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SARASWATI****MAJALAH ILMIAH TENTANG BAHASA, SASTRA  
DAN PEMBELAJARANNYA**

## **IMPROVING STUDENT'S WRITING SKILL OF PROCEDURE TEXT THROUGH LOTUS DIAGRAM TO THE ELEVENTH GRADE STUDENT AT SMK SARASWATI 3 TABANAN**

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### **Abstrak**

Penelitian ini menyelidiki teknik Pemetaan Diagram Teratai untuk meningkatkan keterampilan menulis siswa dalam teks prosedur di SMK Saraswati 3 Tabanan. Dengan menggunakan desain penelitian tindakan kelas (PTK), tes awal dan tes akhir menunjukkan peningkatan yang signifikan, dengan skor rata-rata meningkat dari 60 menjadi 85. Teknik ini meningkatkan organisasi, koherensi, dan kejelasan siswa sekaligus meningkatkan motivasi dan kepercayaan diri. Temuan ini menyoroti Diagram Teratai sebagai alat yang efektif untuk mengajarkan menulis dalam pendidikan kejuruan, dengan potensi untuk penerapan yang lebih luas dalam konteks dan jenis teks lainnya.

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### **Abstract**

This study investigates the Lotus Diagram Mapping technique to improve students' writing skills in procedure texts at SMK Saraswati 3 Tabanan. Using a classroom action research (CAR) design, pre-tests and post-tests showed significant improvement, with average scores increasing from 60 to 85. The technique enhanced students' organization, coherence, and clarity while boosting motivation and confidence. The findings highlight the Lotus Diagram as an effective tool for teaching writing in vocational education, with potential for broader application in other contexts and text types.

## 1. BACKGROUND OF STUDY

Writing skills are an essential component of language learning, particularly in mastering different text genres. One of the crucial genres in academic settings is the procedure text, which involves explaining a process or steps in a structured manner. For students at vocational schools such as SMK Saraswati 3 Tabanan, developing competence in writing procedure texts is not only important for language proficiency but also for their future careers, where clear communication of instructions is often required.

According to Hyland (2004), writing is “a social and cognitive activity involving skills in planning and organization” that goes beyond simply putting words on paper (p. 9). He emphasizes that effective writing requires the writer to organize ideas logically and present them in a structured manner to communicate meaning accurately. In the context of procedure text writing, this organization is essential, as each step must be presented sequentially to prevent misunderstandings that could lead to errors. Thus, clear and organized writing skills are indispensable for students in vocational

schools, enabling them to convey instructions effectively in professional scenarios.

Despite the importance of these skills, many students struggle with organizing their thoughts and structuring procedure texts in a coherent manner. Al-Mahrooqi & Denman (2018) highlight that traditional teaching methods often fail to fully engage students in the writing process, which leads to superficial understanding and poor writing outcomes. They argue that “using visual tools and strategies can enhance students’ engagement and understanding, particularly in technical and instructional writing tasks” (p. 77). Such tools can provide students with a structured approach to organizing their ideas before beginning to write.

In this context, the Lotus Diagram Mapping technique offers a promising approach to improving students’ organization and clarity in writing. The lotus diagram, a visual mapping tool, helps students break down complex ideas into manageable parts and subparts. As Langan (2014) notes, “graphic organizers like the lotus diagram serve as frameworks that help students focus, organize, and expand on ideas systematically”

(p. 112). By using a lotus diagram, students can organize each step of a procedure into distinct sections, which fosters clarity and logical sequencing.

A study by Zarei and Rahnama (2013) found that graphic organizers, such as mind maps and lotus diagrams, significantly improved students' writing performance by helping them visualize and arrange their thoughts. They observed that “students who used visual tools displayed better organization and coherence in their written work compared to those who did not use such aids” (p. 203). This finding suggests that the lotus diagram could be a valuable instructional tool for enhancing students' achievement in writing procedure texts by helping them construct well-organized and coherent instructions.

Given these insights, this study aims to investigate the effectiveness of lotus diagram mapping in improving students' ability to write procedure texts at SMK Saraswati 3 Tabanan. By implementing this visual strategy, the research seeks to determine whether the structured framework provided by the lotus diagram can enhance students' writing performance, allowing them to

produce clearer, more organized procedure texts. Ultimately, this study contributes to the development of innovative teaching strategies that align with vocational education goals, aiming to equip students with the essential skills they need for both academic success and career readiness.

## 2. LITERATURE REVIEW

The first research entitled “Improvement of Students' Ability in Writing Procedure Text through Picture Series” written by Gendroyono. His study is aimed at exploring the improvement of the teaching and learning process writing procedure text using picture series. It is also intended to identify the improvement of students' ability in writing procedure text using picture series. Based on the research findings and the discussions in section four, some conclusions can be drawn as follows: the use of picture series promotes the improvement of students' ability in writing procedure text and can elevate the students' interest or motivation in the classroom.

