

IMPROVING STUDENTS' ABILITY TO DEVELOP IDEAS IN WRITING ANALYTICAL EXPOSITION TEXT THROUGH PROJECT-BASED LEARNING

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Abstract

There are some aspects that should be mastered by students in writing a text. Developing ideas becomes the hardest aspect when the students write a specific text. The objective of this classroom action research is to solve the students' difficulties in developing ideas in the process of writing analytical exposition text. Students' result of project-based learning in the form of mind map and the analytical exposition text written by the students were analyzed by using qualitative study with the design of descriptive analysis. The subjects of this study were the students of X-1 SMA Kesatrian 2 Semarang. The result revealed that through mind mapping activity, students' writing ability increased. It was marked by students being able to develop ideas from the chosen topic in the correct form of analytical exposition text based on the generic structure with the average scores were 81,7. The Implementation of project-based learning models with mind mapping activity can improve students' ability to develop ideas in writing analytical exposition text with 2 learning cycles.

Keywords - Developing Ideas, Writing Analytical Exposition Text, Project based Learning

Introduction

Communicating ideas through written or spoken phrases involves an extensive range of mental processes. A ramification of language-unique procedures also influences how successfully the writer or the speaker deliver an idea. It assists the author or speaker to come up with the right phrase speedy and use it successfully to explicit the whole sentences, and to specific statistics through a coherent series of sentences. students who have challenges with expressive language may additionally use words incorrectly. They may generally tend to write down in easy declarative statements, and their written thoughts will not be clear or properly-developed. They

will confuse similar words or have problem arising with words to express an idea. They may have trouble arising with examples to develop and make clear the thoughts they are trying to explicit.

This means that humans can express their ideas, thoughts, feelings, and desires through developing their intention into a specific language used. In English, Writing is one of the four language skills that is very important to learn. It requires deep thought in producing words, sentences, and paragraphs all at once. As Jack C. Richard and Willy A (2002) said, "writing is the most difficult skill for second language learners to master". The difficulty lies not only in generating and organizing ideas, but

also in translating these ideas into readable text.

Brown L & coins (2011) stated that the potential in writing could be evolved. Human beings who have suitable proficiency in writing, do not experience difficulties in expressing their thoughts. Then again, those who have poor writing can have problems in expressing their thoughts in English.

Based on the problems above, the researcher made preliminary observations at SMA Kesatrian 2 Semarang especially Ten grade students, in the process of learning English, the researcher found that some students experience difficulty in the process of writing. Most of them cannot write for some reason. First they have difficulty to convey their words into paragraph. Second, they have difficulty to write their arguments because they find it difficult to translate paragraphs from Indonesian into English. Third, their grammar is poor. So that students are confused to write a text.

One of the genres learned by X grade students in writing is Analytical exposition; Text that elaborates the author's opinion about a phenomenon/problem, without persuading the reader to do something. This text will only convince the reader that the phenomenon/problem is important/worthy of discussion by providing arguments/opinions to support the topic, because analytical exposition text contains the author's thoughts about things that happen around him, either objects, events, or places. In fact, most students face some difficulties in writing analytical exposition texts.

The objective of prewriting, according to Roger Caswell and Brenda Mahler (2004), "is to prepare students for writing by allowing them to discover what they know and what else they need to know.

Prewriting invites exploration and promotes the motivation to write". Ideas for writing develop in many ways, and prewriting techniques reflect the different ways in which ideas can develop. Some forms of prewriting are intended to help the writer bring subconscious ideas and interests into consciousness.

Mind mapping as one of pre writing activity is a graphical representation that is used to visually organize information as pre-writing activity. The mind mapping process involves writing down central themes and coming up with new and related ideas that branch off from the central idea. The central single idea is often in the format of a picture drawn in the middle of a blank landscape page that is connected by representations of ideas such as words, pictures, facts, figures, concepts, or parts of words that are added as they are thought of.

Mind mapping uses the concept of "brained thinking." This means that the mind is radiating (branching) in different directions from one idea. Branches can move back and forth to and from the main (central) idea. This is in contrast to "linear thinking" which is a thought process that follows a known step-by-step flow or cycle where it is necessary to elicit a response at one step before moving on to the next. As with other mapping techniques, the goal of mind mapping is to focus attention and to acquire and frame knowledge to enable the sharing of concepts and ideas.

In the process of writing analytical exposition texts, students are expected to find it easier to write their written products, express their ideas, and make conclusions as a step to develop rhetorical devices in written form. Due to the difficulty of writing analytical exposition text, several attempts have been made to solve the problem. The researcher as the teacher tried to help the students to build their ability in developing ideas in writing by conducting some

activities in 2 cycles of learning, in the last session of lesson, students hopefully could develop their ideas and write analytical exposition texts with the correct text structure.

