IMPROVING STUDENTS' WRITING SKILL THROUGH MIND MAPPING AND FOUR SQUARE WRITING METHOD IN VIRTUAL LEARNING AT SMA NEGERI 1 PANGARIBUAN

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Abstract

The purpose of the research was to find out the improvement of students' writing skills by using mind mapping and four square writing method. The design of the study was classroom action research by Kemmis and Taggart (2014). The subject of the study were 72 students of tenth grade, SMA Negeri 1 Pangribuan. The research findings were:1) the use of Mind Mapping and Four Square Writing Method in teaching writing skill had improved students' writing skill. It was based on the fact that there was a significant increase of students' scores in every cycle. It was also supported by the fact that increasing mean of students' scores from pre-activity, cycle 1 and up to cycle 2. In Mind Mapping, the means of the total scores were 64.36, 74.5, and 79.47. In Four Square Writing, the means of scores were 66.25, 74.38, and 79.38. 2) Mind mapping and Four square Writing have contributed to the students' motivation and enthusiasm in practicing English writing in classroom. Throughout interview and observation, it is found out that most students claim to be more active and responsive in writing class using Mind Mapping and Four Square Writing. Moreover, the students' achievement in writing is much improved in terms of pronunciation, sentence structure, and the use of varied vocabularies. However, researchers still need to study more about the use of Mind Mapping and Four Square Writing Method in writing skills, especially in finding the best method in teaching writing with different settings and students' level.

Key words: *CAR; Mind Mapping; Four Square Writing; Writing Skill; Virtual Learning*

1. INTRODUCTION

Covid 19 pandemic was happened in the whole of world, it had made many countries had many problems in their economy, health, social and specially education. According to the education minister at number 4 in 2020 about the implementation education learning in the coronavirus disease (Covid 19) by the culture and education minister, Makarim, Nadiem Anwar said that one important point of them was online teaching learning. It was done to give the the experince meaning teaching learning for the students, without the students had to finish all of the curiculums for graduating the students and increasing the grade.

The teaching learning activities could be variations among the students, depent on their interest and their condition, included the difference access or facility learning at their home. The proof or product activity could be given the direct feetback which it was qualitative and useful thing from the teacher. The teacher did not only give the teaching material but the teacher had to follow to join, discuss and communicate to help the students to do their task. Therefore the teacher had to use the method, technique and strategy in his or her online teaching learning. it was hoped to make the students could not be boring to follow their online teaching learning.

English subject was one of the common subjects in the junior and senior high school. There were four skills which it was teached by the teacher, such as speaking, writing, reading and listening. Writing was a communication activity to share the ideas, opinions, experinces in the written form. According to Nation (2009) writing was a process to express the experince, information, ideas, or knowledge, to acquire some information or knowledge to learn and share.

The teacher had to create the writing class because writing was a process and a product. According to Harmer (2004) writing skill could develop rapidly when the students' concerns and interests were acknowledge, when the teacher gave the numerous opportunities to write to the students, and when the teacher encouraged the students become participants in a community of writers. Therefore the writing class should take into account the learners' purpose for writing, which transcend that of producing texts for the teacher's evaluation.

Based on Septiani in her thesis, said that many reason the students got the difficulties in writing skill among the other skills. Not only the students but also the teacher had difficulties to teach the process of writing activity such as pre writing, drafting, revising and editing in order to discover and produce ideas and views. Furthermore the

conventional method was still used by the teacher to teach english in his/her teaching.

Based on the preliminary research at Senior High School (SMA) Negeri 1 Pangaribuan in February 2021, the researcher found that many students at tenth grade had diffulties to follow the online teaching learning because the teacher only gave the material without join actively in online teaching learning. The students were not interesting to follow it because the teacher just use the convetional method in his or her teaching learning. To get the data of Pre-research, the recearcher applied the data of document and interview between the english teacher and the students at tenth grade. The researcher found from the absence list document such as whatapp group and google classroom that the English teacher reported as long as online teaching learning done at tenth grade. One of the interview questions, " was there a student absent everyday?". She said that there were many students are not present in english subject class last days. One of the interview questions, " write your reason why you were not present in english subject class?". The research found from students' interview that they did not like to present in english subject because the teacher only gave the material, asked their present, gave the homework and closes the online teaching learning without gave the responses or feetbacks in online teaching learning and the the students' homework result. The researcher found from the students' whatapp group and google classroom document.

