Improving the Eleventh Graders's Recount Text Writing through Mind mapping Technique at SMA PSKD 7 Depok

Angga Putra Alam
anggaputra913@gmail.com
SMA SPKD 7 Depok

Abstract

The objective of this research was to improve the eleventh graders' recount text writing skill. To attain the objective a two-cycled classroom action research was conducted in SMA PSKD 7 Depok. The 28 students of the eleventh graders who participated in this research were taught recount text through mind mapping technique. The quantitative data, collected using tests, were analyzed by using statistical analysis technique. The qualitative data, collected using observation sheets and interview guide, were analyzed by using descriptive analysis technique. The results indicated that the mind mapping technique improved the eleventh graders' recount text writing skill, as shown by the increase of the mean scores of the tests conducted, i.e. 52,61 (in the pre-test) to 70.61 (post-test of cycle 1) to 80.29 (post-test of cycle 2). Based on the findings, it could be concluded that through implementation of mind mapping technique, students' recount text writing skill could improve.

Keywords: Mind mapping technique, writing skill, classroom action research

Introduction

As English is taught in schools, students are not only assigned to learn how to express their idea through speaking but also in form of writing. (Harmer, 2004) claimed, "Writing is one of the most important skills in language learning" (p. 3). In addition, Raimes (as cited in Khoiriyah, 2014) affirmed that writing has been important skill for students because of some reasons: first, writing strengthens the students' grammatical structure, idiom and vocabulary. Second, writing has given a chance to students to apply the language they have learned. Third, writing has reinforced students to express their ideas in correct words and sentences.

Since writing is an essential part in language skills, it is considered as the most complicated skill. Supriyono (2013) asserted that some aspects of writing which are very important in producing good, clear, fluent, and effective writing. Those are grammar, vocabulary, mechanic, organization, and content. Furthermore, writing should also be concerned on the stages of how it is in a process. So, writing is the most difficult skill that must be mastered and it will never be left in education.

An observation that researcher did at the eleventh grade SMA PSKD 7 revealed that students failed to do writing especially in recount text. Some weaknesses and failures factors are structure, organization and limited vocabularies. They considered that writing is difficult. They do not know what topic to be chosen and when they have selected the topic, they do not know how to develop it into good writing. Thus, the English teacher should find the technique that could improve students' recount text writing skill.

There are many techniques which can be applied to improve students' writing skill. One of them is mind mapping technique. Buzan (2006) stated, "Mind mapping technique is effective to help students to organize the idea, and represent the idea that want to be written" (p. 37). Therefore, this technique can make students easily remember what they want to rewrite. Furthermore, Wycoff (2006) said, "Mind mapping is one of the suitable pre-writing techniques that can help to arrange and construct the idea in writing" (p. 58).

Purnomo's (2014) study on "Improving Recount Writing Skill Through Mind-mapping Technique at 8th Grade Students of MTs Muhammadiyah 1 Cekelan in the Academic year of 2013/2014" found that some students got bad score and could not pass the criteria minimum achievement in pre-test. Viewing that score, Purnomo implemented mind mapping technique. After conducting the research, Purnomo found that all of the students had good score and passed

the *KKM*. Accordingly, the researcher believes that the obstacles were faced by students would be solved through mind mapping technique.

Specifically, this research addressed the following research questions: (1) Does mind mapping technique improve students' recount text writing skill of the eleventh graders' at SMA PSKD 7? (2) How does mind mapping technique improve students' recount text writing skill of the eleventh graders' at SMA PSKD 7. It is hoped that this action research will shed light on the way and the benefits of using mind mapping technique in eleventh graders. In line with the research questions, the action hypothesis of this study is stated as follow: "If mind mapping technique is applied in teaching recount text writing skill, students' recount text writing skill will improve".

Methodology

This study is an action research, i.e. "a way of one's teaching, reflecting upon it, and trying to analyze its weaknesses and increase its strengths. … through which educators can help themselves and their students overcome the specific problems they encounter in the learning and teaching process" (Pardede, 2017, p.143). It was conducted in 1.5 months (April to May 2016) in SMA PSKD 7 Depok. The participants of this research were 28 eleventh graders at SMA PSKD 7 grouped in XI-IPA.

