

IMPROVING STUDENTS' ABILITY IN WRITING PROCEDURE TEXT THROUGH MIND MAPPING TECHNIQUE USING PICTURE SERIES AT CLASS XI OF SMKN 1 KAMIPANG

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Abstract

The present research aimed at finding out how mind mapping using picture series can make students interested in teaching and learning process of writing and finding out whether the application of mind mapping using picture series could improve students' skill in writing procedure text at class XI SMKN 1 Kamipang in the Academic Year 2019-2020. To reach the aims of the research, the researcher used a classroom action research design where the researcher asked the students' responses and did action research with the application of mind mapping using picture series for the students to write procedure text. There were 17 participants in the research which consisted of 8 females and 9 males. The present research was conducted in two cycles. The results of the finding showed that (1) mind mapping using picture series made the students interested to learn English writing. Before the actions were conducted, the students were less motivated in the teaching and learning process. After the implementation of the actions, they were more enthusiastic to get involved in the teaching and learning process. They became active and paid attention during the lesson. Besides, the students were autonomous in learning without depending on their friend's works in doing the tasks; (2) The application of mind mapping using picture series can improve students' skill in writing procedure text at class XI SMKN 1 Kamipang in the Academic Year 2019-2020. Based on the calculation of the percentage, the students who achieved score 65 and more were 100 %. It was higher than 80%. It can be concluded that the classroom action research was categorized successfully. In conclusion, the application of mind mapping using picture series can make the students interested in learning English writing and it also can improve the students' writing skill of procedure text.

Keywords: Mind mapping, picture series, writing procedure text

INTRODUCTION

In Indonesian schools, English is determined as a compulsory subject stated in the national curriculum. It is taught beginning from junior high school up to the university levels. English is also used not only to apply for a job but also to communicate with people from different nations. As people know that language consists of four skills of listening, reading, speaking, and writing, it is clear that a high level of language skill needs a high level of mastery in all the four skills above. As to the input and output of language, these four skills can be divided into two groups like listening and reading which belong to input, while speaking and writing belong to the output of language. The output of language,

especially speaking, can quickly show the users' level of language acquisition; perhaps this is why studies in speaking are increasing.

Unfortunately, compared to the emphasis on speaking, writing always receives less attention to both the teaching and learning process (Aprilliani, 2019: 3). Through writing activity, an individual can express his idea and thought to achieve purpose and objective in written form. However, writing is a difficult skill to learn, because many aspects should be followed. According to Oshima and Hogue (1999: 3) writing, particularly academic writing is not easy, it takes to study and practice to develop this skill. Therefore, students must consider that writing is a habit in their daily life. Besides, Sermsook,

Liamnimitr, and Pochakorn (2017) revealed similar results that EFL students frequently made errors in punctuations, articles, subject-verb agreement, spelling, capitalization, and fragments.

Rabab'ah (2003) clarified that students couldn't give voice to their thoughts because lack adequate stock of vocabulary. The students also often make errors in constructing phrases and simple sentences and do not know the intended meaning of the teacher's instruction so that they cannot know what they have to write. Nunan (2003) also states that "the most difficult task to do in language learning is to produce a coherent, fluent, extended piece of writing, which is even more challenging for second language students." Moreover, written products are often the results of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally (Brown, 2001).

It is in line with problems faced by the eleventh-grade students of SMKN 1 Kamipang in Academic Year 2019/2020, when they write, for instance, they lack ideas of using correct vocabulary or their choice of words is frequently inaccurate. The students are also difficult to generate the ideas of their writing like they do not know how to start their writing or they do not know what they have to write first in their writing. Furthermore, they frequently produce inaccurate coherence and fluency in their writing. Those problems can come from many things, such as the teaching technique in teaching, the media used by the teacher in teaching, the students' motivation in learning English writing, etc.

As a facilitator and a good role model, the English teacher should understand students' characteristics and be able to manage the classroom well. Besides those things, before the teaching-learning process is conducted, several preparations must be done, such as lesson plans, materials to be taught, media related to the materials, and teaching technique to be implemented.

