



IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE PARAGRAPH BY USING CONCEPT MAPPING AT CLASS X-1 TKJ OF SMK YOHANES XXIII MAUMERE IN 2016/2017 ACADEMIC YEAR

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ABSTRACT

This study aims to know whether concept mapping can improve the students' ability in writing descriptive paragraph at class X-1 TKJ of SMK Yohanes XXIII Maumere. This study was conducted in SMK Yohanes XXIII in the 1st semester of the school year 2016-2017. The population of this study was 32 students who are all examined. This research used classroom action research which conducted in two cycles. Each cycles consisted of planning, action, observation and reflection. The instruments used are observations checklist, reflection notes, pre-test, post-test and questionnaire. The technique of analyzing data is collected through administering pre-test, post-test and questionnaire. The result of the data analysis of pre-test score showed the mean figure of 47.96. The result of the data analysis of post-test score in cycle 1 (S2) showed the increasing mean figure of 67.37. The result of data analysis of post-test score obtained by the subjects under in cycle 2 (S4) pointed out the increasing mean figure of 80.90. Comparing the mean figure of pre-test score, the mean figure obtained by the subjects under study for each cycle was convincingly much higher than the mean figure of pre-test score. These findings clearly showed that concept mapping could improve the students' ability in writing descriptive paragraph. The result of the data analysis of questionnaire score in pre-test showed the comparative percentages figures of option A: in 7.67%, option B: 24.04%, option C: 68.28%, option D: 0%. The result of the data analysis of questionnaire score in cycle 1 showed the comparative percentages figure of option A: 5.95%, option B: 64.82%, option C: 45.05%, option D: 0%. The result of the data analysis of questionnaire score in cycle 2 showed the comparative percentages figure of option A: 77.19%, option B: 22.45%, option C: 0,35%, option D: 0%. The result comparative percentages figure clearly showed the subjects attitude and motivation in learning descriptive paragraph writing changed positively. Based on this findings, it can be concluded that the application of the concept mapping technique can improve students' writing ability in class X-1 TKJ of SMK Yohanes XXIII Maumere in 2016/2017 academic year.

Key words: writing, descriptive paragraph, concept mapping technique

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INTRODUCTION

Ann Raimes (1983:45), stated that writing is an efficient learning process which is utilized to communicate information, clarify thinking, and learn new concept and information. In the process of writing, a writer shares and clarifies her thoughts and feeling to the readers. Writing is also a process of communicating the writer's idea to the reader in a written form. It is also explained specifically by Hyland (2009:30). He stated that writing is an interaction between writers and readers adds a communicative dimension to write. In addition to this, writing is used as a media to communicate because writing is an integrated part of the production of language since the students are required to apply their knowledge of grammar, sentence structure, vocabularies, spelling and punctuation. Moreover, the students are also given the opportunity to explore the language that they are learning.

However, in fact, writing is difficult skill in language, since in writing the students

have to produce and arrange their ideas to overcome the difficulties in writing. Based on the experience of the English teacher in the process of teaching learning, the students of class X-1 TKJ (Network Computer Technique) of SMK Yohanes XXIII Maumere had problems in writing. The students got difficulty when they had to express their ideas into sentences and construct it in a paragraph, they made mistakes in grammar and they got difficulty to memorize vocabularies. In addition, the English teacher didn't apply the varieties of teaching technique. The teacher only applied lecture technique in the process of teaching learning English including in teaching writing. When the teacher taught writing, the teacher just explaining the material while the students listened to the teacher's explanation and took notes. Then, the teacher asked the students to read and translate the text. Afterward, the teacher asked them, to make their own text based on the topic given. Then, the teacher asked some of them to read their text in front of the class. It caused students became bored and less motivated to learn.

