

Improving Students' Writing Descriptive Text By Using Spidergram Technique At Seventh Grade Of SMP YABES Medan

Improving Students' Writing Descriptive Text by using Spidergram Technique at Seventh Grade of SMP YABES Medan

Wendy Napitupulu^{a,1}, Ashari P.Swondo^{b,2}

^{a,b}Program Studi Pendidikan Bahasa Inggris UPU, Jl. K.L. Yos Sudarso KM 6.5 Tj. Mulia, Medan, 20241, Indonesia

napitupuluwendy1304@gmail.com¹, arieswondo770809@gmail.com²

ABSTRACT

This research was aimed to improve the students' skill in writing descriptive text by using spidergram technique and find out if there was the significant improvement of the students' skill in writing descriptive text. The sample of this study was the seventh grade students of SMP Yabes School Medan which consist of 20 students in academic year 2023/2024. This research was done by two cycles. Each cycle consist of 4 steps, namely planning, acting, observing, and reflecting. The result of data analysis showed that there was improvement of the students' skill in writing descriptive text in each cycle. The mean of students' score in pre test was 56,5, in post test I was 72,2 and post test II was 82,3. In pre test there was 10 % or 2 of 20 students who passed the standard minimum score achievement. In post test I, there was 35 % or 7 of 20 students who passed the standard minimum score achievement. The improvement from pre test and post test I was 27,78 %. Meanwhile, in post test II, there was 82,3% or 17 of 20 students who passed the standard minimum score. The improvement from post test I and post test II were 45,66% Based on the data, it is concluded that the students' skill in writing descriptive text by using spidergram technique was improved. It indicates that using spidergram technique can improve the students' skill in writing descriptive text.

Key Words: Writing, Descriptive Text, Spidergram Technique

Disubmit: 02 Maret 2024

Info Artikel :
Direview: 05 April 2024

Diterima : 10 Mei 2024

Copyright © 2024 - MELT Journal. All rights reserved.

1. INTRODUCTION

Writing skill is a particular abilities that can help the students put their ideas in words or sentences with meaningful form and including the messages. Writing has become an important skill for future life because it is required in various aspects such as science, technology, and others. Writing should become familiar in students daily life, because they do writing in order to complete many tasks of their studies. According to Muhammad (2007:1), Writing can be defined as an activity of conveying messages (communication) using written language as a tool or medium. Writing is a symbol or symbol of language that can be seen and agreed upon by the wearer. Students must be able to write because it is proof that they understand what they receive from a lesson. And students can express their ideas, thoughts and opinions in written form. Troyka in Lauri (2011:12) states that writing is a way to communicate a message to a reader for a purpose. The purpose of writing are to express one self, to persuade, to provide information, and to create a literary work in essay, report formal.

According Troyka in Lauri (2011:12) some factor make the students difficult in writing text namely does not know to make correct organization, appropriate vocabulary and grammar, and good mechanic of writing (punctuation, spelling, and capitalization) and they are worried making mistake and get criticism or get shy in getting started and expressing their thoughts and ideas. They tend to spend much time only to think about what should be written for the introduction sentence and longer time to express and organize their ideas into a good order of writing. from the explanation above the students should learn about technique for improve their writing skill nemaly spidergram technique. Spidergram is a type of gram that looks like the body leg of a spider. In a spidergram, information about a topic is written down in circles connected by radiating lines to the topic's central circle. tehnik mapping is a process for constructing visual displays of categories and their relationship.

Spidergram is a great way to get students to write down their thoughts without having to worry about punctuation or writing in full sentences. They are either utilized as a technique of planning a “neat” piece of writing or as a stand alone activity to encourage students to externalize their thoughts and provide the instructor with an opportunity for assessment.

