IMPROVING THE STUDENT'S ABILITY TO WRITE PROCEDURE TEXT THROUGH THE MIND MAPPING METHOD IN CLASS XI SMK KARYA NASIONAL KUNINGAN

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Info Artikel	Abstract
	The purpose of this research to determine the increase in students' ability to write procedure text by applying the mind mapping method. This research is Classroom Action Research (PTK) using the Kemis and Mc Taggart model. The research was carried out at Karya Nasional Kuningan Vocational School on class XI students. The data collected in this research are learning activities in the form of observation sheets and learning achievements in the form of written tests. The research data were analyzed using quantitative descriptive statistics. The results show that the mind mapping method can increase student learning activity, namely in cycle I with an average of 68.86 with learning completeness of 65.71% and the average of student learning activity in cycle II was 77.43 with learning completeness of 82.86%. Based on the findings of the research results above, it can be concluded that applying the mind mapping method can improve skills in writing procedure texts in English lessons.

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INTRODUCTION

English is an international language used by most of the world's population, including Indonesia, and is one of the mandatory competencies possessed by students, especially high school students. Widyaningrum said that English language lesson is really needed to prepare students force the era of globalization (Widyaningrum et al., 2019). In the era of globalization, technology is developing very rapidly so that with the development of technology, English must be mastered to face various challenges in this modern era. This is important, because if you want to keep pace with technological developments, you must master the language used in technological modernization that is English. Another aim stated by Andika is that English learning is to help students be able to communicate both orally and in writing (Andika & Mardiana, 2023).

There are four skills that students must master when learning English. These skills include listening , reading , writing and speaking skills (Susanthi, 2020).The sudents must master these four skills, so they will be able to communicate both verbally and in writing.(Astriyanti et al., 2023).

One of the four skills is writing skills. Writing is one of the competencies in learning English which is a psychological assessment (Achmad, 2018). Writing skills cannot be acquired naturally, but through a teaching and learning process. Writing is an ongoing activity so learning needs to be done continuously since elementary school. This is based on the idea that writing is a basic skill as a preparation for learning to write at the next level. Therefore, learning to write at school needs to receive optimal attention so that it can meet the expected writing ability targets. Writing as a language activity that is active and productive, writing is an ability that requires encoding activities, namely activities to produce or convey language to other parties through writing. Writing is a medium for communicating from one person to another, but writing is an activity that is not liked by many students. In learning English, we often encounter a boring atmosphere, especially if the learning that takes place is learning to write. When the teacher explains that students don't look serious, are playing around or even almost fall asleep in class if learning takes place during the last hour. Students seem to have great difficulty creating text, even if it is only 1 paragraph. On the other hand, a teacher has quite a difficult task, namely having to guide them to achieve learning objectives as stated in Permendiknas No. 22 of 2006 concerning English language learning objectives, one of which is to communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing. (Achmad, 2018). Writing skills are more complex and difficult to teach, because they require mastery not only of vocabulary and grammar but also concepts and judgment (Sukirman, 2020). Based on the difficulties faced by students in learning to write, efforts have been made to solve this problem, namely class XI students are taught several types of English texts, one of which is procedure texts. Mind Mapping is a technique of utilizing the whole brain by using visual images and other graphic infrastructure to form impressions (Swadarma, 2013). Mind Mapping is essentially a development of a cooperative learning model that utilizes the brain as a center for obtaining information by mapping students' thoughts to the information contained in the material being studied so that students can easily understand the material being discussed. In line with this, Johan (Mahmuddin, 2009: 3) stated that the Mind Mapping type cooperative learning model is a very powerful graphic technique and is a universal key to unlocking the potential of the entire brain, because it uses all the skills contained in the neo-cortex.

from the brain or what is better known as the left brain and right brain.