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Moreover, Surahkmat (1980:92) said that

lecture technique had some disadvantages. The disadvantages of lecture are it's difficult for those who have less ability of understanding and record well, it's very less giving students the opportunity to participate in total, the role of teacher is more as a source of learning, the subject matter tends to be on the memory aspect, the lesson process is within the authority of the teacher. If we compared to both, more lectures have negative impacts for students and more benefits for teachers. Those made the students had no creativities of thinking and they were not capable to catch the material easily because of their lost interest and participation in the process of teaching and learning English especially in learning writing.

Therefore it is needed an appropriate technique to improve the students' writing skill especially in writing descriptive text. The researcher tried to apply concept mapping technique to solve those problems. The researcher choose concept mapping because concept mapping is a good way for students to understand and remember new information;

moreover, the students can describe the concept of the knowledge that is represented by diagrams or drawings. To support this statement, Haris and Asep (2013:18) said that concept mapping have some advantages that can help the students in improving their writing ability. They are mapping concepts that develop meaningful learning processes that will enhance students' understanding and learning memory, it can improve students' active and creative thinking which in turn will lead to a more independent attitude of learning to students, develop a well-integrated cognitive structure that will facilitate learning, can help students see the meaning of subject matter more comprehensively in each component concepts.

Based on the explanations above, it is important to be conduct a research to improve the students' descriptive text through concept mapping. The writer decided to conduct a research that focus on "Improving Students' Skill in Writing Descriptive Paragraph by Using Concept Mapping at class X-1 TKJ of SMK Yohanes XXIII Maumere in 2016/2017 Academic Year"

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REVIEW OF RELATED LITERATURE

Writing is an activity to express an idea or opinion in the form of writing letter, figure, sign, symbol, by using pencil, pen, spidol through the media such as paper, book, or the most popular media nowadays is social network. People know or learn writing, when the people are in school. At school, People learn writing from the simple things such as write a task, write a story, write a poem, write a concept and so on.

To support this statemet, Tarigan (1986:15) stated that *writing is an activity to express idea or opinion by using written language as a delivery media*. By writing people can express view, feeling about a problem by using understandable expressions.

This statement also explained by Semi (2007:14) in his book, stated that *writing is a creativity process to tranfer an idea into the written symbols*. It means that, it's needed a

skill to transfer the ideas into words and arrange them into the good sentences so the result of writing can be understood clearly. Writing needs a skill because in writing, all elements of language skills must be concentrated fully to obtain a good result.

It is similar to the opinion of an expert who stated that writing is a skill, not a natural gift. It is a skill like driving, typing, or cooking; and like any skill, it can be learned and practiced, Langan (2008:13). In addition, Djuharie (2005:120) stated that *writing is a skill that can be built and practiced*. Writing is not a natural talent possessed by everyone because it is needed much work hard and practice continuously.

Based on those definitions above, it can be inferred that writing is a skill to express the ideas, thoughts, and feelings by using written language expressively, so the result of writing can be understood by the readers clearly and easily.

Every activity has a purpose, so do writing. Writing also has a purpose.

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According to Cox (1962:30) on her book that several other functions of writing for

is Writing Form Process Purpose, she said students. They are:

that the purposes of writing are:

a.To inform, you may have more than academic performance.

one purpose in any assignment.You may wish primarily to inform, that is, to convey information.

b.To amuse, when your purpose in writing is to amuse or entertain, befunny if you can; but examine carefully the humor you plan to use.

c. To satirize, satire is often a form of humor, but it is always humor with a serious purpose—to effect reform.

d. To persuade, if your purpose in writing is to persuade you desire to influence your reader's thoughts or action.

The explanation above is the purpose of writing for general writer, but the purpose for students is learning. According to White (1986:18) writing means learning. Because of that writing has several other purposes for students in writing or it also can be called

a. Writing can improve a students'

b. Writing allows a writer to create and maintain a marketable image of him or herself in the eyes of potential and current employers.

c. Writing enhances personal and community relationships.

Based on these statements, it can be concluded that the writing must have a real purpose. Where the writers should be able to convince, inform, entertain and express emotions.

