

USING MIND MAPPING TO IMPROVE STUDENTS' WRITING SKILLS OF THE ELEVEN GRADE AT MAS YASPEN NURUL HUDA SERAPUH ABC IN THE ACADEMIC OF THE YEAR 2023

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Abstract

The aim of this study is to investigate the use of mind mapping as a tool to improve the writing skills of students in Yaspen Nurul Huda Serapuh ABC 2023. Four students with writing difficulties participated in the study. In the study, researchers used observational techniques to determine students' writing abilities through mind mapping. Teacher performed descriptive analyzes of students' writing test scores before and after they applied the "mind mapping" technique in their writing. The purpose of this study was also to determine the effectiveness of mind mapping in teaching writing. The results of this study provide insight into the effectiveness of using mind mapping in writing classes in these schools to improve students writing skills.

Keywords: *using mind mapping, improve students' skills, results of study*

INTRODUCTION

Education is an important aspect in a person's life. One of the skills required in education is the ability to write. Writing is an important communicative skill because a person expresses ideas, conveys information, and shares knowledge with others through writing. On the previous research conducted by Tampubolon & Suprayetno, it was found that writing is the most demanding-to-do task faced by the majority of the students (Tampubolon & Suprayetno, 2022). Yaspen Nurul Huda Serapuh ABC 11 Class of 2023 challenges students to improve their writing skills. In this class, four students had difficulty organizing their ideas and communicating them effectively in writing. These problems impair the ability to express ideas and insights effectively in writing, thus limiting academic development. Addressing this challenge requires innovative and effective approaches to teaching writing.

One of the suggested methods is to use mind maps as a tool to improve a student's writing skills (Adiatmana & Hassan, 2022). Mind mapping is a visual technique that helps students organize and relate their ideas in a logical and creative way. In this context, this study aims to explore the use of mind-her mapping as a tool to improve the writing skills

of Yaspen Nurul Huda 11 Serapuh ABC 2023 students. The study involves four students with writing difficulties. In this lesson, students will be trained on how to use mind maps as a strategy for planning, organizing, and communicating their writing ideas. It is hoped that the use of mind maps in writing classes will help students overcome the barriers they face in writing.

Mind maps help students organize information better, connect ideas more clearly, and write coherent thought processes.

This research is expected to make a valuable contribution to the field of education. The results of this study provide insight into the effectiveness of using mind maps to improve the writing skills of students in the Yaspen Nurul Huda Serapuh ABC 11 Class of 2023. It is hoped that students will acquire better writing skills by using this method. This in turn will improve overall academic performance.

Looking at interviews with grade 11 English teachers in MAS YASPEN NURUL HUDA SERAPUH ABC for the 2023 school year, we can see that some students have below average writing skills. This is because it is difficult for students to convey their ideas to teachers to write or create something. In general, students find it difficult to find topics, find phrases, and have trouble using language norms. These difficulties prevent students from expressing their ideas and thoughts well, even when they are reluctant to write. This is inseparable from the teacher's role as a provider of learning materials. Learning writing skills by teachers has so far only aimed at teaching theory and language skills, and teachers often ignore the process of writing skills. This type of learning makes students bored and bored.

MAS YASPEN NURUL HUDA SERAPUH ABC's declining ability to write stories in her 11th grade has many causes. First, students' motivation to participate in writing classes is still low. This can be seen from the fact that students often complain when given the task of writing a story. So when it comes to children's writing ability, only about 35% write well, the rest write poorly. As a result, some students are still below the average English score (75), especially when writing an essay.

Considering her three problems above, this problem basically stems from the poor methods teachers use to learn how to write stories. For this reason, when teachers try to modify innovative learning methods in writing, it can motivate students and save time. In addition, the learning process works so well that the idea-flow problem proposed above can also be solved by her mind map method.

LITERATURE REVIEW

Definition of Mind Mapping

Mind Mapping method as an effective, creative way of writing and meaningfully "mapping" one's thoughts. Mind maps are an easy way to put information into the brain or take information out of the brain (Tony Buzan, 2004:4).

Mind mapping is a way of visualizing verbal into visuals or images which can make it easier to store, strengthen, and recall information that has been learned (Jensen and Makowitz,2002:64).

