

# Improving Writing Skills Based on Developing Learning Models of Non-Examples Examples, Think Talk Write and Mind Mapping (Exwrimap)

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# Improving Writing Skills Based on Developing Learning Models of *Non-Examples Examples*, *Think Talk Write* and *Mind Mapping* (Exwrimap)

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**Abstract.** The purpose of this study was to assess the improvement of students' writing skills in English by relying on a combination of three learning models Examples Non-Examples, Think Talk Write, and Mind Mapping which were later abbreviated as EXWRIMP. It is a collaboration of existing models, namely: Example-non-examples model is a learning model that in the process relies on images, Think Talk Write is a learning model that motivates on students' writing skills, and Mind Mapping is a learning model that is considered to provide additional English vocabulary. The research methodology used is a research and development method with the ADDIE model. The study began with the performance analysis and needs analysis stages of Junior High School (Madrasah Tsanawiyah) students. The most common problem is writing skills in English subjects. It occurs because of the lack of students' English vocabulary which is difficulty in writing. The next stage is to design a draft of EXWRIMAP model based on the analysis results. To develop the model, the Delphi technique was judged by experts through Delphi 1 limited trial and Delphi 2. The Delphi process and limited trial need support from suggestions and input from experts for improvement and refinement of the model. The technique of collecting data fulfilled by observation, questionnaires, and test instruments for the test of the effectiveness of the model. They portrayed the students' enthusiasm for the application of the model, students' responses to the model, the feasibility of the model by experts and model teachers, the students' pretest and post-test scores. The results of Delphi 2 were a draft model that was tested by the implementation stage in two schools which were considered to represent all Junior High School in Citamiang District, namely: Junior High School (Madrasah Tsanawiyah) Sukabumi City and Junior High School (Madrasah Tsanawiyah) Ummi Kulsum. The same instrument was used and its result showed the increasing in students' writing skills in Language subjects. English with a score of 94.46 and 94.07 in the post-test. This showed the success of the research with the proven learning model EXWRIMAP can improve the writing skills of students in English subjects.

**Keywords:** Writing skill, the method of ADDIE, learning models of Examples non-Examples, Think Talk Write, Mind Mapping.

## 1 Introduction

The development of the quality of education has not been very significant despite the government's maximum efforts. Improvement must also be balanced with increased awareness

and personal competence of teachers which must also be improved in line with the development of education globally. Many teachers have not been able to apply what they have received from the training. Teachers still use the teacher-centered method because it is considered more practical and does not need tools or media. Most teachers do not have references and other teaching materials. Students are also not taught learning-strategies, they think and motivate themselves to achieve learning goals. It is an incomplete learning process and has not achieved educational learning objectives.[1,2,3]

Learning English is one of the subjects that teachers have difficulty in teaching grammar and vocabulary especially in writing skill. Moreover, it is conveyed in a conventional teacher-centered way, it is increasingly difficult with very minimal vocabulary mastery, and the teacher's ability to make all students absorb the learning and also determines the success of achieving the learning goals.[4]

The purpose of learning English in junior high school is to develop the potential of students to have communicative competence in interpersonal, transactional, and functional discourse, using accurate and acceptable language elements regarding various factual and procedural knowledge, and instilling noble character values nation, in the context of life in the home, school, and community environment. Students should be able to apply their ability to express what is understood both verbally and in writing [5,6]. Automatically, if students can express their understanding in oral or written form, it will have an impact on the acquisition of significant values, namely reaching or even exceeding the grade achievement that has been determined by the school.

To achieve this goal is not easy, mainly to form learning subjects that can build the ability to explore from simple to higher-order thinking, with a process from being teacher-centered to being student-centered. So far, in the teaching and learning process, teachers are still predominantly applying conventional learning, through the lecture method, not providing opportunities for students to be active, building thinking skills and independently developing their potential. Learning activities at this time are still dominated by teachers and tend to apply the lecture method so that in learning the atmosphere that is created tends to be centered on the teacher and students become passive and only listen to or receive information.[7,8,9]

The fundamental factor for the difficulties felt by students in learning English is the lack of vocabulary because most students are passive speakers, which means students rarely communicate using English.

