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Research article

Application of Mind Mapping Model on the Ability to Write Description Paragraphs of Students of SMPN 9 Denpasar

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Abstract.
In learning English, a person is required to master language skills. In the language skill itself, there are 4 components, namely listening skills, speaking skills, reading skills, and writing skills. Each of the skills mentioned has a very close relationship with one another. The four skills are basically a unit in learning a language. This research aimed to describe (1) the writing skill of descriptive paragraph before applying Mind Mapping, (2) improving writing skill of descriptive paragraph after applying Mind Mapping and (3) improving the ability to use word classes after applying Mind Mapping. The method and technique of presenting data in this research is in the description and table form so that it can be meaningful and well organized. The results showed that the last post-test in cycle II reached the indicators of success determined in this classroom action research. An increase in the ability to use word classes also occurred after the application of the Mind Mapping learning model, where in the first cycle students were able to write as many as 10 sentences in a paragraph and an increase also occurred in the use of words (adjectives), while in the second cycle there was also a significant increase. quite satisfactory where the participants were better able to write 12 sentences and were more creative by using more words such as nouns, adjectives, and verbs.

Keywords: descriptive paragraph, word classes, Mind Mapping

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1. INTORUCTION

English is one of the most widely used languages in the globalization and modern era as it is today. English is also a language that is used to unite or bridge various human beings to be able to communicate with each other, both verbally and non-verbally (Burns, 2009). In learning English, a person is required to master language skills. In the language skill itself, there are 4 components, namely listening skills, speaking skills, reading skills, and writing skills. Each of the skills mentioned has a very close relationship with one another. The four skills are basically a unit in learning a language. Writing is a language skill that is used to communicate with each other indirectly, not face to face with other people (Gie, 2002). Writing is a productive and expressive

activity. Writing is an activity carried out to convey messages, thoughts and feelings such as ideas, information, opinions, suggestions and so on Harmer (2001). In writing, a person needs a tool to convey all the ideas and ideas he wants to write, the tool is a language consisting of words, phrases, clauses, sentences, and paragraphs. For a professional writer , writing s is not new and foreign. However, according to the opinion that comes from (Langan 2010) writing is a skill that can be mastered. Writing skill is a very complex skill which is considered difficult for beginners. As skills - Skills more, the skills to write will be controlled if a penuli s ready to understand and learn the basics of writing what should be known to the writer.

Learning writing skills is an interesting and very important activity in the lives of students. According to Zemach (2005) writing is the most important part of learning in schools and universities because students are asked to answer tests by writing several sentences, paragraphs, and even complete essays. Of course, students are also required to choose and use accuracy in the use of word classes so that the essays made can be in accordance with the themes provided (Hasnum, 2006). Thus, teaching writing skills in the classroom is expected to make students improve and master writing skills through the writing process and students are also expected to be able to choose the correct use of the word class to be used in writing essays . In accordance with expectations, students must generate ideas to write as easily and quickly as possible by using creativity to produce coherent texts (Nunan, 2003). But in reality, writing is still one of the difficult skills to learn and master, because writing requires ideas to produce written essays. These ideas influence how students begin to write and memorize the writing process. In writing, there are also several genres of paragraphs such as descriptive, narration, reports and so on that students must also know.

Descriptive paragraph is one type of written communication that describes or writes down an object in detail or in depth according to the actual situation. Syamsuddin, et al (2007) say that the descriptive paragraph aims to describe an object, place, situation or event in words. The object of the writing will all be written in detail. The goal to be achieved in writing this descriptive paragraph is to achieve an imaginative appreciation of something so that the reader feels as if he himself experienced and felt it directly. The opinion of Tarigan (1983) says that the purpose of writing descriptive paragraphs is to invite readers to enjoy, feel, understand as well as possible. To improve and answer the problems as above, there are several ways that can be applied to improve the quality of students' writing skills. Several techniques can be applied to make it easier for students to produce an essay. One of the techniques is *Mind Mapping*. (Tony, 2005) ensured that mind map ping was the easiest way to

get information into the writer's brain and get information out of the writer's brain. This saves the time of the students generate and organize ideas to create a good descriptive paragraphs. Therefore, by applying the *Mind Mapping* learning model in this classroom action research, it is hoped that students will be able to overcome the problems that occur in the activity/activity of writing an essay and be able to produce good essays in accordance with the existing grammar. Of course, by applying the Mind Mapping learning model, learning and teaching writing skills can run better, more effectively, and more fun. For this reason, this research was conducted using the Mind Mapping learning model to improve writing skills and on the accuracy of using word classes for eighth grade students of SMPN 9 Denpas ar in the 2020/2021 academic year .

