



IMPROVING STUDENTS' WRITING SKILL OF DESCRIPTIVE PARAGRAPH THROUGH MIND MAPPING METHOD

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ABSTRACT

The purpose of this study is to find out how the application of mind mapping method in improving students' writing skill of descriptive paragraph of grade X students in SMA Harapan 3 Medan. This research is a Classroom Action Research. The subjects in this study were students of grade X SMA harapan 3 Medan.. While the object of this study is the application of mind mapping method in improving students' writing skill of descriptive paragraph. Based on the results of the study, it was found that from the results of the action as much as 2 (two) cycles in grade X students of SMA Harapan 3 Medan concluded that the use of mind mapping method can improve writing skill of descriptive paragraph. From the results of the Cycle I and Cycle II activities as many as 70% of students were declared complete in the writing material of descriptive text with an average value of 71. Thus this study was stated to be successful and it could be said that the use of mind mapping method could improve students' writing skill of descriptive paragraph.

Keywords: *Writing Skill, Descriptive Paragraph, Mind Mapping Method*

INTRODUCTION

One of the functions of English subjects in high school in general is as a means of increasing knowledge and English language skills to gain and develop science, technology, and art. Increased knowledge of English is related to students' skills in mastering the rules in English. Improving English language skills related to the ability of students to use English for various purposes according to the situation both verbally and in writing.

In general, skills in language learning are divided into four areas, namely listening skill, speaking skill, reading skill, and writing skill. The four language skills are interconnected with one another. However, compared to three



other language skills, writing skill is more difficult to master even by native speakers of the language concerned. That is because the ability to write requires mastery of various linguistic elements and elements outside the language itself which will become the contents of the essay. Both the language and content elements must be intertwined in such a way as to produce a coherent and coherent essay.

Writing is a person's skill in expressing thoughts and feelings conveyed through written language. Thoughts conveyed to others must be expressed in words that support the meaning precisely and in accordance with what is to be expressed. The words must be arranged regularly in clauses and sentences so that people can catch what they want to say. The more organized the language used, the easier it is for people to catch the thoughts that are channeled through that language.

According to Mulyati (2008:3), writing is a process of thinking and expressing thoughts in the form of discourse (essay), whereas according to Tarigan (2013:3), writing is a language process used to communicate indirectly or without face to face with other people. Writing skills at school are very important because writing activities can sharpen sensitivity to mistakes both spelling, structure, and vocabulary selection. Likewise, by writing descriptive paragraph, is one of the language skills students must master. In learning to write descriptions, it is expected to train students to think critically and logically, and be able to express feelings, ideas and ideas in written language.

However, there are various obstacles faced especially by students in expressing feelings, ideas and ideas in written language. These constraints include in terms of the expression of ideas or ideas with less clear, and the organization of ideas has not been logical and not systematic and depicting objects that are not clear. This fact is not in accordance with the standards of writing descriptive essays that in descriptive writing requires a logical and systematic way of thinking. In addition, the writings made by students also have not been equipped with the presentation of facts to reinforce ideas. In fact, writing descriptive essays requires drawing to reinforce ideas or ideas.

The observations of researchers in grade X SMA Harapan 3 Medan students still show that students' interest in learning to write is still low. This can be seen when learning to write some students do not write because they have difficulty finding vocabulary and making sentences. In writing learning students look lazy. Students also tend to be passive in learning to write, some students say learning to write is saturated because students have difficulty pouring ideas or ideas.

The existence of these problems requires a new innovation in learning in the classroom. The teacher must be able to create a learning atmosphere that can improve students' writing skills. Teachers can work on it by using interesting and diverse learning techniques. The use of interesting and diverse techniques, it is very important for students to help in the pouring of ideas or ideas. Then the determining factor for success is the management of learning by the teacher and the motivation of students to learn themselves. One of them is the learning method. The method is



a way of working that is relatively general, which is suitable for achieving a certain goal (Soli, 2008:2). One learning method that is considered capable of optimizing students' writing skills is the mind mapping method.

Based on these considerations, this research focuses on "Improving Students' writing skill of Descriptive Paragraph Through Mind Mapping Method in grade X Students of SMA Harapan Medan"

THEORETICAL FRAMEWORKS

Descriptive Text

According to Zainurrahman (2013:45) states that the description is writing that is to mention the characteristics of an object as a whole, clear and systematic. Description is a writing that describes or names the characteristics of an object as a whole. In writing essays the description of students must be able to make essays that are clear and systematic. Because if the essay can be made clearly and systematically, it will make it easier for the reader to understand what the purpose of the written essay is written.

