Improving Students’ Writing Skill By Using Mind Mapping Technique At The Tenth Grade Of SMK Swasta Kristen BNKP Luzamanu In 2022/2023

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Abstract
Writing is the important skill that must be master by the students. However, the students had the several problems that caused the Minimum Competence Criterion (MCC) couldn’t achieve by the students they are: the students aren’t able to master the language features, generic structure, and social function of descriptive text; the topic is unfamiliar; the students don’t find interesting and appropriate writing technique; and the students are difficult to generate their ideas. The research aims to improve students’ writing skill in descriptive text by using Mind Mapping Technique at the Tenth Grade of SMK Swasta Kristen BNKP Luzamanu in 2022/2023. The research was conducted by using Classroom Action Research (CAR) and it was applied in two cycles. Each cycle consisted of two meetings and each meeting consisted of planning, acting, observing, and reflecting. Cycle I showed that there were 3 (10,71%) students in excellent category, 3 (10,71%) students in good category, 8 (28,57%) students in average category, 9 (32,14%) students in poor category, and 5 (17,85%) students who classify in very poor category. The result show that most of the students couldn’t pass the MCC. In the Cycle II, it showed that there were 13 students (46,42) who could be classified excellent category and there 15 (53,57) students who could be classified good category. There was no student classified in poor and very poor category”. The average of students’ value was 81. It can be concluded that Mind Mapping Technique improved the students’ writing skill especially in writing descriptive text.

Keywords: Writing, Descriptive Text, Mind Mapping Technique

INTRODUCTION

English is an important subject studied in all school levels in Indonesia. Generally, the goal of teaching English is students are able to master English skills such as speaking, listening, reading and
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writing. Writing is the one of the skills to express ideas, thought, and opinion in written form. As Llosa & Malone (2017) in Sairo et al. (2021) explain that writing is a process of conveying ideas, thoughts, and feelings through a sound or letter system that has been recordnize by the language user community. Writing is a process to create words into sentence and sentence into paragraph. It’s supported by Nunan (2003) in Almirawati & Chakim (2018) define writing as a mental work of producing ideas, or thought that is organize into paragraph. Its purpose is to express ideas and thought that can be easily understood by the readers. It can be concluded that writing is a process to elaborate idea that involves messages that should be deliver to the written text, which is given the information to the reader.

Sylabus of 2013 Curriculum of SMK Swasta Kristen BNKP Luzamanu states that writing is include as one of the skill that should be taught to the students and expected the students are able to arrange a written descriptive text, short and simply, relating to person with regard to social function, text structure, and language feature, correctly and contextually. As well as related to the students achievement in learning English Subject of tenth grade of SMK Swasta Kristen BNKP Luzamanu, the school has determined the Minimum Competence Criterion (MCC) that should be achieve by the students is 70.

In the reality, when the researcher observed the teaching learning activities show that the students couldn’t achieve MCC 70 that has been decided by the school. It caused by the problem that the students are not able to write descriptive text grammatically and correctly. The students’ problems affected by some roots of the problems such as the students are not able to master the language features, generic structure, and social function of descriptive text; the topic is unfamiliar to the students; the students do not find interesting and appropriate writing technique; and the students are difficult to generate their ideas.

To overcome the students’ problems in writing descriptive text, the researcher used Mind Mapping Technique as a solution. Buzan (2009) in Widiyono (2021) states that Mind Map is a creative, effective, and literally mapping way through our thoughts. Mind mapping is the visual design that can help students to construct and generate their ideas, thought, and feeling in written form. They can also explore and incorporate more information into Mind Mapping. Moreover Hashempour et al. (2015) in Almirawati (2018) states that using Mind Mapping can give them an experience in planning their writing and make them to be more familiar in using it. Therefore, Mind Mapping Technique can helped students to improving their writing skill especially in write descriptive text.

Based on the explanation previously, the researcher conducted Classroom Action Research (CAR) because the researcher wants to improve the students’ writing skill especially in descriptive text by using Mind Mapping Technique. Classroom Action Research can helped teacher to enhance and improve the learning practice become more effective. It’s supported by Prasetyo (2021:3) says that Classroom Action Research is a significant effort for problem solving and improving education.
and learning. Through this Classroom Action Research, the researcher could solve students’ problem in writing descriptive text and can improving students’ writing skill.