In this research have several previous study and the first is Warmadewi (2014) with the title "Improving the Ability to Write Report Text Through Mind Mapping in Class XI IPA 7 SMAN 8 Denpasar". The different between this research is the object. And the second is from Arimbawa (2015) with the title "Improving the Ability to Write English Description Writing Through the Application of Think Pair Share Cooperative Learning Models for Students of SMK Tourism Harapan Denpasar" the different between this research is the object. And for the last is (Putrayasa 2015) entitled "Learning to Write a Paragraph Description Based on Mind Mapping for Class VII Students of Undiksha Laboraturium Junior High School" and the different between this research is the object.

There are some of research question in this research and the first is (1.) How is the ability to write descriptive paragraphs before applying the Mind Mapping model to the 8th grade of SMPN 9 Denpasar? (2.) How to improve the ability to write descriptive paragraphs after applying the Mind Mapping model in grade 8 of SMPN 9 Denpasar? (3.) How is the increase in the ability to use word classes after applying the Mind Mapping learning model in grade 8 of SMPN 9 Denpasar? The aim of this research is describe the ability to write descriptive paragraphs before applying the Mind Mapping model to the 8th grade of SMPN 9 Denpasar and to describe the improvement in the ability to write descriptive paragraphs after applying the Mind Mapping model to the 8th grade of SMPN 9 Denpasar.

2. METHOD

This study examines improving the ability to write descriptive paragraphs and word classes using the Mind Mapping model in class VIII SMPN 9 Denpasar which consists of two cycles, each cycle consisting of four stages that have been passed by researchers, such as planning, implementation, observation and reflection. This classroom action

research/CAR was carried out in a formal education institution at SMPN 9 Denpasar, which is located on Jalan Brigadier General I Gusti Ngurah Rai Sanur, South Denpasar sub-district, Denpasar City. The data that will be obtained in this research will be qualitative and quantitative. The data sources of this research are the students of class VIII H SMPN 9 Denpasar. Determination of the source of this data is done by using the results of observations and interviews of researchers with English subject teachers. Data were collected using a research instrument, namely a test. This test instrument was given at the pre-test/initial test, post-test/final test in cycle I and cycle II. The data that has been analyzed will be presented in a description to describe the reality or facts in accordance with the data obtained and then the data will be entered in tabular form, so that it can be meaningful and well organized.

3. RESULT AND DISCUSSION

The discussion on improving the ability to write descriptive paragraphs and word classes using the Mind Mapping learning model in class VIII SMPN 9 Denpasar begins with (1) writing skills before the application of the Mind Mapping model, (2) writing skills after the application of the Mind Mapping model; (3) the increase in word class after the application of the Mind Mapping model. The data in this study were obtained by researchers from tests given at the beginning of the meeting before the application of the Mind Mapping learning model and at the end of cycle I and cycle II. The overall test results are then compared to find out and answer the problems in this study.

3.1. The Ability to Write Descriptive Paragraphs in Class VIII SMPN 9 Denpasar Before Using the Mind Mapping Model

After observing and obtaining information related to the ability of students, the next researcher decided to conduct research to improve the ability to write descriptive paragraphs using the Mind Mapping model in class VIIIH. Based on the results of the data obtained from the stage of giving the initial test or pre-test, the average value of class VIIIH students is classified as very bad or does not meet the graduation requirements or KKM standards in writing a descriptive paragraph essay. The KKM standard value that must be met by students is 75 but in reality students are not able to get a value that is in accordance with the KKM standard. Furthermore, the data shows that only 7 students are able to achieve a score of 70 and the rest of about 23 students still get a score below 70 or in other words still below the graduation standard based on

the KKM. Therefore, the average value or score of class VIII H students on the pre-test is as follows:

Value / average test score-early = $\frac{\sum x}{N} = \frac{1.803}{30}$ = 60.00

With the results of the score / average value above, it can be shown that the average value is classified as bad and unfinished. Then with these results the researchers concluded, it is true that students in class VIII H do not have good and correct writing skills. Furthermore, students are also still very difficult to create or express their ideas to become a descriptive paragraph. Then, on the results of the reflection of the initial test/pre-test, the students of class VIII H were unable to write a descriptive paragraph essay of 12 sentences according to the instructions contained in the wal/pre-test and the students were unable to write the sentence. into good and correct English. Almost all students in class VIII H make mistakes in writing a few words, students also make some mistakes in writing grammar and class VIIIH students are also classified as still unable to write a good and correct paragraph. The following are some examples of students' answers (wrong writing and grammar) as follows:

1. *His from Super Junior Boyband* , which should be *He is from Super Junior Boyband* . This error is clearly seen in the sentence construction made by students. This error occurs in the word *his.*