Departed from the concept of analytical exposition text, Project based learning model used by teacher to develop some activities that can build students' ability to propose their own argument about some issues. Students comprehended the concept of giving argument first then they practiced to constructing their own argument about some issues. Their arguments will be developed into paragraph of analytical exposition text by producing mind map as the pre writing activity.

Any other crucial issue to be considered in coaching writing in the classroom is how to examine students' writing. Brown (2004) stated, there are three scoring methods that may be used to assess writing. Those are holistic scoring, primary trait scoring, and analytic scoring. The primary is holistic scoring. This scoring method is completed by means of searching at some points on a holistic scale wherein every point is given a systematic set of description.

The second approach is primary trait scoring. Weigle (2002) in Brown (2004) defines primary trait as a scoring approach which makes a specialty of how well students can write within a narrowly defined variety of discourse. This scoring method emphasizes the effectiveness of the written textual content in accomplishing the goal of that writing. This method can pay greater interest to the feature of the textual content and it just implicitly evaluates the factors together with organization, fluency, and syntactic range.

In this research, the researcher will use analytical scoring method in which the

researcher will assess students' writing based on five categories, namely content(ideas), organization, vocabulary, language use, and mechanics. (Jacobs et al., 1981)

Methodology

This current study used qualitative study with the design of descriptive analysis, this classroom action research was used to improve students' ability to develop ideas in writing analytical exposition text. Students of X-1 SMA Kesatrian 2 Semarang were the subjects of this study, the classroom activities were conducted in 2 learning cycles. The background problems to the arrangement of learning activities in this classroom action research were the result of observation in the previous meeting and discussion with the collaborator. Based on the result of observation and discussion, students of X-1 experienced difficulty in developing ideas when they wrote a text.

2 learning cycles using project based learning conducted in this classroom action research to help students improve their ability to develop ideas in writing analytical exposition text. First cycle focused on conducting activities which can help students provide arguments about social issues critically and creatively in groups, and help students to design mind map about an issue which they observe from a video. Second Cycle focused on conducting activities that can help students comprehend more about the concept and the form of analytical exposition text. which ends with students writing their own analytical exposition text based on their mind map.

The researcher conducted observation and evaluation through an assessment rubric to student's mind map and written analytical exposition text in measuring whether some activities in this

project based learning were success to help students improving their writing skill especially in developing ideas. In this research, the researcher used analytical scoring method in which the researcher assessed students' writing based on five categories, namely content (ideas), organization, vocabulary, language use, and mechanics. (Jacobs et al., 1981)

Finding and Discussion

This current classroom action research conducted 2 cycles of learning. Project based learning was developed resulting some activities used to help students develop their ideas in writing analytical exposition text. Those activities were designed with attention to learning objectives that were made, there are 5 learning objectives which is divided into 2 learning cycles, they are; (1) Through observing pictures and watching videos containing social issues, students can provide arguments about social issues critically and creatively in group, (2) Through discussion activities, students can provide arguments about social issues around them critically and creatively in the form of mind map, (3) Through reading the analytical exposition text, students identify the structure, social functions, linguistic elements, and certain information on the analytical exposition text appropriately in groups, (4) Through designing a mind map on analytical exposition text, students can write simple analytical exposition text using their own language appropriately in groups, (5) Through writing analytical exposition text, students are able to present the results of their writing about analytical exposition text appropriately in groups.

This project based learning method was initiated by the implications of the Minister of Education and Culture Circular No.4 of 2020. This project based learning has the main objective of providing

students learning activities to collaborate, work together, and empathize with others. This project based learning method is very effectively applied to students by forming small study groups in working on projects, experiments, and innovations. There are the learning steps designed in this classroom action research; starting with determination of fundamental questions or essential question), Develop a project plan (design project), Arrange a schedule (create schedule), Monitoring students and project progress, Assess the outcome, and Evaluation of experience. These steps are carried out in each of the 2 cycles by adjusting the activities in order to help students develop their ideas for writing a texts, the discussion and the result of each cycles are presented below;

Cycle 1

Cycle 1 conducted in 2 learning processes, each meeting conducted in 90 minutes. This first cycle was the development of the first 2 learning objectives, they are (1) Through observing pictures and watching videos containing social issues, students can provide arguments about social issues critically and creatively in groups, (2) Through discussion activities, students can provide arguments about social issues around them critically and creatively in the form of mind map. The first objective of learning was conducted in first meeting and the second learning objective was conducted in second meeting.

