



Improving students' writing skills by using mind-mapping assisted by MindMeister at the twelfth graders in SMA Negeri 2 Ujungbatu

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Abstrak

Meningkatkan kemampuan menulis siswa dengan menggunakan peta pikiran berbantuan MindMeister pada siswa kelas XII SMA Negeri 2 Ujungbatu. Penelitian ini berfokus pada peningkatan keterampilan menulis siswa melalui strategi pemetaan pikiran berbantuan aplikasi MindMeister dalam menulis teks berita. Penelitian tindakan kelas ini dilaksanakan dalam dua siklus. Penelitian ini dilaksanakan di SMA Negeri 2 Ujungbatu, Kabupaten Rokan Hulu, Riau. Sampelnya adalah 30 siswa kelas dua belas. Variabel yang diukur adalah keterampilan menulis siswa. Pengumpulan data dilakukan dengan menggunakan pretest-posttest, observasi checklist, dan angket. Nilai pre-test adalah 59,57, sedangkan post-test adalah 82,23. Hasil tes tulis pada siklus II mencapai 78,22. Pemetaan pikiran yang dibantu dengan strategi aplikasi MindMeister dapat mempengaruhi keterampilan menulis. Analisis angket dan observasi juga mendukung bahwa strategi tersebut tepat dalam mengajar menulis teks berita. Guru harus kreatif dan inovatif untuk menciptakan proses pembelajaran yang menyenangkan untuk memotivasi siswa dalam menulis.

Abstract

The study focuses on improving students' writing skills through a mind-mapping strategy assisted by the MindMeister application in writing news text. This classroom action research was conducted in two cycles. This study was held in SMA Negeri 2 Ujungbatu, Rokan Hulu Regency, Riau. The sample is 30 twelfth-grader students. The variable measured was students' writing skills. The data was collected using a pretest-posttest, observation checklist, and questionnaire. The pre-test score was 59.57, while the post-test was 82.23. The writing test in the second cycle reached 78.22. The mind mapping assisted by the MindMeister application strategy can influence writing skills. The analysis of the questionnaire and observation also supported that the strategy is appropriate in teaching writing news text. The teacher should be creative and innovative to create enjoyable learning processes to motivate students in writing.

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Introduction

In curriculum 2013, students of senior high school are taught some text types of English. Each of them has characteristics that students should understand. The pandemic has given momentum to distance learning that the teacher and students have met in online classrooms by using the internet. In distance learning, the teacher as a facilitator should understand students' characteristics and classroom conditions before the teaching-learning process starts. Besides, all preparations must be prepared.

The students face some problems in writing news text. They lack vocabulary, grammar, and how to start writing. In this study, I will focus on the student's development in writing news texts about natural phenomena and social phenomena. In distance learning, as a facilitator and model in the teaching-learning process, the teacher should be able to use various methods or teaching strategies to encourage and motivate students' writing skills. It will be easier for students to get bored if they still use the conventional method in a writing activity and the goal of the teaching-learning process is difficult to achieve. Mind mapping assisted by MindMeister strategy is a kind of teaching method that can be applied in writing activities to improve the student's skills and reach better achievement in online learning.

Methods

The methods used to collect the data in a study are observation, filling questionnaires, documentation, and tests. Data is collected based on the results before action, the first cycle, and the second cycle to determine the improvement of students' writing skills. The classroom action research consists of four meetings with two cycles. The students were given a pretest-posttest to obtain the students' writing skills. This study was held in SMA Negeri 2 Ujungbatu, Rokan Hulu Regency, Riau, Indonesia from 22 October 2020 until 16 November 2020. The sample is twelfth graders of science class in the academic year of 2020/2021. Based on the student's achievement in the writing of the news text was not good enough. However, they still needed a new method or teaching-learning strategy to maximize their achievement in producing news text. There were thirty students in this class and three kinds of writing tests in this research. Besides, an observation checklist and questionnaire were given to support the primary data.

1) Observation

Observation is a technique that is done by conducting observations accurately and systematically recording (Daryanto, 2007: 33). This observation format consists of teacher observation and student observations. Implementation techniques of observation are giving a check mark (√) in the observation sheet that contains some provisions when teachers and students begin the learning process. Besides other implementation techniques that are recording techniques (note taking) systematically the events, behaviors, objects are seen and other things that are needed in support of research.