Mind Mapping is a very effective and efficient method for storing and releasing data or information from or to the brain. This system works according to the natural workings of the human brain, so that the potential and capacity of the brain in humans can be optimized (Caroline Edward,2009:64).

Mind Map is an alternative way of comprehensive thinking activities in the brain to linear thinking. Mind maps reach in various directions and assemble thoughts from all sides. Mind maps are an easy way to put information into the brain and take information out of the brain (Bagus Taruno Legowo,2009:5).

Mind map is a graphic technique that allows a person to explore the entire brain's ability for thinking and learning purposes (Susanto Windura,2008:16).

Mind mapping is a way of thinking that helps one to differentiate ideas or words by using symbols and colors. It is usually extracted from the same sources as before, with the accommodations under a thicker layer. By using the mind mapping method, a job applicant has the possibility to enhance their creativity and also to save the words associated with the visualization. By using the Mind Mapping method, one can increase their capacity to store and write back stored data. It is an attempt to promote the development of all-around thinking, including creative and divergent perspectives, as well as the ability to think ahead of time.

Definition of procedure text

Procedure text as a text that aims to tell people what to do or how something is done, the language used leads to invitations or persuasion (Knapp and Watkins,2005:153-156).

Procedure text simply as a sequence of actions to create or produce something (Keraf,2013:103).

Procedure text as text that describe how something can be done according to step by step (Gerot and Wignell,1995:206).

3 Definition of Writing

Writing is a way for people to communicate with others without having to use words. Writing is an activity that produces and interprets something productive and inspiring. What's more, the ability to write something is more complicated than the ability to communicate, such as listening, reading, and speaking. During the writing process, it's important to pay attention to the structure that relates to the different parts of writing, this will help the reader understand the author's message. Therefore, writers must use the same structures such as words, phrases, paragraphs, and others correctly.

The text written must have a meaning or purpose. When they paint, they create a concept and turn it into a work. After that, they must be able to explain to the reader what

was written. The way the writer communicates with their writing has an important influence on whether or not the reader is able to understand their writing.

Conhecimentos about the structure of language and how to reorganize words, phrases, sentences, and paragraphs to create an interesting work are important to define writing as good writing. It can be seen that the ability to write is the capacity to express ideas, feelings, knowledge, and personal experiences through escrito language well, so that the person reading can understand what the writer has written.

In composing, teachers must be aware of good and correct grammar, as well as thinking about all thoughts in the form of sentences, choosing a topic or theme, developing ideas, and how to direct in order to produce an interesting, exciting, and informative work. All these components are needed in a good literary work. Teachers should encourage students to express their ideas in writing so that they can create effective sentences and paragraphs. The written text is a way to cast, cast, and store feelings, emotions, and thoughts. Teachers should teach interesting ways for students, so that they will enjoy the process of writing. Writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represent what we think and what we feel. Writing also reflects things, which stay in the mind and heart. The students find many difficulties when they start looking for some reason to write and producing their ideas into a text (Elbow, 1973:336).

Conceptual and Framework

The purpose of language learning is to help students to develop their ability. Improve the ability to communicate, either verbally or in wrting. One of the skills that students must have in an ability to express their thoughts through writing. Writing is one of the four skills that produce for turning consepts into interesting words and then giving them to others.

Students are expected to gain the same knowledge and skills both by skimming and drawing. The teacher should be a helpful lisener and improve the student's sketcing ability. The mind mapping technique is one of the new ways of learning. Students are guiede to create works with diffrent types shapes, colors, and symbols.

METHOD (LEVEL 1)

Populationa and Sample

This reseacrh was conducted at MAS YASPEN NURUL HUDA Serapuh ABC school from May 24 to June 6. The subjects of this study consisted of grade 11 students of the MAS YASPEN Nurul Huda academic year 2023, by including 4 students. The sample for this study can be taken from 4 students who are the focus of the study. Research Variables are Independent Variable; Aplication of mind mapping, Method in writing learning. Dependent variable which consist of Students'writing ability before and after aplying mind maps, students'motivation to use mind maps, and students'response to the introduction of mind mapping.