The following is the value of the National Examination at the Junior High School level:

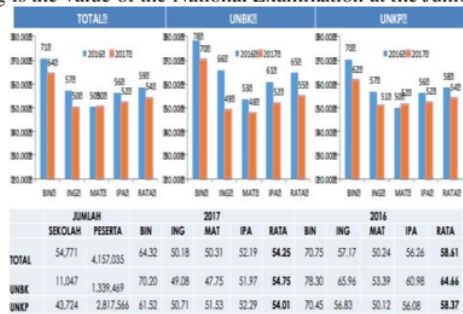


Figure 1. The Data for The National Examination Scores per Subject

In learning English, the fundamental problem is because students do not understand the meaning of the vocabulary to make text or questions that are read or answered, and this problem is experienced by almost all students at all levels. Writing skills in English are important to facilitate communication in today's digital age.

The following problems were identified:

- a. The achievement of students' writing skills in English has not been maximal.
- b. The low learning motivation of students to learn English
- c. The low English vocabulary of students
- d. Lack of teacher understanding of the characteristics of students
- e. The number of teachers who still use conventional learning methods
- f. Lack of teacher competence in the learning model.
- g. The students lack enthusiasm in understanding English because English is a foreign language for Indonesian people.

## 2 Methods

This research activity was carried out in the area of Citamiang District, Sukabumi City, at 1 State Junior High School and 2 private Junior High Schools in the Citamiang District, Sukabumi City, West Java Province. The researchers collaborated with English teachers who were members of the English Group Teacher as partners. In the implementation of the trial, the learning model will be carried out by three model teachers from members of the English Group Teacher whose schools are asked to be the places for limited model trials and extensive trials.

Research and development methods are used to produce certain products and test the effectiveness of these products. This type of research is different from other educational research because the aim is to develop products that are suitable for use. Research starts from a potential or problem. Potential is anything that if utilized will have added value.[10]

According to Benny (2014), the ADDIE model is used to design a learning system. The activity stages contained in the following are given examples of activities at each stage of developing a learning model or method, namely:

- a. Analyze (Analysis)
- b. Design (Design)
- c. Develop (Development)
- d. Implement (Implementation)
- e. Evaluating (Evaluation)

## 3 Result and Discussion

### 3.1 Delphi Technique 1

After drafting the development of the EXWRIMAP learning model (Examples non-examples, Think Talk Write and Mind Mapping), expert judgment is carried out using the Delphi I technique, expert judgment for learning materials for the EXWRIMAP model has ready to examine it.

Furthermore, the draft EXWRIMAP model is revised by the suggestions and input provided by the experts, both content experts and expert models, by revising the Lesson Plan and validating the material and model so that accepts from expert judgments can be obtained for the material and the model is suitable to get limited trial.

Limited trial activities are in the model development stage, where the model will be trialed in one school to see how far this model can solve problems and to what extent this model can achieve the target of learning objectives. It is as well as to test whether this model can make learning run on time or later. By doing the trial limited to one school, experts can assess and find shortcomings and can provide suggestions and input as material for the development of the EXWRIMAP learning model.[11,12]

The subject matter in the second learning limited trial was writing too short and simple descriptive text. The learning activities undertaken consisted of four stages; observe, ask questions, gather information, process. The teacher first makes apperception, of course, after praying together, then the teacher greets students to check the readiness of students in learning and then takes students one by one to find out the whereabouts of students. After that, the teacher explains the descriptive text. In the activity of observing the teacher, conveying the competencies to be achieved, explaining the purpose of learning and group assignments, then the teacher provides a picture of *My House* for students to observe.



Figure 2. Limited trial implementation at Junior High School, in Sukabumi

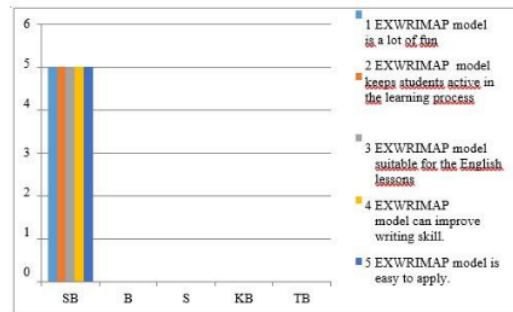


Figure 3. Feasibility test of the EXWRIMAP by the model teacher.

