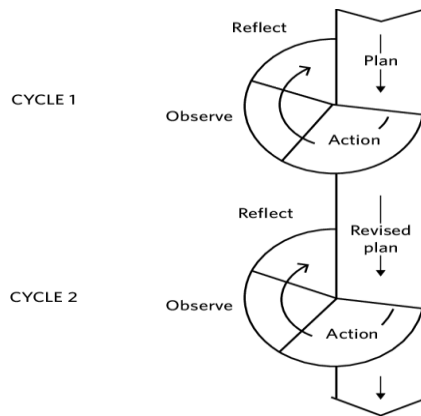
Figure 2. The Action Research Spiral. Kemmis, S., McTaggert, R. (1988)

Instrument of the Research

The researcher used pre-test, post-test. The pre-test will be given in the first meeting before using the Process Approach with Picture Maps in a classroom. Then, the researcher used Process Approach with Picture Maps in the teaching-learning process and gave a post-test in the last section.

Data Analyzing Technique

The researcher scored, evaluated and analyzed the data using a scoring rubric adapted from Heaton (1990) The following categories were used for the evaluation and analysis:

No.	Categorization	Description	Level	Score
1.	Content	Knowledge able-substantive-etc.	Excellent to very good	30-27
		Some knowledge of subject-etc.	Good to average	26-22
		Limited knowledge of subject- little substance-etc.	Fair to poor	21-17
		Limited knowledge of subject- little substance-etc.	Very poor	16-13
2.	Organization	Fluent expression- ideas clearly stated- etc	Excellent to very good	20-18
		Somewhat choppy loosely organized but main ideas stand out- etc.	Good to average	17-14
		Non-fluent- ideas confused or disconnected- etc.	Fair to poor	13-10
		Does not communicate-no organization- etc.	Very poor	9-7
3.	Vocabulary	Sophisticated range effective word/idiom choice and usage-etc.	Excellent to very good	20-18
		Adequate range occasional errors of word/idiom form, choice, usage, but meaning not obscured.	Good to average	17-14
		Limited range- frequent errors of word/idiom form, choice, usage-etc.	Fair to poor	13-10
		Essentially translation little knowledge of English vocabulary.	Very poor	9-7
4.	Language use	Effective complex constructions- etc	Excellent to very good	25-22

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		Effective but simple constructions-etc.	Good to average	21-19
		Major problems in simple/complex constructions- etc.	Fair to poor	17-11
		Virtually no mastery of sentence construction rules-etc.	Very poor	10-5
5.	Mechanics (punctuation, spelling, capitalizaton)	Demonstrates mastery of conventions-etc.	Excellent to very good	5
		Occasional errors of spelling, punctuation- etc.	Good to average	4
		Frequent errors of spelling punctuation, hatsitalization-etc.	Fair to poor	3
		No mastery of conventions- dominated by errors of spelling, punctuation, hatsitalization, paragraphing-etc.	Very poor	2

Table 1. The rubric of writing competence

Based on the description above, the classification of students' writing skills and

the student's scores were classified in the table below and the researcher used the

"Kriteria Ketuntasan Minimal (KKM) 75" or what we called the minimum passing grade to give the decision in the result of this study (adapted from Arikunto in Fitri: 2022):

Table 2. The student's classification score

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

3. FINDINGS AND DISCUSSION
a. Pre-cycle

Based on the table of pre-test scores, out of 36 students in class XI-IPA 9, 19 passed and 17 did not complete the test to meet the KKM score of 75. With a passing percentage of 53%, it shows that the initial understanding of explanation text material still needs to be improved through the research cycle using class action research.

Table 3. Pre-test Score

Average score	68,19444444
Completed KKM	19
Incompleted KKM	17
Percentage of completed KKM	53%
Percentage of incompleted KKM	47%
Maximum Score	80
Minimum Score	65

b. Cycle I

The researcher gave treatment using a process approach and Picture maps as media in the process of learning English for XI-IPA 9 class material in explanatory text. By giving treatment to the learning process in order to improve students' writing skills, although not optimally. The average value in the pre-action stage of 68.19 increased to 74.2. Meanwhile, the achievement of learning completeness in the pre-action stage increased by 53% to 64%.

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Table 4. Post-test I Score

Average score	74,222
Completed KKM	23
Incompleted KKM	13
Percentage of completed KKM	64%
Percentage of incompleted KKM	36%
Maximum Score	86
Minimum Score	51

c. Cycle II

Cycle II was carried out on May 10, 2023. Taking follow-up plans for cycle I, the researcher improved the treatment process approach and Picture map media in the process of teaching English for class XI-IPA 9 material on explanatory text. A comprehensive increase was found from cycle I to cycle II. The average data value in the first cycle of 74.22 increased to 79.03. While the achievement of learning completeness in the first cycle stage was 64%, it increased to 83%.

Table 5.Post-test II Score

Average score	79,08333
Completed KKM	30
Incompleted KKM	6
Percentage of completed KKM	83%
Percentage of incompleted KKM	17%
Maximum Score	87
Minimum Score	69

The main data in this study is the result of observations of improving students' writing skills. As for the object of research, they were students of class XI-IPA 9 in English. The data discussed is obtained from the results of data collection in the pre-action stage, cycle I, and cycle II. The discussion in this study can be detailed. Implementation of an increase in the ability to write Explanation text In the initial conditions of the pre-cycle, the students' writing ability test results had a low average and completeness achievement, each of which was 68.19% for the average grade and 53% for the achievement percentage of completeness in class.

