

## Mind Web In Teaching Writing Skills at English Language Education Study Program of IAIN Palopo

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### ABSTRACT

The aim of this study is to find out the effective way to apply Mind Web effectively in teaching writing skill at the fifth semester students of English Language Education Study Program of IAIN Palopo. This study used Classroom Action Research. The target populations of this research were all of the fifth semester students at IAIN Palopo. The sample was taken from population by using Purposive Sampling technique. This case the research took 15 students of class B as a sample. The procedure of the research used three cycles namely cycle 1, cycle 2, and cycle 3 to find out the ability of the students in writing skill. Before explaining the material, the researcher motivated the students. For instance, the researcher told the students to study hard because their parents spent more money for their education, so they must study hard so that they could improve their skill in English especially in writing skill. The final result found that the effective ways to teach writing skill to students using mind web were: (1) Dividing the students into groups. So, the researcher could control the class easily; (2) Telling the students to make a good composition in a few minutes. The researcher also went around to each group to observe activities of students whether they write a good or not good in writing composition; and (3) Closing the meeting by suggesting them to study hard and consult the difficulties they found to their teachers. This situation of the teaching and learning process became more enjoyable, interesting and effective.

**Key Words:** English Language Teaching, Mind Web, Teaching Writing Skills

### INTRODUCTION

English has main function, for example it is as international language. It is also very important to every person because it is known that English is used in big country in the world, for example in America, England, etc. Besides, it also is world language, and person needs to learn hardly in order to master English. If they have understood about English they can go visit abroad and they will not face difficulty to speak with foreigner there. However, study about English, there are four integrated skills in English that should be mastered such as productive skills for example speaking and writing and receptive skills for example listening and reading, and every skill has its own function.

One of four skills in English is writing. Writing in English mainly connected with idea, because pupil cannot write a good composition without idea. In fact, some pupils are still confused about idea because it becomes the most important part in writing. Before writing, important to compose idea and think about theme to write. Besides, it also is needed to form good composition. Sometimes ideas can arise spontaneously find out them. However, have also to be emerged or stimulated in order that they are appeared. They must be written in note so that it can be kept longer in mind.

When talking about writing, it will be related with mind web because to write a good composition is needed many ideas and many information. Mind Web gives problem solving through information web, so if we remember one words, the other words will arise from long term memory. We just find out the relation between one word with other words. This many words can be as many ideas to produce a good composition. Therefore, the researcher needed it to find the solution to solve the problem faced by students at the fifth semester students of English Study Program Tarbiyah Department of IAIN Palopo. The solution is mind web, it can be used in writing because it has main connection with idea in which it can emerge other ideas. It might be said that students can compose a good composition by using mind web. It can help students to simulate idea by remembering one information following by others. By using mind web, students can find out ideas without think hardly. They just find out the relation between one word with other words. It helps students to produce a good writing as it can improve ideas without think hardly.

## **METHODS**

### ***Research Type***

This research was classroom action research. This research applied Classroom Action Research method by using four stages, such as planning, implementation of action, observation, and reflection. This research conducted in three cycles. They were first, second, third cycle. Each cycle comprises the series of activities which relates each other. The realization of the third cycle was continued and improved based on the evaluation of the first and second cycle.

### ***Location***

This Classroom action research was done in IAIN Palopo at the Fifth Semester Students of English Study Program in writing lesson. The researcher chose this college to improve students' writing skill in this college.

### ***Cycle of Classroom Action Research***

Classroom action research was done through three cycle to see improving result of study and students' activity in follow writing lesson through mind web.

### ***Subject of the Reseacrh***

The subject of this classroom action research was the fifth semester students of English Study Program Tarbiyah Department of IAIN Palopo.

### ***Data Sources***

There were some data source in this classroom action research, as follow:

1. Students, to get data about result of study and activities of students in lesson process in the class.
2. Lecture, to see result of Mind Web, result and students' activities in learning process.
3. Observer, as data source to see implementation of classroom action research, whether from students and teacher.

### ***Technique and Instruments***

There were some data collection technique in classroom action research : test, observation, interview, and discussion from observer.

1. Test, is used to get data about students' studying result in writing skill.
2. Observation, is used as technique to collect data about students' activities in Mind Web.
3. Interview, to get data about result of Mind Web in students' writing skill.
4. Discussion between teacher, observer to reflection result of calssroom action research cycles.

There were some instruments to collect data, as follows:

1. Test or Examination, used question or question instrument to see result of students' learning. Example: Write down descriptive paragraph with the theme *your village*.
2. Observation, used observation paper to observe students' activities in leraning process of writing.
3. Interview, used some direction of interview to know opinion about Mind Web. Questions of interview are:
  - a) What do you think about Mind Web in teaching writing skill?
  - b) How to use Mind Web in teaching writing skill?