It is believed that this learning method using the Mind Mapping type cooperative learning model can make students motivated to learn and of course can improve student learning outcomes in English subjects. Research conducted by Surini (2018) with the title "Increasing English Learning Achievement through the Mind Mapping Method at MAN I Gunungkidul" concluded that there was an increase in student learning outcomes from cycle I by 54% and cycle II by 81%. Then Mardiyanti (2013) with the research title "Application of Mind Mapping Techniques to Improve the English Speaking Skills of Class V Students at SDN Penanggungan Malang" concluded that there was an increase in results.

RESEARCH METHOD

The type of this research is Classroom Action Research (PTK). Classroom Action Research is a medium for improving teachers' professional abilities and for increasing student learning success. Endar revealed that classroom action research is a problem solving strategy that utilizes real action and the process of developing abilities in detecting and solving problems by utilizing interaction, participation and collaboration between researchers and the target groups involved (teachers and students) (Yuniarti, 2004)..

In PTK, teachers evaluate their teaching activities and then make improvements based on the results of the evaluation. English Language Learning classroom action research (PBI) is research that aims to develop (try to find) PBI strategies or techniques that can help students appropriately so that students can master English (Latief, 2018). The PTK model used is the Kemis and Mc Taggart research model (Noge, 2019). Mc Taggart's model consists of four sequential components, namely planning, action, observation and reflection, which in implementation and observation are carried out simultaneously. This means that observations are made during the learning process. This research was carried out on the basic competency of procedure text class XI TKJ 1 Semester 2 SMK Karya Nasional Kuningan. This research was carried out through Classroom Action Research (PTK) through cycles. This research procedure was carried out in two cycles, namely cycle I and cycle II using a cooperative learning model, mind mapping method referring to the Kemis and Mc Taggart design which includes 4 stages. The stages in cycle I are as follows:

1) Planning
After finding the problem, the author plans the actions to be taken including (1) determining the goals and competencies to be achieved, (2) making a lesson plan to determine the stages of the learning process using the cooperative learning model using the mind mapping method (3) preparing media for learning using the mind method. mapping (4) making test question instruments, observation sheets that will be used in cycle I to cycle II, (5) discussions with colleagues to carry out observations during the research process. 2) Action
or Implementation Realize plans that have been prepared previously. Each cycle is carried out in 2-3 meetings. The first meeting was a learning activity for KD procedure text material starting from the definition, social function, text structure and linguistic elements and asked students to express it in the form of a mind map. The second meeting explained other types of procedure texts along with examples and asked students to put them into mind mapping. At the third meeting, students presented the mind mapping they had created and carried out the first cycle post test.
3) Observation
Includes procedures for recording data about students' process skills in learning activities using the cooperative learning model, mind mapping method. Use of previously prepared guidelines or instruments. The research team made observations of learning activities.
4) Reflection
At this stage, the researcher reflected on the implementation of English learning using the cooperative learning model, mind mapping method. Describes the procedures for analyzing monitoring results and reflecting on the process and impact of corrective actions taken, as well as criteria and action plans for the next cycle.

FINDINGS AND DISCUSSION

The research was carried out in 2 cycles, where each cycle was carried out in 3 meetings, namely 2 meetings for learning and 1 meeting for testing. The data collected in this research is data about student activities and learning achievements. The data that has been collected is analyzed according to previously established data analysis techniques. The following is a table of student learning outcomes in cycle I:

Hasil Belajar Bahasa Inggris Siswa pada Akhir Siklus I

| No	Siklus	Nilai Tertinggi	Nilai Terendah	Rata-rata Nilai	Ketuntasan Belajar
1	Pra siklus	100,00	25,00	60,29	37,14%
2	Siklus I	100,00	30,00	68,86	65,71%