2. LITERATURE REVIEW

A. Definition of Writing

Writing is a skill in which a writer can express an idea in words, sentences, and paragraphs that readers can easily understand. According to Fatoni (2012) , writing is an activity in expressing feeling, thoughts, and idea of the writer. It means if the writer able to share her/his messages in right to order the readers. To put it another way, writing is the act of writing ideas, thoughts, or feelings down on paper. Students must have sufficient ideas, organize them effectively, express them, and organize them into statements and paragraphs that will be clear to a reader when they write. Writing allows a person to express themselves and integrate into society. The writer's way of thinking will become clear to readers through their writing. This indicates that writing cannot be distinguished from genres, particularly when writing learning activities are taught. Writing activities can be present in a classroom in this instance.

B. Process of Writing

The writer of a written text must take into account the steps necessary to produce a good text and the ability to write is not complex and shorttime , but must continue and practice Harmer (2007:79).

1. Planning

Planning Experienced writer plan their writing beforehand. The researcher must consider three main issues when planning. The writer must first think about their purpose. It has an impact not only on the kind of text they produce but also on the language they employ and the information they select.

2. Drafting

A draft is the first draft of a piece of writing. Several drafts may be produced prior to the final version as the writing process moves into editing.

3. Editing (Reflection and Revision)

In order to produce high-quality writing, the drafts that have been written was edited. It's possible that the order of the information is unclear, hazy, or confusing. Other readers (or editors) who comment and offer suggestions often aid in reflection and revision.

4. Final Version

After editing their draft and making any adjustments they think are necessary, authors produce their final version. Due to changes made during the editing process, this may look very different from the original plan and the first draft.

C. Definition of Descriptive Text

Descriptive text is a text which describes person, place, mood, situation, and etc. Descriptive text is likes describe fruits, animal, white house etc. (Mukarto : 2007). From the Mukarto statement the conclusion is descriptive text is a text to describe something.

D. Types and Examples of Descriptive Text

There are three types or kinds of descriptive text namely

- Place description

To describe a place, student must describe a place clearly. Each part of place describe must be describe in detail so that the reader can imagine the place described.

- Object Description

To describe the object students can describe as a whole about the object being described. Students are given direction to describe object as real as possible so that the readers are interested in imagining the object drawn.

- Description of people

To describe people we use more spesific information such as height, age, hair colour, hair style, facial appereance, body shape, expressions and also the way of speaking. Students can describe everyone such as parents, brothers, sisters, friends, and teachers.

E. Definition of spidergram technique

As Young (2009:10), stated that spidergram technique is an alternative strategy to write formal outline, it forms of brainstorming that allows people to get ideas down in a quick and spontaneous way. Drawing a word diagram with lines, boxes, arrows, circles, words, and phrases to show how new words and ideas relate to the topic is a prewriting technique and spidergram technique is a process for constructing visual displays of categories and their relationship. Technique Spidergram can be used to explore almost any topics in writing and also used in every kind of writing including the writing of a formal or in informal. A character could be described using a spidergram. Children are able to use their memory instead of their imagination when describing the character when there is a a line in the center of the diagram. When researching a subject for a non-fiction piece, a spidergram could be used. A spidergram, spider map, or semantic map is a type of graphic organizer that helps students organize their thoughts by investigating and listing various aspects of a theme or topic. Given its name, it has a similar appearance to a web.

F. Teaching Procedure Using Spidergram

There are four procedures in teaching spidergram. They are as follows: 1) The teacher asks students to move from usual structure of hand written note, 2) The students start to organizing their thoughts using spidergram, 3) The teacher asks the students to make a big step forward in improve the quality of their thinking, and 4) The students' take the position their ideas in relation their central topic. While from the situs of "Teacher's Note", some contains of seven procedures.