Inspiring of the explanation above, the researcher formulated the research entitled “Improving Students’ Writing Skill by Using Mind Mapping Technique at the Tenth Grade of SMK Swasta Kristen BNKP Luzamanu in 2022/2023”.

METHOD

In this research, the researcher applied the Classroom Action Research (CAR) to solve the students’ problem in writing and improve their skill. As state by Zainab Aqib & Ahmad Amrullah (2018), classroom action research is a research that conducted by the teacher in the classroom (school) where he/she teaches with an emphasis on perfecting or improving learning processes and practices. It means that the classroom action research is a practical action that done by the teacher and learners to improve teaching learning practice in the classroom.

According to McTaggart (1988) in Prasetyo (2021) state classroom action research is a concrete steps in finding the most suitable way to improve and increase understanding about the situations and environment. Rochman Nata Wijaya in Parnawi (2020) states that, classroom action research is an assessment of situational and contextual practical problems aimed at determining appropriate actions in the context of solving problems and repairing something. It’s also means that classroom action research is the best way to faced and fixed the students’ problems in teaching learning.

From the explanation above, the researcher conducted this classroom action research to solve the students’ problem especially in writing descriptive text and improved students’ writing skill at the Tenth Grade of SMK Swasta Kristen BNKP Luzamanu. To conducted this research, the researcher applied the Classroom Action Research (CAR). Kemmis and Mc Taggart (1988) in Oktafiani & Husnuussalam (2021), explain classroom action research conducted in four steps in two cycles:

1. Planning: in planning step, the researcher prepared all the needs in conducting the research, such as: syllabus, lesson plan, teaching material, table of specification, validity sheet, evaluation sheet, observation sheet, field notes, test, attendant list, and key answer.
2. Acting: in this step the research applied the Mind Mapping Technique to guide students to write.
3. Observing: in observation step, the English teacher-collaborator observed the students’ activity and researcher’s activity in the classroom during teaching learning process.
4. Reflecting: the researcher and the English teacher-collaborator noted, analyzed, and evaluated the result of the observation.

The setting of this research was SMK Swasta Kristen BNKP Luzamanu. This school is located in Hiligeo Afia Village, Lotu Subdistrict, North Nias District. The Subject of this research was class X-OTKP SMK Swasta Kristen BNKP Luzamanu consisted of 28 students. The researcher chose
class X-OTKP because this class had problem in learning writing based on the observation that has been conducted by the researcher. In this research, the independent variable was Mind Mapping Technique and the dependent variable was students’ writing skill.

In this research, there were two kinds of the data to be collected there were qualitative and quantitative data. Qualitative data is the data that contain of the all activities and attitudes of the researcher’s and students’ during applying Mind Mapping Technique in the teaching learning process in the classroom. The instrument to collect the qualitative data were observation sheet and field notes. Quantitative data is data obtain from the test to measure the students’ achievement in writing descriptive text by using Mind Mapping Technique. The instrument to collect the quantitative data was students’ evaluation sheet.

Furthermore, the researcher analyzed the data based on the kind of data. In qualitative data, the researcher analyzed the data through reduction of the data, the display of the data, and drawing conclusion. The observation sheet will analyze and evaluate by using formula as suggested by Tuckman Nurgiyantoro (1975: 2875) as follows:

$$PD\% = \frac{F}{TA} \times 100\%$$

In which:
- $PD\%$: Percentage degree
- $F$: Frequency the research’s and the students’ activities have been already done.
- $TA$: Whole activities of the research and the students
- 100% : Constant and maximal number of percentage

Meanwhile, the quantitative data was analyzed by the researcher based on the result of the students’ evaluation sheet by using writing assessment by Jacobs (1981) in Shanora et al. (2021). In determining the students’ achievement in evaluation sheet, the researcher used the formula by Brown (1996: 8), as follows:

$$Value = \frac{obtained\% \text{ score}}{maximum\% \text{ score}} \times 100\%$$

After getting the value, the researcher classified the value according to degree of ability such as presented below:
RESULT AND DISCUSSION

Result

The researcher conducted this research in two cycles. Each cycle consist of two meeting with the time allocation for each meeting was 2 x 45 minutes.