In the beginning of the lesson in first meeting, the researcher as the teacher focused on building students' ability to give their arguments about some issues surrounding them or being talked currently. It was intended as the initial step in the series of activities to help students develop their ideas in writing. The activities were designed based on the order of project

based learning syntaxes. Essential questions gave to the students to achieve the first learning objectives; Through the activities of observing pictures and watching videos about social issues, students can provide arguments about social issues critically and creatively in groups and Through discussion activities, students can provide arguments about social issues around them critically and creatively in groups.

Students observed some pictures and a video containing some social issues given by the teacher, they have to give their arguments based on some essential questions to build their critical thinking. Here are some examples of essential questions used in this activity; *How do you know this? Do you agree or disagree? give reason, do you do this? How often do you do this? Who would be affected by this? How could we avoid this problem? Why is this a problem? How does this problem teach us? Is it good to apply to yourself?*

Students' answers and arguments were displayed in padlet link to convenience the students see the other students' argument and to facilitate them discussing about the issues. Discussion session conducted in two parts; small group and big class discussion. In small group, they have to exchange and share their arguments, then they decide to choose or compile their arguments to be presented in big classroom discussion. It was intended to help students develop their perspective about the issues critically by giving their argument and getting to know the other perspectives which can broaden the way they consider the issues.

The next step was to design a project that is still being carried out at the first meeting. This activity started with discussing the concept of the project; The students have to work in a small group, each group have to watch a video containing a social issue, then they have to

design a mind map containing their arguments about the issue arranged in the order form of the generic structure of analytical exposition text. The topic was chosen by the students by discussing with the member of the group.

The next step was discussing the schedule to finish the project. This project will be finished in the second meeting of this cycle. Each group had to construct the schedule for the next meeting; observing the source of the video, discuss the issue, and making the mind map.

The second meeting conducted to build the students' competency in giving their own arguments about an issue that they have chosen. In this activity, students watched a video containing an issue, then they have to discuss the issue in the video with their group, each member of the group have to give their argument. The arguments are then collected and arranged in the form of a mind map, with the order of topics, titles, and series of arguments that they have discussed.

After they finishing the mind map, the teacher guided the students to discuss and evaluate their work. The teacher gave assessment rubric to each group evaluate the other groups' mind map. Those assessment rubric used as the guidance to discuss, evaluate and make reflection of students' works.

The result revealed that through some activities in first cycle, students can propose their argument about some issues critically. Those arguments were developed into mind map which can give an overview of analytical exposition's concept.

Through watching the video containing a social issue which was chosen by themselves, they can discuss and design their mind map based on the generic structure of analytical of exposition text. this is evidenced from peer-assessments conducted by each group on the mind maps

prepared by other groups using the following rubric;

Table 1. Peer Assessment Rubric

No	mind map component assessment indicators	√	x
1	Topic		
2	Title		
3	Argument 1		
4	Argument 2		
5	Argument 3		
6	Argument 4		

Based on peer assessment using assessment rubric above, each group generated mind map which containing arguments about an issue discussed in a video, they also could formulate topic and title supposing they generated a text from that video. The following is an example of the contents of a mind map made by students;

Topic : *safety riding*

Title : *Why We Should Wear a Helmet on Motorcycle?*

Arg 1 : *Wearing helmet reduces the risk of head injuries*

Arg 2 : *Wearing a helmet belongs to a law*

Based on examples of mind map content compiled by students, it can be concluded that students are starting to be able to determine topics and provide arguments about an issue in the video.

Cycle 2

Cycle 2 focused on conducting activities that can help students comprehend more about the concept and the form of analytical exposition text. This cycle was the development of third, fourth and last objectives of the learning, they are (3) Through reading the analytical exposition text, students identify the

structure, social functions, linguistic elements, and certain information on the analytical exposition text appropriately in groups, (4) Through designing a mind map on analytical exposition text, students can write simple analytical exposition text using their own language appropriately in groups, (5) through writing analytical exposition text, students are able to present the results of their writing about analytical exposition text appropriately in groups.

In this cycle, students explored the generic structure, language features and discuss about the social function of analytical exposition text. This cycle conducted in two meetings, each meeting lasted for 90 minutes. The first meeting designed to build students' comprehension of analytical exposition text; they observed some example of analytical exposition text to understand more about the generic structure of analytical exposition text. In this session they also learned about the language features of analytical exposition text. They have to read and analyze the example of the text, answer some essential questions based on the text, highlight the generic structure and reviewing the language features and social function of the text.

The next step was to design a project that is still being carried out at the first meeting in this cycle. This activity started with discussing the concept of the project; The students have to work in a small group, each group have to discuss and choose an issue surrounding them or being talked currently which will be developed in the form of a mind map, which will later be compiled into the form of a complete analytical exposition text.