In this present research, the writer tried to improve students' skills in writing procedure text

to make the students interested in a writing activity. Based on the English syllabus of the eleventh grade of SMKN Kamipang, there are some genres taught for the students, and one of them is procedure text. Here, the writer found that the students have difficulties in writing procedure text. To find the solution, the writer wants to apply Mind Mapping as a pre-writing activity and picture series media to help students in writing procedure text. This technique is expected to help the students make some easy ways to write a text for their excellent writing scores. One of the techniques that can make students find it easy to express and organize their ideas is mind mapping. Mind mapping is a creative note-taking technique in visualization and graphic form that is used to make people feel easy in entering information into their brains, keeping the information in a long term memory, and taking it out from their brains easily by engaging imagination and association (Buzan 2008: 10). The technique that is needed to improve their writing skill is a technique that can make the students easy in expressing their ideas and easy in arranging the words to be a good sentence.

The reasons why the researcher uses the mind mapping technique to teach English writing in the classroom are because mind mapping helps students grasp complex topics and ideas. When students use mind maps as a study or learning tool, they can grasp the concepts more easily because they are integrating themselves into the learning process. It is similar to the act of studying, reiterating, and explaining information to a partner. As students build out a mind map, their brain is forced to make associations between various pieces of seemingly disconnected information. In the end, this helps students develop a clearer and more complete picture of a topic or concept. Mind mapping can also lead to better information retention. Students of any age or field are surely familiar with the feeling of information overload, and the stress caused by racking their brains to remember a concept later. Mind maps provide a solution rather than having

excess knowledge stored in our heads with little to tie it all together, this platform gives us the tools to help the information make sense. (Buzan 2008: 10).

Meanwhile, Brown (2001) as cited in Rahmi (2016) stated that mind maps are a technique specializes in providing an organized and formatted manner of thinking by mapping the person's words and concepts mentally. The researcher combines mind mapping and picture series to increase the students' interest and also to help them achieve their objective in learning English, especially in writing procedure text.

Besides, Nunan (2003: 97) explains that mind mapping is a more visual form of brainstorming. When students create mind maps, they begin with an idea at the top center of a blank piece of paper. Then think of related ideas or words and draw relationships with a series of boxes, circles, and arrows.

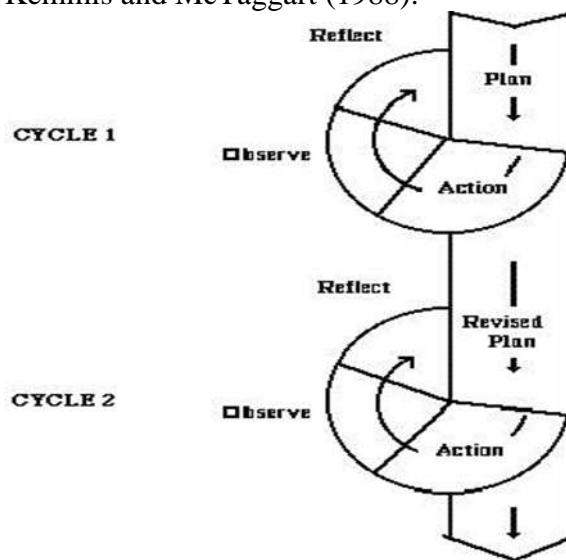
Furthermore, picture series can help the students create or produce a procedure text based on some pictures shown, which are related to the topic. It may develop their imagination and open their mind about how to make or produce something. It is expected that the students can construct their knowledge during learning procedure text easily by using picture series as media. Sadiman (2002: 6) states that media in the teaching and learning process is everything which can be used to convey messages from the sender to the recipient to stimulate the thoughts, feelings, attention, and interests and attention of students in such a way that the learning process occurs.

That is why in this present research, the researcher also used picture series to help the students create or produce a procedure text. Harmer (2004: 69) stated that pictures can stimulate students' creativity, especially in writing. The picture works in provoking the imagination and creativity so that they can produce a good piece of writing. He also explains that some situations, grammar, and vocabulary works can be presented by pictures. Furthermore, when they look at the picture, each student will have their imagination inside the picture. Starting

from that, they will have something (an idea) to write. Similarly, Brown (2003: 226) argues that the picture offers a non-verbal means to stimulate writer response. It means that by giving students a picture, it is easier for them to get ideas.