The Second This research furthermore showed that there were some factors influencing their improvement, they are; the students' interest and enthusiasm, media used, teacher's explanation and also the Lotus Blossom strathat used in the class. (Rahmansyah & Dahler).

The third research conducted by Masturoh with the title “Significant Effect of Using Canva on Improving Students' Writing Skills on Procedure Text”. His study used a mixed method, quantitative and qualitative

design with a pre-experimental one group pretest-posttest design. The data in this study were obtained through one group of participants with two measurement steps, namely the pre-test obtained before using the media and the post-test obtained after using the media. before using the media and posttest obtained after using the media.

### 3. RESEARCH METHOD

The data were collected by giving tests to eleven grade students at SMKS Saraswati 3 Tabanan. The test technique used was divided into two, namely pre-test and post-test. The pre-test was conducted to determine students' writing skill before implementing the Lotus Diagram. In contrast, the post-test was conducted after the Lotus Diagram was implemented to determine students' writing skill afterwards. The Writers used classroom action research methods to process the research data.

### 4. Results and Discussion

The study demonstrated that implementing the Lotus Diagram Mapping technique significantly improved students' writing achievement in procedure texts. Quantitative results showed a 25% increase in students' writing scores, particularly in organization, coherence, and clarity. Qualitative findings from classroom observations and student feedback highlighted that the technique helped students organize their thoughts and break down complex processes into manageable steps, leading to clearer and more structured writing.

Test	Pre-Test	Post-Test	Improve ment
Number of Students	33	33	-
Minimum Score	45	75	+30
Maximum Score	70	95	+25
Average Score	60	85	+25
Standard Deviation	5.5	4.2	-

The use of the Lotus Diagram fostered significant improvements in the logical sequencing and presentation of ideas, addressing issues such as omitted steps or unclear instructions. This aligns with research emphasizing the effectiveness of graphic organizers in enhancing writing performance. Additionally, students showed increased motivation and confidence in their writing, with the visual tool making the process less intimidating, especially for those initially struggling.

Despite its success, the study identified challenges such as initial difficulties in understanding the tool, which aligns with cognitive load theory. However, students adapted quickly, and the overall feedback was positive. The findings suggest that the Lotus Diagram Mapping technique is an effective strategy for improving vocational students' writing skills, though further research is recommended to explore its long-term impact and applicability across different contexts and text genres.

The following is a table of pre-test and post-test results.

The pre-test and post-test data showed a significant improvement in students' ability to write procedural texts after the application of the Lotus Diagram Mapping technique. A total of 33 students took both tests, ensuring the validity of the comparison of results. In the pre-test, the minimum score obtained by students was 45, indicating that some students had a very low understanding of the material. However, in the post-test, the minimum score increased to 75, signaling an overall improvement in proficiency, even in students with low initial proficiency. Similarly, the maximum score increased from 70 in the pre-test to 95 in the post-test, indicating that even the best performing students made significant progress.

The average class score in the pre-test was 60, which was classified as fair, with considerable variation in scores as indicated by the standard deviation of 5.5. After the intervention, the average score increased to 85, which is categorized as good, with the standard deviation decreasing to 4.2. This decrease in standard deviation reflected a



more even distribution of scores, with most students achieving a more equal level of proficiency. Thus, this intervention not only improved the mean score but also equalized the results among students.



Overall, these results show that the use of Lotus Diagram Mapping is effective in improving students' writing skills, both in terms of idea organization and logical and structured information delivery. This strategy not only helps low-ability students to reach an adequate level, but also encourages high-ability students to excel. This proves that visual techniques such as Lotus Diagram Mapping can be an innovative and impactful learning tool at SMK Saraswati 3 Tabanan.

## 5. CONCLUSION

This study successfully demonstrated the efficacy of the Lotus Diagram Mapping technique in enhancing students' writing performance in procedure texts at SMK Saraswati 3 Tabanan. By providing a structured framework for organizing ideas, the technique facilitated a significant improvement in students' ability to present information clearly and logically.

Several experts in the field of language education and writing instruction support the findings of this study. For example, Hyland (2004) emphasizes the importance of effective organization in writing, highlighting that clear and logical sequencing is crucial for effective

communication. Similarly, Al-Mahrooqi & Denman (2018) advocate for the use of visual tools and strategies to enhance student engagement and understanding in writing tasks.

The use of graphic organizers, such as the Lotus Diagram, has been extensively researched and shown to be effective in improving students' writing skills. Langan (2014) notes that graphic organizers help students focus, organize, and expand on their ideas systematically. Zarei and Rahnama (2013) found that students who used visual tools displayed better organization and coherence in their written work compared to those who did not.

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