3. METHOD

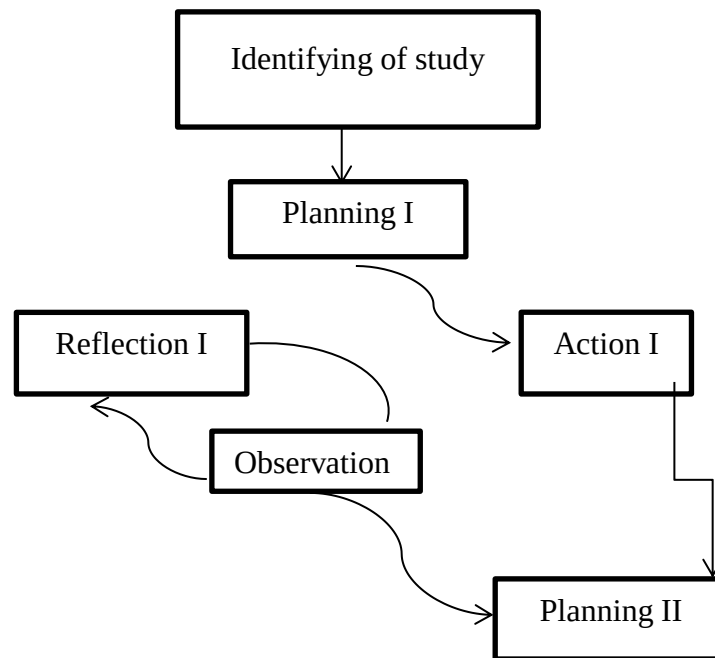
A. Research Design

The design of the study was Classroom Action Research (CAR). CAR aims to find out students' abilities in using spidergram technique at seventh grade of SMP Yabes School Medan. Acorrding to (Uma Sekaran : 2003), action research is a plan for collection, measurement, and analysis data based on research question of the study. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. CAR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts.

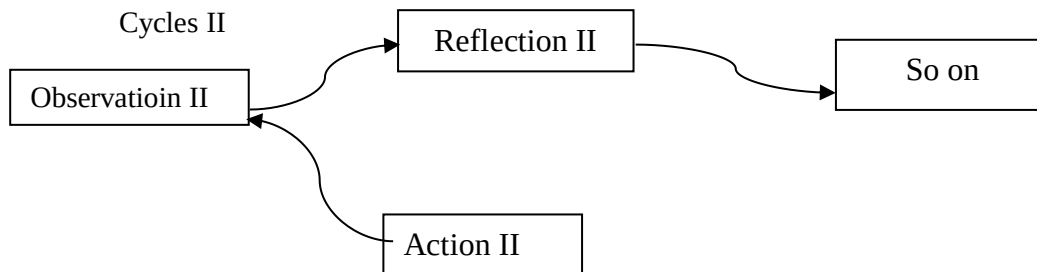
The Classroom Action Research (CAR) used in this research is the Spiral model developed by Hopkins. The implementation of classroom action research was conducted spiral starting to find the problem, preparing the planning, doing the action, observation, reflection, perform re-planning, doing

the action, and so on. The Spiral model developed by Hopkins as follows by the figure:

Cycles I



Cycles II



B. Research Subjects

The subjects of this study were seventh grade of SMP Yabes School Medan in the academic year 2022/2023. The researcher choose seventh grade because this research was very suitable to increase their knowledge inusing spidergram technique creativity in making a descriptive text

C. Research Procedure

The research procedure is a series of activities carried out systematically to collect data in order to achieve research objectives. In classroom action research, there is a cycle of CAR steps designed by Arikunto, namely planning, action, observation, and reflectionto

1. Planning

A planning phase finish after identifying and diagnosing students' writing problem occurred in the class proven by observing and interviewing; furthermore in this phase the planning is divided into two types. Those are general planning and specific planning

2. Action

This step the researcher was implemented spidergram technique as a teaching learning material. Those, the teacher creates the classroom atmosphere as well as possible

3. Observation

Observation is observing of the results or impact of actions imposed on students. The observation stage is a direct observation of the implementation of the actions taken in the action step.

4. Reflection

Reflection was a step taken in cycle I where the researcher examines, sees, and considers the results or impacts of the action.

This research was conducted in two cycles. The cycle is stopped when the data displayed in the field is saturated; meaning that if there has been an improve in students' ability in using spidergram technique in writing descriptive text.

