

## IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT COMPETENCE USING MAPPING PICTURES

Sutri Winurati<sup>1</sup>, Sulistyaningsih<sup>2</sup>, Okky Ria Vinola<sup>2\*</sup>

SMP Negeri 2 Sukodono Sidoarjo, STKIP-PGRI Sidoarjo, STKIP-PGRI Sidoarjo

e-mail: sutriwinurati77@gmail.com, sulistyaningsih3112@gmail.com, bisnisokky@gmail.com

[bisnisokky@gmail.com](mailto:bisnisokky@gmail.com)\*

**Abstract:** *The aims of this study were to improve students' competence in writing descriptive text; the researcher used classroom action research as method and the image Mapping Picture as an authentic visual media technique. The subject were the 36 students of this research in class VII-C SMP Negeri 2 Sukodono, Sidoarjo 2nd semester of academic year 2021/2022. The success indicator of this research was if there were at least 22 or (60%) students of 36 students could write descriptive English text in accordance with the rubric of descriptive writing. This study was conducted for 3 meetings. In cycle I action the students described a particular animal or plant by using Mapping Picture. In cycle II action students described public places using Mapping Picture too. Qualitative research with data analysis method showed the result that there was an increasing number of students who had reached Minimum Mastery Criteria (KKM) 75. The pre-cycle scores of the original condition only 10 or (28%) students from 36 students; and first-cycle scores, there were increased scores of 17 or 47% students and the third-cycle's scores were 25 or (69%) students who got the Minimum Mastery Criteria (KKM) 75. The improvement was 41%. In conclusion, the students' competence in writing descriptive text were improved by using Mind Map pictures.*

**Key words:** *writing; description texts; mapping picture*

### Introduction

#### Background of the study

Writing skill is the main point to be discussed this time. By writing, students can express what they want to convey in addition to speaking. Writing skills must be possessed by students to complete the other three skills, which they must also possess (Ludlow, 2007). According to (Herizal, 2015), Children must first be able to comprehend that specific letter forms and these letters correspond to specific sounds when the letters are combined. The students have a challenging task to complete. There are six different ways to define "writing," including: (1) a technique for encoding language through visible or tactile marks; (2) an activity involving the application of such a technique; (3) a text as the end result of such an activity; (4) a particular script style, such as block letter writing; (5) an artistic composition; and (6) a profession. (Cambridge University Press).

One of the functional texts that is challenging enough for students to learn is descriptive text. A descriptive text is one that details the characteristics of someone, something, or a specific location (Sulistyaningsih et al. 2022). Descriptive text is a text that shows a detailed description of an object, star, human, plant, place or other. Students can

write to describe their favorite animals, favorite objects, special places and others (Abbot & Horn, 2011). The purpose of this text is to describe something looks like. It has two parts of generic structure; they are identification and description (Ludlow, 2007). There must be participants and there must be present tense, action verbs, and adjectives.

The writing descriptive text is a description of something around them and not far from their daily lives. At the junior high school level this time, they studied and made descriptive texts, in the level of Minimum Competence Criteria (KKM) score is 75.

Students are not competent in writing descriptive texts, because they think writing is a very difficult thing for Grade VII-C students of SMPN 2 Sukodono. This difficulty arises because students lack creative ideas, low mastery of grammar and tenses structure, lack of vocabulary, they also have difficulty trying to motivate themselves, they have no ideas, and are afraid to make mistakes as well. As a teacher, the writer tries to be responsible to solve the problems faced by these students. That's why the writer chooses Mapping picture as technique of teaching.

Diagram information hierarchy can be visually represented using a picture. It frequently centers on a single idea and is depicted as an image in the middle of a white page. Other ideas branch out from the fundamental notion, which is intimately tied to the major ideas (Hopper, 2015). Use a mind map when writing essays and tasks, especially in the beginning when it's a great way to organize your thoughts. In order for the instructor to begin assigning assessment activities, it can also be used for brainstorming, visualizing, organizing, taking notes, solving problems, making decisions, revising, and clarifying a topic for a university course. A mapping graphic is essentially used to "brainstorm" a subject and is an excellent method for kids (Arulselvi, 2017). " Mind Maps are a rich visual medium for creative expression since they combine words and pictures. A mind map is "an simple technique to transfer information into and out of your brain," according to Tony Buzan (2007).

