

***IMPROVING STUDENTS' ACHIEVEMENT IN WRITING
PROCEDURE TEXT BY USING MIND MAPPING TECHNIQUE
AT THE SEVENTH GRADE OF UPTD SMP NEGERI 2
GUNUNGSITOLI UTARA IN 2022/2023***

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ABSTRACT

Improving Students' Achievement in Writing Procedure Text By Using Mind Mapping Technique at the Seventh Grade of UPTD SMP NEGERI 2 Gunungsitoli Utara in 2022/2023, Adielya Harazaki Harefa, Jl. Yos Sudarso No. 118/E-S Kota Gunungsitoli, Writing is a way of finding out what people know and what people need to learn. Therefore, it is important for students to master writing in their daily life. In learning writing, most of students could not achieve MCC. There was problem faced by the students in studying writing namely: the students were lack of ideas to write procedure text, the students were lack of vocabulary, the students were unable to implement steps in procedure text. Thus, to overcome these problems, the researchers conducted research by using Mind Mapping Technique. The purpose of the research is to improve the students' achievement in writing by using Mind Mapping Technique. So, to achieve the purpose, the researchers used Classroom Action Research (CAR). This research has been conducted in two cycles, which each cycle consisted of two meetings, and each meeting consisted of four steps, they were planning, action, observation, and reflection. The result of the data in Cycle I showed there were 6 students (24%) got score among 66-75 classified as "Adequate level"; 5 students (20%) got score among 56-65 classified as "Less level"; 9 students (36%) got score among 46-55 classified as "Less level"; 5 students (20%) got score among 36-45 classified as "Less level". While in Cycle II there were 22 students (88%) got score among 80-90 and 3 students (12%) got score among 66-75. Based on the result, it is concluded that Mind Mapping Technique can improve the students' writing at the seventh grade of SMP Negeri 2 Gunungsitoli Utara.

Keywords: Procedure Text, Mind Mapping Technique, CAR

INTRODUCTION

Writing skill is an essential part of communication. Writing skill allows us to communicate messages clearly and efficiently reach a much larger audience than through face-to-face or phone conversation. According to Byrne in Melawati (2015:2) writing is an activity to procedure a sequence of sentence arranged in a particular order and linked together in certain ways. Moreover, Taylor in Wildan

(2020:103) says that in writing we bring knowledge into being, we record and preserve it. This supported by *Permendikbud* number 37 of 2018 which includes educational regulations that students receive the lessons at school such as writing, reading, listening and speaking. Therefore, writing is an important skill to be mastered by everyone in order to express their ideas and feeling that will helps them realize specific goals at each stage of composing progress.

English learners in their school often learn some kinds of English texts graphics, namely narrative, recount, report, and procedure. Sometimes procedure text as one of the texts could be found by students outside the classroom. They can find procedure text when using a new gadget, sign up to social media, and even when making a cup of coffee. As (Knees & Miller in Solihah, 2020:196) define that procedure text is a piece of text type to explain how something can be done. Moreover, Derewianka in Ari (2020:196) argues that procedure text is a kind of text designed to describe how something is achieved through a sequence of actions or steps. From the two statements above, the researchers infer that procedure text is a kind of text that gives us instructions to do something through a sequence of actions or steps.

In syllabus of *2013 Curriculum* of UPTD SMP Negeri 2 Gunungsitoli Utara in 2022/2023, particularly at the seventh grade, writing is included as one of the skills that should be taught to the students. Core competence expects the students expressing meaning in functional spoken texts and very simple short monologues in descriptive and procedure forms to interact with the immediate environment. And the basic competence is expressing meaning in a very simple short monologue by using a variety of spoken language accurately, fluently and acceptable to interact with the closest environment in the form of descriptive and procedure text. Based on the basic competence above, there is an indicator, namely; expressing various information in a monologue in the form of a procedure. The reseachers take point that writing is an important skill that should be mastered by the students in order to express their ideas and feeling that will helps them realize specific goals at each stage of composing progress. As well as related to the students' achievement in learning especially in English subject of seventh grade of UPTD SMP Negeri 2 Gunungsitoli Utara in 2022/2023, the school has determined the Minimum Competence Criterion (MCC) that should be reached by the students which is 65. The students should be able to pass the MCC as the indicator of the students' success in learning.

