

## **Improving Students' Ability To Write Narrative Texts Through Mind Mapping-Assisted Problem-Based Learning Models**

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### **Abstrak**

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis siswa kelas XI SMA N 6 Semarang tahun ajaran 2023/2024 dalam menulis teks narrative melalui teknik mind mapping. Penelitian ini merupakan penelitian tindakan kelas. Terdapat dua siklus pembelajaran yang terdiri dari perencanaan, tindakan, observasi, dan refleksi yang dilakukan dalam penelitian ini. Instrumen untuk mengumpulkan data adalah tes dan observasi. Analisis data yang digunakan dengan menghitung nilai tes per siklus, rata-rata hasil belajar siswa per siklus, dan persentase ketuntasan belajar dengan ketuntasan standar individu dengan skor 75. Dari hasil tes pada penelitian ini, hasil tersebut meningkat pada siklus I dan II. Pada siklus I nilai rata-rata 79.31 meningkat menjadi 88.11 pada siklus II, yang artinya meningkat 8.8% poin. Ini berarti bahwa pengajaran menulis melalui mind mapping meningkatkan keterampilan menulis siswa. Peningkatan juga terjadi pada hasil masing-masing sub indikator tes tulis antara siklus 1 dan 2.

**Kata Kunci:** Menulis; Mind Mapping; Teks Naratif

### **Abstract**

This study aims to improve the writing skills of grade XI students of SMA N 6 Semarang for the 2023/2024 academic year in writing narrative texts through mind mapping techniques. This study is a classroom action research. There are two learning cycles consisting of planning, action, observation, and reflection carried out in this study. The instruments for collecting data are tests and observations. Data analysis was used by calculating test scores per cycle, average student learning outcomes per cycle, and percentage of learning completeness with individual standard completeness with a score of 75. From the test results in this study, these results increased in cycles I and II. In cycle I the average value of 79.31 increased to 88.11 in cycle II, which means an increase of 8.8% points. This means that teaching writing through mind mapping improves students' writing skills. Improvement also occurred in the results of each sub-indicator of the written test between cycles 1 and 2.

**Keywords:** Mind Mapping; Narrative Text; Writing

## **A. INTRODUCTION**

English plays a very important role along with the times and technological advancements. English has become a language that is used almost all over the world and many people have learned it in order to be able to keep up with the times that use English in its use.



expected to be able to master various abilities, such as listening, speaking, reading, and writing in English, which incidentally is one of the most dominant international languages. More and more people are choosing to use English as the main communication tool, not only for academic purposes, but also for business, social, and cultural purposes (Wahyuningsih, 2021). In learning English has four skills namely listening, speaking, reading and writing. The four English language skills can be obtained in various ways including by training, education or applying them in everyday life. These four skills are important things that need to be mastered by students in learning English. Because with the mastery of these skills, students can become easier to accept and understand the material provided by the teacher in learning English.

At the senior high school (SMA) level, the education curriculum in Indonesia has aligned English language learning with the demands of the times, namely the independent curriculum. Students are taught different types of English texts, including narrative texts, which have certain characteristics and conventions that students must understand. They not only focus on grammar and vocabulary, but are also required to reach the level of discourse in English. That is, students are not only taught to understand existing texts, but also to be able to construct new texts with adequate competence (Santoso, 2017). Thus, it is expected to improve the grammar, vocabulary, writing and speaking skills of learners in English language learning.

One very important skill in learning English is the ability to write. Writing is a productive skill that has a huge impact on communication, both verbally and in writing. Writing allows us to express thoughts, ideas, and emotions in a clear and structured manner. Writing in English is different from writing in Indonesian, because in writing English there are several types of sentence use that must be adjusted to the time of occurrence, such as the lapau, present, and future. Therefore, someone who wants to write English-language writing must master grammar. However, students often face challenges in developing creative ideas and conveying them effectively in written form. In addition, students' grade levels in English subjects are often below the expected standard, suggesting that there is a need that needs to be met in the teaching of writing (Nation, 2009, p. 113).