D. Data Collecting Technique

The researcher was prepared and collect the data were as follows:

1. Test

Researcher was collected data based on the process of giving the treatment. Arikunto in Aini (2015) states that test is used to measure the students' skill and knowledge this test quantity of questions. Test is used for getting data research result and students activities in teaching learning The purpose of the post-test was to measure how many students' writing skills have improving after using that lesson. There were 2 kind of test:

a. Pre-test

In the pre-test, the researcher was the students were assigned to write simple essays. There were 3 titles of essay that they can choose to develop in to simple paragraph that reseracher prepared was come from simple titles because they can directly imagine in their daily day and the researcher can find out how many students already have prior knowledge about the material given and the researcher was explained about descriptive text.

b. Post-test

Post-test was the result after being given treatment in the pre- test. the researcher was asked the students to describe about mother, father and other their imagination in making simple pharagraph and the researcher can find out the progress of the students from pre-test to post-test.

2. Documentation

Documentation was a process that carried out by combining a collection of data sources together. Documentation was obtained by researcher through observation, interview, field noted and photo, it was strengthen the data both observation and interview so that the data become clearer and completed.

3. Observation

In this observation, the aspects that were considered consist of positive aspects and negative aspects. Researcher analyze whether activities in the learning process increased students' willingness to write well. Student activities were observed and noticed by the observer. Observations were made from the beginning to the end of the lesson by carrying out actions while providing an assessment by providing a list of names on the observation sheet provided.

4. Interview

The purpose of this interview was to collect data related to students' difficulties in writing descriptive text. The researcher has interviewed the English teacher by asking several questions. The researcher asks the teacher to know the students difficulties in writing English, students condition involving in English class activity, and the spidergram technique used by the teacher in teaching English Writing skill. Depending on how the candidate answers, the researcher may ask follow-up questions to gained deeper understanding.

5. Field Noted

In the research process using field notes, researchers can make observations that were being studied. Field notes were also used to show students' description of the actual conditions in the learning process.

6. Research Instruments

In this study the instruments used were:

Pre-test instrument

Assigned the students to write a descriptive paragraph by choosing one of these topics below.

The paragraph should consist of 3 until 5 sentences

1. My Mother
2. My friend
3. My class

Post-test I instrument:

Writing descriptive text

Assigned the students to write a descriptive paragraph by choosing one of these topics below. The paragraph should consist of 5 until 6 sentences

- 1 My Mother
- 2 My friend
- 3 My class

Post-test II instrument:

Writing descriptive text

Assigned the students to write a descriptive paragraph by choosing one of these topics below.

The paragraph should consist of 5 until 6 sentences

1. My Mother
2. My friend
3. My class

E. Data Analysis Technique

The data was collected from test result were analyzed and interpreted by using qualitative scores to get summary (Creswell, 2014; Silverman, 2004) In this case, the researcher's use 5 categories: very good, good, enough, less and bad. Then the data from interviews were transcribed and interpreted using Huberman theory (Matthew B.M., A.M Huberman, Saldana, 2014). The formula used to describe the data quantitatively as follows;

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = number of frequency

N = number of respondents

In order to find out the categories of students' ability in writing descriptive text by using spidergram technique, the researcher's present class friction of the scores are as follow:

Very good (A) : 80-100

Good (B) : 70-79

Enough (C) : 60-69

Less (D) : 50-59

Bad (E) : 0- 49

4. RESEARCH FINDINGS AND DISCUSSIONS

A. *The Preliminary Study*

The preliminary study held on 13rd July 2023. This action was done at seventh grade in this school. When the researcher took a part in the class for preliminary study, the researcher found some problems in the classroom. The problem was the students still did not understand how to write descriptive text and they are low to know about tenses, vocabulary, structure of sentences, and some difficulties when they want put their idea into written. This can happen because they lack of tenses and vocabulary in learning English.