According to the Ministry of Education and Culture (2013:121) description text is a type of text that describes the state (nature, shape, size, color, etc) of something (human or object) individually and unique. This text prioritizes the relationship between the whole and its parts. Writing descriptive text means describing or describing or chronologically describing the object in detail so that when it is arranged, it will become descriptive text.

Mind Mapping Method

Etymologically, the method comes from the word method which means a systematic way of working to facilitate the implementation of activities in achieving goals. If the method is juxtaposed with the word learning, it means a method or system used in learning that aims to make students know, understand, use, master certain learning materials .

According to Buzan, (2013:5) Mind Mapping method is a great route map for memory, allowing us to arrange facts and thoughts in such a way that the natural way of the brain is involved from the start. This means remembering informally will be easier and more reliable than using traditional recording techniques.

The mind mapping method was developed as an effective method for developing ideas through a series of maps. One of the initiators of this method was Tony Buzan (Huda 2013:307). To make a mind mapping, according to Buzan, a person usually starts by writing the main idea in the middle of the page from there, he can stretch it in all directions to create a kind of diagram consisting of keywords, phrases, concepts, facts, and pictures.

Steps for Making Mind Mapping Learning Model

According to Tukiran (2012:105) there are six steps in making mind mapping, namely:

1. The teacher conveys the competencies to be achieved.



2. The teacher presents the concepts / problems that will be addressed by students / preferably problems that have alternative answers.
3. Form groups of 2-3 people.
4. Each group inventory / record alternative answers to the discussion.
5. Each group (or randomized by a certain group) reads the results of the discussion and the teacher takes notes on the board and groups them according to the teacher's needs.
6. From the data on the board students are asked to make conclusions or the teacher gives a comparison according to the concept provided by the teacher.

METHOD

This research is a type of Classroom Action Research (CAR). Classroom Action Research is a research that is reflective based on real conditions which are then sought for problems and followed up by carrying out concrete actions that are planned and measured (Suwandi, 2009:10). Arikunto (2010: 4) revealed that Classroom Action Research (CAR) is a reflection of learning activities in the form of an action, which deliberately raised and occurred in a class simultaneously. So Classroom Action Research is action research conducted in class with the intention of improving the learning process. The purpose of a Classroom Action Research done to study the problems concerning behaviour particular individuals or groups in a particular location with a careful study to a treatment and assess how far the impact of the treatment and eliminate the negative aspects of the actors being studied. In this study, Classroom Action Research was conducted to improve the skills of writing descriptive paragraph through the mind mapping method in grade X students of SMA Harapan 3 Medan.

This research was conducted at SMA Harapan 3 Medan, which is located at Jalan Karya Wisata Medan. The subjects in this study were Grade X Students of SMA Harapan 3 Medan. While the object of this research is the application of the Mind Mapping method in improving students' wrting skill of descriptive paragraph.

The data used are qualitative data, in the form of primary data and secondary data. Primary data obtained directly from observations and interviews. Secondary data obtained from the documentation that is from the institution or organization concerned as additional data.

This study uses an action research model from Kemmis and Taggart, which is spiral from one cycle to the next. According to Kemmis and Taggart (Arikunto. 2010:66) there are several stages in this study, namely:

1. Planning
2. Action
3. Observation
4. Reflections



This research was conducted in two cycles. The cycle is stopped when the data displayed in the field is saturated, meaning that there has been an increase in writing skill of descriptive paragraph through mind mapping method.

Data collection techniques used are:

1. Observation

The observations were made by researchers with the means to observe and record the implementation of learning in the classroom and students' participation shown during the learning process takes place without disturbing learning activities.

2. Test

In this Classroom Action Research, researchers used tests that could measure the skills of writing descriptive paragraph using mind mapping method. In this test, students are given the task to write a descriptive text

3. Interview

Interviews were conducted by way of asking students about the implementation of the method of mind mapping in the classroom in order to improve the skill of writing descriptive paragraph.

4. Documentation

Documentation was obtained from the results of observation sheets, interview sheets, field notes, student lists and photographs during the program.