The data was collected using test and non-test instruments. The test technique was used to collect quantitative data derived from the participants' writing achievement. Non-test techniques were used to collect qualitative data, including: observation and interview. Tests were carried out three times; the pre-test, post-test cycle 1, post-test cycle 2. The non-test techniques were carried out using observation sheet and interview guide. To analyze the quantitative data obtained from the tests, the researcher used statistical analysis technique. To analyze the qualitative data, the descriptive analysis technique was employed. The success indicator used in this study was the minimum passing standard at SMA PSKD 7 Depok, i.e. the score of ≥ 77.

Result and Discussion

1. Findings

In addition to the students' lack of recount text, this action research was also triggered by the fact that most of the students had low motivation and was not excited to follow the lessons. Their initial fair category was reflected by the scores they obtained in the pre-test conducted before Cycle I was carried out. (See table 1 below):

Table 1
The Students' Pre-test Results

No	Range of Score	Category	Frequency	Percentage (%)
1	≤ 31	Very Poor	3	10.72 %
2	32 – 46	Poor	7	25 %
3	47 – 61	Fair	9	32.14 %
4	62 – 76	Good	9	32.14 %
5	≥ 77	Very Good	0	0 %

This table shows all of students had not attained the minimum standard. The mean score of the whole students in this pre-test was 50.21.

2. **Report of Cycle 1**

a. Planning

The Cycle 1 was conducted according to the result of pre-test which was planned to improve the problems from fair to good category. The problems which were identified by the researcher based on pre-test's score which had been assessed by two experts judgment, i.e (1) students were still lack in content; (2) students were lack in organization; (3) students were lack in grammar.

b. Acting

This cycle was designed with 3-session lessons. The first session of Cycle 1 was conducted on Thursday, 14th April 2016. The material was focused on the introduction of mind mapping, such as the definition of mind mapping, the benefits of mind mapping, and the steps of making mind mapping.

The second session of Cycle 1 was conducted on Tuesday, 19th April 2016. In this meeting, the researcher reviewed previous material by asking some questions. Then, the researcher asked students to submit their homework on previous meeting. While correcting students' work, the researcher gave three pieces of paper to all the students. It contained of definition, general structure, example, and kinds of recount text. The students were given 20 minutes to read and understand it. After that, the researcher gave feedback to students' work. Then, the researcher asked some questions about the material which had been given. The third session of Cycle 1 was conducted on Thursday, 21st April 2016. In this meeting, the researcher reviewed students by showing example of mind mapping. It was about "Steve Jobs".

c. Observing

During the learning process, there were an observer and a collaborator. The observer was assigned to observe the researcher's performance, the class situation, learning proses and students' response. The collaborator was assigned to observe students, and help the researcher during the teaching process. The observer is the English teacher at SMA PSKD 7, and the collaborator is the researcher's partner who is from Christian University of Indonesia.

Below, the researcher had recapitulated the observation sheets from the first to third meeting:

Table 2

Observation Result of Cycle 1

No	Process	Meeting		
		1	2	3
1	The teacher prepares the material	√	√	√
2	The teacher checks students' attendance and asks their condition	√	√	√
3	The teacher introduces mind mapping to the students	√	√	√
4	The teacher explains about recount text	√	√	√
5	The teacher gives examples how to combine recount text and mind mapping	√	√	√
6	The teacher guides the students to write recount text using mind mapping	×	×	√
7	The teacher provides blank paper and pencils colour	×	√	√
8	The teacher distributes work-sheet to the students	√	√	√
9	The teacher has good class management	×	×	×
10	The teacher checks students' understanding by asking some questions	√	√	√
11	The teacher gives feedback to students' writing	×	×	×
12	The teacher motivates students	×	√	√
13	Students respond to the teacher's questions	√	√	√
14	Students are enthusiasm in learning process	×	×	×
15	Students practice how to write recount text using mind mapping	×	√	√
16	Students work individually	√	√	√
17	Students work in group	×	×	×

18	Students are active in the class	×	×	×
19	Students do the assignment	×	√	×
20	Students are able to write recount text using mind mapping	×	√	×
	Total	**9**	**14**	**13**

d. Reflecting

From the Table 3 in post-test 1, some of the students had good improvement, but still did not achieve criteria minimum achievement (77). It also shows that from 28 students who followed the writing test, there were just three students got very good category and it could be said "achieved" the criteria minimum achievement (77), 21 students were still in good category but had not passed yet, and 4 students were in fair category.