The researcher sheet worksheet and assigned the to write simple paragraph about mother related about descriptive text as a pre-test. At this stage, the researcher collected the results in table form, the results of which were used to see the students' ability to understand the material.

Table 1 the result of students' score in writing descriptive text on Pre-test

NO	Students	Pre-Test Score	Successful Criteria (> 75)
1	ARN	55	Failed
2	DBI	35	Failed
3	DVA	40	Failed
4	DIZ	50	Failed
5	EST	55	Failed
6	FSR	70	Failed
7	GSH	65	Failed
8	JMS	60	Failed
9	JNK	60	Failed
10	JSN	67	Failed
11	KRS	75	Passed
12	KST	45	Failed
13	MTR	60	Failed
14	MRN	60	Failed
15	PSM	30	Failed
16	RCS	50	Failed
17	RNS	70	Failed
18	RLN	55	Failed
19	RKA	50	Failed
20	VTM	78	Passed
Total		1.130	
Mean		56.5	

B. *The First Cycle of CAR*

Based on the result of the pre-test, data showed that the mean score of pre-test 56,5. There were only two students or 10% of the students who got the score above the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM), mean while the other 18 students were below that criterion. From the analyse, the researcher found that the ability of students' in writing descriptive text was low.

Seeing the results of these preliminary observations, it is deemed necessary to follow up in Cycle I, making an effort to improve the students writing descriptive text by using spidergram technique.

At this stage, the researcher explained the importance of learning English, the researcher used spidergram technique to improve students' writing descriptive text. Then the researcher assigned the students to choose one titles and then describe and make into simple pharagraph.

Table 2 The Results of Students' Score in Writing Descriptive Text on Post-test I

No	Students	Post- Test	Succesfull Criteria(<75)
1	ARN	79	Passed
2	DBI	65	Failed
3	DVA	60	Failed
4	DIZ	63	Failed
5	EST	68	Failed
6	FSR	80	Passed
7	GSH	80	Passed
8	JMS	78	Passed
9	JNK	70	Failed
10	JSN	69	Failed
11	KRS	80	Passed
12	KST	86	Passed
13	MTR	72	Failed
14	MRN	60	Failed
15	PSM	72	Failed
16	RCS	70	Failed
17	RNS	68	Failed
18	RLN	70	Failed
19	RKA	71	Failed
20	VTM	83	Passed
Total		1444	
Mean		72.2	

It could be seen from pre-test mean score was 56,5 increased to 68,3 in post-test in Cycle I or from 2 students or 10% students who passed the score above the Minimum Mastery Criterion or KKM 75 to 7 students or 33,3% students. That means that there was 30,09% of mean score improvement. Seeing the results of these preliminary observations, it is deemed necessary to follow up in Cycle II, making an effort to improve the students writing descriptive text by using spidergram technique.

C. The Second Cycle of CAR

The results of cycle 1 showed that there was improvement of the students in writing descriptive text , but no significant increase was seen. To get better improvements and to solve the problems found in the first cycle, cycle 2 was carried out. In the second cycle, the steps were the same as in the first cycle, namely the researcher explained descriptive text and spidergram technique.

Table 3 The Results of Students' Score in Writing Descriptive Text on Post-test II

No	Students	Score of Posttest Cycle I	Successful Criteria(>75)
1	ARN	88	Passed
2	DBI	70	Failed
3	DVA	65	Failed
4	DIZ	80	Passed
5	EST	85	Passed
6	FSR	90	Passed
7	GSH	86	Passed
8	JMS	88	Passed
9	JNK	85	Passed
10	JSN	79	Passed
11	KRS	91	Passed
12	KST	91	Passed
13	MTR	82	Passed
14	MRN	68	Failed
15	PSM	85	Passed
16	RCS	85	Passed
17	RNS	76	Failed
18	RLN	80	Passed
19	RKA	80	Passed
20	VTM	92	Passed
Total		1646	
Mean		82.3	

When did the post-test, there were the significance of the students' writing skill from cycle I to cycle II. It could be seen from post-test in Cycle I mean score was 72,2 increased to 84,3 in post-test of Cycle II or from 7 students or 27,78% students who passed the score above the Minimum Mastery Criterion or KKM 75 to 16 students or 82,3% students. That means that there was improvement of this technique. This study was declared successful using this approach and it can be said that the use spidergram technique can improve students' writing descriptive twxt.

