IMPROVING STUDENTS' WRITING ABILITY THROUGH MAPPING TECHNIQUE

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ABSTRACT

This study aims at finding whether mapping technique significantly affect the students' essay writing ability. It is Classroom Action Research (CAR) in which the subject is the second semester students of Letters Faculty of Darma Agug University. Data collection method was done in two ways because the data are in the form of qualitative and quantitative data. Based on the result of cycles implementation, it was found that the ability of students were improved from good to be better while teaching them by using mapping technique, it was from 62.85 to be 69.07. Then, in the second cycle, their score is 77.30. It can be concluded that Mapping Technique significantly affect the students' writing ability in essay.

Keywords: *CAR, Mapping Technique, Essay Writing, Qualitative and Quantitative Data*

I INTRODUCTION

1.1 The Background of the Study

Writing is one of the language skills, categorized into productive skill because one has to produce something in the form of idea and writing. Compared to other skills (listening, speaking and reading), writing is more difficult because in this skill, one must have combined skills like grammatical ability, rich vocabularies, other supporting knowledge and many more. One can be able to speak in English without having good knowledge in structure of English language; on the contrary, one must own enough knowledge in writing in order to produce good or ideal writing.

Based on the explanation above, it is normal if many students consider that writing is not easy. As preliminary research conducted by the writer in her class, second semester students, she found that many students thought that writing is an arduous thing, making them think twice to do that. It requires them to manage many things, as thinking the topic, the supporting knowledge related to the topic, vocabularies (diction used), and the concordance of all sentences.

Having situation described before, the writer was interested to

conduct a research for improving students' writing ability through mapping technique.

1.2 The Problem of the Study

The problem of the study is "How does the use of Mapping Technique affect the students' writing ability?"

1.3 The Objectives of the Study

The objective of this study is to find out whether the use of *Mapping Technique* affects significantly to the students' writing ability.

1.4 The Scope of the Study

This study is limited on essay writing. It is generally a short piece of writing outlining the writer's perspective or story. It is often considered synonymous with a story or a paper or an article. Essays can be formal as well as informal. Formal essays are generally academic in nature and tackle serious topics. (toppr.com/guides/english/writing/essay/)

II REVIEW OF LITERATURE
2.1 Essay Writing

Word 'essay' is derived from a Latin word 'exagium', which roughly translates to presenting one's case. It is a short piece of writing representing one's side of the argument or one's experiences, stories, etc. It is generally a short piece of writing outlining the writer's perspective or story. It is often considered synonymous with a story or a paper or an article. Essays can be formal as well as informal. Formal essays are generally academic in nature and tackle serious topics. (toppr.com/guides/english/writing/essay/)

2.2 Mapping Technique

According to Dorothy E. Zemach, mapping technique refers to the way of gathering ideas. To make a map, it is suggested to use a whole sheet of paper and the topic should be written in the middle with a circle around it. Then put the next idea in a circle above or below your topic and connect the circles with lines. The lines show that the two ideas are interrelated. (Zemach, 2005:8)
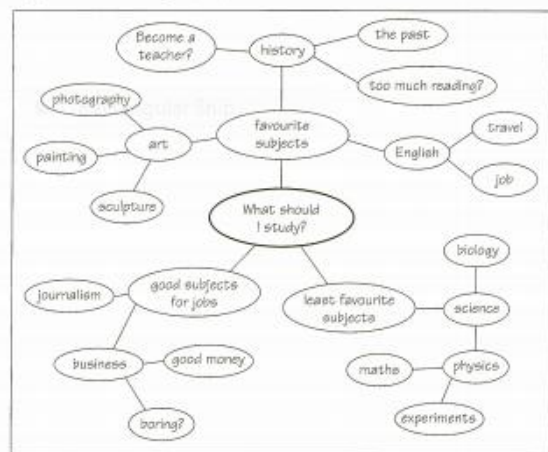

Figure 2.1 Mapping Technique

III RESEARCHMETHOD

3.1 Research Design

This research is a Classroom Action Research. It is a method of finding out what works best in a classroom so that teacher can improve student learning.

(http://www.julianhermida.com/algoma/scotlactionresearch.htm).