RESEARCH METHOD

The proposal writing had been implemented from October 01st, 2016 to December 20th, 2016 counted since proposing the title until write the proposal. The research had been implemented from January 09th, 2017 to March 18th, 2017. The researcher did the research in SMK Yohanes XXIII Maumere. It is

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located at Jl. Kesehatan No. 01. The researcher enclosed the timetable of proposal writing and the schedule of implementing CAR (Appendix 2).

The subjects of this research is the students of class X-1 TKJ of SMK Yohanes XXIII Maumere. The class consisted of 10 males and 22 females. The subjects of the study which total 32 students are considered to be representative enough for the purpose of this study. The students of class X-1 TKJ are used as a research subject because based on their English teacher's experience, their ability in writing descriptive paragraph was very poor; therefore, immediate improvement was really needed. In general, the students had the low academic ability but they had good attitude during the process of teaching and learning in the class. They usually found some difficulties during the process of learning writing in classroom.

Research Design

This research used classroom action research. According to Schmuck in Mertler (2006:10) action research is an attempt to study

a real school situation with a view to improve the quality of actions and results within it. Furthermore, Kemmis and McTaggart in Lingam (2012:49) state that the action research process and strategy included four stages: planning, action, observation and reflection.

This study is intended to use two kinds of test they are pre-test and post-test. Pre-test is administered to assess the pre-existing writing descriptive paragraph whereas post-test is administered in the end of each cycle. It is meant to show the expected improvement in students' writing ability after they are taught descriptive paragraph writing through concept mapping technique. In this present study, teaching learning process is divided into two cycles, each cycles consisted of planning, action, observation and reflection.

According to Waterman et al (2001:46) planning is carried out before and during the action research process. This includes appropriate timetabling of activities, together with the ability to be responsive and to justify changes within the action research process.

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Pelton (2010:4) states that action is what you do as teaching professional in the classroom. divided into three cycles in which each cycle consisted of two sessions.

Creating the learning environment, interacting with your students, developing lesson plans, assigning homework, and almost everything you do in your daily routine of teaching constitutes the action of action research. This research design was suitable with the aim of the research which could improve descriptive paragraph writing of the 10th grade students of SMK Yohanes XXIII Maumere especially through concept mapping.

In addition, Koshy (2005:98) states that observation is a natural process. We observe people and incidents all the time and based on the observations, we make judgments. Basically, we are making use of this method within the research process where there is a need for more systematic observation, so that the information we collect can be used for the purpose of the study being carried out. According to Brannick and Coghlan (2005:35) reflection is the process of stepping back from experience to process what the experience means, with a view to planning further action. A good deal of the reflection is reflection on action, that is, it is a retrospective look at what has happened. Therefore, in this classroom action research, the teaching learning process in the classroom is classroom action research was used in this present study. There were several data gathered for the present study as the finding of the research. The data were collected by administering pre-test, post-tests and questionnaire to the students of class X-1 TKJ of SMK Yohanes XXIII in the 2016/2017 academic year.

RESEARCH FINDINGS AND DISCUSSION

Pre-test was administered to the subjects under study in order to establish their pre-existing mastery in writing descriptive paragraph; pre-test was given before the research. In pre-test, the subjects were asked to write a descriptive paragraph by choosing one topic given by teacher. The post-test in this present study was implemented in the end of every cycle for two times; once in cycle I session 2 (S2) and

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one more time in cycle II session 4 (S4). Both of pre-test and post-tests were used to collect the main data. Furthermore, to support the main data, questionnaire was given as the additional data.

Questionnaire was given in the end of each cycle to find out the students' changing behaviors when they were taught writing descriptive paragraph through concept mapping. The students' scores on questionnaire were scored by using the rating scale 0-3, in which option A= 3, option B= 2, option C= 1, option D= 0.

