The Improvement Writing Explanation Text through the Implementation of Text Structure Mapping Strategy

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Abstract: This research is attempted is to describe the implementation of teaching writing explanation text by using text structure mapping strategy learning and to investigate the improvement of students' skills in writing explanation text through the implementation of text structure mapping strategy. This research is conducted in CAR with two cycles: cycle I and cycle II. Each cycle focuses on the learning process of writing explanation text using a text structure mapping strategy. Each cycle consists of several stages, namely the stage of planning, implementation, observation, and evaluation. The data are collected through observation and learning achievement test. Based on the observation result, the percentage of the implementation of learning activity in the first cycle is 94,17% and the second cycle is 97,08%. The percentage of both cycles indicates that the implementation of learning is very good or optimal. Based on the test results, there is an increase in students' skills in writing explanation. This improvement can be seen from the average score obtained by students at the end of each cycle. In the initial test the average score of writing explanation text is 65.71%. The average score in the cycle I is 70%, and the cycle II is 77.14%.

1 INTRODUCTION

Language learning are very important to be taught to children, one of which is *Bahasa Indonesia. Bahasa Indonesia* is a compulsory subject in elementary school. There are 4 language skills that must be mastered by students, namely speaking, writing, reading, and listening. Nurgiyantoro (2009: 296) states that compare to the other three skills, writing skills are more difficult to be mastered by native speakers because writing involves various skills that require mastery of language elements, the ability to compose feelings and thoughts by using words in sentence form to produce cohesion and coherent paragraph in accordance with the rules of grammar.

There are several supporting factors of the success of language learning process on writing skills, such as teacher and student. Teacher factor includes the teaching method implemented by teacher in teaching writing while student factor includes the lack of students' motivation in learning appropriate writing skills.

Based on the results of observations conducted on Monday, July 10, 2017 at SDN Rangkah VII

Surabaya, especially in grade V, there are several causes of an ineffectiveness of the learning process of *Bahasa* Indonesia especially in writing skill. The first cause is the lack of learning innovative models and strategies implemented by *Bahasa* teacher. The second cause is the lack of students' interest in writing class particularly the students in grade V. This can be seen from the results of pre-test done by researcher to measure students' writing skills about explanation text. From the pre-test results, it is obtained that 61.90% of 42 students have not met the standard KKM (the minimum standard of learning achievement) of the *Bahasa* subjects. The standard score of KKM for *Bahasa* subjects is 70.

Based on these rising problems, researcher conducts a Classroom Action Research (CAR). According to Arikunto (2010: 135), classroom action research is an action research conducted by teacher aimed to enhance or improve the process and the quality of learning. This research is conducted as an effort to improve students' writing skill in grade V at elementary level. The title of the research is "The Improvement Writing Explanation Text through the Implementation of Text Structure Mapping Strategy".

The research problems in this study are: (1) how is the implementation of the text structure mapping strategy in improving students' skills in writing explanation text at elementary school grade V? and (2) Does the implementation of text structure mapping strategy improve students' skills in writing explanation text at elementary school grade V? The purpose of this research is to know the learning process during an effort to improve students' skills in writing explanation text through the implementation of text structure mapping strategy in grade V of elementary school and to know improvement of skills in writing explanation text through the implementation of text structure mapping strategy of students in grade V of elementary school.

Writing is a communication activity in terms of delivering written message (information) to others by using written language as tool or media (Dalman, 2014: 3). Writing is an activity of expressing feelings in written language in order to entertain, convey, explain, or tell something to someone. There are several kinds of text, one of which is explanation text. Explanation text is a text structured to describe a process of occurrence of phenomena or events.

Text structure mapping strategy implies the way in which things are built or arranged. So mapping the text structure is the adoption a method of studying a concept proposed by Tony Buzan which is known as mind mapping. The mind mapping developed by Tony Buzan in the 1970s is a technique of utilizing the entire brain by using visual imagery and other graphical infrastructure to form an impression (DePorter and Hernacki 2000: 153).

2 RESEARCH METHODOLOGY

This research is a classroom action research. The subjects of this research are teachers and students of grade V in an elementary school of the academic year 2017/2018, with a total of 42 students consisting of 22 males and 20 females. The research is conducted at SDN (state elementary school) Rangkah VII Surabaya because the school is very cooperative and responsive in the effort of upgrading learning methodology in order to improve student learning outcomes.