Teaching writing to high school students is different from junior high school or elementary school. Teachers as facilitators must understand the characteristics of students and classroom conditions before the teaching and learning process. Then, teachers must prepare lesson plans, materials, and LKS to be taught as well as teaching methods to be implemented. So, teachers should be able to use various teaching methods or strategies to encourage and motivate students' skills in writing texts.

This study focuses on writing narrative texts. Narrative texts can be written or oral, have interconnected events, are different from dialogue texts and have elements of art to tell (story telling). According to Gerot and Wignell (1994: 2), narrative text is a text that describes the sequence of events experienced by the characters in the story. Narrative literally means (1) a spoken or written account of connected events; a story, (2) the narrated part of a literary work, as distinct from dialogue. (3) the practice or art of narration. The skill of writing narrative text is an effort to pour all thoughts, feelings, ideas into a writing in the form of an essay that tells as clearly as possible to the reader whose main target is horn actions that are assembled into an event that occurs in a unity of time.

Based on the results of observations of teaching and learning activities in class XI MIPA 2 SMA Negeri 6 Semarang, students experience several obstacles in writing activities. In writing learning, especially in high school students, students are asked to know how to write a paragraph well. However, most of the students face problems in writing it. Most students are not interested in learning English. It makes students feel bored and their motivation to learn English is low. Students mostly find it difficult to think creatively, so they don't know writing because they struggle to develop and generate ideas. This situation is similar to the statement from the Nation (2009, p. 119) which states that some learners can say what they want to write but have difficulty putting it into written form.

Thus, there needs to be special attention to teaching writing in English, especially at the high school level. Although conventional teaching methods have become standard, this study will explore mind mapping techniques as an innovative and useful tool in improving the narrative writing skills of high school students. This technique is

expected to help students overcome challenges in developing creative ideas and produce more structured and adequate writing. In addition, the use of mind mapping techniques is also expected to increase student motivation and make learning more interesting, in accordance with the challenges in English learning faced by high school students today. Because with the use of interesting media in learning activities can attract interest in learning students which will affect the process of learning activities and learning outcomes of students.

According to Kotob, Styger and Richardson (2016) mind mapping is a technique to convey effective and creative thinking. This technique helps in organizing and presenting the research concept visually around the main keyword or idea. In other words, Alamsyah (2009) argues mind mapping is a useful technique that helps you learn more effectively, improves the way you record information, and supports and enhances creative problem solving. Mind mapping is a good tool to help students write a good structure on the focus of the essay. By using mapping in learning, especially when delivering material, students can more easily receive and understand the material and teachers can also more easily provide material and can attract more students' attention because of its creative form and attract students' interest in learning. Mind mapping helps students to display all the picture of the argument and objectively assess what arguments and essay structures are rational. Mind mapping not only helps students to plan what they want to write, but is also useful when students write completely as stated by (Buzan, 2006). Thus, students can more easily receive and understand the material, creative and attractive in conveying the results of discussions in front of classmates. Classmates can also easily understand the information conveyed by students and can provide arguments to complement students' understanding of one another. Tony Buzan (2008: 17) revealed that there are seven steps that need to be done in making mind mapping: (1) Start from the middle of a blank paper whose long side is placed horizontally; (2) Use pictures or photos for the central idea, because images symbolize a thousand meals and can activate the creative power of our brains; (3) Use color, because for the brain color is as interesting as pictures so that the mind map is more alive; (4) Connect the main branches to the central image and connect the second- and third-level

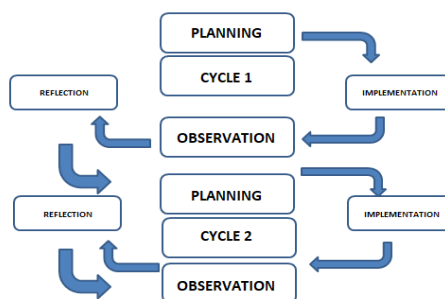
branches to the first and second levels; (5) Make a curved dash; (6) Use one keyword for each branch or line; (7) Use pictures, because each picture is worth a thousand words.