Research Instruments are Problem Identification which are formulated as follows: what problems do students face in writing? And what are the factors that cause these problems? And how often do students write in English? Another is Action Plan to answer questions; how does the application of mind mapping help students write? How to introduce mind mapping to students?, and How to motivate students to use mind mapping in writing? Followed by Action Implementation to answer questions; how can mind mapping be used in learning to write? How do students respond to the introduction of mind maps? How to facilitate students to use mind maps? And procedure is ended by conducting Action Assessment to find the answer of what are the results of applying mind mapping in learning to write? How to measure the improvement students' writing ability?

Data Collection and Data Analysis

In the study, researchers used observation techniques on students to determine their level of writing skills using mind mapping. After that, researchers interviewed subject teachers to find out about how students' understanding of writing used mind mapping techniques. After conducting interviews, researchers conducted a test of the first cycle to three cycles. The techniques used by researchers are observational techniques and interviews with subject teachers. In the first session, researchers observed students learning English. Based on observations, researchers found that four students still had difficulty writing in English. After observing, the researchers took the next step and interviewed subject teachers who said their writing skills were still a bit slow because they found learning English difficult. The researchers then used the mind map method and the program text material to administer the first test to the students. After initial testing and application of this method, her KKM score of 75 was required to be achieved, although results were still below her KKM. The researcher then proceeded to the second cycle phase, the retrospective phase, in which the first cycle explained how he mapped his mind, and in the second cycle, as his second test, he took a web-based quiz. I used it to test. . After reflecting and applying the mind map technique, we can see that her test results changed, even though the results were not satisfactory. For the research to be successful, the researcher must continue her third cycle to achieve maximum results. Next, the researchers similarly proceeded to the third cycle testing phase, where they noticed an increase in reflectance results compared to the two-cycle run. I can't say that the increase is large, but the number of students is small, so the increase is not large.

FINDINGS AND DISCUSSIONS

The research conducted was classroom action research. Classroom action research is used to solve specific classroom or school problems, improve teaching and other educational strategies, or make decisions at a specific level (Santrock;2004).

Description of Cycle I

It can be concluded from the results of the study that the researchers found that many students still do not understand the concept of good and correct writing. Therefore, researchers and subject teachers need to work together to get the final results later, and using mind maps to conduct writing skills experiments can provide satisfactory results.

The purpose of this study was to determine the differences between MAS YASNIPEN NURUL HUDA Serapuh ABC 11 grade students who were taught mind mapping technology and students who were taught traditional technology. In addition, this study also aimed to determine the effectiveness of mind mapping in writing lessons. Data for this study included baseline (before test) score data and endpoint (posttest) score data.

Tabel 1 Cycle I Formative English Learning Test Results Summary

No	Score	Fi	Xi	Fi.Xi	Persentase
1	50-55	1	52	52,5	25%
2	56-60	1	58	58	25%
3	61-65	2	63	126	50%
4	66-70	0	68	0	0%
Total		4		236,5	100%
Average				59,12	

From the summary in table 1.1, it can be seen that among the 4 students, 2 students scored 50% and the other 2 students scored 25%. The data has yet to reach KKM with a GPA of 59,12. These learning outcomes suggest that some learning requires special treatment to be accomplished through collective.

Description of Cycle II

The implementation of the first cycle of English learning is divided into four stages: planning, implementation measures, observation and reflection. In the planning stage, use the mind map learning mode for learning. Table 2 shows the results of implementing English learning activities using the mind map learning model in the second cycle.

Table 2 Cycle II Formative English Learning Test Results Summary

No	Score	Fi	Xi	Fi.Xi	Persentase
1	60-65	0	62,5	0	0%
2	66-70	0	68	0	0%
3	71-75	2	73	146	50% %
4	76-80	2	78	156	50%
Total		4		302,5	100%
Average				75,62	

Based on the results of the formative testing in the second cycle, as shown in table 2 above, by summarizing the results of the formative testing of the text program material used to learn English in the second cycle it can be shown that the average value of the

learning results when the learning improvement is implemented in the second cycle is 74,37. While not achieving a KKM score of 75, students' learning improved at least slightly by applying the mind mapping writing model. Therefore, researcher and teacher still need to make improvements in learning, which will continue into the third cycle.