### ***Indicators of the Research***

In this calssroom action research the indicator process of mind web.

1. Students:
  - a) Test : average of examination result.
  - b) Observation : students' activities in learning process.
2. Researcher:
  - a) Documentation : Attending of students
  - b) Observation : Result of observation

The using of mind web success if students' mean score is  $\geq 75$ . The quality of learning and teaching process increases from first cycle to third cycle. This quality can be seen from the students' behavior emerge during learning and teaching process.

### ***Data Analysis***

The data which collected in every observation in each cycle were analyzed descriptively through percentage technique.

1. Writing Test result

Students' score of reading test was counted by using the formula, as follow:

$$Score = \frac{Total\ correct\ answer}{Total\ test\ items} \times 100$$

2. Calculating the mean score of students' writing skill test by using the following formula:

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

Where:

- $\bar{X}$  = The mean score  
 $\sum x$  = The total raw score  
 N = The number of students

3. Activities of students during the learning process: This was analyzed by considering the students' participation and classified into passive and active classification.
4. Implementation of learning through mind web in writing skill by analyzing the successful level of implementation, then it categorized into success, less success and not success.

### ***Procedure of the Research***

1. *The First Cycle*
  - Planning,
  - Acting,
  - Observation,
  - Reflection.
2. *The Second Cycle*
  - Planning,
  - Acting,
  - Observation,
  - Reflection.
3. *The Third Cycle :*
  - Planning,
  - Acting,
  - Observation,
  - Reflection.

## **RESULTS**

### ***Cycle 1***

*Table 1. The result of the test in cycle 1*

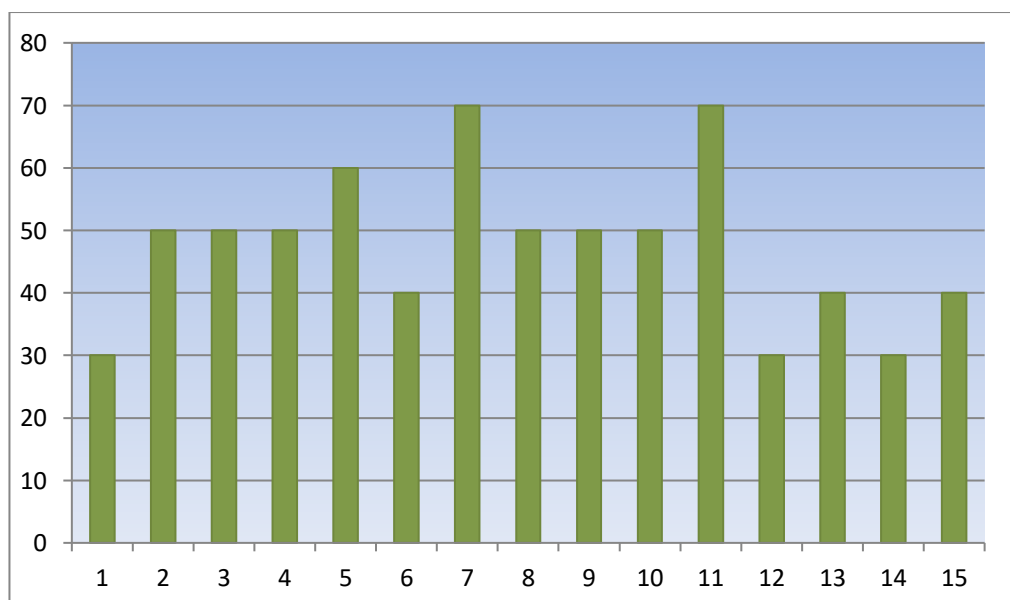
No.	Respondents	Score
1	001	30
2	002	50
3	003	50
4	004	50
5	005	60
6	006	40
7	007	70
8	008	50
9	009	50

10	010	50
11	011	70
12	012	30
13	013	40
14	014	30
15	015	40
Mean Score		47

Based on the table above the researcher's observation in this cycle was find out the condition of the class was noisy when the researcher gave the explanation about the material. The students were busy with their activity, not focus the learning process. Most of the students still did not understand to make mind web diagram. They still confused how to make mind web diagram.

In this step students got low score. This thing was taken from after the researcher gave test to the students. The researcher gave the test to the students after he explained about writing skill and mind web. He explained how to make a good composition by using mind web in a few minutes. After that students did the test who was given by the researcher. After that the researcher collected students' result and then he gave value to students' result. He also did observation after gave test to the students. Evaluation on students' writing skill showed that the students' mastery on writing skill were mostly in low score. The mean score was only 47.