2. *He has two sibling* , which should be *He has two siblings* . In this sentence the error occurs at the verb level. If a sentence begins with the subject *he* , the appropriate verb is *has.*

3. Errors also occur in the writing of the word *Singger* (singer), which *Singer* should have written using only one letter *g.*

4. An error also occurs in this sentence *She is complete name is Karin Novilda,* which should be *Her complete name is Karin Novilda.* An error occurs in the words *she* and *is.*

5. The next word that most students *wrote wrongly* was *Bussnesman (* entrepreneur), which should be written like this *Businessman.*

The final result of the ability of class VIIIH students in writing descriptive paragraphs is still very low because students still do not have a good and correct understanding of writing descriptive paragraphs and of course students of class VIIIH still cannot write or make sentences. in accordance with the grammar / grammar or in an appropriate way of writing. With the results obtained in this pre-test, the researcher can

conclude that the students of class VIIIH are still very lacking and very weak in terms of ability and understanding to write a descriptive paragraph essay.

3.2. Ability to Write Descriptive Paragraphs in Class VIII SMPN 9 Denpasar After Using the Mind Mapping Model

In cycles I and II, researchers designed activities, learning materials based on the abilities of students and of course in cycles I and II, researchers have applied the Mind Mapping learning model in the learning and teaching process in class VIIIH to improve the ability to write descriptive paragraphs and increase grammatical units.

Based on the results of the data for the scores obtained by students from the final/post-test in the first cycle, the results were quite satisfactory and slowly began to improve slightly after the researchers applied the Mind Mapping learning model. Furthermore, the average grade/score of class VIIIH students is as follows:

Pre-test score/mean score = $\frac{\sum x}{N} = \frac{2.103}{30} = 70.00$

3.3. Improved Ability to Write Descriptive Paragraphs After Using Mind Mapping

The value or average score of class VIIIH students is quite sufficient. However, it is still classified as not reaching the KKM completeness value set by the SMPN 9 Denpasar school. Based on this final/post-test, only 20 students achieved a score of 70 and above and the remaining 10 students still got a score below 70 or it could be called incomplete because they did not reach the graduation standard based on the KKM. The results of the final/post-test in the first cycle did show quite satisfactory results and slowly showed progress in terms of assessment and the class VIIIH students were also able to make a descriptive paragraph with the theme provided by the researcher. Then, it can be concluded by the researcher that from what has been described above some students in class VIIIH have experienced a gradual increase in writing a descriptive paragraph. However, there are still some students who do not understand and have not experienced improvement after the application of the Mind Mapping learning model in the learning and learning process.

3.4. Improved Ability to Use Word Class After Using Mind Mapping

If compared to pre-test / test early in the final test / post-test cycle I have the students already are slowly able to write descriptive paragraphs of approximately up to 10 sentences based on the concept / notion of learning models Mind Mapping they have made before writing into a paragraph. Furthermore, sentences ditulispun well structured and correctly based on generic structure (identification, description and conclusion) that has been described previously, will be but there are some errors in the writing.

Furthermore, from the results of the final test/post-test in the first cycle, there was also an increase in word classes in the form of words (adjectives), where adjectives are a part of word classes. In English, an adjective is a word formation that is used to describe a noun in a sentence. Adjectives also have several forms and types, one of which is a qualitative adjective which is used to describe/explain the quality of the noun/noun described in a sentence. The following are some examples of incorrect answers made by students in writing descriptive paragraphs after applying the Mind Mapping learning model:

1. *Her lips is small and red* , was supposed to be out of this sentence is *are* because they lips dikalimat the use of the suffix / suffix S declare more than one or stating the plural objects.

2. *Her nose is thin* , the word thin here means thin or thin. The word thin is not appropriate to use to describe the word *nose* . The appropriate word to describe the word *nose* is pointed.

3. The adjectives (adj) that are often wrong in writing are *diligent* and *beautiful* . Some students wrote these words, such as: *diligent and beautifull or baeutiful*.

4. The next mistake is to combine to be and verb in writing sentences like *he is has pointed nose* . Of course, if you want to make a sentence that is good and correct in English, there is no use of to be *is* or the verb *has to* be *combined* in a sentence. The correct sentence is *he has pointed nose.*

5. Next is the word *children* which is written as *childrens* . The word should not be added with S if you want to explain plural or more than one noun.

Furthermore, looking at the results of the answers and the results of the average score/score based on the results of the final test/post-test 1, which was a little good but did not meet the KKM passing standard, this Classroom Action Research was continued to cycle II research. .