In Cycle I, the researcher gave treatment using a process approach and Picture maps as media in the process of learning English for class XI-IPA 9 on explanatory text material. By giving treatment to the learning processin order to improve students' writing skills, although not optimally. The average value in the pre-action stage of 68.19 increased to 74.2. Meanwhile, the achievement of learning completeness in the pre-action stage increased by 53% to 64%. In cycle II, to make follow-up plans for cycle I, the researcher made improvements to the treatment. Process approach and Picture map media in the process of learning English for class XI-IPA 9 on explanatory text material. A comprehensive increase was found from cycle I to cycle II. The average data value in the first cycle of 74.22 increased to 79.03. While the achievement of learning completeness in the first cycle stage was 64%, it increased to 83%.

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Table 6. The Recapitulation Pre-Cycle, Cycle I, dan Cycle II

	Pre-Cycle	Cycle I	Cycle II
Average score	68,19	74,2	79
Completed KKM	19	23	30
Incompleted KKM	17	13	6
Percentage of completed KKM	53%	64%	83%
Percentage of incompleted KKM	47%	36%	17%
Maximum Score	80	86	87
Minimum Score	65	51	69
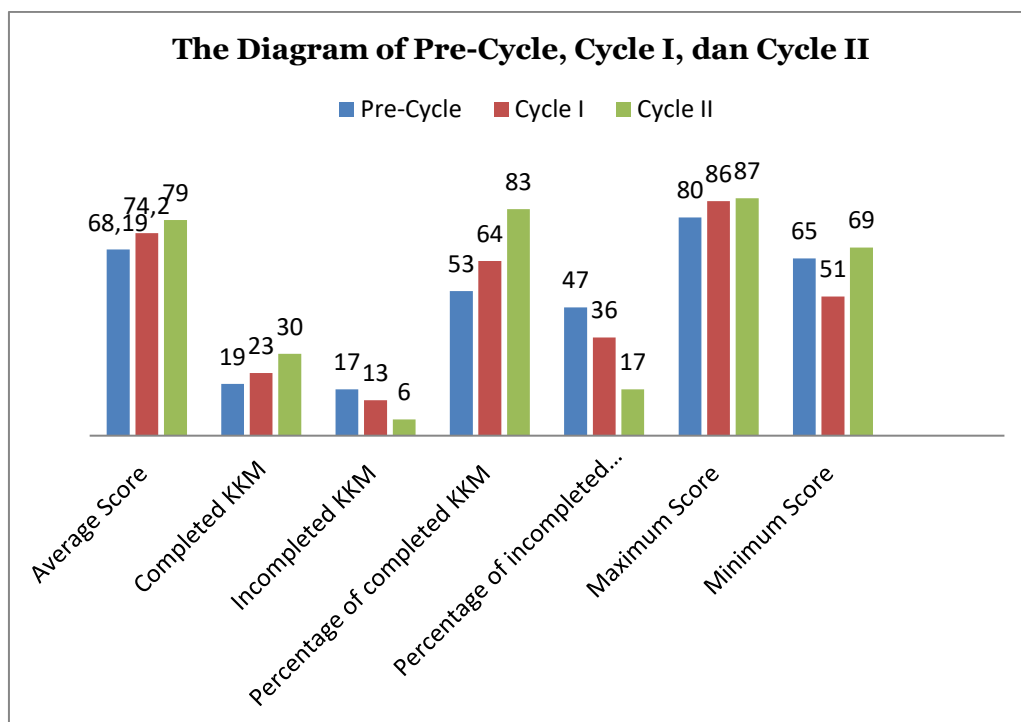
Figure 2. The Diagram of Pre-Cycle, Cycle I, dan Cycle II

Improving the ability to write Explanation Text Referring to data from cycles I and II, it was found that there was a comprehensive increase in the results of students' writing ability tests to achieve *KKM*. The data on the average achievement aspect of students' writing skills is as follows:

Table7. Writing Aspects

Aspects	Cycle I	Cycle II
Content (13-30)	21	22,5
Organization (7-20)	16,38	17,27
Vocabulary (7-20)	15,91	17,05
Language use (5-25)	18,06	19,13
Mechanics (2-5)	2,86	3,11

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From the table above, it can be concluded that there has been an increase in terms of weighted scores on aspects of content assessment, writing organization, linguistics, language rules, and writing mechanics. So that it can be concluded that the action for the Picture Maps media-assisted process approach is an increase in the ability to write explanation text for students of class XI-IPA 9 SMAN 2 Semarang,

4. CONCLUSION

The application of the process approach and Picture map media can improve English writing skills for Class XI-IPA 9. The improvement data can be seen from the average learning evaluation score in the pre-action stage, namely 68.19, increasing to 74.22 in cycle I and increasing again. to 79.08 in cycle II. Meanwhile, the achievement of learning completeness also experienced a significant increase, that is, in the pre-cycle stage, the achievement of student learning mastery increased by 53%, increased to 64%, and again increased to 83% in cycle II.

The application of the process approach and Picture Maps media can improve aspects of students' writing abilities in learning English in Class XI-IPA 9, The improvement data can be seen from the results of the average score in the content aspect in cycle I of 21, which increased to 22.5 in cycle II. The organization aspect at 16.38 increased to 17.27 in cycle II. Data from the aspect of vocabulary increased from 15.91 in cycle I to 17.05 in cycle II. Furthermore, the aspect of language use worth 18.06 increased to 19.13 in cycle II. As well, aspects of mechanics worth 2.86 in cycle I experienced an increase of 3.11 in cycle II.

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