METHOD

To reach the aims of the research, this present research used classroom action research as the design of the research. Kemmis and McTaggart (1988) in Burns (2010) state that action research involves four phases. Those are planning, action, observation, and reflection which are considered as a cycle of research. The first cycle was a continuing which recurs until the researcher is satisfied with the result of the research. In other words, the researcher terminated the cycle if there are changes and improvements in the teaching and learning process. The following figure represents the cyclical model by Kemmis and McTaggart (1988):



This present research used the phases stated by Kemmis and McTaggart (1988) in Burns (2010). They are planning, action, observation, and reflection which were considered as a cycle of research.

The subject of the research was class XI of the Plantation Program at SMKN 1 Kamipang. It

had 17 students which consisted of 8 females and 9 males. The students' English writing skills did not improve well. It can be caused by the teaching and learning technique or media used by the English teacher that was not interesting for them. By knowing the problem, the researcher proposed to conduct this present research in this vocational high school using mind mapping as a technique combined with picture series as media for writing procedure text. The school has also some facilities which can support the teaching-learning process, such as six comfortable classrooms, a computer laboratory, a library, parking areas for students, teachers, and staff, and canteens. In this academic year, the school has been implementing a full-day school or five days in school. It starts from 6.30 A.M. to 4.15 P.M. So, both teachers and students spend almost the whole time in the school.

The present research was conducted for two months starting from August 3rd, 2020 to October 12th, 2020 including the cycle of action research (plan, action, observation, and reflection) to implement the use of mind mapping technique using picture series in improving the students' writing skills. Although all the world now is facing the COVID-19 pandemic so that people should study online, the school keeps study face to face by following the government of Katingan Regency policy which released a letter of permission.

To decide whether the students were a success or failed, the researcher used the minimum mastery of for English subject of SMKN 1 Kamipang which if the student who gets 0 – 64 is categorized fail and those who get 65 – 100 is categorized successful. To decide the success criteria of the action research, the researcher took the theory of Arikunto (2010). The success criteria of classroom action research in this present research is if the score of percentage reaches 80% or \geq higher than 80%. The formula is used to determine the percentage of classical criteria, as follows :

$$KB (\%) = \frac{S \geq 65}{N} \times 100\%$$

Note:
KB (%) = Mastery of learning
 $S \geq 65$ = Number of students who achieve score 65 or \geq higher than 65
N = Number of students
 $KB (\%) = \frac{17}{17} \times 100\% = 100\%$

RESULT AND DISCUSSION

There are two goals of the present research. The first one is to find out how mind mapping using picture series can make students interested in the teaching and learning process and the second one is to find out whether the application of mind mapping using picture series can improve students' skill in writing procedure text at class XI SMKN 1 Kamipang in the Academic Year 2019-2020. To reach the aims of the research, the researcher used a classroom action research design where the researcher asked the students' responses and did action research with the application of mind mapping using picture series on the students' writing skills.

To find out how mind mapping using picture series can make students interested in teaching and learning process

To find out how mind mapping using picture series can make students interested in the teaching and learning process, the researcher interviewed the students about how their responses toward how mind mapping using picture series. Based on the result, students were motivated to learn English writing of procedure text by applying mind mapping using picture series. Before conduction the action, the students were not motivated and interested to study English writing. It was because they did not have ideas to write. It was like learning nothing for them. But after conducting the action, they were motivated to study English writing.

Mind mapping using picture series was interest the students to write. Mind mapping made the students more creative and motivated them to write. It was because the students can easily generate their ideas in writing. The following interview was the researcher interviewed the students' responses toward mind mapping implementation:

Researcher : Apakah kalian suka menggunakan mind mapping technique untuk memulai sebuah tulisan?

Students (Do you like the mind mapping technique to start your writing?).

Researcher : Yes, we do. Kami Sangat menyukainya. (Yes, we do. We do love it.)

Student 1 : Apakah mind mapping membantu kalian dalam menulis? (Does mind mapping help you to write?)