*Table 2. Diagram Result of The Test in Cycle I*



After that the researcher also did observation about activities of students in the class. He did it with observer, and got some data about activities of students in learning

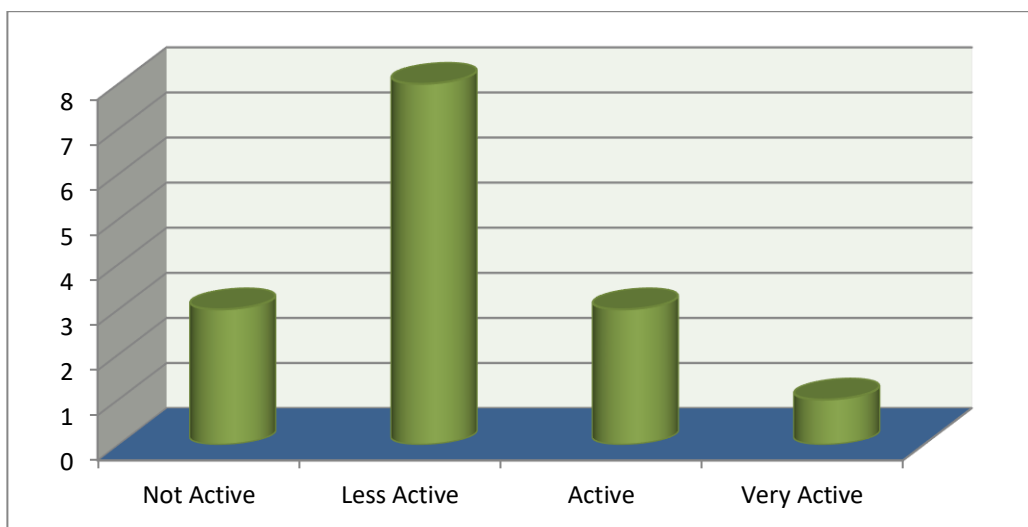


process. Based on the result of observation he got some data, such as 3 students were not active, 8 students were less active, 3 students were active, and just 1 student was active. It can be seen in the table below:

Table 3. The observation of students' activity in cycle I

No.	Respondents	Students Participation			
		Not Active	Less Active	Active	Very Active
1.	001		█		
2.	002			█	
3.	003		█		
4.	004	█			
5.	005		█		
6.	006	█			
7.	007				█
8.	008		█		
9.	009		█		
10.	010		█		
11.	011			█	
12.	012	█			
13.	013			█	
14.	014		█		
15.	015		█		
Total		3	8	3	1

Table 4. The Students Participation



### **Cycle 2**

Evaluation on the students' writing skill showed that the students got better score than the first cycle. This thing was taken from after the researcher gave test to the students. The researcher gave the test to the students after he explained about writing skill and mind web. He explained completely how to make a good composition by using mind web in a few minutes. After that students did the test who was given by the researcher. After that the researcher collected students' result and then he gave value to students' result. He also did observation with the observer after gave test to the students. He got some data in cycle II, for example the score of students. The score of students in cycle II still got low score, and he also counted the mean score of students. Besides, he got a fact that the mean score in cycle II still low or far from target, and this thing show that he must explained again about the material and about writing. He must also explained how to make mind web diagram and then use it to make a good composition. This thing was done so that students could improve their writing skill and they could understand about the material. Evaluation on students' writing skill showed that the students mastery on writing skill still got low score. The mean score was 55.

*Table 5. The result of the test in cycle II*

No.	Respondents	Score
1.	001	45
2.	002	55
3.	003	50
4.	004	60
5.	005	70
6.	006	40
7.	007	75
8.	008	50
9.	009	55
10.	010	50
11.	011	75
12.	012	45
13.	013	55
14.	014	50
15.	015	50
	Mean Score	55

### **Cycle 3**

This thing was taken from after the researcher gave test again to the students. The researcher gave the test to the students after he explained about writing skill and mind web. He explained completely how to make a good composition by using mind web in a few minutes. After that students did the test who was given by the researcher. After that the

researcher collected students' result and then he gave value to students' result. He also did observation after gave test to the students. Evaluation on the students' writing skill showed that the students got better score than the second cycle. The mean score was 76.

Table 6. The result of the test in cycle III

No.	Respondents	Score
1.	001	80
2.	002	75
3.	003	75
4.	004	75
5.	005	75
6.	006	85
7.	007	95
8.	008	65
9.	009	70
10.	010	75
11.	011	80
12.	012	75
13.	013	75
14.	014	75
15.	015	65
	Mean Score	76

## DISCUSSION

Looking at the finding, the researcher presented the discussion of data some of students. The section presents the result of data analysis. It aims at describing the students' improvement in writing skill through mind web. Based on the data finding, he presented the discussion of data given to the students. The students at the fifth semester students of English Language Education Study Program of IAIN Palopo were low in the cycle I than cycle II but increased in the cycle III.