Table 3
The Students' Post-test 1 Results

No	Range of Score	Category	Frequency	Percentage (%)
1	≤ 31	Very Poor	0	0 %
2	$32 - 46$	Poor	0	0 %
3	$47 - 61$	Fair	4	14.29 %
4	$62 - 76$	Good	21	75 %
5	≥ 77	Very Good	3	10.71

3. **Report of Cycle 2**

a. Planning

Cycle 2 was started with planning. In this step, the revisions were made by the researcher from the previous study. The revisions were based on the result of data (observation sheet) and score of post-test Cycle 1. The researcher prepared the movie and some topics of recount text.

b. Acting

The action of Cycle 2 was carried out in three meetings on May 3rd, 10th, and 12th 2016. In the first meeting, the researcher played film with the title "Teacher's Dairy". Students were asked to watch the movie till the end. The film was 85 minutes. While watching, students were

assigned to remember and make notes about the movie (some point about the movie). To help students, the researcher divided them into seven groups, each group consisted of four members.

c. Observing

During the implementation of the actions in Cycle 2, the observer and collaborator were still in the classroom.

Table 4
Observation Result of Cycle 2

No	Process	Meeting		
		4	5	6
1	The teacher prepares the material	√	√	√
2	The teacher checks students' attendance and asks their condition	√	√	√
3	The teacher introduces mind mapping to the students	√	√	√
4	The teacher explains about recount text	√	√	√
5	The teacher gives examples how to combine recount text and mind mapping	√	√	√
6	The teacher guides the students to write recount text using mind mapping	√	√	√
7	The teacher provides blank paper and pencils colour	√	√	√
8	The teacher distributes work-sheet to the students	√	√	√
9	The teacher has good class management	√	√	√
10	The teacher checks students' understanding by asking some questions	√	√	√
11	The teacher gives feedback to students' writing	√	√	√
12	The teacher motivates students	√	√	√
13	Students respond to the teacher's questions	√	√	√
14	Students are enthusiasm in learning process	×	√	√
15	Students practice how to write recount text using mind mapping	√	√	√
16	Students work individually	×	√	√
17	Students work in group	√	√	√
18	Students are active in the class	×	√	√
19	Students do the assignment	√	√	√

20	Students are able to write recount text using mind mapping	×	×	√
	Total	**16**	**14**	**20**
	Percentage	**80%**	**95%**	**100%**

Table 4 indicates that there was improvement from researcher and students in the fourth meeting to the sixth meeting. In sixth meeting, the percentage is 100%. It shows that learning process ran well and all of students did what they had not done in the cycle 1. In addition, the researcher had experts judgment to score students' post-test 2. The researcher found out that students had improvement. There were only four students who could not pass the criteria minimum achievement (77). But, in the class (group) could pass the minimum achievement.

Table 5
The Students' Post-test 2 Results

No	Range of Score	Category	Frequency	Percentage (%)
1	≤ 31	Very Poor	0	0 %
2	32 – 46	Poor	0	0 %
3	47 – 61	Fair	0	0 %
4	62 – 76	Good	4	14.29 %
5	≥ 77	Very Good	24	85.71 %
	TOTAL		28	100

d. Reflecting

After conducting the Cycle 2, the researcher conducted the post-test Cycle 2. As seen in the table above, there were 24 students who passed the criteria minimum achievement. 4 students were in "good" category, they had not passed, but they had good improvement. The mean score of post-test cycle 1 was 70.61. Then, in the post-test cycle 2 was 80.29 points which was categorized as "very good" category. It indicated there was improvement about 13.71 % from the result of post-test cycle 1 to cycle 2. Thus, the research could be said "done" and there was no needed further cycle because the researcher could reach the criteria minimum achievement of SMA PSKD 7 ≥ 77.