Different colors of mapping picture can also be used to make stronger associations of mind mapping with different types of lower concepts (Driscoll, 2000). It has been students who were given control over their maps achieved better because the maps embodied meta-cognitive models that contributed to their high achievement (bi-El-Mona & Khalick, 2008). Mapping Picture media is the one of the media solutions to solve the students' problem. Mapping Picture is adopted from mind mapping and picture mapping. The use of picture mapping in research is as a tool to develop early childhood communication and collaboration skills as part of 21st century skills (Novi Yanthi and friends). Picture Mapping helps for communication and collaboration skills of childhood. The other journal said "The use of mind mapping pictures can improve students' skills in writing descriptive texts" (Debi Eka Sukma, 2018). This observation wrote the results of the study, researchers found that the use of mind mapping pictures could improve students' skills in writing descriptive texts.

The first previous study are taken from *Desy Oktafiani and Hendra Husnussalam* from IKIP Siliwangi about *Improving Students' Writing Skills In Descriptive Text Using Picture Word Inductive Model (Pwim) Strategy*. The 32 students in the junior high school's 7th grade for the 2019–2020 academic year served as the writer's participants. Two cycles of CAR were used in

the study to examine student behavior and responses in the classroom. The improvement score from the pretest to the posttest 2, which had a minimum score of 75 and a maximum score of 85, provided evidence of the study's success.

The second related study, written by Debi Eka Sukma from STKIP Insan Madani Airmolek, is titled The Use of Mind Mapping Picture To Improve Students' Writing Skill of Descriptive Text at Grade VIII of SMPS Johan Sentosa. Following data analysis, the researcher discovered that mind mapping pictures could enhance students' ability to write descriptive texts.

### **Statement of the problem**

How is the improving students' writing descriptive text competence using mapping pictures? While the objective of this study is to describe the improving students' writing descriptive text competence using mapping pictures.

### **Method**

This research was classroom action research, which aimed of achieving improving 36 students' writing descriptive text competence using mapping pictures in class VII-C at SMP Negeri 2 Sukodono, Sidoarjo, where the writer teaches. This research was carried out in the even semester of academic year 2021/2022. Classroom action research itself according to Mertler (2006:10) is a kind of research conducted as an attempt to study the real school situation with a view to improving the quality of the action and its results. The time in this research was started from 13<sup>th</sup> January, 2022 to the end of January 2022.

### **Research procedures**

The stages carried out in this classroom action research are intended to discuss each path in the research. Mills (2000:35) explains, "Each cycle consists of four stages, they were planning, action, observation, and reflection". The research procedure in classroom action research was carried out in two cycles. Cycle I was carried out in one meeting and cycle II was carried out in one meeting as well.

#### **Every cycle contained four steps:**

##### **1. Planning**

The initial activity carried out by the researchers was to reflect on the learning process that had been given during the pre-cycle. After reflecting on the results, the researchers were able to carry out further activities such as the following:

- a) Analyzed the curriculum by knowing the Competency Standards and Basic Competencies as well as the main material to be delivered using Mapping Picture media.

- b) Established the indicators of achievement of competence in writing descriptive texts in learning English by referring to Competency Standards and Basic Competencies.
- c) Made Lesson Plan using Mapping Picture media.
- d) Prepared the image that were used for Mapping Picture.
- e) Made assessment instruments and prepared facilities that could support the learning process.
- f) Determined the criteria for learning success. In this study, students were said to be successful if they had reached the Minimum Mastery Criteria (*KKM*) 75 score.