Teaching English in high school is becoming increasingly challenging, mainly due to various obstacles faced by students, including a lack of interest in English and difficulties in creative thinking. Student grades that often do not reach the desired standard are also a major concern. Therefore, this study aims to overcome these challenges by implementing mind mapping techniques as an alternative method in learning narrative writing. The main objective of this study was to improve the writing skills of high school students and make English teaching more effective and engaging. Facing the above problems as an effort to help students overcome their difficulties, researchers decided to conduct a study entitled "Use of Mind Mapping to Improve Student Skills in Writing Narrative Text".

## B. METHOD

The type of research used is classroom action research. This research was conducted at SMAN 6 Semarang. The subjects of this study were 36 students of grade XI MIPA 2 consisting of 7 boys and 29 girls. The time for conducting research in the even semester of the 2023/2024 academic year.

Research activities are carried out through four stages, namely learning planning, learning implementation, observation and reflection.



**Picture 1.** Classroom Action Research Cycle

The data collection techniques used are tests, observations, and documentation. The test is conducted to determine the level of ability and understanding of students during learning progress. The observation used is passive participation where the

researcher is not involved and only as an independent observer. In this study what will be observed is the source. The documentation of this study is learning tools and test results in English subjects in writing narrative texts using mind mapping techniques.

Research instruments in the form of teacher observation sheets during the learning process and test instruments. Observation sheets are used by teachers in assessing student activities during learning each meeting for three cycles on narrative text material. Test instruments are given to students at the end of each cycle. The test instrument aims to determine the picture of student learning outcomes in narrative text material using mind mapping techniques.

Data analysis techniques in this study use qualitative descriptions and quantitative descriptions. Assessment for test instruments uses the average of individual learning completeness and classical learning completeness.

Formula used for individual learning completeness:

$$KBI = \frac{\text{number of scores obtained}}{\text{Max Score}} \times 100\%$$

The formula used for the completeness of classical learning:

$$KBK = \frac{\text{Number of completed students}}{\text{total number of students}} \times 100\%$$

Formula to find the grade point average:

$$M_x = \frac{\sum X}{N}$$

In this study, the indicator that became a guide to success was the improvement of writing skills of grade XI MIPA 2 SMAN 6 Semarang students through mind mapping techniques with individual learning completeness  $\geq 75\%$  and a percentage of learning completeness  $\geq 80\%$ . So, research is said to be successful if the class that is the subject of research gets learning completeness  $\geq 80\%$ .

Metode penelitian berisi spesifikasi penelitian, jenis penelitian, metode pendekatan, teknik pengumpulan data, dan metode analisis data yang digunakan dalam penelitian. Metode penelitian ditulis secara deskriptif dan dibuat dalam 1 alinea.

### C. RESULT AND DISCUSSION

This class action research was conducted in class XI MIPA 2 SMA Negeri 6 Semarang. The problem in this study is the low learning outcomes of students in writing, it is due to the low enthusiasm for student learning, students' writing skills are still low, lack of mastery of English vocabulary, difficulty determining ideas and developing them in paragraphs and teachers still apply conventional methods. For this reason, it is planned to improve learning by conducting Classroom Action Research (PTK) in an effort to improve the ability to write narrative texts using mind mapping techniques.

The study was conducted in two cycles. The first cycle is carried out through four stages, namely learning planning, learning implementation, observation and reflection. The second cycle is an improvement of the first cycle.

Before the first cycle, researchers first conducted pre-cycle research. From the results of the pre-cycle evaluation, 22 students achieved completeness and 14 students have not achieved learning completeness with KKM 75. The completeness of pre-cycle classical learning only reached 61.11% with a grade point average of 74.11.

Based on the results of the pre-cycle analysis, researchers must make improvements in cycle I. Cycle I is carried out to find out whether the completeness of student learning increases in the ability to write exposition narrative texts.