D. Data Analysis

Improving students' ability in using spidergram technique in writing descriptive text. Students obtained a comparison of students' writing skills in the activities of pre-test, cycle I and cycle II as follows:

Table 4 The Comparison of Students' Writing Mastery in Pre-test, First Cycle, and Second Cycle

No	Research	Category	Frequency	%
1	Pre Test	Complete	2	10%
		Incomplete	18	90%
2	Cycle I	Complete	7	35%
		Incomplete	13	65%
3	Cycle II	Complete	17	90%

		Incomplete	3	15%
--	--	------------	---	-----

Based on the results of the students' writing descriptive text scores, it was found that the students' writing scores had increased. This shows that the benefits of spidergram technique can improve their writing descriptive text. Most students get good grades at the end of each cycle. The average score of students in preliminary learning on the pre-test was 10%, the average value in cycle I was 35%, and in cycle II was 90%.

E. Findings

In this finding, the researcher can conclude that there was an improvement in students' writing ability. This can be seen from the pre-test, in cycle I and cycle II, students' writing skills were complete and incomplete.

F. Discussion

There were several students' weaknesses in this process such as the value of accuracy, fluency and understanding as well as the suitability of the topic with the contents of the student's description. At this stage, most students have low scores. This was evidenced by looking at their scores in the pre-test activities. In conducted this research, the researcher had several problems when conducting the research, the first in collecting data, researcher need a lot of time to test on by one the students test that have been carried out. Spidergram technique in English learning is effective for improving students' writing skill. Spidergram technique has several benefits for students not only to improve writing skill but can make students active and would not bored when learning English for the learning process.

The result of the study prove that using spidergram technique can improve the students' writing skill, this can be seen from the improvement in student score. The mean value of the pre-test was 56,5. After using the spidergram technique, the average post-test score for cycle I was 72,2, then the researcher continued to cycle II with an average post-test 2 of 82,3.

The quantitative data above was also strengthened by the qualitative data taken through interview and observation. Interview was also done when the researcher implementing spidergram technique to the students. The students interested in writing descriptive text. They felt more enthusiastic and enjoyed because they could explore their idea with make into a piece of words and then more easy to arrange into simple paragraph with their friends in the learning process. Based on these data, the researcher found that spidergram technique were very effective to improve the students writing descriptive text at seventh grade of SMP Yabes School Medan.

5. CONCLUSION

Based on research that researcher conducted previously, it can be concluded that spidergram technique can improve the students' writing descriptive text. Quantitative and qualitative data obtained can be seen from the result by using spidergram technique for two cycles. Previously the researcher gave a pre - test as a comparison, from the pre – test result only 2 students out of 20 students got a score of 75 (10%). In the post – test I after used spidergram technique , there were 7 students (35%) who scored 75 and above. In the second post – test the total number of students who passed was 17 students (82,3%).

Based on quantitative data, previously the students lack of grammar, vocabulary and tenses and after used spidergram became good. The quantitative data above was also strengthened by the qualitative data taken through interview and observation. Interview was also done when the researcher implementing spidergram technique to the students. The students interested in in writing descriptive text. They felt more enthusiastic and enjoy because they could explore their idea with make into a piece of words and then more easy to arrange into simple paragraph with their friends in the learning process. On the other hand, spidergram technique can make the students enjoyed because what they think, they felt they can write well. It can be concluded that spidergram technique were used to improve students' writing ability in write descriptive text at seventh grade of SMP Yabes School Medan.

Based on the conclusion, the improving students' writing descriptive text by using spidergram technique at seventh grade SMP Yabes School Medan. Researcher also provided some suggestion for:

1. For students

It is expected to use spidergram technique in learning because this strategy can improve students skill in write descriptive text. This technique is very useful in sharpening writing skill of the students.