1. Cycle I

Cycle I consisted of two meetings. Each meetings run 2 x 40 minutes. In implementing the research in Cycle I, the researcher prepared all necessary materials, they were: syllabus, lesson plan, materials, the students’ attendance list, the researcher and the students’ observation sheets, field notes, and students’ evaluation sheet. After prepared all necessary materials, the researcher conducted the action include pre-teaching learning activities, whilst-teaching learning activities, and post-teaching learning activities.

In the first meeting of Cycle I, the result of the students’ observation paper describe that the students done 468 (79,59%) and undone 120 (20,40%) from 588 activities. While the result of the researcher’s observation paper describe that the researcher done 18 (85,71%) and undone 3 (14,28%) from 21 activities.

In the second meeting of Cycle I, the result of the students’ observation paper describe that the students done 393 (82,56%) and undone 83 (17,43%) from 476 activities. While the result of the researcher’s observation paper describe that the researcher done 15 (88,23%) and undone 3 (11,76%) from 17 activities.

In the second meeting of Cycle I, the researcher evaluate the students to measure the level of the students’ achievement in writing descriptive text by using Mind Mapping Technique. the result of the students’ evaluation sheet could be seen in the table below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>80-100</td>
<td>3</td>
<td>10.71%</td>
</tr>
<tr>
<td>Good</td>
<td>70-79</td>
<td>3</td>
<td>10.71%</td>
</tr>
<tr>
<td>Average</td>
<td>60-69</td>
<td>8</td>
<td>28.57%</td>
</tr>
<tr>
<td>Poor</td>
<td>50-59</td>
<td>9</td>
<td>32.14%</td>
</tr>
<tr>
<td>Very poor</td>
<td>0-49</td>
<td>5</td>
<td>17.85%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Based on the table above, it showed that only 3 students (10.71%) who could be classified “Excellent category”, 3 students (10.71%) in “Good category”, 8 students (28.57%) in “Average category”, 9 students (32.14%) in “Poor category”, and 5 students (17.58%) in “Very poor category”. The highest students value on the second meeting of Cycle I was 87,5, while the lowest value was 25. The average of the students’ value was 56. It can be concluded that in the Cycle I, the students couldn’t achieve the MMC 70 of English subject that have been decided by the school. It means that, the researcher unsuccessful and needed to be continued to the Cycle II.

2. Cycle II

In implementing the research in Cycle II, the researcher prepared all necessary materials, they were: syllabus, lesson plan, materials, the students’ attendance list, the researcher and the students’
observation sheets, field notes, and students’ evaluation sheet. After prepared all necessary materials, the researcher conducted the action include pre-teaching learning activities, whilst-teaching learning activities, and post-teaching learning activities.

In the first meeting of Cycle II, the result of the students’ observation paper describe that the students done 534 (95,35%) and undone 26 (4,65%) from 560 activities. While the result of the researcher’s observation paper describe that the researcher done all 20 (100%) activities.

In the second meeting of Cycle I, the result of the students’ observation paper describe that the students done all 476 (100%) of 476 activities. While the result of the researcher’s observation paper describe that the researcher done all 17 (100%) from 17 activities.

In the second meeting of Cycle II, the researcher evaluate the students to measure the level of the students’ achievement in writing descriptive text by using Mind Mapping Technique. The result of the students’ evaluation sheet could be seen in the table below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>90-100</td>
<td>13</td>
<td>46,42%</td>
</tr>
<tr>
<td>Good</td>
<td>75-89</td>
<td>15</td>
<td>53,57%</td>
</tr>
<tr>
<td>Average</td>
<td>60-74</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Poor</td>
<td>41-59</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Very poor</td>
<td>0-40</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the table above, it showed that there were 13 students (46,42) who could be classified “Excellent category” and there 15 (53,57) students who could be classified “Good category”. There was no student (0%) classified in “A category”, “Poor category”, and “Very poor category”. The students’ highest value in the second meeting of Cycle II was 96 and the lowest level was 75. The average of students’ value was 81.

Based on the result of the students’ achievement in the Cycle II, it shown that there was improvement of the students’ skill in writing descriptive text especially in describe person. It showed that all students pass the MCC 70 that have been decided by the school. Therefore, it can be conclude that this cycle was successful and did not need to conduct the next cycle.