In this study the instruments used were :

1. **Writing test**

The writing skills test is a test conducted to measure and determine students' writing skills. The indicators used to measure students' writing skills are as follows:

Table 1 Assessment criteria for writing descriptive text

No	The assessed element	Score
1	Generating ideas	30
2	Content organization	25
3	Grammar structure	20
4	Style: choice of structure and diction	15
5	Spelling and punctuation	10
total		100

The assessment guidelines used to determine student success in writing paragraph descriptions can be seen in the following table:

Table 2: Writing scoring guidelines of descriptive text

No	Category	Value Range
1	Very good	85-100



2	Well	75 – 84
3	Enough	60 – 74
4	Less	50 – 59
5	Very less	0- 49

Observation sheet

Observation sheets are used to observe student participation. Here is the grating of observation sheets:

Table 3 Lattice Observation Sheet Student Participation Sheet

No	Category	Indicator
1	Reception	1. Following the learning process 2. Ask when you have trouble 3. Pay attention to the teacher's explanation 4. Take notes of teacher's explanation 5.
2	Response	1. Read students' worksheets well 2. Carry out activities based on orders 3. Answering Teacher's questions 4. Submitting opinions

Documentation

The documentation instrument is used to provide a concrete picture of student participation during the learning process and to strengthen the data obtained. The document is in the form of a photograph that will give a concrete picture of the student's activities, as well as the results of the test conducted at the end of the meeting. The photo serves to record a variety of important activities in the classroom and illustrate student participation when the learning process takes place.

Data analysis technique used is data reduction, namely data selection, data simplification and transformation from the results of field notes. Presentation of data in the form of a collection of information in the form of narrative tests that are arranged, arranged and summarized so that it is easy to understand. This was done in stages and then concluded by means of discussion with colleagues. Triangulation is used to ensure the stabilization and correctness of data collected and recorded in research.

Indicator of Success

In accordance with the characteristics of action research, the success of this action research is marked by changes towards improvement, both related to the atmosphere of learning and learning. Related to this, to give meaning to success



after implementation, it is used an absolute evaluation criterion, which is an action compared to a predetermined minimum standard. If the results of the actions are in accordance with the minimum standards that have been set, then the action is declared successful.

The minimum standard specified is 70% of the number of students who can take part in the learning process well and have achieved an average grade of 70.

FINDING AND DISCUSSION

Research result

1. Pre-Cycle Activity Description

To determine the pre-cycle activity of students before applying the mind mapping method in learning the skills to write descriptive paragraph, the researchers conducted pre-activities. In this activity students are asked to write descriptive text with free themes determined by students themselves. This step is carried out to obtain preliminary information about the writing skills of Grade X SMA Harapan 3 Medan students.

The results of this activity can be seen in the table below:

Table 4 Results of writing descriptive paragraph at Pre-Cycle stage

No	Student Code	Score	Predicate
1	Student 1	63	Enough
2	Student 2	71	Enough
3	Student 3	87	Very good
4	Student 4	41	Very less
5	Student 5	53	Less
6	Student 6	81	Well
7	Student 7	58	Less
8	Student 8	77	Well
9	9 students	70	Enough
10	Student 10	52	Less
11	Student 11	77	Well
12	Student 12	80	Well
13	Student 13	52	Less
14	Student 14	68	Enough
15	Student 15	44	Very less
16	Student 16	80	Well
17	Student 17	66	Enough
18	Student 18	45	Very less
19	Student 19	69	Enough
20	Student 20	71	Enough
21	Student 21	57	Less
22	Student 22	79	Well
23	23 students	54	Less



24	Student 24	44	Very less
25	25 students	47	Very less
26	26 students	79	Well
27	27 students	70	Enough
28	Student 28	53	Less
29	Student 29	63	Enough
30	Student 30	68	Enough
Total		19 19	
Average		64	

Source: Pre-Cycle research results

Based on table 4 above shows that the average score of writing descriptive text of students at the Pre-Activity stage only reached 64. From 30 students, only one student who obtained the very good predicate, and as much as 7 students gain good .10 students received enough honors. Whereas with the predicate less obtained as many as 7 students and as many as 5 students received the very less predicate.

Seeing the results of these preliminary observations, it was deemed necessary to follow up on Cycle I, making an effort to improve students' writing text description skills, one of which was by applying mind mapping method.

2. Description of Cycle 1

In the Cycle I activity, the teacher explained the meaning of the descriptive essay and the steps to write a descriptive essay and the things related to the descriptive essay to students. The teacher also explains to students what is meant by the mind mapping method. After explaining to the students, the students were asked to make a question about th material presented if there are things that are not clear or not understood.

Furthermore, there is a Cycle I activity in which students are given a picture of an object, in the form of a traditional house, dance, school, historical place, or an object related to tourist attractions . The next step, students are asked to observe the picture or object to be described. Students are asked to write a number of keywords related to the picture or object to be described. After composing the key words of the object described, students make the key words into sentences. This sentence will function as the main idea arranged in the main sentence.

