

IMPROVING STUDENTS' WRITING RECOUNT TEXT ACHIEVEMENT THROUGH MIND MAPPING TECHNIQUE AND JOURNAL AT SMA KORPRI BANJARMASIN SCHOOL YEAR 2016/2017

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Abstract

This research was a collaborative classroom action research study which happened in two cycles. This research aimed to explore whether the students achieve better score in writing a recount text for the eleventh grade students after they taught by using mind mapping and journal at SMA KORPRI Banjarmasin school year 2016/2017. The researcher used qualitative and quantitative data. Qualitative data were obtained through the interview with the English teacher and the students and the classroom observation during the teaching and learning process. Meanwhile, the quantitative data were the results of the students' writing before the implementation of the actions (pre-test), while the actions (progress test), and after the implementation of the actions (post-test). The results showed that mind mapping technique and journal helped the teacher in writing class. The result of the interview with the teacher and students showed that the students' writing ability was improved. The class percentage of posttest showed some improvements for the previous test; the improvement was 54.8395% from the pretest (3.225%) or 29.025% (32.25% - 3.225%). Automatically, it can be said that the Classroom Action Research (CAR) was succeed.

Keyword: Writing Skill, Recount Text, Journal Writing, Mind Mapping Technique.

INTRODUCTION

For the senior high school level, based on the School-Based Curriculum, the goal of teaching English is to provide students with knowledge and skills to make them able to communicate in English either in spoken or written language at the informational level which means that students should be able to use the language to access and share information as a part of their learning either in the spoken or written form.

To be acknowledged as having mastery in English, the language learners should master the four language skills which are divided into receptive skills, such as listening and reading, and productive skills, such as speaking and writing. It means that students should be able to use English either receptively or productively.

From those four basic skills, writing seems to be the most difficult one, even by those who can speak, read, and hear well. Though many researchers have found that writing skill of the

students are positively correlated with their grammar and vocabulary capacity, in most classes, writing is still complicated. deally, the first year students of Senior High School are conveyed to learn and to master some genres including recount text applied in any aspects of language skills. It has been stated on Standard of Competency and Basic Competence in curriculum of KTSP 2006 (2003:17). Besides, the policy of the school in determining the minimum passing grade score should be attained.

However, most of the eleventh grade students of SMA KORPRI Banjarmasin are still difficult to achieve the minimum passing grade (KKM) target because their knowledge in English subject is still low, primarily in writing skill

Because language is a skill, the lack of practice was the problem. The teacher did not give enough writing practices both in the classroom and outside the classroom. In

teaching text type for example, the teacher at least needed three meetings to get the students to come to the productive stage. It could be inferred that the students lacked of writing practice.

Moreover, the feedback given by the teacher was in the form of the direct feedback. The teacher preferred to use personal feedback in which when she was correcting the students' writing, she asked the students to come and see on their mistakes, then she directly gave them the correct form.

Besides that, the students' motivation to write was low. Some students were extremely unconfident and reluctant to write due to some reasons. The main reason was that they thought they had nothing to write and when they had already got the ideas of what to write about, the lacks of vocabulary, grammar, and sentence organization made their ideas could not be properly conveyed. Therefore, most students seemed to be frustrating when they have to write about something.

Those cases are quite problematical and it should be solved because students will find bigger difficulties in the next writing lesson if their low degree of writing is not improved soon. As the effect, they will be continuous to have difficulties in writing any other texts. Furthermore, they probably cannot pass the policy of minimum passing grade (KKM) determined by the school.

The researcher considers that it is necessary to find out an alternative way to make students are easier to get ideas and to help them easier to connect between one idea with others. One of the teaching strategies which can help teachers to improve the students' writing achievement in recount text is by using mind mapping technique and journal.

In conducting the research, the researcher chooses the eleventh grade students of SMA KORPRI Banjarmasin because their writing needs to be improved. In improving the students writing achievement, the researcher focuses on recount text.