The next step was discussing the schedule to finish the project. This project will be finished in the second meeting of this cycle. Each group have to construct the schedule for the next meeting; discuss and

decide the issue that will be the topic of their analytical exposition text, designing the mind map and write the analytical exposition text.

The first meeting also conducted to facilitate the students developing their ideas. Each group should create mind map as the compilation of their arguments. As a pre-writing activity, Mind Maps help students to organize their writing in the right order, generate their ideas by writing down key words and develop them into several branches using lines as connectors. The purpose of this study is to improve writing skills which involve several elements, namely the use of the correct organizational sequence, ideas can be developed creatively in an interesting way using expressive sentences, the use of correct grammatical patterns, and the correct use of mechanisms such as capitals, spelling, punctuation, etc. Referring to the problems and targets that the author wants to achieve, the authors plan to work on actions intended to deal with the elements for the problem to be solved.

In the last meeting, students wrote the analytical exposition text based on their own mind map; they followed the generic structure that they have designed on the mind map. The teacher monitored the students process of writing analytical exposition text. The ideas or point in each part of their mind map should be developed into paragraph.

The first paragraph containing thesis, as the generic structure of analytical exposition text, thesis used by the writer to introduce the topic and state their main argument about an issue, the following is the example of students' thesis which developed from the part of thesis in their mind map;
Thesis written in their mind map: *The danger of social media if social media is not used wisely, it will cause problem.*

Thesis paragraph in their written text/paragraph 1: *In all circumstances, when we use social media there are many negative things we encounter. I think social media has some negative impact. There are some reason why social media is dangerous.*

The second paragraph containing their argument or reason why they stated their main argument about the topic, the following is the example of students' second paragraph which developed from their first argument part in their mind map;
Argument 1: *Many people Addicted to social media.*
Paragraph 2: *Nowadays, there are many cases that young people even adult cannot be separated from social media. this phenomenon is bad for students or young people because it can distract their learning schedule. This phenomenon also can distract students focus in the process of studying.*

The third paragraph containing their argument or reason why they stated their main argument about the topic, the following is the example of students' third paragraph which developed from their second argument part in their mind map;
Argument 2: *cause cyberbullying.*
Paragraph 3: *second, excessive used of social media can lead to cyberbullying. The reason someone does cyberbullying due to the rapid development of technology, weak self-control and imitating others. The effect of cyberbullying is depressed teenager, anxiety and stress.*

The last paragraph containing their reiteration or conclusion of the topic, the following is the example of students' last paragraph which developed from their reiteration part in their mind map;
Reiteration in Mind map: *Social Media can be dangerous for people.*
Last Paragraph: *from the explanation*

above, it's clear that social media can be dangerous for people with some reason; social media can cause addiction and cyberbullying.

After students finishing their written analytical exposition text, the researcher as the teacher conducted assessment, evaluation and reflection on the students' work. The assessment process used analytical scoring method in which the researcher will assess students' writing based on five categories, namely content (ideas), organization, vocabulary, language use, and mechanics. (Jacobs et al., 1981 in Hughes, 2002). Each category is given a maximum score of 5.

Considering those assessment categories, the average result of students' score are 81,7. If The Analytical Exposition text written by students gives paragraph unity (topic, state good topic sentence, supporting sentence, concluding sentence) and coherence (relationship among ideas, understandable) based on the generic structures, it fulfils the criteria of succeed in developing topic ideas. considering those criteria, students' ability to write increased, where the average score of students in the previous writing skill was 79.

Meanwhile, based on the result of students' reflection, the series of activities in cycle 1 and cycle 2 help students to understand the concept of analytical exposition text, helps students to gives their argument which will be developed into paragraphs, and help students to organize their ideas in conceptualizing their topic and text. It is related to the statement of Buzan (2006), mind mapping is the most powerful tool that helps the brain think regularly.

Conclusion

Developing activities Departed from the concept of analytical exposition text was success to help students

developing their ideas in writing analytical exposition text, 2 learning cycles using project based learning conducted in this classroom action research to help students improve their ability to develop ideas in writing analytical exposition text. First cycle focused on conducting activities which can help students provide arguments about social issues critically and creatively in groups, and help students to design mind map about an issue which they observe from a video. Second Cycle focused on conducting activities that can help students comprehend more about the concept and the form of analytical exposition text. which ends with students writing their own analytical exposition text based on their mind map.

The researcher conducted observation, assessment and evaluation through an assessment rubric to student's mind map and written analytical exposition text in measuring whether some activities in this project based learning was success to help students improving their writing skill especially in developing ideas. And based on the result of scoring rubrics, observation, evaluation and reflection, Analytical exposition Text Writing Skills in English Lessons Using Project based Learning in Class X-1 SMA Kesatrian 2 Improved.

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