After the main ideas of each paragraph have been compiled successfully, students are asked to develop these ideas into the outline. This outline contains one main idea or main thoughts and several explanatory thoughts. In writing this description text, the main ideas are developed, then the explanatory ideas become whole paragraphs.



The results of this activity can be seen in the table below:

Table 5 Results of writing skills description text of Cycle I students

No	Student Code	Score	Predicate
1	Student 1	72	Enough
2	Student 2	73	Enough
3	Student 3	90	Very good
4	Student 4	57	less
5	Student 5	51	Less
6	Student 6	83	Well
7	Student 7	56	Less
8	Student 8	80	Well
9	9 students	76	Well
10	Student 10	51	Less
11	Student 11	78	Well
12	Student 12	83	Well
13	Student 13	57	Less
14	Student 14	71	Enough
15	Student 15	46	Very less
16	Student 16	83	Well
17	Student 17	71	Enough
18	Student 18	42	Very less
19	Student 19	72	Enough
20	Student 20	74	Enough
21	Student 21	59	Less
22	Student 22	82	Well
23	23 students	53	Less
24	Student 24	70	Enough
25	25 students	43	Very less
26	26 students	80	Well
27	27 students	71	Enough
28	Student 28	53	Less
29	Student 29	73	Enough
30	Student 30	80	Well
Total		2030	
Average		68	

Source: Cycle I research results

Based on table 5 above shows that the average score of writing descriptive text in Cycle I reached 68. From 30 students, only 1 student who obtained excellent predicate, as many as 9 students gain good predicate. 9 students received enough predicate. Whereas with the predicate less obtained as many as 8 students and as many as 3 students received very less predicate.



In Cycle I, there was a slight progress made by the students in writing descriptive text. Students, in the following study has been seen in earnest, the students also had dared to put forward a variety of questions related to the material given, although there are some students who are not focus to follow lessons. Some students have also begun to respond in finding the main idea of the given image or object.

From the results of this Cycle I activity, it can also be known several problems experienced by students related to ongoing learning, including:

- a. Some students are still difficult to develop the main idea of the object given to become a paragraph.
- b. Students are still lacking in the depiction of the places observed
- c. The grammar structure of students is still ambiguous, the writing of general parts and special parts of sentences is still mixed.
- d. The style of language is also unclear.
- e. Students also do not pay attention to writing spelling and punctuation in writing descriptive paragraphs.
- f. There are still some students who are not focus when learning takes place.

Seeing the results of these preliminary observations, it was deemed necessary to follow up on Cycle II, making an effort to improve students' writing text description skills, one of which was by applying mind mapping methods.

3. Description of Cycle 2

In this Cycle II activity the teacher starts the learning by conveying the mistakes of students in writing a description essay at the previous meeting. Then The teacher explains the elements of descriptive essays that need to be considered in writing descriptive essays, namely the content of ideas, the results of description, content organization, grammatical structure, structure and diction choices, spelling, and punctuation. It aims to make students know the mistakes in cycle I. So that in cycle II in writing essays the students' descriptions become better and the results can be improved.

In this Cycle II activity students are again asked to compile descriptive texts related to information about the objects that are around the school in accordance with the context of their use by paying attention to social functions, text structures, and linguistic elements correctly and in context.

The descriptive text structure includes: identification / general description that contains the name of the object described. Description section that contain details of the object but are detailed based on the author's subjective response. Details can contain what is seen (parts, color composition, objects seen. Details can also contain details of what was heard (hear what sounds, such as what the voices are). Details can also contain what the writer feels with observing objects.



Table 6 Results of writing skills description text of the Cycle II stage students

No	Student Code	Score	Predicate
1	Student 1	77	Well
2	Student 2	74	Enough
3	Student 3	91	Very good
4	Student 4	84	Enough
5	Student 5	58	Less
6	Student 6	88	Very good
7	Student 7	58	Less
8	Student 8	88	Very good
9	9 students	82	Well
10	Student 10	59	Less
11	Student 11	83	Well
12	Student 12	84	Well
13	Student 13	84	Well
14	Student 14	78	Well
15	Student 15	58	Less
16	Student 16	84	Well
17	Student 17	73	Enough
18	Student 18	48	Very less
19	Student 19	80	Well
20	Student 20	77	Well
21	Student 21	73	Enough
22	Student 22	83	Well
23	23 students	74	Enough
24	Student 24	80	Well
25	25 students	49	Very less
26	26 students	83	Well
27	27 students	73	Enough
28	Student 28	78	Well
29	Student 29	74	Enough
30	Student 30	83	Well
Total		2258	
Average		75	