Student 2 : Sangat membantu. Kami tidak lagi terhenti di awal tulisan. (It's really helpful. We've not stuck in the pre-writing anymore).

Student 3 : Mind mapping sangat membantu. Saya bisa mendapatkan kosa kata lebih banyak dalam menulis. (Mind mapping really helps me. I can get more vocabulary in writing).

Researcher : Ya. Saya juga jadi tahu mau menulis apa terlebih dahulu. (It's right. I know what I have to write first in my writing).

This finding is similar to Buzan (2008) who stated that mind mapping is a creative note-taking technique in visualization and graphic form that is used to make people feel easy in entering information into their brains, keeping the information in a long term memory, and taking it out from their brains easily by engaging imagination and association. Besides, Nunan (2003: 97) explains that mind mapping is a more visual form of brainstorming. When students create mind maps, they begin with an idea at the top center of a blank piece of paper. Then think of

related ideas or words and draw relationships with a series of boxes, circles, and arrows. It can help students to write. So they can be interested in writing.

The present research also implemented the picture series. The picture series also made the students interested to study English writing. It can be seen their responses when the researcher interviewed them as follow:

Researcher : Bagaimana tanggapan kalian terhadap penggunaan picture series membantu kalian dalam menulis? (How is your opinion toward the use of picture series?)

Student 2 : Picture series sangat membantu saya bu. Saya tidak menyangka saya bisa menulis procedure text sampai selesai tanpa menyontek. He (Picture series really helped me. I can't imagine that I can finish my writing without cheating. Lol).

Student 1 : Saya seperti diberikan klu bu dalam menulis. Jadi tahu apa yang harus saya tulis. (It's like I've given a clue to write. I can know what I have to write).

Based on the students' responses, the students felt happy to use picture series in the teaching and learning process. They felt like they were helped by the picture series. This finding is similar to Harmer (2004: 69) who stated that pictures can stimulate students' creativity, especially in writing. The picture works in provoking imagination and creativity so that they can produce a good piece of writing. He also explains that some situations, grammar, and vocabulary works can be presented by pictures. Furthermore, when they look at the picture, each student will have their imagination inside the picture. Starting from that, they will have something (an idea) to write. Similarly, Brown (2003: 226) also argues that the picture offers a non-verbal means to stimulate writer response. It means that by giving students a picture, it is easier for them to get ideas.

Before the actions were conducted, the students were less motivated in the teaching and learning process. It could be seen from their class participation. When the teacher asked them to write down their answers in front of the class, few students wanted to do it. Furthermore, when the teacher explained the materials taught, some of the students talked to their friends and did another activity like doing their homework. After the implementation of the actions, they were more enthusiastic to get involved in the teaching and learning process. They became active and paid attention during the lesson. Besides, the students were autonomous in learning without depending on their friend's works in doing the tasks. In conclusion, the use of picture series motivated the students in the teaching and learning process of writing.

In conclusion, how mind mapping using picture series can make students interested in the teaching and learning process especially in writing English procedure text.

To find out whether the application of mind mapping using picture series can improve students' ability in writing procedure text at class XI SMKN 1 Kamipang in the Academic Year 2019-2020.

To find out whether the application of mind mapping using picture series can improve students' skill in writing procedure text at class XI SMKN 1 Kamipang in the Academic Year 2019-2020, the researcher provided the students an exercise in the form of writing procedure text after implementing the action research in cycle I which had three meetings. The participants of the research were 17. After doing a writing exercise of procedure text, 17 students achieved the lowest score of 65 and the highest score 90. It meant that all students' writing products were categorized successfully because there was no even a single student who got a score lower than 65.

To decide the success criteria of the action research, the researcher took the theory of Arikunto (2010). The success criteria of classroom action research in this present research is if the

score of percentage reaches 80% or \geq higher than 80%. Based on the calculation of the percentage, the students who achieved score 65 and more were 100 %. It was higher than 80%. It can be concluded that the classroom action research was categorized successfully.