Description of Cycle III

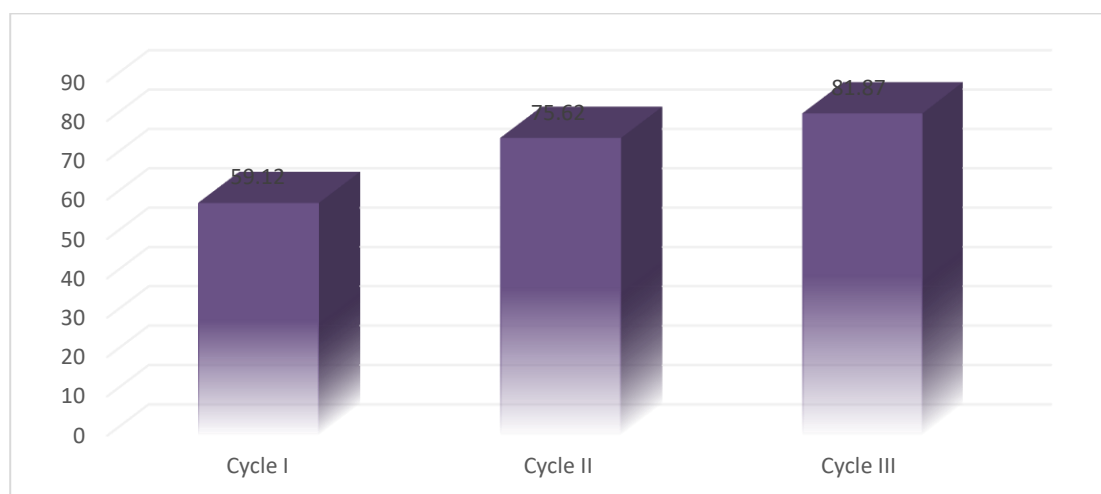
After cycles one and two have been carried out by researchers and researchers have given tests to students but the results are still not satisfactory enough so researchers continue to the third cycle to get better results than the previous cycle.

Table 3 Cycle III Formative English Learning Test Results Summary

No	Score	Fi	Xi	Fi.Xi	Persentase
1	65-70	0	67,5	0	0%
2	71-75	0	73	0	0%
3	76-80	1	78	78	25%
4	81-85	3	83	249	75%
Total		4		327,5	100%
Average				81,87	

From Table 3 above, Summary of Formative Test Scores for Learning English for Cycle 3 Text Procedure Materials, we can explain that: The average learning outcome for the third cycle of learning improvement was 81.87. The number of students who completed their education was his three, about 75%. The number of students who do not complete their education is 1 or 25%. Therefore, the researchers and observers concluded that the learning completion rate reached 80% or more based on the average results of the formative tests, the learning outcome value exceeded the KKM score of 75, and the learning improvement process was declared successful. I was. And cycle 3 is complete.

When the researchers continued from cycle II to cycle III, it could be seen that the students' learning outcomes had changed, the average score of the previous cycle II was only 75.62 which had reached the KKM assessment standard of 75 points, but the researchers continued the cycle III in cycle III, and there were some problems that exceeded expectations, but the researchers still had to continue the test until it was completed, finally the test was completed and the students completed all the homework given by the teacher. The researchers tested the students and they got an average score of 81.87 which is good enough to meet the KKM standard of 75.

Figure 2 The Increase in Average Student Learning Outcomes

From the results of observations regarding the results and completeness can be seen the graph above can be concluded that from each cycle carried out has increased even though the increase did not occur very much, at least each student can apply the mind mapping method in improving their writing skills. so that the learning improvement process is declared successful because the increase in student learning outcomes and completeness reached 81.87.

CONCLUSION

Based on the results of a class activity study conducted at Yaspen Nurul Huda Serapuh ABC in the 2023 school year, it can be concluded that the use of the mind mapping method can improve the writing skills of class XI students. Examples of changes: initially not ready, lack of enthusiasm and less active in learning, then ready, excited, happy and happy to learn. This can be seen from the improvement of students' writing learning outcomes by using mind mapping method applied in learning. Therefore, it is recommended that the mind mapping method continue to be used in writing classes in these school to improve students' writing skills.

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