3.5. Class Action Research Cycle II

In this second cycle class action research, the activities carried out are almost the same as the first cycle and the average grades/scores of class VIIIH students are as follows:

Initial-test score/mean score = $\frac{\sum x}{N} = \frac{2.408}{30}$ = 80.26

The average value/score of class VIIIH students is considered satisfactory and has met the standard KKM scores. Based on the final test/post-test 2, all students of class VIIIH consisting of 30 students have achieved a score of more than 75 and are classified as grades that have reached the graduation standard at SMPN 9 Denpasar. The test results in cycle II showed a very satisfactory improvement in writing descriptive paragraphs using the Mind Mapping learning model.

Just like the first cycle, the increase in word class also occurred in this second cycle. The increase in word class in cycle II is slowly increasing and shows satisfactory results of descriptive paragraph writing after the application of the Mind Mapping learning model. After the students of class VIII H understand the use of the words that have been explained by the researcher, this improvement starts with improving sentence writing. Sentences written by students have as many as 12 sentences and are in accordance with the existing grammar / language procedures and more precisely all sentences written are based on the concept of the Mind Mapping learning model that has been made by students before writing into descriptive paragraphs. Furthermore, the increase in word class occurred in the word class (noun, adjective and verb) where descriptive paragraph essays written by class VIII H students used more words to describe places based on the themes chosen by students. Here are some examples of words (nouns, adjectives and verbs) that are most commonly used to describe places:

1. *Big* (adj) which is the most widely used word to describe the living room.

2. *Clean* (adj) is also the most widely used in describing the place according to the title of the essay chosen by the students.

3. Furthermore, the word *good* (adj) is used to explain the identification or conclusion of the descriptive paragraph.

4. *White and black* (N) is also used to describe objects or walls of a place.

5. *Swimming, playing and studying* (N) is also the most widely used to explain activities or conclusions.

it can be concluded that class VIIIH students at SMPN 9 Denpasar are able to write descriptive paragraphs properly and correctly. Of course, with an increase like this, the Mind Mapping concept learning model is very helpful for students in terms of compiling key words/ideas or concepts before making a descriptive paragraph.

Student Completeness Percentage

In addition to being seen from the results of the average score and the value of students in writing descriptive paragraphs in each test given, the success of applying the Mind Mapping learning model can also be seen from the number of students who complete the tests given by the researcher. At the initial test/pre-test stage, all students in class VIII H get incomplete scores or do not get scores that are in accordance with the KKM graduation requirements applied at SMPN 9 Denpasar and data on participants' incompleteness. Meanwhile , only 23.3% of students were able to get a score of 70 and the remaining around 76.7% got a score below 70. The incompleteness of students in writing descriptive paragraphs was because students did not know and did not have the ability to write descriptive paragraphs properly and correctly. . In this first cycle, after the application of the Mind Mapping learning model, the researcher gave a post-test 1/final test to measure how effective the learning model was and to find out how much the ability to write descriptive paragraphs increased. Furthermore, in this first cycle, the number of students who got a complete score increased to 17 people or in other words around 56.7% this happened because of the application of the Mind Mapping learning model which really helped students to understand learning materials and how to write good descriptive paragraphs. and right. Meanwhile, about 14 students or in other words 43.3% who got incomplete scores. In cycle II all students of class VIII H were declared to have passed and had reached the KKM. Of course, this happened after the application of the Mind Mapping learning model which really helped students in pouring ideas into a concept before writing or assembling them into a paragraph.

4. CONCLUSION

The ability to write descriptive paragraphs for class VIII H students before applying the Mind Mapping learning model where students get an average score of 60.00, the lowest score is 50.00, the highest score is 72.00 and the results show that all students/100% did not complete the test early. However, as many as 7 students or about 23.3% of students were able to get a score above 70.00. The improvement of the ability to write descriptive paragraphs after applying the Mind Mapping learning model where in the first cycle there is a gradual increase in writing skills after the application of the Mind

Mapping learning model, as many as 17 students or about 56.7% can pass by getting a score according to the KKM 75, will but there are still approximately 14 students or about 43.3% who still do not pass because they get scores that are not in accordance with the KKM and furthermore, the average value in the first cycle is 70.00. Meanwhile, there was a significant increase in cycle II where all students of class VIII H or in other words 100% of students were able to get a value that was in accordance with the KKM and in this second cycle the average score was 80.26. Thus, the results of the last post-test in cycle II reached the indicators of success determined in this classroom action research. An increase in the ability to use word classes also occurred after the application of the Mind Mapping learning model, where in the first cycle students were able to write as many as 10 sentences in a paragraph and an increase also occurred in the use of words (adjectives), while in the second cycle there was also a significant increase. quite satisfactory where the participants were better able to write 12 sentences and were more creative by using more words such as nouns, adjectives and verbs.

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