This present research used the phases stated by Kemmis and McTaggart (1988) in Burns (2010). They are planning, action, observation, and reflection which are considered as a cycle of research. Kemmis and McTaggart (1988) also stated that classroom action researchers should be conducted minimally in two cycles. Furthermore, the researcher and the collaborator of the present research implemented cycle II. In the present research, the second cycle was conducted for two meetings. After doing a writing exercise of procedure text, 17 students achieved the lowest score of 75 and the highest score 90. It meant that all students' writing products of cycle II were also categorized successfully because there was no even a single student who got a score lower than 65. The cycle II result showed an improvement in which the students who got score 65 increasing to 75. It is because the students have good experiences in using mind mapping and picture series before and the researcher changed the topics of what they wrote. The topics of the writing were based on students' backgrounds in which their focus of the study is on a plantation.

Based on the research finding, the application of mind mapping using picture series can improve students' skill in writing procedure text at class XI SMKN 1 Kamipang in the Academic Year 2019-2020. The application of mind mapping using picture series can improve students' skills in writing procedure text because the mind mapping technique helped the students to generate their ideas when they started writing. Then picture series helped them to finish their writing because by giving students a picture series, they were helped like giving a clue to write so they can imagine what they were going to write. This finding is similar to Koiriyah's finding (2014:1) who searched about implementing the

use of mind mapping techniques to improve students writing skills. The result of the study shows that the students' mean score improved from the first cycle to the second cycle. In short, it can be concluded that in the last cycle, students had made significant progress. The analyses resulted in the findings that the mind mapping technique could improve the students writing skills. Fitriyani (2014) also searched about mind mapping which the result showed that the research findings showed that the students' writing skills improved, especially in the aspects of content and organization of the text. This achievement proved that using the mind mapping technique in the teaching and learning process of writing could improve the students' writing skills significantly. Furthermore, Purnomo (2014:7) also found that mind mapping can improve students' writing skills. It helped students to generate their ideas in pre-writing.

While the finding of the picture series is similar to Wenning (2016) who searched about the role of picture series, as one of the instructional media in improving students' writing skills. The result showed that picture series was recommended for teaching writing since students were interested. Desitawardhani (2014) also found a similar finding which the use of picture series and the supporting materials improved the students' writing skills. The students could develop their ideas to produce an explanation text with better vocabulary, sentence structure, punctuation, and capitalization. They also enthusiastically joined the teaching and learning activities. Furthermore, their involvement in writing improved because the series of pictures could attract the students' attention.

Harmer (2004: 69), pictures can stimulate students' creativity, especially in writing. Pictures work in provoking the imagination and creativity so that they can produce a good piece of writing. He also explains that some situations, grammar, and vocabulary works can be presented by pictures. Furthermore, when they look at the picture, each student will have their imagination inside the picture. Starting from that, they will

have something (an idea) to write. Similarly, Brown (2003: 226) argues that pictures offer a non-verbal means to stimulate writer response. It means that by giving students pictures, it is easier for them to get ideas.

CONCLUSION

Based on the result findings, it can be concluded that mind mapping using picture series made the students interested to learn English writing. Before the actions were conducted, the students were less motivated in the teaching and learning process. It could be seen from their class participation. When the teacher asked them to write down their answers in front of the class, few students wanted to do it. Furthermore, when the teacher explained the materials taught, some of the students talked to their friends and did another activity like doing their homework. After the implementation of the actions, they were more enthusiastic to get involved in the teaching and learning process. They became active and paid attention during the lesson. Besides, the students were autonomous in learning without depending on their friend's works in doing the tasks. In conclusion, the use of picture series motivated the students in the teaching and learning process of writing. The application of mind mapping using picture series can also improve students' skill in writing procedure text at class XI SMKN 1 Kamipang in the Academic Year 2019-2020. Then picture series helped them to finish their writing because by giving students a picture series, they were helped like giving a clue to write so they can imagine what they were going to write. Mind mapping made the students more creative and motivated them to write. It was because the students can easily generate their ideas in writing. While picture series can stimulate students' creativity, especially in writing. The picture worked in provoking imagination and creativity so that they can produce a good piece of writing. Furthermore, when the students looked at the picture, each student had their imagination inside the picture. Starting from that, they would have something (an idea) to write.

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