**Discussions**

1. The Common Response of the Problem

“How does Mind Mapping Technique Improving Students’ Writing Skill at the Tenth Grade of SMK Swasta Kristen BNKP Luzamanu in 2022/2023?” is the research problem. Research consistently finds that implementing Mind Mapping Technique helps students write descriptive text correctly and contextually. Two cycles of study were conducted by the researcher. There were two meeting of Cycle I, first meeting and second meeting. Based on the students’ and the researcher’s observation sheet, the researcher found the activities that have been done and undone by the students and the researcher. In the first meeting, the students done 468 (79,59%) and undone 120 (20,40%) from 588 activities. While in the second meeting, the students done 393 (82,56%) and undone 83 (17,43%) from 476 activities. Moreover, in the first meeting the researcher done 18
(85.71%) and undone 3 (14.28%) from 21 activities. While in the second meeting, the researcher done 15 (88.23%) and undone 3 (11.76%) from 17 activities.

In the Cycle II, there are two meetings, first and second meeting. In the first meeting, the students done 534 (95.35%) and undone 26 (4.65%) from 560 activities. While in the second meeting, the students done all 476 (100%) of 476 activities. Moreover, in the first meeting the researcher done all 20 (100%) of activities and in the second meeting the researcher done all 17 (100%) from 17 activities.

In the Cycle I after the researcher evaluated the students, the researcher found there were 3 (10.71%) students in excellent category, 3 (10.71%) students in good category, 8 (28.57%) students in average category, 9 (32.14%) students in poor category, and 5 (17.85%) students who classify in very poor category. While in the Cycle II, there were 13 students (46.42) who could be classified “Excellent category” and there 15 (53.57) students who could be classified “Good category”.

The average of the students’ value in Cycle I was 56. While of Cycle II had been improved, the average is 81. It means that, the students could pass the Minimum Competence Criterion.

2. The Analysis and Interpretation of the Research Finding

The analysis of the research interpretation of the research finding would be explained in this part. Based on the result of the evaluation sheet, it showed that there was improvement research result. It could be verified from the percentage of the activities were done by the researcher and the students. The Improvement of the research result can be elaborated below.

In Cycle I especially in the second meeting, the researcher gave the test to the students to extend to know the students’ skill. In fact, the students’ result showed that most of the students could not passed the Minimum Competence Criterion (MCC). There were 3 (10.71%) students in excellent category, 3 (10.71%) students in good category, 8 (28.57%) students in average category, 9 (32.14%) students in poor category, and 5 (17.85%) students who classify in very poor category. The highest students value on the second meeting of Cycle I was 87.5, while the lowest value was 25. The average of the students’ value was 56. The researcher was not statified because most of students did not pass the MCC. Therefore the researcher decided to continue in the Cycle II, by implementing the improvements, there were: the researcher explained more about the generic structures and language features of descriptive text; the researcher explain more about the Mind Mapping Technique in writing descriptive text; the researcher motivate the students to learn many words related to describe person; and the researcher guided the students to express and generate their idea in written form.

In the Cycle II, the researcher taught the students about the improvements that had been designed based on the weakness in the previously meeting. In conducted the improvement in Cycle II, had been found a big improvement of the students’ achievement. It showed of the result of evaluation sheet, most of the students had done the activities. Moreover, the students’ value had been upgrading. There were 13 students (46.42) who could be classified “Excellent category” and there 15 (53.57) students who could be classified “Good category”. There was no student (0.00%) classified in “A
category”, “Poor category”, and “Very poor category”. The students’ highest value in the second meeting of Cycle II was 96 and the lowest level was 75. The average of students’ value was 81. It means that, all students could achieve the 70 as the MCC of English subject.

Based on the result of Cycle II, there were some strength that had been identified by the researcher such as: the students could understood the generic structures and language features of descriptive text; the students could used the Mind Mapping Technique in writing descriptive text; the students known may words related to describe person; the students were enthusiast to express their idea in written form; and the students could generate their idea in writing descriptive text.

3. The Research Findings versus the Latest Related Research

The using Mind Mapping has been ever investigated by Dina Syarifah Nasution (2020). Her research had different location, design, skill, year of the research with the researcher which that focus on students’ writing skill. Her researcher focus on students’ speaking skill entitled “Mind Mapping to Improve Students Speaking Skill”. The result of her research showed that Mind Mapping better improved the students’ speaking skill.