Source: Cycle II research results

Based on table 6 above shows that the average score of writing descriptive text in the Cycle I stage is progressing to reach 75. From 30 students, as many as three students who obtained excellent predicate, as many as 14 students gain good predicate. 7 students received enough predicate. Whereas with the predicate less obtained as many as 4 students and as many as 2 students received the very less predicate



In Cycle II it was seen that almost most students already had the skills to write descriptive text. Students, in participating in learning have been increasingly seen in earnest, students have also become more courageous to express a variety of statements and questions related to the material given Students also have begun to respond in finding the main ideas from the pictures or objects given.

From the results of this Cycle II activity, it can also be known several problems experienced by students related to ongoing learning, including:

- a. There are still some students who are not focused when learning takes place.
- b. There are still some students who are unable to make essays due to the lack of mastery of the vocabulary they know.

Discussion

From the results of pre-cycle activity to activity cycle I and cycle II , it can be known comparison of the acquisition of mastery of writing skills of description text students as follows:

Table 7 Results of Students Completeness Score

No	Student Code	Score Cycle I	Score Cycle II	Average	Description
1	Student 1	72	77	75	Complete
2	Student 2	73	74	74	Complete
3	Student 3	90	91	91	Complete
4	Student 4	57	84	71	Complete
5	Student 5	51	58	55	Not complete
6	Student 6	83	88	86	Complete
7	Student 7	56	58	57	Not complete
8	Student 8	80	88	84	Complete
9	9 students	76	82	79	Complete
10	Student 10	51	59	55	Not complete
11	Student 11	78	83	81	Complete
12	Student 12	83	84	84	Complete
13	Student 13	57	84	71	Complete
14	Student 14	71	78	75	Complete
15	Student 15	46	58	52	Not complete
16	Student 16	83	84	84	Complete
17	Student 17	71	73	72	Complete
18	Student 18	42	48	45	Not complete
19	Student 19	72	80	76	Complete
20	Student 20	74	77	76	Complete
21	Student 21	59	73	66	Not complete
22	Student 22	82	83	83	Complete
23	23 students	53	74	64	Not complete
24	Student 24	70	80	75	Complete
25	25 students	43	49	46	Not complete



26	26 students	80	83	82	Complete
27	27 students	71	73	72	Complete
28	Student 28	53	78	66	Not complete
29	Student 29	73	74	74	Complete
30	Student 30	80	83	82	Complete
total		2030	2258	2144	
Average		68	75	71	

Source: 2020 research results

Based on table 7, it can be seen that there are 21 students (70%) who get completeness, while 9 students (30%) do not get completeness in writing students' descriptive text with mind mapping method.

This study therefore declared successful and it can be said that the use of method mind mapping can improve the writing skills of descriptive text. This is in accordance with the minimum standards set that is 70% of the number of students able to follow the learning process by both in the sense of complete and achieve an average score (KKM) 70.

CONCLUSION AND SUGGESTION

Conclusions

Based on these results it can be concluded as follows:

1. From the results of the action as much as 2 (two) cycles in grade X students of SMA Harapan 3 Medan, it was concluded that the use of mind mapping method can improve the skill of writing descriptive paragraph..
2. From the results of the Cycle I and Cycle II activities as many as 70% of students stated complete in writing descriptive text with an average score 71.
3. Thus this research was declared successful and it can be said that the use of mind mapping method can improve the skill of writing descriptive paragraph.

Suggestions

Based on the conclusions in this study, the researcher gave some recommendations as follows:

1. The school is expected to be able to apply the mind mapping method as an alternative in choosing learning method for teachers, considering that this method can attract students 'interest in learning, foster independent learning activities, be fun, and also involve students' potential so that it is expected to improve the quality of learning.
2. For teachers who will apply the mind mapping method in classroom learning, teachers should form heterogeneous groups. This is intended to reduce the chance of students chatting while learning. In addition, if the teacher applies this method, in conducting the experiment the teacher needs to guide each step. In the follow-up stage,



the teacher should involve students who are noisy and students whose grades are below the class average.

3. For further researchers, it is expected to improve time management in carrying out learning with the mind mapping method especially during the experimental stage. In view of this research, there are still deficiencies such as time allocation that is not in accordance with the plan.

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