Kemmis and Mc.Taggart (1998) figured out about the main steps of Action Research, they are: planning, acting, observing, and reflecting in which the cycle is shown in figure 3.1.
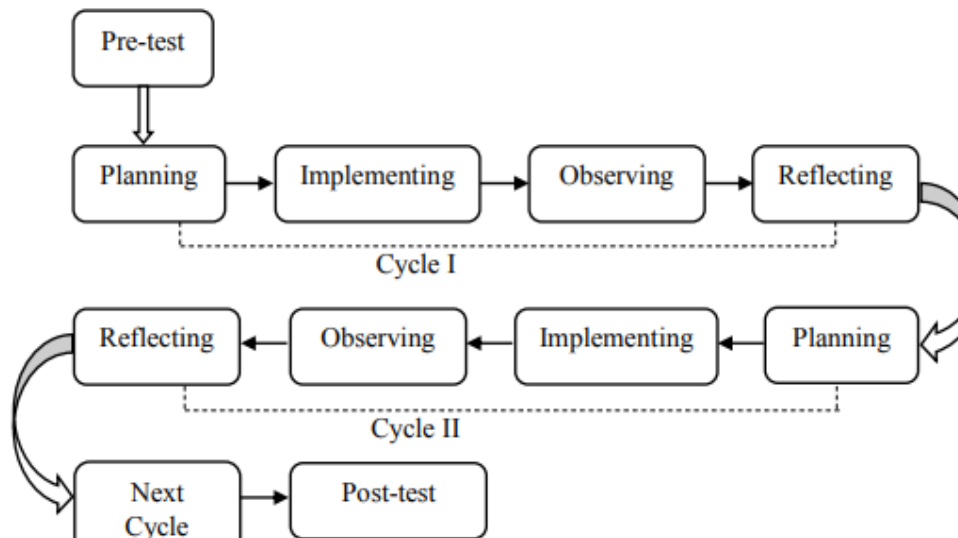

Figure 3.1 Process of CAR

3.2. The Subject of the Study

The subject of this research is second semester students of Letters Faculty of Darma Agung University Academic Year 2019/2020. They were 26 students.

3.3. The Instruments of Collecting Data

In this research, the data are in the forms of qualitative and quantitative. Quantitative data has been defined as a numerical method describing observations of materials or characteristics. Meanwhile, qualitative data are those in which the description of observations is not ordinarily expressed in quantitative terms (Best, 1981:154). The writer used *Interview, observation sheets,* and *documentation* in collecting the qualitative data. Meanwhile, the quantitative data were collected by having pre-tests and post-tests score.

3.4 The Procedure of Collecting the Data

Data collecting process were based on the two cycles consisting of four steps; they are planning, action, observation and reflection.

3.5 Scoring System

According to Heaton (1988: 31), there are five scoring scales namely content, organization, vocabulary, language use, and mechanics.

1. **Content**

   The scoring of the content depends on the students' capability to write their ideas and information in the form of logical sentences. The criteria of giving the score are as the following:

Table 3.2
Scoring scale of content of a paragraph

Scoring scale	Alternative Competence of Paragraph Content
10 – 8	Excellent to very good: knowledge, substantive.
7 – 6	Good to average: some knowledge of subject, adequate range.
5 – 4	Fair to poor: limited knowledge of subject, little substance
2 – 3	Very poor: does not show knowledge of subject, non substantive

2. **Organization**

The organization refers to the students' capability to write their ideas and information such a good logical order to topic and supporting sentences are clearly stated. The criteria of giving the score as the following:

Table 3.3
Scoring scale of organization of a paragraph

Scoring scale	Alternative Competence of Paragraph Content
60 – 55	Excellent to very good: Fluent expression, ideas clearly stated.
54 – 50	Good to average: somewhat choppy, loosely organized, but the main ideas stand out.
49 – 45	Fair to poor: non-fluent, ideas confused, and disconnected.
44 – 40	Very poor: doesn't communicate, no organization or not enough to evaluate,

3. **Vocabulary**

The scoring of vocabulary depends on the students' capability to use words or idioms to express idea logically. The criteria of scoring vocabulary are given bellow:

Table 3.4
Scoring scale of vocabulary of paragraph

Scoring Scale	Alternative Competence of Paragraph Content
13 – 11	Excellent to very good: sophisticated, effective word choice and usage
10– 8	Good to average: adequate range, occasional error of words/idiom choice, usage but meaning not obscured.
7 – 5	Fair to poor: limited range, frequent errors of words/idioms form, choice, and usage.
4 – 2	Very poor: essential translation, little knowledge of English vocabulary

4. **Language Use**

   Language use refers to competence in writing down the sentence either in simple. Complex or compound sentence correctly or logically. It also refers to the ability if using the arrangement in the sentences and some other words such as: nouns, adjectives and time signals. The criteria for scoring the language use are given bellow:

Table 3.5
Scoring scale of language use of a paragraph

Scoring scale	Alternative Competence of Paragraph Content
13 – 11	Excellent to very good: effective complex construction, little mistake in appropriate word function word, article pronoun, preposition.
10 – 8	Good to average: effective but simple instruction, a little mistake in appropriate word.
7 – 5	Fair to poor: major problem in simple/complex constructions, a little mistake in appropriate word, article, and preposition confused.
4 – 2	Very poor: virtually not mastery of sentence construction rules, so many mistakes in sentences that is not communicatively, not enough to evaluate.