Mrs. E one of the teacher explained that almost students got difficulties in writing skill in online teaching learning because they needed more motivation in english subject specially writing skill. It meant that the teacher must use better method to solve students' writing problems. Based on the interview by the teacher, the students were difficult how to arrange and write a paragraph because they were confuse to collect ideas, opinion or views in their writing. Based on the explaining above, in the process of english teaching learning a teacher had to be able to produce the students' writing results in his/her teaching and a teacher has important role in delivering the material to the students until they understood what they had been learnt.

Therefore, the solution to this problem is the teacher had to have various technique of teaching/learning to solve the problems faced by the students. Based on those arguments, the researcher inspired to observe "Improving Students Writing Skill Through Mind Mapping and Four Square Writing Method in Virtual Learning at SMA Negeri 1 Pangaribuan".

2. RESEARCH METHOD
2.1 Research Design
This research used classroom action research by Kemmis and McTaggart (1988). There were four steps in this action research, they were:

1. Planning, in this step, the researcher would try to find out what the problems are in the teaching learning, what the best solution was to solve it, and how steps was done. In this time the researcher needed to think and evaluate everything that there were about teaching learning process happded in the last.

2. Action, in this step, the researcher would apply what method, strategy and thenique in his/her teaching learning process. Then what the material was given, and what action was done by the researcher to solve the problems which were happened.

3. Observation, in this step, the researcher would collect all of the informations, datas, documentation or students, teacher, students' and teacher's interaction in teaching learning process and identify the result of action.

4. Reflection, in this step, the researcher would verify the fairness of data and interpret the data as improvement and revision to show the successful result of method, strategic or technique was applied in teaching learning.

2.2 Subject of Research
According to Sugiono in his book, sample was the part of the population in one unit or place that it had the same characteristic. Therefore the researcher could take the sample from its population for getting information that it was needed by researcher. The sampling technique was taken by simple random sampling.

The tenth grade students of Senior High School (SMA) Negeri 1 Pangaribuan was chosen to be the subject of this research in academic year 2020/2021 that consist 72 students.

2.3 Location and Time of Research
Senior High School SMA) Negeri 1 Pangaribuan on Sisingamangaraja Street was the location of the research. This location was chosen because the school was the research's teaching. The time of research would start at March 2021.

2.4 Techniques for Collecting Data
In collecting data, the research data was taken through the quantitative and qualitative data. The quatitative data was acquired by pre test and post test. Then the qualitative was acquired by the observation sheet, interview and diary note. The explanation was like below:

1. Observation Sheet
The researcher would use the teacher's activities and students' activities observation sheet in online teaching learning process.

2. Interview
Before applying the classroom action research, the researcher asked the students and the english

teacher what their difficulties were in learning, methods, strategies and technique in writing skill. Then in doing this research, the researcher would do again interview to the students to know their responses to these methods.

3. Diary Note

The researcher used diary notes to note personal evaluation of the situation in the class while online teaching and learning process. Diary notes was used to describe researcher`s feeling and thoughts about online teaching and learning process. It would record everything that happen during online teaching learning process including reflection and evaluation of the implementation of Mind Mapping and Four Square Writing Method in writing skill for every meeting.

4. Test

Pre test and post test would used in this research. Before appling Mind Mapping and Four Square Writing Method in writing skill, pre test would given by the researcher to know the students'understanding in writing skill firstly. Meanwhile using direct instruction and role play method would given in learning writing skill with the material is narrative text.

3. RESULTS AND DISCUSSION

The research findings were made after data analysis on the application of Mind mapping and four Square Writing in teaching students in writing skill. The findings of the research were the answers to the The use mind mapping and four square writing skills had improved students' writing skills. It was based on the fact that there was a significant increase of students' scores in every cycle. It was also supported by the fact that the increasing mean of students' scores from pre-activity, cycle 1 and up to cycle 2. In mind mapping, the means of total scores were 64.36, 74.5, and 79.47. In four square writing, the means of scores were 66.25, 74.38, and 79.38.