The graphic above explains the assessment of the model teacher towards the EXWRIMAP learning model, the model teacher assesses this model as a lot of fun, in the learning process it makes students as the subject of active learners. It is also considered suitable for the characteristics of English subjects. It can improve the writing skills of participants students, and easy for teachers to apply.

### 3.2 Delphi Technique II

After reflection on the EXWRIMAP development model (Examples non-Examples, Think Talk Write and Mind Mapping), the Delphi II technique was carried out with expert judgments for the EXWRIMAP learning model (Examples non-Examples, Think Talk Write and Mind Mapping) and expert judgment for Model learning content EXWRIMAP.

The topic of the second broad trial of learning was writing a short and simple descriptive text about *My House*. The learning activities undertaken consisted of four stages; observe, ask questions, gather information, process. The teacher first makes apperception, of course, after praying together, then the teacher greets students to check the readiness of students in learning and then takes students one by one to find out the whereabouts of students. After that, the teacher explains the descriptive text. In the activity of observing the teacher, conveying the competencies to be achieved, explaining the purpose of learning and group assignments, then the teacher gives images of *My House* to the students to observe.

In the activity of asking, the teacher to display the pictures, while students are listening to the pictures, then the students and their groups work together to find the keywords that are implied in the picture and students are welcome to write the words found.

In the activity of gathering information, students make individual small notes about the pictures. Then they write the keywords for each branch and develop the main branches with curved lines using the colorful markers provided. Furthermore, they use one keyword to make a sentence which is then arranged into a paragraph.

In processing activities, students and their groups work together to discuss the contents of the notes (talk process), then individually make writing (writing process) in their language into descriptive text. [13]



Figure 4. Implementation of extensive trials at MTs Ummi Kulsum

Based on the results of limited and extensive trials and testing the effectiveness of the model by Expert Judgment, the recommended learning model EXWRIMAP was created a result of the collaboration of the Examples non-examples and Think, talk, write and mind mapping models that have been modified. The EXWRIMAP learning model emphasizes the development of students' thinking and imagination, alertness and accuracy, and activeness during the learning process and trains students to work with others. The characteristics of EXWRIMAP model are: first, in the process it is carefully observing images that indirectly train students to utilize the sense of sight to obtain information. Second, enriching vocabulary because students directly look for the words implied in the image and encourage the students to look for the meaning of the word in English. Third, it is innovative and independent in the sense of motivating the students to find their vocabulary and translate it themselves. Fourth, think fast and be active



because students are required to move fast, be active, and be precise in arranging pictures and sentences.

One of the advantages of the EXWRIMAP learning model is that students actively become the subject of independent learners, starting with students observing images to get implied words, discussing with the group to find out what it means in English, discussing with the group to arrange words into sentences that describe images and think critically by assessing the results of other groups with the students can better understand the subject matter of learning.

Based on the data, the student's writing skill writing is a language skill that requires the practitioner to be skilled in using vocabulary and language structures.[14,15]

Learning that is carried out both during limited and extensive trials can not only improve students' writing skills but also increase students' enthusiasm in learning English. Based on the data above, it can be concluded that the enthusiasm of students when learning using the EXWRIMAP model in all trials can be categorized as high. Students are actively involved with a pleasant classroom atmosphere so that students become confident in expressing ideas and being creative in developing strategies to work together in solving problems [16,17].

#### 4 Conclusion

The result of the model development process that has been implemented and model validation by Expert Judgment through research and development (Research and Development), it is recommended the model named EXWRIMAP Learning Model (Examples non-examples and Think, talk, write and mind mapping).[18,19,20]

The EXWRIMAP learning model is a learning model designed to answer learning problems and ability gaps that are commonly found in the learning process. This model was born from a collaboration of two existing learning models (Examples non-examples and Think, talks, write and mind mapping) which are expected to make the learning process more interesting, increase enthusiasm in learning, and be effective in delivering teaching materials.

It is shown that the average Writing Skill score has been increasing, that learning English using the EXWRIMAP learning model can improve students' enthusiasm for learning and significantly increase the value. It can be said that the research and development that has been carried out is successful.

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