## 2. Implementation of Action (acting)

At this stage the researchers applied research activities using Mapping Picture media which referred to the lesson plans that had been prepared with the following learning steps:

- a) The teacher started the lesson by telling what the learning objectives were at the meeting.
- b) The teacher gave direction about the steps taken by the students
- c) The teacher distributed small pieces of paper containing the word, what picture the next student would get.
- d) The teacher distributed the pictures that had been selected by the students through the small pieces of paper obtained.
- e) Students observed the pictures and found words related to the observed pictures.
- f) Students made mapping of the picture by writing the words on the map and decorated it as attractively as possible.
- g) Students wrote descriptive texts according to the words mapped on the picture and collect them.
- h) The teacher reflected on the lessons and activities at the meeting.

## 3. Observation

In the observation activity, the researchers collected and compiled the data obtained from the students' writing in the learning process.

## 4. Reflection

The results of observations that had been carried out by researchers were analyzed and reflected to find out the results of the learning process in the first cycle using Mapping Picture media. At this stage the analysis of the students' writing results by using Mapping Picture were any obstacles and whether it was in accordance with what the writer expects. More students were expected to get a minimum score of reaching the *KKM* 75 score.

## Criteria of Success

These researches are successful if the value of writing descriptive text of students has increased by using Mapping Picture. At least 60% of students have *KKM* score 75.

## The Data Analysis

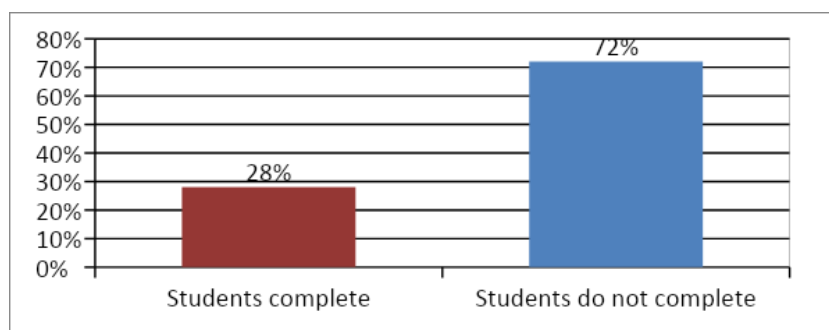
The success of this research was determined by the students' writing results; therefore the instrument used rubric instrument for writing; student descriptions was based on Mapping Picture that had been made. The data collection was carried out in two cycles, cycle I and cycle II in order to know the results significantly.

## Finding And Discussion

Before the research process is carried out there is a pre-cycle process. When writing skills in the pre-cycle time, the value obtained by students was not optimal, the material for completeness in the class was very minimal; the percentage was only 28%. When it was viewed from total of all students, there were only 10 children who got a completeness score of 75.

**Table no. 1.** A pre-cycle processes results

No.	Students get Completeness score	Percentage %	Students Don't get completeness score	Percentage %
1	10	28%	26	72%



**Graph no. 1.** Competence Table in Writing Pre-Cycle Descriptive Text

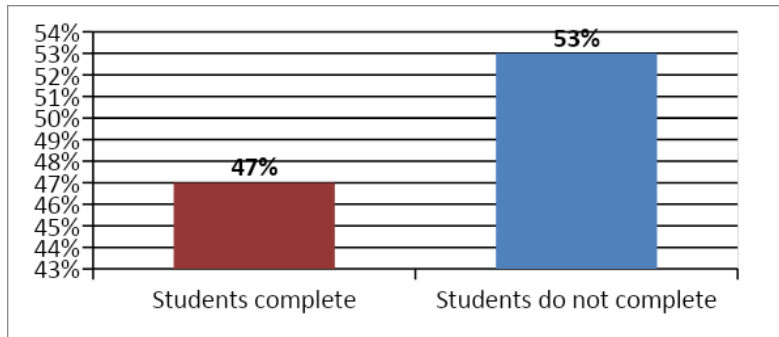
The research was conducted in 2 cycles. The data from the pre-cycle in Graph no.1 do not met the research achievement targets. The students who got completeness score of success were only 10 or 28%. While the criteria of success is at least 60% of students have *KKM* with 75 score.