2) Questionnaire

The questionnaire is a list of questions that must be filled by the respondent (Daryanto, 2007: 30). Questionnaires are conducted before and after the action to dig up information on quality improvement in the learning process and product description writing essays. The questionnaire used four alternative answers that highly agree (SS), agreed (S), strongly disagree (STS), and disagree (TS).

3) Documentation

Documentation is used to document the learning process in the classroom, making it useful as a means of support to understand the issues, and at the same time to see the progress of learning outcomes.

Result and Discussion

At the beginning of the meeting, the teacher checked the students' attendance using Google Forms in Google classroom. The teacher explained to the students the purpose of the study. A pre-test was given in the last stage of this study. It was conducted on October 22, 2020. 27 students

joined the test. The total number of students in XII IPA 1 was 30, and three students were absent. In the pre-test, Students were asked to produce a news text and the time allotment was thirty minutes. The given topic was "Natural phenomena and social phenomena" and they began writing the text. The average of the student's writing test results (pre-test) is 59.57.

Analysis of First Cycle

1) Planning I

In this meeting, the teacher had a plan for the students' unsatisfying results in the writing aspect. The plan was to introduce Mind mapping assisted by the MindMeister method that would be applied in written news text. The main purpose of this research was to improve the student's ability in producing a news text using Mind mapping assisted by the MindMeister method than the conventional method. Firstly, the teacher asked the students to discuss the social function, generic structure, and language features of news text. After they finished their discussion, the teacher gave a more specific explanation about everything related to the news text. It was aimed to get the students' interest and attention before they were given some treatments.

2) Action I

Based on the curriculum, news text belonged to a material taught in the first semester at twelve class. The teacher asked them whether there were still difficulties in writing a news text or not. Some students gave their opinion about some problems they faced when they were asked to write a news text. The first problem, they got some difficulties finding appropriate vocabulary. The second problem, they still made some mistakes in using past tense and other language features of news text whereas all of them are important in writing news text. The last one, they had difficulties in developing a topic and exploring their ideas while they were producing the text. For that reason, they needed a new method to make them easier in producing news text.

Firstly, the teacher asked the students whether they knew or heard of mind mapping assisted by the MindMeister method" or not. Mind mapping assisted by the MindMeister method was something new for them, so the teacher had to explain to them the general understanding of the method clearly before I explained to them how to apply this in writing news text. Before starting the explanation, the teacher gave a video that consisted of an explanation of mind mapping assisted by the MindMeister method, an example, and the steps in constructing a MindMeister. They looked interested because it was something new for them and they hadn't learned it before. The teacher started to explain the general concept of Mind mapping assisted by the MindMeister method by giving them an example of a simple pattern of mind mapping assisted by the MindMeister method. In Mind mapping assisted by the MindMeister method, we developed a topic to some branches and found related ideas from the main topic. In this example, the main topic was "Floodwater Rose". The teacher explained the four branches of the text. includes the event, the topic related, the interview, and organizing the ideas. From these branches, the teacher asked the students to give their opinion and find other related ideas of each branch. It was fun and it stimulated them to be more active, creative, and free to explore their ideas from the main topic during the learning process.

After all, students had a good understanding of the general concept of Mind mapping assisted by the MindMeister method, the next stage was explaining the application of MindMeister of the mind mapping method in writing a news text. In the material given, the teacher also gave examples of how to apply the mind mapping application MindMeister method in constructing a news text. They had to pay attention to my explanation because it was the main activity of my research. There were some steps they had to understand before the teacher ordered them to practice applying Mind mapping assisted by the MindMeister method in writing a news text. In this stage, the teacher gave them examples of how to apply Mind mapping assisted by the MindMeister method in writing a news text with the topic "Floodwater Rose". In this stage, the teacher explained to them to explore their mind, and find some branches and related ideas. I asked them to use their imagination because in the mind mapping method they were free to

generate or explore their mind based on the topic given. They looked interested while the teacher was explaining step by step and this teaching-learning activity became fun.