Mind mapping and four square writing had contributed to the students' motivation and enthusiasm in practicing English writing in virtual classroom. Throughout interview and observation, it was found out that most students claimed to be more active and responsive in writing class using mind mapping and four square writing. Moreover, the students' achievement in writing was much improved in terms of grammar, pronunciation, spelling word and the use of varied of vocabularies.

Table 3.1
Students' response to interview in mind mapping class

No	Question	Cycle 1	Cycle 2
1	Do you write everyday?	Sometimes (17), Seldom(12), Never (7)	More often (10) Sometimes (21), Seldom(3), Never (2)
2	When do you write English?	At home by virtual learning (17), at home (14), never (5)	At home by virtual learning (25), at home (9), never (2)
3	What is your problem in writing?	Grammar errors (15), poor vocabulary (15), punctuation (4), spelling word (2)	Grammar errors (10), poor vocabulary (25), punctuation (1)
4	Do you like using Mind Mapping?	I love it (10), just like it(20), do not like (6)	I love it (20), just like it(14), do not like (2)
5	Do you find your writing skills more improved using Mind Mapping?	My writing skill is much improved(10), My writing is slightly improved (20), just the same(6)	My writing skill is much improved(20), My writing is slightly improved (14), just the same(2)

Table 3.1 showed the interview results of mind mapping class. It was clearly seen that students had less diligent in practicing their writing English writing during mind mapping class. Students mostly wrote English when having English classes; seldom students practiced writing English at home or other places. Since the application of mind mapping in teaching English writing skill, more and more students liked writing in the virtual learning classroom activities. The students also claimed that they had significant improvement in their writing skills. Even though, some of them still felt little improvement during the application of mind mapping in cycle 1 and cycle 2.

Table 3.2
Students' observation results in mind mapping class

No	Questions	Cycle 1	Cycle 2
1	Students are active to write English in every virtual learning classroom activity.	Students were active to write in virtual learning(15), students were not active (21)	Students were active to write in virtual learning(25), students were still passive (11)
2	Students make errors in grammar when writing in virtual learning classroom.	Students made errors in grammar (20)	Students made errors in grammar (13)
3	Students make mistake in spelling words in their writing.	Students made mistake in spelling words (11)	Students made mistake in spelling words (3)
4	Students use varied vocabulary in writing.	Students used varied vocabulary (10)	Students used varied vocabulary (20)
5	Students respond to their teacher's question.	Students responded to their teacher's question (15)	Students responded to their teacher's question (25)

Table 3.2 showed the results of observation in classroom activities by students in mind mapping class. The observation was done during mind mapping class taking place in cycle 1 and cycle 2. The observation in cycle 1 showed that only 42 % of the students actively practiced writing in the virtual learning classroom. There was a significant progress in cycle 2, around 69% of students involved in writing using mind mapping. Most students still made errors in grammar during cycle 1, but in cycle 2 students made less errors in grammar. Students also made more mistake in spelling words in the sentences structure in cycle 1, but in cycle 2 students made less mistake in spelling words in the sentences structure. Moreover, students used less varied vocabulary during mind mapping class in cycle 1 and cycle 2. Eventually, students were more responsive to the teacher's during cycle 1 and 2.

4. CONCLUSSION

This research was a classroom action research (CAR). The focus was on the efforts to find out the significant improvement of students' writing skills using mind mapping and four square writing. The conclusion of the research was stated in two respects: (1) The practice of mind mapping and four square writing had obviously improved students' writing skills. The evidence of this claim was the increasing scores of students from cycle to cycle of classroom action research. (2)Moreover, mind mapping and four square writing also had contributed to motivate and encourage the students to be more confident in writing English and responding to teacher and classmates when practicing English writing in class.

This study had proved that mind mapping and four square writing made significant contributions to students' writing skills. Therefore, the researcher suggested some points to be considered: (1) Teachers should use mind mapping and four square writing when teaching writing skills to students, especially to the students with intermediate level. (2) The researchers still needed to study more about the use mind mapping and four square writing in writing skills, especially in finding the best method in teaching writing with different settings and students' level.

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