## Research results (Finding)

**Cycle I** was carried out in 2 lesson hours. In the first cycle the teacher explained the material related to descriptive text. It was about adjectives, how to make present tense sentences. The results test of writing descriptive text using mapping pictures of the observation in the first cycle there was an increase of 19% for the students' scores. Meanwhile, 17 students or 47%, of the class, finished the first cycle with the minimum score. These scores had not reached the 60% limit minimum completeness score.

**Table no. 2.** The first cycle processes

No.	Students get Completeness score	Percentage %	Students Don't get completeness score	Percentage %
1	17	47%	19	53%



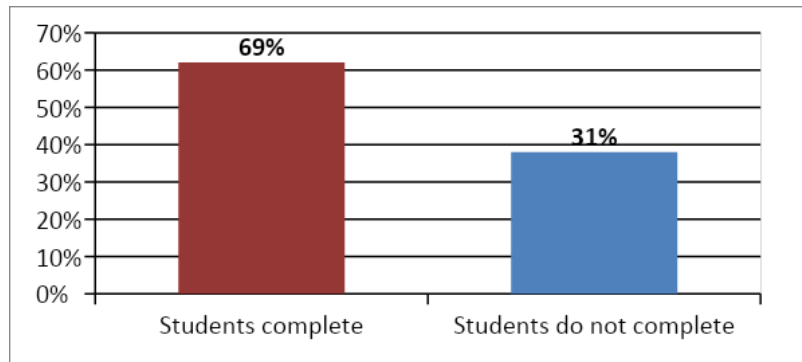
**Graph no. 2.** Competence Table in Writing Cycle I Descriptive Text

From the results of this observation, it was continued to cycle II to improve students' descriptive writing competence by using a mapping picture by replacing images, from pictures of animals or plants into pictures of public places. This study was conducted in two cycles using a cyclic process that had four phases per cycle. It was accomplished by accepting the model that Kemmis and McTaggart in Burns propose. (2010: 9).

**Cycle II** was carried out in 2 lesson hours too. In this cycle, the teacher explained the material related to descriptive text. It was about describing a place using *“the pronouns there is and there are and how to describe a public place”*. The test results scores in the second cycle were 25 students or 69% who completed minimum score 75. Thus, in cycle II, there were improvement scores on the students' descriptive writing competence using mapping picture reached >60% of the criteria of success. From the results of this observation, improving students' writing descriptive text competence by using a mapping picture proved had been successful.

**Table no. 3.** The second cycle processes

No.	Students get Completeness score	Percentage %	Students Don't get completeness score	Percentage %
1	25	69%	11	31%



**Graph no. 3.** Competence Table in Writing Cycle II Descriptive Text

Present complete data that clearly shows changes in improvement obtained from observations, including all aspects of research concentration. Presentation of data can be made in the form of graphs/tables with explanations and data analysis.

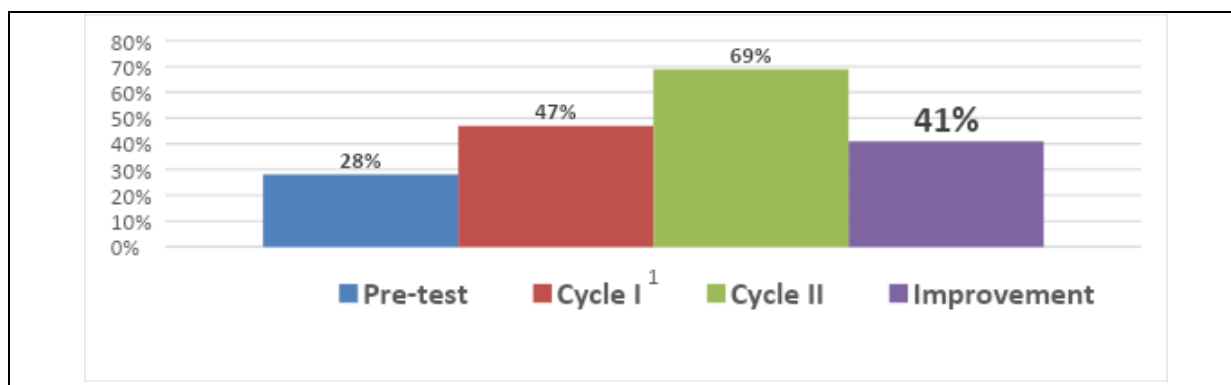
### Discussion

From the description in the previous chapter we can describe:

- The descriptive writing competence of students at the beginning before the research took place was categorized as *low* , they are only 10 students or 28% can pass the completeness.
- The descriptive writing competence of students in the first cycle in the research was in the *medium* category, they are 17 students or 47% can pass the completeness..
- The descriptive writing competence of students in the second cycle of the research was categorized as *high*. They are 25 students or 69% reach the criteria of completeness *which is* >60%. The benchmark is at least 60% of students have *KKM* score 75.
- The improvement of students' competence in writing descriptive text can be counted from 28% to 69% equals 41%.

**Table no. 4.** Comparison of completeness scores

No.	Pre-test	Cycle I	Cycle II	Improvement
1	28%	47%	69%	41%



**Graph no.4.** Comparison of completeness scores in Percentages

## References

- Abbott, B., and Horn L. (2011). *Mind Maps In Classroom Teaching And Learning*, The Excellence in Education Journal Volume 6, Issue 2: 2017., Paper presented at the annual meeting of the Linguistic Society of America, Pittsburgh. Arulselvi Evangelin, Arulselvi, Evangelin (2017) *Mind Maps in Classroom Teaching and Learning*. Excellence in Education Journal, v6 n2 p50-65 Sum
- Bi-El-Mona, I. & Adb-El-Khalick, F.(2008). *The Influence Of Mind*. Cambridge advanced learner's dictionary, Cambridge: Cambridge University Press.
- Debi E. S. (2018). *The Use of Mind Mapping Picture to Improve Students' Writing Skill of Descriptive Text at Grade VIII of SMPS Johan Sentosa, Guspa R*. STKIP Insan Madani Airmolek. Issue : Vol 10, No 2 (2018) : AL-ISHLAH: Jurnal Pendidikan. Publisher : STAI Hubbulwathan Duri.
- Desy Oktafiani & Hendra Husnussa (2021). *Improving Students' Writing Skills In Descriptive Text Using Picture Word Inductive Model (Pwim) Strategy* . DOI:[10.22460/project.v4i3.p420-425](https://doi.org/10.22460/project.v4i3.p420-425). IKIP SILIWANGI.
- Driscoll, M. P, (2000). *Psychology of Learning for Instruction, 2nd Ed*, Journal: Boston: Allyn and Bacon.
- Harmer Jeremy, (2007). *How to Teach*, Journal: England: Pearson Education Limited.
- Herizal, Afriani Novi, (2015) *"improving students ' descriptive writing text through picture word inductive model ( pwim ) strategy for seventh."* Jurnal Pendidikan dan Pembelajaran Untan 2(1): 25–348.
- Hopper, Carolyn H. (2015). *Practicing College Learning Strategies* (7th ed.). ISBN 9781305109599 Huessien.
- Kemmis and Mc Taggart in Burns (2010). *Source Publication. Fig. 1*. Nine Qualifications Levels in IQF
- Ludlow, Peter (2007), *Descriptions*, Stanford Encyclopedia of Philosophy
- Mettler, C.A., ( 2006) *Action Research Teachers as Researcher In The Classroom*, Sage: Publication, Inc
- Mills, G.E., (2000). *Action Research: A Guide For The Teacher Researcher*, New Jersey: Pretice Hall, Inc.



Sulistyaningsih at. Al. (2022). *The Effectiveness of Pomodoro Technique on Students' Descriptive Text Writing Quality*, Jurnal Basicedu.jilid 6, terbitan.3.hal. 3384-3390.22.3.2022.

Tony Buzan. (2007). *MIND MAPS FOR KID*. Jakarta: PT Gramedia Pustaka Utama.