From the phenomenon above, it can be known that mastering writing is important. And considering the technique of mind mapping and

journal to help students in mastering writing, there needs to be a study to improve the students' writing achievement. Based on those statements, this research aims to conduct a collaborative classroom action research in investigating whether mind mapping and journal technique is more effective to enhance students' writing skill than traditional strategy.

RESEARCH METHODS

This research was a collaborative classroom action research study. This research aimed to explore whether the students achieve better score in writing a recount text for the eleventh grade students after they taught by using mind mapping and journal at SMA KORPRI Banjarmasin school year 2016/2017. In the form of Collaborative Classroom Action Research, the researcher did the action of cycles which consisted of planning, implementing, observing, and reflecting.

This research adapted a cyclical action research model proposed by Kemmis and McTaggart (1998). The researcher and the collaborator worked collaboratively by using mind mapping and journal in the teaching and learning process, planned and implemented the actions. After that, the researcher and the collaborator made an evaluation, reflection, and discussion related to the actions implemented.

RESULT AND DISCUSSION

Result of Pre-Observation

In general, during the teaching and learning process in the classroom, the teacher mostly dominated the class. Hence, the students only got less opportunity to be active in the class. While the teacher was explaining about the schematic structure of the recount text, most students did not pay attention to her explanation. Next, the teacher gave students the example of recount text and she read the text. After reading the text, she asked students whether they had difficult vocabularies or not and some students asked her while most of them especially male students were busily talking to their friends. Then, the teacher asked students to read the text together and asked two female

students and two male students to read the text individually.

Next, the teacher asked several questions about the text, and there were only few students who answered the teacher's question correctly. When the teacher asked students to arrange the jumbled sentences into a good paragraph, most male students were cheating and the teacher asked them not to make noise.

The next session activity was the teacher asked the students to write a recount text without asking them to make the draft first. Therefore, they were looked very confused and asked their friends what to write. It made the class' situation noisy.

Result of Pre-Interview

The researcher asked the teacher some questions which were divided into three categories. Those were the general condition in English class, the difficulties faced by students in writing, and the kinds of strategies implemented by the teacher before the collaborative classroom action research in teaching writing.

First category discussed about the general condition in English classroom primarily on students' responses in learning English and students' achievement of the English test. Second category is about students' difficulties in writing and the text which students should be mastered. Third category is about the teacher's strategies that she used before collaborative classroom action research to teach writing.

Result of Pre-Test

Based on the result in the pre-test, the researcher and the collaborator found that the students had difficulties in creating their own text. Therefore, this research would cover some writing skills in order to help the students in creating their own text.

1. The content

In terms of content or ideas, the students often found it difficult in writing down their ideas, so their writing mostly did not meet the purpose and was not relevant to the topic.

2. Paragraph Organization

Developing and organizing the ideas are the other problems that the students faced in the process of writing.

3. Vocabulary

Transforming thoughts into written forms is not easy. A good writer is the one who can deliver his/her message to the reader. The use of appropriate words will determine the success of the writing. For beginner writers, the word choice is the main problem.

4. Grammar

Besides the vocabulary, grammar may be another problem that the students face in writing. Because the rules of English grammar are slightly different from Indonesia, the students commonly make mistakes in terms of grammar.

5. Mechanics

Mechanics is one of the important aspects in writing. It involves punctuation, capitalization, and spelling. However, some people do not pay attention to this aspect while writing. They do not realize that this aspect also influences the message. The message would mean different if they put wrong punctuations and writing wrong spelling.

Research Findings

The qualitative data dealt with the research process which had something to do with the general findings of the research on each cycle. Meanwhile, the quantitative data were shown through the students' scores on the pre-test and the post-test. The next parts are the findings found by researcher and the collaborator towards the students' writing skills.

1. Cycle 1

The implementation of actions in Cycle 1 brought some improvements on the students' writing skills. Below is the explanation of each aspect of the improvements.

a. Content

In terms of the content, only few students had met the purpose of the text and wrote the detail information related to the topic on their writing.