5. **Mechanics**

   The score for mechanic depends on the students' competence to write spelling, punctuation, capitalization, paragraphing, and hand writing whether or not can be read. The criteria of scoring the mechanic are given below:

Table 3.6
Scoring scale of mechanics of a paragraph

Scoring scale	Alternative Competence of Paragraph Content
4	Excellent to very good: demonstrative mastery of convention, little mistake in spelling, punctuation, capitalization.
3	Good to average: occasionally error of spelling, punctuation, capitalization, but meaning not obscured.
2	Fair to poor: frequent errors of spelling, punctuation, capitalization, and meaning not obscured.
1	Very poor: no mastery of convention, dominated by errors of punctuation, capitalization, paragraphing, and writing not enough to evaluate.

3.6 The Procedure for Analyzing the Data

Data collected were analyzed by this formula:

$$\bar{X} = \frac{\sum X}{N} x\ 100\%$$

Where: $\bar{X}$: The Mean of the Students' score

$\sum x$: The Total Score of the Students

N : The Total Number of the Students

IV DATA, DATA ANALYSIS AND FINDINGS

4.1 Data

Data were collected from both qualitative and quantitative data. This research was done in two cycles consisting four steps of CAR (Classroom Action Research); they are planning, acting, observing, and reflecting.

Table 4.1
Students' Essay Writing on Pre-test and Post-test

No	Students' Initial	Pre-test	Post-test	
			Cycle I	Cycle II
1	NDMS	60	65	75
2	SPG	65	68	76
3	KG	65	71	80
4	WK	67	70	76
5	MMW	50	60	72
6	DP	61	70	78
7	SM	68	70	78
8	GAM	70	72	75
9	RSM	70	70	76
10	SB	50	64	84
11	WM	60	65	67
12	RS	64	70	73
13	GS	70	70	80
14	HVFS	56	65	78
15	AJS	65	70	80
16	IH	60	74	84
17	HBMS	71	75	77
18	CES	57	68	78
19	ST	60	70	84
20	JP	63	70	80
21	LH	70	75	80
22	LS	60	66	70

23	RVS	62	68	76
24	HP	62	70	75
25	RI	68	75	80
26	AP	60	65	78
Total ($\sum$)		1634	1796	2010
Mean (X)		62.85	69.07	77.30

4.2 Data Analysis

Data are two kinds in this research; they are Qualitative and Quantitative data. Qualitative data were put in the form of observation sheets and diary notes meanwhile quantitative data are in the form of the score of writing test and questionnaire to have the means of the students.

The following formula was applied in finding out the scores of all tests:

The questionnaire must be graded to make it scientific. It was based on this formula:

Table 4.2
Grading the Questionnaire

Option	Point	Meaning
A	1	Low
B	2	Medium
C	3	High

4.2.2 Determining the Grade Score

Table 4.3
Classification of Grade Scores

Range of Mean	Students' Interest	The Advantage	Students' Motivation	The Relevancy	Sustainability
0.01 – 1.00	Low	Do Not Help Students	Low	Not Relevant	Not Necessary
1.01 – 2.00	Medium	Help	Medium	Relevant	Necessary
2.01 – 3.00	High	Help Students Very Much	High	Very Relevant	Very Necessary

4.2.3 Matching the Mean to a Criterion

Here is the analysis of questionnaire result that is based on the criterion above.

Table 4.4
Category of the Criterion

Issue	Mean	Category
Students' Interest	2,33	High
The Advantage	2,46	Help students very much
Students' Motivation	2,53	High
The Relevancy	2,63	Very Relevant
Sustainability	2,53	Very necessary

4.3 Research Finding and Discussion

Having analyzed the data, it was found that the students' writing ability in essay writing was significantly affected by mapping technique. It was proved by both scores the students got and also from diary notes and observations. In the initial meeting, the students were given pre-test and mean score they got is 62.85 and the result in post-test I is 69.07and post-test II is 77.30. It means that, the mapping technique can take students' attention in learning essay writing. Mapping technique makes the students easy to map what idea they want to write and easy to develop the supporting ideas of their topic. By looking at their mapping they made, students will be easier to write their essay.

of mapping technique is very effective to be used while teaching students about essay writing. Their improvement is good in cycle one and better in the second one. Most of the students were interested in learning English, especially in Writing because of that technique.

V CONCLUSION
5.1 Conclusion

Based on the findings stated previously, it can be stated that the use

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