USE OF MIND MAPPING METHOD IN LEARNING WRITING TEXT EXPLANATION

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Abstract : The purpose of this study was to determine the increase in interest and writing skill of explanation text using mind mapping method in students of Nusawungu State Vocational School. This research is a classroom action research conducted in two cycles. Research subjects were students and teacher of Indonesian language class at grade XI. Data sources in this study included: learning events, informants, and documents. Data collection technique through: observation, interviews, tests, and document analysis. Validity test of the data used triangulation techniques and data source methods. Data analysis techniques used in this study were comparative descriptive techniques and critical analysis. The use of *mind maping* method was proven to increase students' interest in learning to write explanatory texts. The percentage of students' interest in pre-cycle was 52.94%, cycle I was 67.64%, and cycle II was 88.24%. The use of *mind mapping* method has also succeeded in improving writing skill of explanation text. This can be seen from the average score obtained by students. In pre-cycle, the average score of students is only 65.79. In cycle I it became 74. In cycle II, the average score of students became 79.79. Based on these results it can be concluded that the use of *mind mapping* methods can improve the process and learning outcomes of students in writing explanatio texts.

Keywords : *Mind Mapping* Method, Learning, Explanatory Text.

Abstrak : Tujuan penelitian ini adalah untuk mengetahui peningkatan minat dan keterampilan menulis teks eksplanasi menggunakan metode *mind mapping* pada siswa kelas XI SMK Negeri Nusawungu. Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Subjek penelitian adalah siswa dan guru bahasa Indonesia kelas XI SMK Negeri Nusawungu. Sumber data dalam penelitian ini meliputi: peristiwa pembelajaran, informan, dan dokumen. Teknik pengumpulan data melalui: observasi, wawancara, tes, dan analisis dokumen. Uji validitas data menggunakan teknik triangulasi metode dan sumber data. Teknik analisis data yang digunakan dalam penelitian ini adalah teknik deskriptif komparatif dan analisis kritis. Penggunaan metode *mind maping* terbukti dapat meningkatkan minat siswa dalam pembelajaran menulis teks eksplanasi. Persentase minat siswa pada prasiklus sebesar 52,94%, siklus I sebesar 67,64%, dan siklus II sebesar 88,24%. Penggunaan metode *mind mapping* juga berhasil meningkatkan keterampilan menulis teks eksplanasi. Hal ini terlihat dari nilai rata-rata yang diperoleh siswa. Pada prasiklus, nilai rata-rata siswa hanya 65,79. Pada siklus I menjadi 74. Pada siklus II, nilai rata-rata siswa menjadi 79,79. Berdasarkan hasil tersebut dapat disimpulkan bahwa penggunaan metode *mind mapping* dapat meningkatkan proses dan hasil pembelajaran menulis teks eksplanasi siswa.

Kata kunci: Metode *Mind Mapping*, Pembelajaran, Teks Eksplanasi.

PENDAHULUAN

The rapid progress of technology, requires humans to adjust to the progress of the times. This adjustment must be supported through an education system that is able to equip us with special skills that can be used to survive in life. Education is also expected to play a role as a bridge that connects individuals with the environment in the midst of an increasingly globalized era, so that individuals are able to play a role as quality human resources.

One of the best quality human resources can be seen from its literacy

culture. Kartikasari (2016: 76) revealed that literacy culture plays an important role in creating an intelligent society, which in turn will shape a quality nation. Literacy culture is closely related to reading and writing activities.

Writing is seen as an effort to record ideas, ideas, knowledge, knowledge, and important findings of scholars who are realized in written language. This language skill can also be defined as a form of delivering messages (communication) by using written language as a tool or medium (Suparno & Yunus, 2008: 1.3).

Writing is a very complex skill. *Writing becomes more complex because it does not only put the idea into a paper but how the written text can be understandable by paying attention to some aspects to create a good written text* (Westwood, 2008:56). Brown (2001:335 menyatakan bahwa *writing is a written product of thinking, drafting and revising that require specialized skills on how to generate ideas, how to organize them correctly, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final project*. Based on the opinion above, it can be concluded that writing activities involve physical and mental activities in determining ideas and organizing them correctly.