#### **Description of cycle I data**

Cycle I is carried out after the pre-cycle stage. Because the pre-cycle stage has not met the desired completeness criteria, the first cycle stage is carried out to find out that the writing ability of students in writing narrative texts using mind mapping techniques increases. The stages of cycle I are as follows:

##### a. Plan

The planning activities carried out are: preparing learning tools including making teaching modules, teaching materials, LKPD, media and evaluation tools; determine the time of implementation of learning with students; prepare learning tools and documentation, and reflect.

##### b. Do

Carry out learning in accordance with the teaching modules that have been prepared, namely with the Problem Based Learning model using video media. Cycle I learning using a genre-based approach starts with BKoF, MoT, JCoT, and ICoT. Cycle 1 learning aims to see the writing ability of students in writing narrative texts using mind mapping techniques.

The researcher begins the learning process by asking some questions about current issues that occur in our lives. Then, students identify current problems based on images provided by researchers. Next, researchers examined some of the mistakes the students made. After that, the researcher introduces the narrative text to students, explains to students the meaning, types of text, generic structure, and gives examples of narrative texts. Then researchers and students discuss together by giving arguments orally. After the lesson is over, researchers and students reflect, present readings for the next meeting, and pray. At the end of learning, the teacher provides an evaluation to find out the writing ability of students.

The final results of the first cycle learning process are as follows:

**Table 1.** Results of Writing Evaluation in Learning Cycle I

KKM	Frequency	Percentage	Description.
≥ 75	28	77,78%	Complete
< 75	8	22,22%	Incomplete
Total.	36	100%	
Top score		85	
Lowest score		64	
Average		79,31	

The results of the analysis of the student writing evaluation table in the first cycle found that 28 students who met the completeness with a percentage of 77.78% and those who did not meet the completeness or were said to be incomplete as many as 8 students with a percentage of 22.22%. The average value in the first cycle was 79.31 with the highest value of 85 and the lowest value of 64.



c. Reflection (See)

Based on the results of student writing, with an average score in Cycle I of 79.31 and classical completeness of 77.78%, it has not met the success indicator, namely classical completeness of 80%. So the researcher conducted a research plan in Cycle II.

**Description of cycle II data**

Cycle II is an improvement from cycle I. If cycle I has not fulfilled the purpose of this study, which is to improve the writing ability of students in writing narrative texts using mind mapping techniques, it is necessary to make improvements in cycle II. So that the purpose of this research can be achieved. The stages of cycle II are as follows:

a. Plan

The planning activities carried out are: preparing learning tools including making teaching modules, teaching materials, LKPD, media and evaluation tools; determine the time of implementation of learning with students; prepare learning tools and documentation, and reflect.

b. Do

Carry out learning in accordance with the teaching modules that have been prepared, namely with the Problem Based Learning learning model using video media. Cycle II learning using a genre-based approach starts with BKoF, MoT, JCoT, and ICoT.

The researcher begins the learning process by asking some questions about current issues that occur in our lives. Then, students identify current problems based on images provided by researchers. Next, researchers examined some of the mistakes the students made. Then students are formed into several groups with a theme that will be made a mind mapping with their group.

In the second meeting, after the participants were taught to finish making mind mapping, they made a presentation in front of the class, and the teacher gave input and suggestions on the results of the mind mapping design on narrative texts. After that, the researcher introduces the narrative text to the students, explains to the students the meaning, types of text, generic structure, and gives examples of exposition narrativetexts. Then researchers and students discuss together by giving arguments orally. After the lesson is over, researchers and students reflect, present readings for the next meeting, and pray. Then the researcher gave the test. In this test, researchers asked students to write an

expositional narrativetext based on guided sentences they made on mind mapping from previous encounters. The time given is 45 minutes.