In this research there are done in two cycles, namely cycle I and cycle II. The procedure of research in every cycle is done through four stages, namely planning, implementation, observation, and reflection. The model and explanation for each stage will be illustrated in the Figure 1 below.
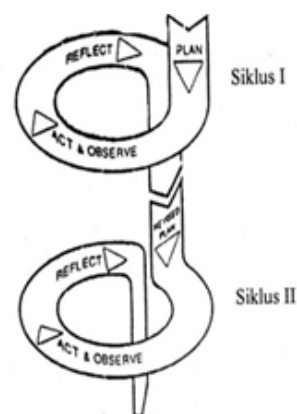

Figure 1: CAR cycles by Kemmis and Taggart (in Arikunto, 2010: 132).

Based on the research variables, the data are collected through observation and test. Observation technique is used to collect data regarding to the learning process in improving students' skills in writing explanation text by using text structure mapping strategy in grade V of elementary school. The instrument used is an observation sheet of learning implementation activity using a text structure mapping strategy. Furthermore, the test technique is used to collect data of the improvement of students' skills in writing explanation text by using text structure mapping strategy in grade V of elementary school. The instrument used is a test evaluation sheet of writing explanation text learning result.

Two types of data analysis techniques are used in this research, namely qualitative and quantitative techniques. The qualitative data analysis technique is used to present data from observations and tests in the form of charts, graphics and essay or in short, compact and clear sentences. Furthermore, the quantitative data analysis technique is used to measure the results of observations and tests by using formulas.

The observation data is obtained from observers who fill out the observation sheet of learning implementation activity at every meeting in cycle I and II. Analysis of this observational data is done using the following formula.

The implementation = the implemented activity: the total activity x 100%   (Indarti, 2008:26)

The percentage of acquired skills compared to the following criteria of assessment.

100%	= Excellence / maximum
76% - 99%	= Very good / optimum

60% -7 5%　　　　= Good / minimum
　　<60%　　　　= Less

(Djamarah, 2005: 97)

The data of test result are obtained from result of student learning test in every meeting in cycle I and II, and are analyzed by using the following formula.

▪ The Result of Students' Writing
To calculate the student's individual learning outcomes, the following formula is used.

Final Score = $\sum$ gained score: $\sum$ maximum score x 100

▪ Average Class Score of Accomplished Students
To calculate the average class score, the following formula is used.

$$M = \frac{\sum \text{the total score gained from the sun of accomplished students score}}{\sum \text{accomplished students}}$$

(Djamarah, 2005: 302)

The average class score used the following assessment criteria:
80% - 100%　　　　= Very good
70% - 79%　　　　= Good
60% - 69%　　　　= Enough
50% - 59%　　　　= Less

(Djamarah, 2005:263)

▪ Completion of Classical Learning
To calculate completion of classical learning used the following formula:

P = $\sum$ accomplished students: $\sum$ students x 100%

(Daryanto, 2011:192)

The result of classical students' learning achievement is singed using the following assessment criteria.

100%　　　　= Excellence/ maximum
76% - 99%　　　　= Very good/ optimal
60% - 75%　　　　= Good/ minimal
　<60%　　　　= Less

(Djamarah, 2005:97)

This research is successful if the result meets the determined success indicators. The indicators of success in this study are:
▪ The implementation of text structure mapping strategy to improve students' explanation text

writing skills is done by ≥ 75%. (Djamarah, 2005: 97).
▪ Classical learning accomplishment is achieved when ≥ 76% of students have accomplished the learning standard (Djamarah, 2005: 97), and achieve the determined KKM (the minimum standard of learning achievement) score, ≥ 70.

3 RESULTS AND DISCUSSION

3.1 Description of Initial Conditions

The result of observations and tests done by researcher shows that students ability and skill in writing explanation text still have not reached the determined score of KKM (the minimum standard of learning achievement). This is due to many factors both from teachers and students. This reality can be seen in the following score description.

Table 1: The results of initial test.

No	Interval	Frequency	Percentage	Description
1	50-59	5	12 %	Not completed
2	60-69	21	50 %	Not completed
3	70-79	11	26 %	Completed
4	80-100	5	12 %	Completed
	Total	42	100 %	-

Based on Table 1, the average score obtained from the result of initial test is 65.71, the lowest score is 50 and the highest score is 80. The numbers of students who reached the KKM score are 16 students (38.00%) and 26 students (62.00%) have not yet reached the KKM. The limit of classical accomplishment is ≥ 76% of the total students.

3.2 Results of Cycle I

In this research, the first cycle activity is done in a meeting. At the meeting of cycle I observation of learning implementation by using text structure mapping strategy is carried out. The learning activity based on the observation result shows that the implementation of text structure mapping strategy in teaching writing explanation text in grade V of elementary school is very good or optimal. The percentage of the learning activity in cycle I is 94,17%. Furthermore, at the end of the learning process, a test is given to measure students' improvement in writing explanation text through text structure mapping strategies.

The result of an action done in cycle I shows the result that students' writing skill in grade V at SDN Rangkah VII Surabaya improve compare to pre-action activity. This can be seen in the following table.