Writing is actually no longer something that is foreign to us. Unfortunately, not many writing or writing activities among us like it (Suparno & Yunus, 2008: 1.3). unskilled in organizing mechanical elements, which include the use of spelling, words, sentences, and discourse is a factor that causes a person experiencing difficulties in writing activities. In addition, the ignorance of the writer to write down ideas or ideas, feelings, or information to be expressed, makes the writer unable to develop his writing properly.

Explanation text is a text that contains an explanation of the processes associated with natural phenomena, social, cultural sciences, and others (Priyatni, 2014: 83). Kosasih and Restuti (2013: 85) revealed that explanatory texts are texts that explain or explain natural or social processes or phenomena. The variety of explanations is also known as a variety of expositions, namely writings that aim to inform, peel, describe, or explain something that can be in the form of factual data, about how something works, analysis or an objective interpretation of a fact (Ulumudin, 2016: 26) . The purpose of writing explanatory texts in schools is that students can enrich their knowledge about the phenomena that occur in the surrounding environment, both natural phenomena and social phenomena (Suwarni, et al., 2017: 42).

There are three stages in writing explanatory texts according to the opinion of Anderson and Anderson (1997: 80), including: *the first step is a general statement about the event or thing that will be explained. Then, a series of paragraphs that tell the hows or whys. In this paragraph, the writer tells the sequence of explanation text. The last step is a concluding paragraph as a closing.*

Explanation text is one of the materials that must be mastered by class XI students in the 2013 curriculum. However, in practice, there are still many students who have not been able to master this basic competency. This is evidenced through the results of observations and the value of students' explanatory text writing skills at SMK Nusawungu class XI TITL.

In accordance with the results of observations and interviews with Indonesian Language teachers and students of class XI TITL SMK N Nusawungu it is known that the ability of students in writing explanatory texts is still low. The low ability of students is caused by the lack of student interest in learning to write. Students assume that writing is difficult. Writing learning also

still uses conventional learning methods so that students feel bored and reluctant to actively participate in learning. In addition, students also have difficulty developing ideas or ideas in explanatory texts. Students' mastery of mechanical elements in writing which includes: spelling, vocabulary, effective sentences, and good paragraph development are also lacking. As a result, the average value of writing explanatory text students is still low. During the pre-cycle stage, it was known from 23 students that the average score was only 65.79. Even though the KKM value set is 70.

Based on these problems, it is necessary to present learning methods that can increase interest and the results of students' explanatory text writing skills. Mind mapping method is an alternative used by teachers and researchers in order to improve the process and also the results of learning to write explanatory texts. Toi (2009) research results show that *mind maping can help children recall words more effectively that using list, with improvements in memory of up to 32%.* Hal ini juga didukung oleh penelitian D'Antoni and Zipp (2005) menunjukan bahwa *form a pool of 14 physical therapy students, 10 out of 14 agreed that mind map technique enabled the to better organize and integrate the material presented in their course.*

RESEARCH METHODS

This research is a class action research. According to Kelvin (2011: 11) classroom action research is reflective, which departs from the real problems faced by teachers in the field, in the teaching and learning process, then reflected alternative solutions to the problem and followed up with concrete actions that are planned and measured. This research was conducted at the State Vocational School Nusawungu, Cilacap Regency for two cycles. The research subjects were students of class XI TITL and Indonesian subject teachers. The event that was examined was the implementation of the learning of explanatory text writing skills using the mind mapping method. Data sources used include: learning events, informants, and documents. Data collection techniques using observation, interviews, tests, and document analysis. Test the validity of the data using triangulation techniques and data source methods. Data analysis techniques used are comparative descriptive techniques and critical analysis.

DISCUSSION
Increased Student Interest in Learning to Write Explanatory Texts

The results of the pretest that have been carried out on the pre-action show that students' interest in the learning process of writing exposition texts is still low. The low interest of students is shown from the acquisition of questionnaires that have been filled out by students. There are ten questions that become a reference in measuring student interest, including: (1) Students are interested in learning Indonesian Language, (2) Students begin writing learning, (3) Students know explanatory texts, (4) Students have learned to write explanatory texts, (5) Students have had the task of writing explanatory texts, (6) Students love getting assignments to write explanatory texts, (7) Students are interested in participating in writing explanatory texts, (8) Students often write explanatory texts, (9) Students prefer writing learning than others, and (10) Students prefer to write explanatory texts than other texts.