Some minutes later, the teacher asked them to practice applying Mind mapping assisted by the MindMeister method in writing a news text with the topic "Natural phenomena and social phenomena", the same topic to pre-test. They started practicing constructing Mind mapping assisted by the MindMeister concept based on the topic given. They used to ask me when they found some difficulties in finding appropriate vocabulary or using correct grammar in WAG, they also could discuss with other students while they were constructing the concept of Mind mapping assisted by MindMeister they made before they write the final draft of their news text. When they finished the Mind mapping assisted by the MindMeister concept of the news text, they started writing the final draft of the text. In this activity, Mind mapping assisted by MindMeister made students easier in writing a news text. The teacher didn't give any writing tests like in the first meeting because I emphasized the students' practice of the steps in writing. It could be seen from the result of their practice writing which was better than before. Their ability in using correct grammar was also improved and their mastery of vocabulary was better. In this cycle, the student's difficulties in finding appropriate vocabulary and using correct grammar and structure were eliminated.

At the end of the teaching and learning activity, the teacher warned the students to practice writing using Mind mapping assisted by the MindMeister method at home. I also asked them to enrich their vocabularies and explore their ideas because it would be helpful for them while they were constructing a text.

3) Observing I

In this study, observing was the third stage of the sequence of activities. After conducting some treatments in this cycle, the teacher found some facts that would be described and used as consideration for the next lesson. First, based on the observation in the first cycle, the student's mastery of the materials is better after the teacher gave them the video and recalled the lesson at the beginning of the class. Second, their ability in finding appropriate vocabulary should be improved because diction was very important in writing a text. Third, their mastery of language features should be improved because of their importance in writing news text. The students still made some mistakes, which could be seen from their practice and homework. The last one, Mind mapping assisted by MindMeister was able to be applied in writing activities, but the students had to practice more to explore their minds to get better achievement in producing a news text.

4) Reflecting I

Reflecting was the fourth part of this study. It still focused on students' improvement in writing news text. The result of the observation in this cycle was used as a reflection for the next cycle. Students were asked to practice constructing Mind mapping assisted by the MindMeister pattern at home and applying Mind mapping assisted by the MindMeister method in writing a news text. There was a writing test for the next cycle. They had to bring a dictionary or download google translate to help them find appropriate vocabulary during the writing activity.

Analysis of Second Cycle

1) Planning II

The second cycle was conducted on November 13, 2020. This cycle was done in the third meeting of this classroom action research. In general, the procedure of teaching-learning of this cycle was the same as the previous meeting. There must be an improvement for the students in language features of a news item which were very important in teaching learning written news text.

2) Action II

The procedure of the second cycle consisted of three stages. They were BKOF (Building Knowledge of the Field), MOT (Modeling of the Text) and the last one was ICOT (Independent Construction of the Text). In this cycle, the students were asked to produce news text using Mind mapping assisted by the MindMeister method based on the topic given. The procedure of the second cycle could be described as follow:

a) BKOF (Building Knowledge of Field)

The first activity of the second cycle was greeting the students and checking their attendance by using google Forms in WAG. the teacher asked them to produce a news text using Mind mapping assisted by the MindMeister method. There were twenty-eight students, I gave them an explanation about a general error in their writing. Moreover, I also reviewed the last meeting by asking them some questions about the material at the previous meeting orally. It was aimed to make sure that they had a good understanding of the material explained.

b) MOT (Modeling of the Text)

In this stage, I showed the students the last material about an example of a news text entitled 'Floodwater Rose' in a zoom meeting and an explanation of the social function, generic structure, and language feature of the text. I explained to them more about grammar using that example and language features they could use in writing a news text. I also explained the punctuation to the students.

c) ICOT (Independent Construction of the Text)

In this stage, the students were ordered to write a news text using Mind mapping assisted by the MindMeister method. There were 28 students. The students needed to make Mind mapping assisted by MindMeister first before their constructed a news text. The topic was "Natural phenomena and social phenomena" and they started working. Firstly, they constructed the mind-mapping concept of the news text. They explored their ideas, found related ideas, and changed them into some topic sentences that would be developed to be real news text. The time allotment was thirty minutes, so they had to work fast. There must be a dictionary or google translate to help them in finding appropriate vocabulary, but they could ask me if they still face difficulties in finding difficult words in WAG. After completing Mind mapping assisted by MindMeister construction and creating some topic sentences, they wrote the final draft of the news text on it and send the link in WAG.