The table above shows an increase in English learning outcomes after mind mapping type cooperative learning was held, both in terms of the highest score, the lowest score, the average score, and the level of learning completeness. Although a second cycle is still needed because the value is still far from expectations. This cycle 1 learning aims to build students' understanding of Procedure Text material. To develop an action plan for cycle II, it is necessary to reflect on cycle I. From the results of discussions with team colleagues, input was obtained regarding the need for additional training on linguistic elements used in procedure texts on student worksheets as well as the formation of new groups for cycle 2. In the implementation of cycle II, students appeared enthusiastic in working on the LKPD, all students seemed active with their groups in completing the LKPD given. In the cycle test given after

correction by the researcher, the following results were obtained:

Hasil Belajar Bahasa Inggris Siswa pada Akhir Siklus II

No	Siklus	Nilai Tertinggi	Nilai Terendah	Rata-rata Nilai	Ketuntasan Belajar
1	Pra siklus	100,00	25,00	60,29	37,14%
2	Siklus I	100,00	30,00	68,86	65,71%
3	Siklus II	100,00	45,00	77,43	82,86%

Compared with cycle I, there was an increase in English learning outcomes in terms of the average score and the level of learning completeness. Below is a bar diagram of the acquisition of English cycle II learning outcomes.
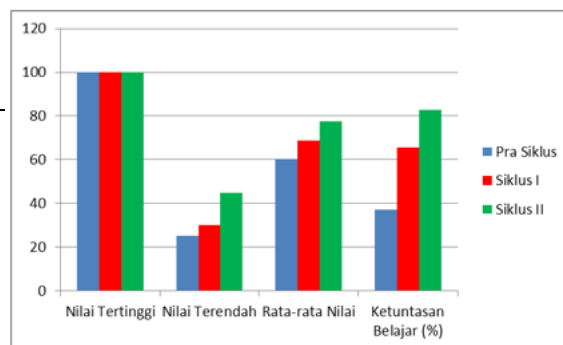
Perolehan Hasil Belajar Bahasa Inggris Siklus II

After analyzing the data from the observations made through process assessments and performance tests, the researchers and observers conducted a reflection.. This reflection aims to find out the extent of the success of the learning carried out by the researcher after carrying out the 2nd cycle of actions. The final data resulting from data processing and analysis shows a significant improvement. In general, cycle 2 learning has gone better than in the previous cycle 1. So it can be concluded that learning using the mind mapping method can overcome students' problems in understanding procedure text. This proves that the

implementation of actions in the second cycle received a positive response in the classroom action research that was carried out.

Discussion

Based on research data analysis, a significant improvement was obtained from the first cycle and second cycle studied. Giving treatment using the mind mapping method can improve procedural text writing skills as seen from the average score which was previously only 60.29 with learning completeness only 37.14% then increased in the first cycle after being given treatment to 68.86 with learning completeness 65.71 % and after carrying out strategies and treatment in the second cycle it rose again to 77.43 with learning completeness of 82.86%. The use of learning methods can bring changes in every learning process. So that it can encourage students to participate and participate in the learning process, without feeling bored or unpleasant (Hanisa & Harahap, 2023). Therefore, it is considered important for researchers to choose the right method in learning with specific objectives and mind mapping is the right method to use, especially in improving writing skills. Megawati revealed that foreign language learners can improve their writing skills with the mind mapping technique compared to conventional methods (Megawati, n.d.). In line with Puji, the use of mind mapping techniques can help students learn to find new ideas or thoughts in a pleasant classroom atmosphere (Puji Kadarsih, 2021). This Mind Mapping will map the main thoughts down to more detailed parts. Mind mapping teaches how to use the brain in a balanced way (left brain and right brain) so that when you write down ideas or thought they will come out well (Abidin, 2021). From the research data and literature studies, it can be said that the use of the mind mapping method is very effective in learning English, especially for improving writing skills.

CONCLUSION

From the results of the classroom action research that has been carried out, it can be seen that the learning outcomes also show that by holding classroom actions in the form of a mind mapping type cooperative learning model, it can improve student learning outcomes, this can be seen from the improvement in the average score, and the number of students who reach good score in mastery learning.

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