Based on the results of the questionnaire students 'interest in pre-cycle shows that students' interest in learning to write is 73, 53%, while another 26.47% states they are not interested. Students who liked learning to write explanatory texts by 44.18%, the rest around 55.88% said they did not like learning to write explanatory texts. The average student does not know about writing explanatory texts. Out of 34 students, only 10 children or 29.41%

knew what it was to write explanatory texts. Students who have gained knowledge about writing explanatory texts amounted to 55.88%. Students who have had the task of writing explanatory texts amounted to 47.06%. Some students are not happy if they get the task of writing explanatory texts. The percentage of this figure reaches 58.82%. As many as 47.06% of students stated that they were not interested in learning to write explanatory texts. The level of student frequency in writing explanatory texts was only 5.88%. The number of students who liked learning to write compared to other activities (listening, speaking, reading) was 15 students or 44.18%. Meanwhile, the number of students who liked learning to write explanatory texts than other texts only penetrated the numbers 17.65% or as many as 6 people .

During the learning process that takes place at the pre-cycle stage, most students appear to be less serious, seem lazy, there are still many who do not pay attention to the teacher's explanation. Most of the students seemed not enthusiastic in learning. There are students who talk to themselves, some are daydreaming, and when given the task to write explanatory texts they are less enthusiastic.

Based on observations and also the results of student interest in learning questionnaires, it is known that students' interest in learning to write explanatory texts is still low. For this reason, it is necessary to present learning methods that can increase student involvement in learning. In accordance with the agreement between the Indonesian Language Teacher in class XI SMK N Nusawungu and the researcher chosen the mind maping method as a solution in solving the learning process problem. The implementation of cycle I had a pretty good impact on students' interests. This assessment is based on an observation sheet which shows an increase in students' enthusiasm in learning to write explanatory texts after applying the mind mapping method.

Before applying this method, the percentage of students who experienced difficulties in learning to write explanatory texts was still quite large, namely 58.82%. Student interest in learning to write explanatory texts after using mind mapping methods increased to 82.35%. Students also find it easier to develop ideas or ideas when given the task of the teacher to write explanatory texts. The percentage reaches 70.60%. The mind mapping method can also help in providing a description for creating complex explanatory texts. The percentage of students who stated so was 73.53%.

The application of mind mapping methods makes students reluctant to turn to other methods in finding sources of inspiration to write. This is evidenced from the percentage of student questionnaires, namely 67.65% who stated "No" and only 32.35% stated "Yes". Students' interest in writing explanatory texts also increased when compared to pre-cycle, which was 67.64%. The mind mapping method successfully fosters students' interest in learning. A total of 20 students or 58, 82%. The percentage of students who were happy with the application of the mind mapping method was 88.24%. Students also do not feel bored with learning Indonesian after applying the mind mapping method. Of 34 students in class XI TITL, 29 of them stated that learning to write explanatory texts using mind mapping methods was very interesting.

The change in students' interest from pre-cycle to cycle I was quite good but the results were not so optimal. For this reason, Indonesian Language Teachers in class XI TITL and researchers agreed to carry out the second cycle. The implementation of the second cycle provides an excellent improvement in the learning process. The number of students who had difficulty in making explanatory texts was 17.63% (6 students). The level of interest of students using the main mapping method was also very high, ie 91.18%

(31 students). After students are taught with the mind mapping method, students find it very easy to develop ideas or ideas into clear and detailed explanatory text writing. There are 85.29% of students who feel that way. The mind mapping method is also very helpful for students in giving an overview or direction in making explanatory texts. This student assistance rate reaches 94.18%.

Based on students' experiences during the second cycle, they no longer have difficulty in making expansion texts. Of the 34 students, only five were left who felt that it was still quite difficult in making explanatory texts. The desire of students to switch to other methods in addition to the mind mapping method in learning to write explanatory texts is only around 20.57% (7 students). Students' interest in learning to write explanatory texts using the mind mapping method also increased significantly, which amounted to 88.24% (28 students). Students are very interested in using this learning method. The number of students who are interested in this learning is 91.18% (29 students). Students feel happy using the mind mapping learning method. Many of them prefer learning and don't feel bored with the application of mind mapping methods. Based on the description above, it can be concluded that the use of the Minf Mapping method can increase the interest of students.