Discussion

Based on the research which was conducted by the researcher, it was found out that the result of mind mapping technique implementation improved the eleventh graders' recount text writing skill at SMK PSKD 7. In this case, the researcher collected qualitative and quantitative data. The quantitative data were collected through test instruments (pre-test, post-test 1, and post-test 2), and the qualitative data were collected through non-test instruments (observation sheet, and interview). The researcher had some steps to obtain quantitative data. The researcher conducted pre-test to know students' writing level. The researcher then conducted two-cycle study which had post-test in each cycle. The result shows that there was improvement from pre-test to post-test 2 as follows:

Table 6
The Mean of Students' Pre-test, Post-test 1, and Post-test 2 Scores

Test	Pre-test	Post-test 1	Post-test 2
Mean of Score	52.61	70.61	80.29

Table 6 clearly shows that students had improvement in recount text writing skill. Pre-test score was 52.61 in "fair category", post-test Cycle 1 was 70.61 in "good category", and post-test Cycle 2 was 80.29 in "very good" category. Based on the mean score and observation sheets which had been discussed before indicate that both of them had good improvement. In addition, it was proven from interview's script, there were opinions from the students about mind mapping. Here, the researcher had chosen 6 students who were in different level. First is AFW. He was a student who had good improvement in post-test 1. The mean score of his pre-test and post-test Cycle 1 were 48 and 71. There was improvement about 23 points. But, he could not pass the criteria minimum achievement (77). In post-test Cycle 2, he was not able to write well, because he did not attend to class on May 3th 2016. The mean score was 70. Based on his explanation in interview, he said that mind mapping is important to help me organize my thoughts and I like mind mapping because using some colors. Second is YMP. He is one of students who got significance improvement in pre-test, post-test cycle 1 and 2. But, he had not passed the criteria minimum achievement (77). In pre-test, he got the lowest score in the class (22.5) which was in "very poor category". After learning through mind mapping technique, he could get 69.5 in cycle 1 and 74 in cycle 2 which were in "good" category. Based on the interview which had been done, he said that he loves every single parts of mind mapping and it is

fun, I can add picture and color. The third is GNJS. He had done a lot of improvement from pre-test to post-test cycle 2 (26, 58.5 and 68). But, he still could not pass criteria (77). According to the result of interview, he said that he likes learning English, but does not like writing. But, it had changed after he was taught writing through mind mapping he said that it helps me to remember the title and it is fun because I like some colors. In contrast, 24 four students passed the criteria minimum achievement (77). It was showed from the mean of post-test Cycle 2 (80.29) which was in "very good" category. Here, some students who had been interviewed. The first is EF. He said that English is important to learn because it is international language. But, I have some difficulties before starting to write; I don't know what should write a story and article. In addition, I sometimes don't understand about unusual word. Well, I don't like writing. My writing is not really good. Second, he said that I don't know the important things to write. After the implementation of mind mapping technique, he said that it gives me some help to make a summary and get some points. Based on the score, he could pass criteria minimum achievement. Here, his improvement in score (52, 74 and 85). The second is CDS. In pre-test, she was in "poor" category (35). But, in post-test Cycle 1, she wrote better and was in "good" category. After doing some exercises in Cycle 2, she could get 86 which is "very good category". Based on her answer in interview, she said that mind mapping is colourful and it gives some benefits; when I forgot the idea I can go back to see the mind mapping, the most important thing is my problem in writing can be overcame after the implementation of mind mapping. Because it guides me in writing. The last is JVH. She had a good English. But, she did not know how to write well. According to the result of her pre-test, she got 65 "fair" category. But after learning through mind mapping, she could be in "very good" category (post-test cycle 1 "83.5" and post-test cycle 2 "92")

In this research, improvement occurred to all students even though there were 4 from 28 students participated fully in this research, who did not pass the success criteria. It was caused time to conduct this research was so limited that the researcher could not maximize students' improvement based on success criteria. However, the researcher would reach maximal improvement if this study was conducted longer.

Conclussions and Suggestions

Along with the improvement in class management, attention to every individual, and performance in the recount text, the students' enthusiasm and involvement kept on increasing from cycle to cycle. This increase of engagement then increased their achievement, as shown by the results of post-tests conducted at the end of every cycle. This indicates that using mind mapping technique to increase the eleventh graders' recount text writing skill is very effective.

Realizing its high effectiveness, teachers are recommended to use mind mapping technique as an advantageous alternative to improve the eleventh graders' recount text writing skill. While implementing the technique, teachers should make sure that students do not only work individually but also in group. The students should fully be engaged in open-ended questions, discussion and other relevant activities carried out after the session of doing mind mapping.

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