- b. Organization
In terms of the organization, some students' writings were well organized although still many of them performed not quite well. The development of their ideas was confused and even jumped.
- c. Vocabulary
The students' vocabulary mastery a little bit improved even though there were some students still made mistakes in using appropriate and effective words.
- d. Grammar
Some students still had problems on the agreement, tense, and word order. Some students still wrote in the present tense and they also made mistakes in constructing the sentences.
- e. Mechanics
The main problems in the mechanical aspects are the spelling and punctuation. Most students commonly failed to put full stop in their writing. They sometimes also made errors on the spelling.

2. Cycle 2

Based on the implementation of Cycle 2, almost all aspects of writing improved. The improvement of each aspect is described as follows.

- a. Content
In terms of the content, most of the students' writing had met the purpose of the text and they gave detail information related to the topic.
- b. Organization
In terms of the organization, the students' writing was well organized. Their writing was more readable and understandable compared to their previous writing.
- c. Vocabulary
The students' vocabulary mastery improved. Almost all students could use correct and appropriate words in writing.
- d. Grammar
The students had no great difficulties in the agreement, tense, and word order.

Almost all students used the past tense in writing their past experiences. They also could order the words correctly.

- e. Mechanics
Students have no difficulty in the mechanical aspects.

The use of mind mapping and journal as a medium to improve the students' writing skills was considered as an effective way to improve the students' writing skills. It can be seen from their writing which is gradually improved. The students also proved themselves that mind mapping and journal writing helped them in improving their writing skills.

Result of Post-Interview

After implementing the mind mapping technique, the researcher carried out the unstructured interview with the teacher. The questions were divided into three categories, those were the general condition in the classroom, the students' difficulties in making mind mapping, and the teacher's difficulties in implementing mind mapping technique. The first category was the general condition in English class during teaching writing recount text by using mind mapping technique. At first, the teacher thought that mind mapping would only attract the female students, but surprisingly, the male students were attracted as well. The teacher added that in the second cycle the class situation was so much better, the students were more concentrated and most of them liked this technique.

Table 1. Result of Cycle 1 and Cycle 2

Aspect of Writing	Pre-condition	Cycle 1	Cycle 2
Content	Most of students found it difficult in writing down their ideas. Their writing mostly did not meet the purpose and was not relevant to the topic.	Some students still got confused when they were asked to write. They did not provide the detail information in their writing.	The students have no difficulties in writing down their ideas. They also provided the detail information in their writing.
Organization	Students had some difficulties in developing and organizing their ideas. Their writing was not clearly stated and loosely organized.	Some students' writings were loosely organized and unconnected.	The students' writing was well organized. Their writing was more readable and understandable compared to their previous writing.
Vocabulary	The students had low vocabulary mastery. They often made mistakes on using appropriate and effective words.	The students' vocabulary mastery improved slightly even though there were some students still translated word by word.	The students' vocabulary mastery improved. They used correct and effective words in writing.
Language use	Most of the students wrote their past experience using the present tense. They also made mistakes in ordering the words.	Some students still had problems on the agreement, tense, and word order.	The students had no great difficulties in the agreement, tense, and word order.
Mechanics	Most of the students failed to put period and capital letter.	Some students often made errors on spelling and punctuation.	Students have no difficulties in the mechanics aspects.

The Students' Writing Scores

In this research, the students' writing in the pre-test, the progress test, and the post-test were scored. The scoring activities in this research were done by both the researcher and the collaborator as a part of triangulations that is investigator triangulation to avoid the subjectivity. The following tables describe the students' scores in each aspect in the pre-test, the progress test, and the post-test.

Table 2. The Result of the Writing Skills in the Pre-test in Each Aspect

Rater	Content	Organization	Vocabulary	Grammar	Mechanics
Rater 1	17.58	12.45	10.54	9.97	3.19
Rater 2	17.32	12.03	11.10	9.65	3.22
Mean Score	17.45	12.24	10.82	9.81	3.20

Table 3. The Result of the Writing Skills in the Progress Test in Each Aspect

Rater	Content	Organization	Vocabulary	Grammar	Mechanics
Rater 1	20.77	14.22	12.87	13.39	3.61
Rater 2	20.35	13.87	12.97	13.16	3.58
Mean Score	20.56	14.04	12.92	13.27	3.60