Improvement of Explanatory Text Writing Skills in Students

The results of students' explanatory text writing skills on pre-cycle have not shown optimal results. Out of 34 students, only 12 students (35.29%) had reached the minimum completeness limit, which was scored $\geq$ 70, while 22 students (64.70%) had not reached the minimum completeness limit set by the school. This assessment includes aspects: content, organization, grammar, vocabulary, and mechanics.

The average value in the pre-cycle is still lacking. This can be seen the average value obtained, which is 65.79 with the acquisition of the content score of ideas 19, 29; organizational aspects contents 13.76%; vocabulary aspects 13.53; aspects of language use 16.06; and mechanical aspects 3.15. The highest score obtained by students is 75, while the lowest score is 49.

In the pre-cycle stage, students still have difficulty in developing their ideas or ideas in writing explanatory texts, students have not been able to organize the contents properly. Disclosure of ideas is still in the substandard category. Utilization of word potential is still limited. They have not mastered word formation well. students still experience errors in mechanical matters, which involve the use of spelling. Students are still often wrong in writing capital letters, punctuation, standard word writing, and word formation.

Efforts are made to improve the writing of explanatory text skills through the application of mind mapping methods. In the first cycle, an increase in the results of writing explanatory text students. The average value of students is 74 with the acquisition of scores according to the idea content of 21.47; organizational aspects contents 15.88; vocabulary aspects 15,64; aspects of language use 9,38; and mechanical aspects 3.62. In cycle I, there were 23 students who were declared to have met the KKM. The highest score was 89 and the lowest score was 58.

The application of cycle I, has not been fully able to improve the results of students' explanatory text writing skills. Of the 34 students, 11 of them have not yet managed to get a grade above the KKM. For this reason mind mapping method needs to be re-applied in cycle II.

In cycle I, students begin to be able to develop ideas or ideas based on the themes studied. Students begin to organize the content quite well, the

expression of ideas is quite well organized. Students begin to learn to use the right word choices in writing explanatory texts.

The students' explanatory text writing skills in cycle II have increased. The average value of writing explanatory text students reached 79.79 and included in either category. Obtaining the suitability score of the contents of the essay 23.14; organizational aspects of contents 17.23; aspects of vocabulary 17.11; aspects of language use 18,32; and mechanics 3.97. The number of students who reached KKM in the second cycle was 31 people.

The implementation of the second cycle is able to provide an optimal increase in the aspects of the contents in students' explanatory text writing. seen students' skills in organizing the contents to be very good. Students have been able to organize writing well so that the writing produced by students can explain and describe the phenomenon well and is easily understood by the reader. The cohesive aspect and its coherence also increased. In addition, the expression of ideas in writing was smooth and well organized. the use of vocabulary has varied so that the writing produced by students is more flexible and easier to understand. The aspect of language development in students' explanatory text writing is better. This is indicated by the results of students' explanatory text writing in more detail with effective sentence construction. The meaning contained in their writing is not blurred. The resulting writing is more communicative and interesting.

After learning to write with the mind mapping method from cycle I to cycle III, students' skills in mechanical aspects have increased. Students are more skilled at using uppercase letters, punctuation, and increasingly mastered the rules of writing in the explanatory text writing that they produce.

CONCLUSION

Based on the results of research that has been done, it can be concluded that the use of mind mapping methods can increase student interest in learning to write explanatory texts. This is indicated by an increase in the percentage of students' interest in participating in learning to write explanatory texts. In the pre-action, the percentage of student interest was 52.94% (18 students). In the first cycle, the percentage of student interest was 67.64% (23 students). The percentage of students' interest in learning to write explanatory texts increased again in the second cycle of 88.24 (30 students).

The use of mind mapping methods enhances the writing of explanatory text skills. This can be seen from the acquisition of the average score of students from pre-cycle to cycle II. In the pre-cycle, the students' explanatory text writing skills obtained an average score of 65.79. Cycle I obtained an average score of 74, and in the second cycle the average score reached 79.79. From pre-cycle to cycle I an increase of 8.21 points. While from cycle I to cycle II there was an increase of 5.79 points.

Based on the above conclusions, the following suggestions are put forward: (1) teachers should increase their knowledge and understanding of innovative models, strategies, or learning methods, (2) students are expected to play an active role in learning, (3) students should diligently practicing writing, (4) schools need to facilitate teachers to attend workshops or trainings on innovative models or learning methods.

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