The final results of the first cycle learning process are as follows:

**Table 2.** Results of Writing Evaluation in Learning Cycle II

KKM	Frequency	Percentage	Description.
≥ 75	33	91,67%	Complete
< 75	3	8,33%	Incomplete
Total.	36	100%	
Top score		100	
Lowest core		72	
Average		88,11	

The results of the analysis of the student writing evaluation table in cycle II found that 33 students who met the completeness with a percentage of 91.67% and those who did not meet the completeness or were said to be incomplete as many as 3 students with a percentage of 8.33%. The average value in cycle II was 88.11 with the highest value of 100 and the lowest value of 72.

c. Reflection (See)

Based on the analysis of the results of the second cycle of writing evaluation, students experienced an increase in learning outcomes with an average score of 88.11 and classical completeness of 91.67%. So it has met the success indicator, namely classical completeness of 80%.

At SMA Negeri 6 Semarang, English learning has been using conventional methods so far that it makes students bored, less enthusiastic, and low learning motivation. This can be seen in the results of the pre-cycle test. They also have difficulty in finding ideas and vocabulary to design a piece of writing. Therefore, to overcome the above problems, researchers conducted research using mind mapping techniques. It is expected to create an active, enthusiastic atmosphere, and increased learning motivation and can improve writing skills.

Based on the results of the pre-cycle showing that it has not met the completeness indicators, then cycle I is carried out. The stages in cycle I are the stages of planning, implementation, and reflection on learning. When the implementation is carried out, it is also an observation stage of how students carry out learning with the Problem Based Learning learning model as seen from the results of the writing test. In the first cycle, the test evaluation results have not met the completeness indicators. So the researcher conducted a research plan in cycle II.

The stages in cycle II are also the same as the stages in cycle I. After cycle II is carried out, the results of student writing evaluation show classical completeness, which is 91.67%. The students showed interest in improving English writing skills by using a sentence-guided approach while responding effectively to all statements, as seen from observation. By using mind mapping in writing narrative texts, students' writing skills improve rapidly. So it can be concluded that the classroom action research to improve the writing skills of grade XI MIPA 2 students of SMA Negeri 6 Semarang was successful.

**Table 3.** Recapitulation of Student Writing Evaluation Results

Parameter	Cyclical		
	Pre Cycle	Cycle I	Cycle II
Total score	2668	2855	3172
Average score	74,11	79,31	88,11
Top score	92	85	100
Lowest score	48	64	72
Complete student	22	28	33
Incomplete student	14	8	3
Percentage of student complete	61,11%	77,78%	91,67%
Classic complete	Incomplete	Incomplete	Complete

#### D. CONCLUSION

Based on the results of research on improving students' ability to write narrative texts through problem-based learning assisted by mind mapping class XI MIPA 2 SMA Negeri 6 Semarang can be concluded as follows: (1) The preparatory steps that have been planned to carry out the research are going according to plan, from the start of making a well-implemented RPP. (2) The application of sentence guided learning provides an increase in students' writing skills in narrative text learning in class XI MIPA 2 SMA Negeri 6 Semarang, it is proven by the increase from cycle I with a completeness rate of 77.78% with the number of students complete 28 and incomplete 8 with an average score of 79.31, and cycle II with a completeness rate of 91.67% with the number of students completed 33 and incomplete students 3 with grades Average 88.11.

Based on the conclusion of the application of mind mapping in English language learning in improving writing skills in the narrative text of class XI MIPA 2 SMA Negeri 6 Semarang, it is recommended for teachers: (1) Can apply mind mapping learning media that is integrated with learning materials. (2) Can provide guidance and direction for students who have not achieved KKM completion through remedial programs and enrichment programs for students who have achieved KKM completion. (3) Can vary this classroom action research as a learning model so that learners are more enthusiastic in learning.

Suggestions for researchers: (1) Expected to be more creative and innovative in applying the learning process. (2) Develop the results of this research and as a reference in order to be better. (3) Develop ideas that are already owned by making innovations that can be applied in the learning process. (4) Develop other variables that can improve students' ability to write narrative texts.

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