Based on the observation October 8th 2021 at the seventh grade of UPTD SMP Negeri 2 Gunungsitoli Utara, the researchers found some difficulties faced by students in writing procedure text, there is difficulties in finding the idea to write procedure text, lack of vocabulary, difficulties to find key words, and they were unable in grammar and mechanic or steps in procedure text. One of the problems faced by the students in writing English procedure texts in explaining the steps. The students have to express the steps from the first step to the last. The students' usually forget the steps when they practice on procedure texts. It is because they were generally taught in English procedure texts without using any media. So, students' writing activity is not interested. Besides, those writing

problems were affected teachers often used traditional methods to teach writing. The teaching and learning process is the teacher centre approach. The teacher-led the students too many exercises related vocabularies in their English textbooks instead of learning ideas, meaning, and coherence in writing. It could make the students bored. According to Harmer (2011) the over use of a textbook and, thus, repeatedly follow the sequence in each unit may become boring, and the routine handbook will become increasingly monotonous. To solve the problem in learning procedure text writing, the teacher can use methods or techniques that are suitable and interesting to the students. There are a lot of techniques in teaching writing, one of the methods or techniques that can be used to solve the problem in learning writing procedure text which is Mind Mapping Technique.

Based on the explanation above, to solve the problem in learning procedure text writing, the teacher can use methods or techniques that are suitable and interesting to the students. Windura states one of the methods or techniques that can be used to solve the problem in learning procedure text writing the mind mapping technique. A mind map is a graphic technique that enables us to explore our brain's ability to think and to learn. This technique was developed by a famous British psychologist, Buzan. Mind mapping is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central keyword or concept. Mind mapping are used to generate, visualize, structure, and classify ideas, and as an aid to studying and organizing information, solving problems, making decisions, and writing.

Ingemann says that mind mapping can be one of the most useful and versatile skills that we will ever learn. Mind mapping can make students more creative, plan better, save time, communicate well. So that, mind mapping technique might be appropriate to be used in the writing process as a prewriting step, especially in writing procedure text, which the students need to arrange the actions of the writing procedure. It helps students with their ideas and the words to write before they write the procedure text. So, mind mapping help students to plan and organize their ideas for writing tasks. It can be assumed that mind mapping is one of the learning techniques that can facilitate students to improve their writing achievement. Moreover, it can overcome the students' problems in generating their ideas in the writing class. Besides, it is expected to make the students feel confident to write good a text.

Mind Mapping is a creative and effective way to write and map your mind by a simple way. Abdurrahman in Melawati (2015:2) states that there are four advantages of using Mind Mapping Technique, i.e. flexible, enjoyable, concentrate on the topic, and increasing comprehension. Moreover, Steele (2012) states "Mind Mapping is a technique for making notes on a topic, prior to writing. It is a structured technique, which shows the (hierarchical) relationship of ideas." Based on definition above, the researchers summarizes that Mind Mapping Technique can help the students to plan and organize their ideas for writing tasks. The students will feel that write procedure text is enjoyable because Mind Mapping Technique directs their writing by its key words.

Inspired by the fact, the researchers conducted Classroom Action Research (CAR) design because the researchers improved the students' achievement in writing. Classroom Action Research helps the researchers find, organize, prove, and ensure classroom in teaching and the development of the students. It is supported by Lateen (2011) stating Classroom Action Research is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in classrooms. Therefore, the researchers conclude that Classroom Action Research is a research aiming at developing innovative instructional strategy to improve the teaching and learning process. To achieve the target which is stated in the syllabus, the school has decided the Minimum Competence Criterion (MCC) that was 65 as the indicator of the students' success in writing skill.

Regarding to the explanations above, the researchers conducted a research to solve the students' problem entitled, "Improving the Students' Achievement in Writing Procedure Text by Using Mind Mapping Technique at the Seventh Grade of UPTD SMP Negeri 2 Gunungsitoli Utara in 2022/2023".

METHOD

In this study made by quantitative methods, the researchers use the type of research is Classroom Action Research (CAR) to solve the students' problem in writing. According to Creswell in Farid (2019) action research is systematic procedures done by teacher (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular education setting operates, their particular educational setting operates, their teaching, and their student learning. According to McTaggart in Mina (2017) action research as a four-stage process namely, planning, action, observation, and reflection. The location of the research was in UPTD SMP Negeri 2 Gunungsitoli Utara. It is located in Tetelesi Afia village, Gunungsitoli Utara. The researchers have conducted the research at the seventh grade of UPTD SMP Negeri 2 Gunungsitoli Utara as the subject of the research that consisted of 4 classes especially at VII-c class. The students at the seventh grade of UPTD SMP Negeri 2 Gunungsitoli Utara consisted of 105 students. The researchers did the research by the agreement of the headmaster of UPTD SMP Negeri 2 Gunungsitoli Utara. The subject of the research is the students at the seventh grade of UPTD SMP Negeri 2 Gunungsitoli Utara (VII-C) which consisted of 25 students. The researchers chose this class because the students had difficulty in writing especially procedure text. During conducting the research, the researchers were helped by the English teacher of UPTD SMP Negeri 2 Gunungsitoli Utara. The English teacher was as the teacher-collaborator of the students' and the researchers' activity. The researchers got help from the English teacher in order to observe the researchers' and students' activities during teaching-learning process in the classroom. The students were all present during conducting the research. The researchers performed the research for Cycle I and II consisted of four meetings; each cycle consisted of two meetings.