2. For English Teacher

It is suggested to English teacher to use spidergram technique that can interest the students for write down what they want to write, to think, and what they feel into simple paragraph.

3. For other researcher

There are still many unresolved issues. This research can be used as a source in writing descriptive text before other reasearcher concuct classroom action research related to develop of students' writing skill.

ACKNOWLEDMENT

The highest respect and greatest gratitude to the Almighty Jesus Christ, who always pours His uncountable blessings upon the reseacher and accompanies the reseacher in doing this study. God's gives the reseacher health and ability to complete this thesis entitled "Improving Students' Writing Descriptive Text By Using Spidegram Technique at Seventh Grade of SMP Yabes School Medan.

Thanks to Universitas Potensi Utama which has provided a place for me to do this scientific paper And thanks to Sir. Ashari P.Swondo, S.Pd., M.Hum as my advisor. And My beloved Father and Mother, who always pray, support, motivate, guide and always direct for my success. Her beloved sister and brothers who always accompanied, support and always make her happy everyday.

Finally he hopes this scientific papers can give a bit contribution to the language education especially English major and further pedagogical research and also she hopes it can be useful for researcher, readers and the next researchers

REFERENCE

[1] Anggoro, 2007. Metodologi Penelitian. Jakarta: Universitas Terbuka

[2] Agoestyowati, R. 2008. How to Write Effective Business Letter. Jakarta: Graha Ilmu

[3] Burns, A. 1999. Collaborative action research for English language teachers. New York: Cambridge.

[4] Brown, H. Douglas. 2000. Principles of Language Learning and Teaching 4th Edition. New York: Addison Wesley Longman, Inc

- [5] Cole and Feng. 2015. Effective Strategies for Improving Writing Skills of Elementary English Language Learners. Chicago: Chinese American Educational Research and Development Association Annual Conference
- [6] Dewi, U. 2013. *How to Write*. Medan : La-Tansa Press.
- [7] Harmer. 2004. *How to Teach Writing*. Edinburgh Gate, Harlow: Pearson Education Limited
- [8] JW Husna, Lailatul. 2013. An analysis of students' writing skill in descriptive text at grade X1 IPA 1 of MAN 2 Padang. *Jurnal Ilmiah Pendidikan Scholastic* 1 (1), 16-22
- [9] Mahmoudi, S & Mahmoudi, A. 2015. Internal and external factors affecting learning English as a foreign language. *Intenational Journal of Language and Linguistics*. 3(1).
- [10]. Raimes, Ann. 1983. *Technique in Teaching Writing*. New York: Oxford University Press.
- [11] Read, Sylvia and Melanie M. Landon Hays. 2013. The Knowing / Doing Gap: Challenges of Effective Writing Instruction in High school. Retrieved: January 15, 2014 at 08.00 p.m. from <http://scholarworks.wmich.edu>.
- [12] Sugiyono, (2010). *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, Bandung: Alfabeta,
- [13] Suharsimi Arikunto, 1998. *Prosedur Penelitian Suatu Pendekatan Praktek*, (Edisi Revisi IV; Jakarta: PT. Rineka Cipta.
- [14] Syamsuarni, 2014. Teaching Speaking a Recount Text by Using Spidergram Technique for Junior High School Students' of English Department of STKIP PGRI West Sumatera.
- [15]. *Teachers' Notes*, 2018. *Using a Spidergram*. pdf. <http://www.elsp.ie>
- [16] Young, D. J. (2009). *The Mechanics of Writing*. Indiana: Writer's Toolkit Publishing LLC
- [17]. Yulianti, 2015. *The Implementation of Spidergram Technique in Upgrading Students' Speaking Skill at the Second Semester English Students of IAIN Palopo*.
- [18] Weigle, Sara Chusing. (2002). *Assessing Writing*. Cambridge: Cambridge University Press