A. Research Findings

1. Analysis Data

a. Before the implementation of CAR

1) Interview

Interview was held on Friday, January 6th 2017 started at 09.00 A.M and finished at 09.30 A.M. In this interview, the researcher asked the English teacher some questions related to the condition in English class, on students' performance and achievement. The researcher also asked the English teacher about the problems were faced by the students of the tenth grade.

The teacher explained the condition about English class. There were seven classes in the 10th grade in SMK Yohanes XXIII Maumere but the teacher had been teaching in three classes. The three classes were X-A1, X-A2, and X-B2. The researcher did the research in X-1 TKJ. There were some problems faced by the students of X-1 TKJ in learning English. Comparing to other classes in English class, most of students of X-1 TKJ were passive; because when the students learned writing in English, they still had difficulties in expressing their ideas into words and construct them in sentences, they got difficulty in memorizing vocabularies and did many mistakes in grammar. Almost all of the students of X-1 TKJ got the low score in writing test. Most of them were barely to pass the criterion of minimum completeness (KKM) 75 concerning the school policy.

The other problem was the English teacher taught writing monotonously. She tended to use lecture technique in teaching

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writing, therefore the students were not about our lesson to day? Students replied together “we

interested in learning writing paragraph. are very happy?”. The researcher continued asking the

Based on those difficulties above, the students? “did you understand the material?”. The

English teacher hoped that the students answered “yes, ma’am”. “can you do test

implementation of concept mapping could well?”. They answered “yes ma’am”. Finally, the

improve the students’ skill in writing students were given homework to memorize some

descriptive paragraph. vocabularies relates to descriptive paragraph. She did

2) The Result of Pre-Test not forget to remind the students to study harder at

The pre-test had been done before the home and prepared the following meeting as good as

CAR. It was conducted on Tuesday, January possible.

10th 2017. It started at 09.00 am. The pre- Related to planning in cycle 1, the

test used to measure the students’ writing researcher planned: (1) improve the students’

skill of descriptive paragraph. There were attitude; (2) improve the students’ understanding; (3)

32 students followed the test given by the improve the students’ ideas; (4) improve the students’

researcher in pre-test and it meant that all grammar and sentence structure; (5) The students

students joined the test. The students were should be given high motivation to support their spirit.

asked to make a descriptive paragraph based b) Acting

on the topic which provided. The result of

pre-test was used as a reference for In this phase, the researcher re-taught the

conducting the research and it needed 40 material about descriptive paragraph and its generic

minutes to finish the pre-test. structure. Then, she gave one example of descriptive

paragraph with the topic “ My Lovely Family”. Next,

At the end of the lesson the researcher did the students read it and tried to find some difficult

reflection in order to evaluate the teaching learning words and discussed together the generic structure that

process. she asked the students” How do you think contained in the example of descriptive paragraph.

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Afterward, the researcher corrected the students' error in vocabularies, content, grammar and sentence structure. Next, she explained about how to make a descriptive paragraph through concept mapping. Then, she gave the chance to students to ask question. Afterward, she asked them to make concept mapping based on the topic given by her and asked them to share their concept mapping into groups. There are six groups, each group consisted of five students. Next, the researcher asked the representative of group to draw their concept mapping on the board and explained it. Next, she gave chance to students to discuss the difficult things that they experienced in the process of teaching and learning descriptive paragraph. Then, the researcher asked students to write descriptive paragraph based on their concept mapping. Afterward, the representative of students wrote their descriptive writing on board and explained it. At the last, the students and the researcher made conclusion of learning and continued for the next meeting.