FINDINGS AND DISCUSSION

Findings

In conducting the study, the researchers did two cycles consisting of two meetings in each cycle. Each meeting followed the procedure of CAR (planning, action, observation, and reflection).

Cycle I

a. Planning

In the second meeting it took place on February 17th, 2022. The researchers prepared many items a lesson plan, materials, an observation sheet, filed notes, and a sound recorder.

b. Action

In the stage of action, the researchers together with the teacher-collaborator entered the classroom process which consisted of pre-teaching learning activities, whilst-teaching activities and post-teaching learning activities. In the pre-teaching the researchers directly handled the class. She started her teaching by greeting the students and asked their condition. After that, the researchers asked the students about the last material. Some of students answered the researchers' questions.

After that, in whilst-teaching the researchers asked the students to continue learning last meeting. First, the researchers motivated and encouraged students to find new knowledge about the material being studied. In this case, the researchers provided opportunity for students to ask about material that has been understood. Then, the researchers gave an example generic structure and language future of procedure text with certain topic was "how to prepare a cup of coffee". After putting down the procedure text, the researchers instructed students to develop a Mind Mapping as a group, and then enabled them to discuss and speculate in their groups. Finally, the researchers asked groups of students to present their Mind Mapping.

c. Observation

The teacher-collaborator observed all of the researchers' and students' activities during the teaching-learning process.

1) The researchers' activities

Table 1. Observation Sheet of the Researchers' Activities
in Second Meeting of Cycle I

Cycle	Meeting	Criteria	Formula	Percentage
I	Second	Done	$\frac{14}{17} \times 100\%$	82%
		Undone	$\frac{3}{17} \times 100\%$	18%

The undone researchers' activities were due to the researchers' lack of complete preparation for the teaching-learning process.

2) The students' activities

Table 2. Observation Sheet of the Students' Activities
in Second Meeting of Cycle I

Cycle	Meeting	Criteria	Formula	Percentage
I	Second	Done	$\frac{237}{300} \times 100\%$	79%
		Undone	$\frac{63}{300} \times 100\%$	21%

The majority of students were not serious about taking the test, they did not ask about any difficulties they encountered while taking the test, they did not have adequate preparation.

d. Reflection

After implementing the action, the researchers evaluated the result of the students' achievement in writing procedure text by using Mind Mapping Technique. The researchers gave essay test to the students. The result of their evaluation sheet is seen in the table below:

Table 3. The Students' Achievement in Writing Procedure text by Using
Mind Mapping Technique in Cycle I

Cycle	Score level	Frequency	Percentage	Categories	MCC
I	36-45	5 students	20%	Less	65
	46-55	9 students	36%	Less	
	56-65	5 students	20%	Less	
	66-75	6 students	24%	Enough	

Since the result was still not satisfied, the researchers continued to the next cycle until all students achieved the Minimum Competence Criterion (MCC) decided. So, the researchers continued in Cycle II that consisted of two meetings. By doing some improvement such as:

- a) The researchers directed the students who had difficulties in understanding procedure text.
- b) The researchers explained the students how to get important points when writing procedure text.

Cycle II

a. Planning

In the second meeting it took place on March 10th, 2022. The researchers prepared many items a lesson plan, materials, an observation sheet, filed notes, and a sound recorder. The planning phase was completed to avoid any misunderstandings about the action that would take place in the classroom.

b. Action

In the stage of action, the researchers together with the teacher-collaborator entered the classroom process which consisted of pre-teaching learning activities, whilst-teaching activities and post-teaching learning activities. In the pre-teaching the researchers directly handled the class. She started her teaching by greeting the students and asked their condition. After that, the researchers asked the students about the last material. Some of students answered the researchers' questions.