Table 4. The Result of the Writing Skills in the Post-test in Each Aspect

Rater	Content	Organization	Vocabulary	Grammar	Mechanics
Rater 1	22.23	15.90	14.42	15.10	4
Rater 2	21.42	15.26	14.06	14.81	3.97
Mean Score	21.82	15.58	14.24	14.96	3.98

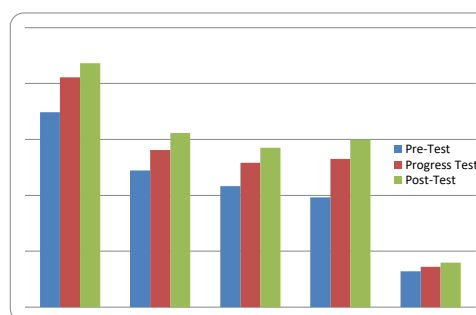
Table 5. Students' Mean Scores in Five Aspects of Writing in the Pre-test, the Progress Test, and the Post-Test

Test	Content	Organization	Vocabulary	Grammar	Mechanics
Pre-test	17.45	12.24	10.82	9.81	3.20
Progress test	20.56	14.04	12.92	13.27	3.60
Post-test	21.82	15.58	14.24	14.96	3.98

Table 5. presents the mean scores in five aspects of writing namely the content, the organization, the vocabulary, the grammar, and the mechanics aspect in the pre-test, the progress test, and the post-test. From the table above, it can be inferred that the students' writing skills in all aspects have improve.

The first aspect is the content. The mean score in the pre-test is 17.05 and in the post-test it improved up to 21.82. Therefore, the gain score for the content aspect is 4.37. The second is the organization aspect. In this aspect, the mean score in the pre-test is 12.24 and for the post-test, it is 15.58. So, the gain score for the organization is 3.34. The improvement is also shown in the vocabulary aspect. The mean score in the pre-test is 10.82 and in the post-test is 14.24. The gain score for the vocabulary aspect is 3.42. The next improvement is in the grammar aspect. The mean score in the pre-test is 9.81 while in the post-test is 14.96. So, the gain score for the language use aspect is 5.15. The last one is the mechanics aspect. The mean score for the mechanics aspect also improved from the pre-test that is 3.20, and in the post-test it is 3.98. Therefore, the gain score for the mechanics aspect is 0.78.

Figure 1. The Students' Mean Scores in Writing Aspects



The chart presents that the students' writing skills on five aspects, the content, the organization, the vocabulary, the language use,

and the mechanics aspects gradually improve. Those improvements were not apart from the use of mind mapping and journal writing. Since, the students were accustomed to write and they got regular feedback, their writing became much better.

The general findings of the students' score of five aspects obtained through the pre-test, the progress test and the post-test can be summarized as follows.

Table 6. General Findings of the Students' Score from the Pre-test, the Progress Test, and the Posttest

Component	Pretest	Progress Test	Posttest
Mean score	53.52	64.39	70.58

CONCLUSION

This research belongs to action research in which it was conducted in SMA KORPRI Banjarmasin. It was started from February to June. The participants of this research were the students of grade XI IPA 2, the English teacher, and the researcher.

Based on the result of the data analyzed in this research, it can be concluded that the implementation of mind mapping and journal in the teaching and learning process of writing is believed to be an effective way to improve the students' writing skills. To support this result, there are two kinds of data presented in this research, namely qualitative and quantitative data. In terms of qualitative data, the researcher found some results as follows.

- 1) The students got better understanding on the purpose of a recount text and the process of how to write a recount text.
- 2) The students could minimize their writing problems especially in the five aspects of writing, that is the content, the organization, the vocabulary, the grammar, and the mechanics aspect.
- 3) Through the given feedback and regular writing, the students did not make the same mistakes in their future writing so that they could perform better writing from time to time.
- 4) In terms of quantitative data, it described the improvement on the students' writing skills which could be seen from the results

of the students' writing scores. The results show that the mean scores of the students' writing increased in each cycle.

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