The second meeting was post activity. In this activity, the researcher and collaborator gave the subjects post-test 2, she asked them to write a descriptive paragraph individually. The researcher gave three topics and the students had to choose one as their choice to be written. Before doing the test, the researcher explained about the scoring rubric of writing assessment. The rubric of writing assessment consisted of format, punctuation and mechanics, content, organization (The rubric is adopted from Oshima and Hogue, 2007:196). The students had to make descriptive paragraph by paying attention to the rubric given and tried to get the maximum standard of scoring rubric. The students chose one of the three topics given by the researcher. The topics are about: My favorite actor My favorite actress, Mr. John is my English teacher". Then, the researcher asked them to make descriptive paragraph through concept mapping. While the students were doing a test, the collaborator observed the teaching learning process related to three indicators as the criteria of success here. The students' attitude toward the implementation of concept

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process. she asked the students" How do you think In this present study, there were three kinds of about our lesson to day? Students replied together "we data, analyzed by the researcher, namely pre-test, post-are very happy?". The researcher continued asking the test and questionnaire. Pre-test was given to the students? "did you understand the material?". The students before implementing the CAR and the students answered "yes, ma'am". "can you do test purpose is to know their pre-existing mastery in well?". They answered "yes ma'am". writing descriptive paragraph. Post-test was given in the end of each cycle in cycle 1 and cycle 2 to know the students' achievement after they were taught

CONCLUSION

It had been stated in chapter I that the objective descriptive paragraph writing through concept of conducting this research was to improve the mapping and questionnaire was given at the end of students' skill in writing descriptive paragraph by each cycle to find out the students' changing using concept mapping at the 10th grade students of behaviors. All of the data which were got in this study SMK Yohanes XXIII in the 2016/2017 academic year, were clearly discussed in chapter IV.

and because of this objective, the researcher applied Classroom Action Research. In this Classroom Action Research, the researcher acted as a teacher in teaching improve descriptive paragraph writing at the students of class X-1 TKJ of SMK Yohanes XXIII in the the students in the class by using concept mapping.

There were two cycles conducted by the 2016/2017 academic year. This was revealed by the researcher in this study called cycle 1 and cycle 2, in significant improvement of the mean scores the which each cycle consisted of two sessions and at the students got, both in cycle 1 and cycle 2, compared to

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the mean score of the pre-test. It meant that concept X-1 TKJ of SMK Yohanes XXIII Maumere in the mapping was effective to be used as a writing 2016/2017 academic year.

technique to improve students' descriptive paragraph writing. The data required for the present action study was also collected by giving questionnaire to the

The researcher gave the students pre-test subjects of the study. The result of the questionnaire in before giving the treatment. The result of pre-test in cycle 1 showed the comparative percentages of 5.92%, writing descriptive paragraph administered to the 64.82%, 45.05%, and 0% for respective total items of students of class X-1 TKJ of SMK Yohanes XXIII the questionnaire indicating A, B, C and D. while, the pointed out the mean of 47.96. This mean figure result of the questionnaire in cycle 2 showed the clearly indicated the low ability of the students of class comparative percentage of 77.19%, 22.45%, 0,35%, X-1 TKJ in writing descriptive paragraph. and 0% for respective total items of the questionnaire

There were two cycles used in this study called indicating A, B, C, D. This finding suggested that cycle 1 and cycle 2, and each cycle consisted of two most of the students of class X-1 TKJ of SMK sessions. The results of the data analysis for cycle 1 Yohanes XXIII Maumere showed positive attitude, and cycle 2 showed the mean figures of 67.37 for high learning motivation as well as active participation cycle 1 and 80.90 for cycle 2 respectively. These in learning descriptive paragraph writing through findings clearly showed that the mean of pre-test score concept mapping.

in writing descriptive paragraph $X = 47.96$ was much lower than both the total mean score in cycle 1 and cycle 2. Clearly, the findings of the present classroom other students even through the fact that an action study convincingly revealed that improving class study mainly undertaken for helping particular descriptive paragraph writing through concept students who had problems in learning descriptive mapping could effectively improve the low writing paragraph writing. Thus, the findings of the present ability in descriptive paragraph to the students of class action study were predominantly valid and reliable to

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the students of X-1 TKJ of SMK Yohanes XXIII

Maumere. The English teachers can apply the findings of the present classroom action study as a guidance to devise their teaching technique.

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