### ***Cycle 1***

Based on the analysis from the students' test in the cycle I, the mean score in the first cycle was 47. The observation activities in the first cycle, the researcher found some weakness in learning process, they are most of the students did not really active in learning activities, and situation in the class was noisy because that was the first meeting, only 1 student was very active, 3 students were active, 8 students were less active and 3 students were not active. Some of the students were still not familiar or not understand and also confused by using mind web. There were only some students active in giving responds the material. In this cycle he did not success in apply mind web effectively, so he continued in the cycle II. Based on the interview result to the respondents, they were not really active, because they did not understand the material. The researcher was quick in teaching the material and less spirit in teaching. This condition made students were bored because he less spirit and use little voice. Besides, he should pay attention the condition of the class, like the position of chairs, condition in the class before teaching. In addition, he realized that there were still some weaknesses in teaching, like the position of him when teaching or explanation the material. He just sits down in his chair when he was explaining the material. Besides, he did not give spirit before studying and less pay attention to him.

### ***Cycle 2***

This cycle was repaired from the first cycle. There were some changes in teaching process from the first cycle. The researcher was repaired the weaknesses in teaching in this cycle. So, there were development from the students in the second cycle in writing skill. In the second cycle, he did not only give material to the students, but also gave some spirit and motivation. For example, he asked to students what is the difficulties in writing so that they got low score. After that he explained again completely about the material and he said that also to the students so that study again in the home after studying in campus. They also need it to give spirit their self so that they could improve their writing skill and could improve their value in writing. The mean score of the students' test in the second cycle was 55. The result of the observation of the students' activities showed that most of the students active in learning activities. They were easier to make mind web diagram and easy to use mind web diagram and then made a composition by using mind web diagram. They could find idea and they could improve idea with mind web diagram. But the mean score of students still 55 and this fact still far from target. So, the researcher continued to cycle III so that could improve students' writing skill.

### ***Cycle 3***

This cycle was repaired from the second cycle. There were some changes in teaching process from the second cycle. The researcher was repaired the weaknesses in teaching in this cycle. In this cycle he could improve students' wiring skill because in cycle II the mean score was 55 after he continued in cycle III the mean score became 76. So, through mind web students' writing skill can be improved. Before giving material the researcher gave spirit and motivation, such as gave suggestions to the students that their parents spent

more money to their education, so they must study hard so that they could improve their skill in English especially in writing skill. Besides, the students were more active in responding the material in the learning process. In the learning process they were active asking questions if they did not understand the material. They also showed a good response about mind web in interview section. Most of students answered mind web was good method because it made them easy to write directly. Besides, it was also really good as it could make them found many words without think hardly.

In using mind web, students did not difficult to find idea because mind web gave problem solving through information web where in information web there were many information that be called many ideas. Furthermore, mind web are not just random collections of information. The information must be recorded correctly and systematically in an organized manner. This allows the individual to use the material at a later time. Mind web are designed to improve students writing skill became more accurate, and became develop and could improve writing skill because without think hardly students could make good composition. This can be seen from many word can be produced by mind web because mind web connect one word with other words. Besides, the researcher in explaining mind web with divided students into three groups and this thing made them enjoyable in learning process and researcher felt effective if apply mind web with divided students into group. Therefore, using mind web with divided students into group was the effective way in writing skill.

## CONCLUSION

After finishing the research, the researcher concluded the appropriate way in teaching writing skill by using mind web at the fifth semester students of English Language Education Study Program of IAIN Palopo. The appropriate way in teaching writing skill by using mind web could be described as follows:

1. Before explaining the material, the researcher motivated the students. For instance, the researcher told the students to study hard because their parents spent more money for their education, so they must study hard so that they could improve their skill in English especially in writing skill.
2. The researcher divided students into three groups. This thing was done because the positions of students were neat. So, the researcher could explain the material easily.
3. He asked to students to make a good composition in a few minutes. The researcher also go around to each group to observe activities of students whether they write a good or not good in writing composition.
4. The researcher closed the meeting with gave suggestion to them, they must study hard and if they did not understand the material they must asked for to their teacher to explain the material so that they could understand it, and they must always study at home so that they could improve their skill in English. This situation of the teaching and learning process became more enjoyable, interesting and effective. All of the students were involved in the teaching and learning process. Writing skill of students can be seen from the results of the evaluation has increased from cycle I (47), cycle II (55), and cycle III (76).

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