After that, in whilst-teaching the researchers asked the students to continue learning last meeting. First, the researchers motivated and encouraged students to find new knowledge about the material being studied. In this case, the researchers provided opportunity for students to ask about material that has been understood. Then, the researchers gave an example generic structure and language future of procedure text with certain topic was "how to make fried noodle". After putting down the procedure text, the researchers instructed students to develop a Mind Mapping as a group, and then enabled them to discuss and speculate in their groups. Finally, the researchers asked groups of students to present their Mind Mapping.

c. Observation

The teacher-collaborator observed all of the researchers' and students' activities during the teaching-learning process.

1) The researchers activities

Table 4. Observation Sheet of the Researchers' Activities in Second Meeting of Cycle II

Cycle	Meeting	Criteria	Formula	Percentage
II	Second	Done	$\frac{17}{17} \times 100\%$	100%
		Undone	-	-

The researchers have been done all of the activities in the teaching learning process.

2) The students activities

Table 5. Observation Sheet of the Students' Activities in Second Meeting of Cycle II

Cycle	Meeting	Criteria	Formula	Percentage
II	Second	Done	$\frac{289}{300} \times 100\%$	96%
		Undone	$\frac{11}{300} \times 100\%$	4%

The students have been done all of the activities in the teaching learning process.

d. Reflection

After implementing the action, the researchers evaluated the result of the students' achievement in writing procedure text by using Mind Mapping Technique. The researchers gave essay test to the students. The result of their evaluation sheet is seen in the table below:

Table 6. The Students' Achievement in Writing Procedure text by Using Mind Mapping Technique in Cycle II

Cycle	Score level	Frequency	Percentage	Categories	MCC
II	66-75	3 students	12%	Enough	65
	80-90	22 students	88%	Very Good	

In Cycle II, all of the students' issues were resolved. It could be fixed by changing the Mind Mapping processes and implementing them in the classroom. As a result, the students were able to talk depending on the syllabus and lesson plan's expectations, particularly when presenting the concept of procedure text. It was because the students carefully listen to the study's goal, the students expressed their opinions, the students listened to the researchers' explanation of the material, the students formed a group, the students carefully listened to the researcher's explanation of the implementing procedure text using Mind Mapping Technique, the students could communicate their opinions to the other group, the students could conclude the topic, and the students asked difficult questions.

Discussion

In this research, the problem is "how can Mind Mapping Technique improve students' achievement in writing procedure text at the seventh grade of UPTD SMP Negeri 2 Gunungsitoli Utara in 2022/2023?". The common response in the research is Mind Mapping Technique can improve the students' achievement in writing procedure text by implementing the procedures of Mind Mapping Technique.

As a result, students in Cycle I had an average value of 55. The result of the students' achievement in writing skills in Cycle I, they were unable to pass the MCC since the majority of students were unable to articulate their ideas based on the content learned. The students, on the other hand, were unable to accept the conclusion. As a result, the researcher resumed his investigation in Cycle II. Based on the predetermined target that 75% of students should achieve a score of ≥ 65 between 85% - 90%. In fact, not only 75% (19 students) but 88% (22 students). In Cycle II, 22 students (88%) received a score of 80-90, while 3 students (12%) had a score of 66-75. As a result, the students in Cycle II had an average value of 83.5.

CONCLUSION

Mind mapping technique is one of strategies to develop active and creative students learning in the process of learning activities. In this case, the researchers have implemented Mind mapping technique but it does not have an impact on the results that have been set before. So that students experience several difficulties including, not able to identify main idea and determine generic structure and lack to get the idea when they write the text. The average of the students' mark in Cycle I, by using Mind Mapping Technique was 55 the students score in Cycle I there were 6 students (24%) received a score of "Adequate level" among 66-75; 5 students (20%) received a score of "Less level" among 56-65; 9 students (36%) received a score of "Less level" among 46-55; 5 students (20%) received a score of "Less level" among 36-45. As a result of the students' achievement to write Cycle I, they were unable to pass the MCC. As a result, the researchers resumed investigation in Cycle II. After knowing the weaknesses above, the researchers continued conducting Mind Mapping Technique so that students could achieve the predetermined results. In fact, all of the students reached Minimum Competence Criterion. There were 22 students (88%) had a score between 80-90, while 3 students (12%) received a score between 66-75. As a result, the students has been passed on MCC was 65 in Cycle II. The students were able to achieve MCC, moreover their score was more than MCC and the researchers stopped and did not continue the research in the next cycle. In other words, Mind Mapping Technique was successful implemented to solve the students' problem. In conclusion, Mind Mapping Technique can improve students' achievement to write procedure text at the Seventh Grade of UPTD SMP Negeri 2 Gunungsitoli Utara in 2022/2023.

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