The average of the student's writing post-test is 78.22 The average student's mark on the pre-test was 59.57. After conducting two cycles and some treatments, the average of the student's writing test results was 78.22. There was an improvement in the student's ability in producing news text by comparing the result between the pre-test and the writing test in the second cycle.

3) Observing II

At the beginning of the second cycle, the students were more interested and motivated. They knew whether there was a writing test in this meeting. The teacher had warned them to practice applying Mind mapping assisted by the MindMeister method in writing news text in the previous meeting so they could prepare it before. The time allotment of the writing test was 30 minutes and they started working cooperatively. Firstly, they created Mind mapping assisted by MindMeister construction by finding related ideas related to ideas. They could open the dictionary if they had difficulties finding vocabulary or asked me if they couldn't find them in WAG. After creating Mind mapping assisted by the MindMeister pattern, they wrote the final draft of the text. The average of students' writing tests in the second cycle was better than the result of the pre-test, but the post-test was still given in the last meeting.

After conducting two cycles and some treatments, the student's ability in writing was once again measured by giving them a post-test. It was conducted on November 16, 2020. In the previous meeting, the teacher reminded them to be present because there would be a post-test and questionnaires at the end of my research. The teacher checked the students' attendance and started the post-test. Before doing the post-test, the teacher reviewed the lesson that the teacher gave briefly in WAG. The teacher asked once more the students if they had difficulties in writing a news text, they could ask me and the teacher would explain once more. The post-test was the same as the pre-test. They were asked to produce a news text using Mind mapping assisted by the MindMeister method with the topic "Natural phenomena and Social Phenomena". The result of the student's achievement in the post-test was 82.23.

4) Reflecting

The increasing result of the writing test in the second cycle described that the application of Mind mapping assisted by the MindMeister method was appropriate in writing news text. Some problems that the students faced were eliminated by some treatments given. Post-tests and questionnaires were given at the end of the study. The post-test result would be compared with the pre-test and writing test in the second cycle to know the students' improvement in writing news text. The questionnaire analysis also gave information to support the primary data during the study.

The average of the students' post-test was 82.23. The score was higher than the pre-test which was only 59.57. From this fact, the teacher concluded that the student's achievement in writing news text improved. The student's marks increased from the pre-test, treatment in the second cycle, and the post-test. The mind mapping assisted by the MindMeister strategy was effective to help the students in improving their writing ability, especially in writing news text.

The student's interest in using Mind mapping assisted by the MindMeister method in writing news text was high. Mind mapping assisted by the MindMeister method was very relevant for the students in writing a news text. The Mind mapping assisted by the MindMeister method could help the students in writing a news text. The student's achievement in producing news text using Mind mapping assisted by the MindMeister method was high. Mind mapping assisted by the MindMeister method was very necessary for the students in constructing news text.

The result of the analysis of the implementation of mind mapping assisted by the MindMeister method was carried out through two cycles. It could be seen from the increasing result of the test that students had done from pre-test, treatment in the second cycle, and post-test at the end of the study. Besides, the result of the observation checklist which recorded the students' behavior during teaching learning writing news text, and the questionnaire which was given at the end of the research showed that Mind mapping assisted by the MindMeister method was appropriate for the students and the teachers in teaching-learning writing English text types, especially news text.

Conclusion

The result of action research progress during teaching writing news text using mind mapping assisted by MindMeister application strategy. The student's writing test increased from the pre-test to the post-test. The average of the student's writing tests was: the pre-test (59.57), the writing test of the second cycle (78.22), and the post-test (82.23). The mind mapping assisted by the MindMeister application was appropriate for them to maximize their ability in exploring ideas and using their imagination while they produce a news text. It indicated that the mind mapping assisted by the MindMeister application method in teaching learning writing news text was appropriately applied. It was helpful for the students to find related ideas and develop the chosen topic sentences from the main topic to be news text. Mind mapping assisted by the MindMeister application method was something new for the students, so it can motivate and encourage them to learn more about writing news text. Their mastery of language was also improved after treatments given in two cycles. Besides, their mastery of choosing appropriate words was better than before. They always used a dictionary when they tried to find appropriate words while they were creating mind-mapping construction before they wrote a real news text. Generally, the results can be confirmed with the comparison between the pre-test and post-test. By applying the Mind mapping assisted by MindMeister method in writing news text, the percentage of the students' improvement between pre-test and post-test was 23%.

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