The students’ ability in writing descriptive text had been investigated by Rista Chaya Kusuma (2021). Her research had the different location, design, level of the students who be investigated, the year of the researcher, and the kind. In her researcher, she applied the Mind Mapping to improve the students writing skill of Junior High School Level with the title “Improving Students’ Writing Skill By Using Mind Mapping (A Classroom Action Research at the Eight Grade of SMP N 2 Karangmalang). The result of her research showed that Mind Mapping can improve the students writing skill and increase the motivation of the students to write.

In addition, Deltamin Giawa (2022) had been investigated the students’ writing skill by using mind mapping. This research also has the differences with the researcher’s research especially in design, location, year of the researcher, and the level of the students. The researcher found that Mind Mapping could improve the students writing skill in write descriptive text with the title “Improving the Students’ Ability in Writing Descriptive Text through Mind Mapping Technique at the Eighth Grade of UPTD DMP Negeri 5 Gunungsitoli in 2021/2021.

4. The Research Findings versus Theory

After the research’s result proved that Mind Mapping can improve the students ability in writing descriptive text, the researcher needed to compare it with the theories that the Mind Mapping can improve the students’ ability in writing descriptive text. According Buzan (2005), mind mapping is the easiest, creative and effective way to organize thought and facts. It supported by Jbeili (2013); Bystrova & Larionova (2015); Zega (2018) mentions mind mapping learning model is a learning model that uses a concept map accompanied by pictures and keywords of a material concept that can cover the whole material.
The theories above supported that the Mind Mapping could improve students’ skill in writing descriptive text. The researcher found that the students not only able to convey their ideas in written form but students also could generate their idea based on the generic structures of descriptive text.

5. The Research Findings Implication

Based on the result, of the research findings, the researcher found the implication of the research, as follows:

a. Mind Mapping could build the students motivation in writing.

b. Mind Mapping could build the students creativity in writing descriptive text.

c. Mind Mapping guided students to generate their idea.

d. The reader use Mind Mapping as additional knowledge to overcome students’ problem in writing descriptive text.

6. The Analysis of the Research Findings Limitations

During conducted the researcher, there were some limitation of analysis the research finding, namely:

a. The researcher as the beginner needs more preparation how to apply the Mind Mapping Technique.

b. The researcher was limited by the time and media.

c. The researcher was limited by the weakness of the students in prior knowledge.

d. The researcher was limited by the weakness of the students’ ability in memorizing the idea.

e. The researcher was limited by the uncontrolled situation.

CONCLUSION

Based on the result of this research, the students achievement on the Cycle I showed that there were 3 (10,71%) students in excellent category, 3 (10,71%) students in good category, 8 (28,57%) students in average category, 9 (32,14%) students in poor category, and 5 (17,85%) students who classify in very poor category. The highest students value on the second meeting of Cycle I was 87.5. While the lowest value was 25. The average of the students’ value was 56. It can be concluded that the Cycle I was fail.

In the Cycle II, the result of the research show that there were 13 students (46,42) who could be classified “Excellent category” and there 15 (53,57) students who could be classified “Good category”. There was no student (0,00%) classified in “A category”, “Poor category”, and “Very poor category”. The students highest value in the second meeting of Cycle II was 96 and the lowest level was 75. The average of students’ value was 81. Based on this result, all students could achieve the MCC of English subject which 70.
It can be concluded that the Mind Mapping Technique improve the students’ skill in writing descriptive text at the tenth grade of SMK Swasta Kristen BNKP Luzamanu in 2022/2023. So, the students could be successful in teaching learning process especially in writing descriptive text.

There were some recommendations from the researcher after doing the researcher, as follows:

1. The researcher suggests the English teacher in SMK Swasta Kristen BNKP Luzamanu apply the Mind Mapping Technique in teaching English especially in writing descriptive text.
2. The researcher suggests the English teacher in SMK Swasta Kristen BNKP Luzamanu to motivate the students to be more active in teaching and learning process.
3. The students should often practice to write English in order that they have habitual in writing English.
4. The researcher suggests the English teacher in SMK Swasta Kristen BNKP Luzamanu to remain the students bring dictionary in teaching English.
5. The researcher suggests the English teacher to habituate the students using dictionary to find the meaning of new vocabulary.

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