Table 2: The results of the tests in cycle I.

No	Interval	Frequency	Percentage	Description
1	50-59	2	5 %	Not completed
2	60-69	16	38 %	Not completed
3	70-79	16	38 %	Completed
4	80-100	8	19 %	Completed
	Total	42	100 %	-

Based on Table 2, there are 24 of 42 students in grade V who achieve the KKM score, while 19 students (45,24%) are still below the KKM score. After the observation and research in cycle I, it can be proposed a reflection that, in general, the process of teaching and learning activities using text structure mapping strategy runs better. Students easily put their idea into the mind maps. Furthermore, students are able to develop a mind map contained in the mapping of text structures using their own language.

3.3 Results of Cycle II

Cycle II is done in a meeting as in cycle I. Cycle II is also divided into four stages, namely planning, implementation, observation and reflection. Based on data of observation, the learning process in cycle II is more alive, active and fun. The students are more enthusiastic in putting their ideas or thoughts into the mapping of the text structures provided. The percentage of learning activity in cycle II is 97,08%. Based on the results of the tests in cycle II, the skills in writing text explanations of students in grade V of elementary school experience a significant increase. The results of student learning test in cycle II can be seen in the following table.

Table 3: The results of the tests in cycle II.

No	Interval	Frequency	Percentage	Description
1	50-59	-	-	Not completed
2	60-69	7	16,67 %	Not completed
3	70-79	10	23,81 %	Completed
4	80-100	25	59,52 %	Completed
	Total	42	100 %	-

Based on the Table 3, the students' skills in writing explanation text through the text structure mapping strategy increase. Of the total students of grade V (42 students), seven students (16.67%) get below the minimal score of KKM while 35 students (83.33%) reach the targeted score and exceeded the target of the minimal score of KKM.

Based on the data, it can be concluded that the students' skills in writing explanation text increase and reach the learning accomplishment. This can be seen from the average score of learning accomplishment which exceeds the minimum score of classical KKM ($\geq 76\%$).

3.4 Inter-Cycle Discussion

Cycle I is used as a reflection of conventional learning model. A strategy of text structure mapping in cycle I uses text structure mapping with black and white charts and does not use variations in the drawings. Students try to share their thought and ideas into the mapping text structures which has already prepared and then write their thoughts into a sentence or paragraph.

Referring to cycle I, learning in cycle II is more alive, active and fun. The students are also more enthusiastic in sharing ideas or thoughts into the provided text structure mapping. In cycle II, the text structure mapping sheet is more modified by using colors and images that may interest students to share their ideas or thoughts. Students seem more confident to share their ideas in writing on explanation texts. This can be seen from the results of the explanatory text of students who have been assessed based on five aspects, namely aspects of content, organization, vocabulary, language, and mechanics. From the assessment results indicate that the average of cycle II of the five aspects of the assessment has increased. It can be seen at the following table.

Table 4: The score of writing explanation text on pre-cycle, cycle I and cycle II.

No	Score Interval	Pre-cycle		Cycle I		Cycle II	
		Σ Student	Percentage (%)	Σ Student	Percentage (%)	Σ Student	Percentage (%)
1	50-59	5	12	2	5	-	-
2	60-69	21	50	16	38	7	16,67
3	70-79	11	26	16	38	10	23,81
4	80-100	5	12	8	19	25	59,52
	Total	42	100	42	100	42	100

Table 5: Table of average score in combination.

No.	Description	Pre-cycle	Cycle I	Cycle II
1	Average score	65,71	70	76,90
2	Completed KKM score	16	23	35
3	Uncomplete KKM score	26	19	7
4	Percentage of Completed KKM	38,10 %	54,76 %	83,33 %
5	Percentage of Uncomplete KKM	61,90 %	45,24 %	16,67 %

According to the above combination table 4 and table 5, it can be concluded that the gained score of explanation text through the text structure mapping strategy in pre-cycle, cycle I and cycle II increase. This indicate that the success of this research in terms of the improvement of students' skills in writing explanation text can be proven. Thus, it can be concluded that the use of text structure mapping strategies can improve writing skills on explanation text of students at elementary school grade V.

4 CONCLUSIONS

The learning activities based on the results of observation shows that the implementation of teaching skills in writing explanation text through the implementation of text structure mapping strategies for students in grade V at elementary school is very good or optimal. The percentage of learning activity in cycle I is 94,17% and that in cycle II is 97,08%. The percentage of both cycles indicates that the implementation of learning with text structure mapping strategy to improve students' writing skills in explanation text is ≥ 75%. Text structure mapping strategy can improve skills in writing explanation text of students in grade V at elementary school by 45,23%.

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