



## **APPLICATION OF THE MIND MAPPING MODEL IN IMPROVING THE ABILITY OF WRITING EXPOSITION TEXTS IN CLASS X MIPA 4 STUDENTS OF SMA NEGERI 3 BANDA ACEH**

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### **ABSTRACT**

This research is entitled "Application of the Mind Mapping model in improving the ability to write expository texts in class X MIPA 4 students at SMA Negeri 3 Banda Aceh". The problem to be studied in this research is how to apply the Mind Mapping model in improving the ability to write expository texts in class X MIPA 4 students at SMA Negeri 3 Banda Aceh. This research aims to determine the application of the Mind Mapping model in improving the ability to write expository texts in class X MIPA 4 students at SMA Negeri 3 Banda Aceh. The type of research used in this research is Classroom Action Research (PTK). Meanwhile, the approach used in this research is a qualitative approach. The results of this research show that the increase in students' ability to write expository texts in cycle I is still low. So the researcher drew conclusions to carry out cycle II. After taking action to improve the ability to write expository texts using the Mind Mapping model, and the results in cycle II, student scores increased and the percentage of success for children was Incomplete (TT).

**Keywords:** Mind Mapping, Writing, Expository Text

### **INTRODUCTION**

Dalman (in Febriyenti, 2015: 10) states that writing is a creative process in expressing ideas and concepts conveyed in written language to convey information, opinions, invitations and entertainment. Cahyani (in Mudrikah, 2015: 2) states that writing is a person's ability to use language

symbols in written language. Nopriani and Pebrianti (2019:3) state that expository text is text that conveys someone's ideas or opinions with the aim of broadening someone's insight and knowledge. Kosasih (2014:24) states that expository text is divided into three parts, namely: (1) The thesis is the part that introduces the problem, issue or general opinion which explains the content of the writing as a whole, (2) The series of arguments is the part of the text structure that contains supporting opinions and facts, (3) Conclusion contains a reaffirmation of the thesis.

Mind Mapping is a teaching model that is able to maximize students' learning conditions to focus on writing because this model uses mind maps and really trains how students' brains work in writing expository texts. The reason researchers took the Mind Mapping model was because this model had never been applied in learning expository texts. Seeing the importance of learning to write, especially writing expository texts, researchers need to study it seriously. This study aims to improve the results of the ability to write expository texts using the mind mapping model. Based on information from subject teachers, the results of student assignments out of 32 students, only 20 students achieved the KKM in writing, especially writing expository texts. Another thing that is taken into consideration by the author is because as stated in the 2013 curriculum, basic competency (KD) 4.4 Constructs expository texts by paying attention to content (problems, arguments, knowledge and recommendations), structure and language.

According to Swadarma (in Marlinda, 2015: 3), the Mind Mapping model is an effective, efficient, creative, interesting, easy and effective way of taking notes because it is done by mapping our thoughts, so that we can develop ideas and thoughts in all directions. , divergent, and see it as a whole from various points of view. Mind mapping can trigger new ideas that are different from existing ones so that they can trigger memories easily.

Mind Mapping is not only used by students who have a tendency to learn visually. Because in practice the learning process always involves three aspects, both visual, auditory and kinesthetic. Mind Mapping can be used in various learning curricula. Indonesian language learning in the 2013 curriculum is text-based, covering four core competencies (KI). The 1st and 2nd KI are competencies related to attitude/character, the 3rd KI is knowledge competency, and the 4th KI is practical/application competency.

Based on the results of classroom action research conducted by Satini, (2016), a West Sumatra STKIP student majoring in the Indonesian Literature Language Education Study Program, namely in the title of her research, Ability to Write Expository Essays Using Mind Mapping Techniques for Class X Students of SMA Negeri 14 Padang. Through research conducted, it has been proven that the Mind Mapping learning model is very good for improving

students' writing skills. Based on the description above, the author is interested in researching Classroom Action Research on improving the ability to write expository texts using the Mind Mapping model in Class X MIPA 4 SMA 3 Banda Aceh students.

Based on the background description, the formulation of this research is "How to apply the Mind Mapping model in improving the ability to write expository texts in class X MIPA 4 students at SMA Negeri 3 Banda Aceh". The aim of the research is to determine the application of the Mind Mapping model in improving the ability to write expository texts in class X MIPA 4 students at SMA Negeri 3 Banda Aceh.

## **METHODS**

The type of research used in this research is Classroom Action Research (PTK). According to Suharsimi Arikunto (2010:23) classroom action research is a research activity carried out on a number of target subjects, namely students. Meanwhile, the approach used in this research is a quantitative approach. Sugiyono (2015:14) states that a quantitative approach is research that examines a particular population or sample using statistical data collection techniques. This research was carried out at SMA Negeri 3 Banda Aceh on Jalan Tgk. H. Daud Beureueh, Bandar Baru, District. Kuta Alam, Banda Aceh City. The research subjects were teachers and students of class X MIPA 4 SMA Negeri 3 Banda Aceh, totaling 32 students, consisting of 15 male students and 17 female students.

Data collection techniques using tests, observation and documentation, in assessing the development of learning provided are:

1. Researchers carry out tests in the form of performance questions which are given to students to answer. Performance questions are given during the Pre-Cycle (at the beginning of learning) and cycle I (at the end of learning).
2. Non-test activities through observation, interviews and documentation.

The data in this research was obtained through tests, observation and direct documentation of the research subjects to see the improvement in the abilities of Class X MIPA 4 students at SMA Negeri 3 Banda Aceh. The data obtained from each test activity from each implementation cycle was then analyzed qualitatively using percentage techniques to see trends that occurred in the learning activities.

## **RESULTS AND DISCUSSION**

The initial step taken in this research was to prepare learning materials and materials including lesson plans, syllabus, LKDP, teaching materials. The

next step is to prepare the observation instruments. In this classroom action research, the teacher asks students to create keywords on the map line, after which they develop keywords based on the structure and linguistic elements of the exposition text.

After carrying out tests in cycle 1, the results of the ability to write expository texts were obtained from 32 children who were research subjects (31%) who were included in the complete (T) category, and (69%) who were included in the incomplete (TT) category. From the evaluation results in cycle I, students' abilities

Began to increase, but the improvement was not complete. Based on tests in cycle 2, out of 32 children who were research subjects (77%) were included in the complete (T) category, and (24%) were included in the incomplete (TT) category. From the evaluation results, there has been a good improvement in students' ability to write expository texts, when the teacher provides motivation when students write expository texts they are more enthusiastic about carrying out the activities they do. After the researchers carried out an evaluation at the cycle II meeting, very satisfactory results were obtained, namely that development increased according to expectations (77%). These results indicate that the improvement in the abilities of class X MIPA 4 children is complete (successful).

## **CONCLUSION**

The increase in students' ability to write expository texts in cycle I is still low. So the researcher drew conclusions to carry out cycle II. In cycle II it was carried out slightly differently from before in terms of how it was implemented. The results of the research after taking action to improve the ability to write expository texts using the Mind Mapping model, and the results in cycle II, student scores increased and the percentage of success for children was Incomplete (TT) (24%) and Complete (T) (77%). The author provides suggestions that teachers are expected to be more creative in creating learning models. Meanwhile, for the author himself, this is a motivation to complete this research with better variations.

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