



The Implementation of Mind Mapping Model to Improve the Ability to Write Descriptive Paragraphs in the 8th Grade of SMPN 9 Denpasar

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Abstract. One sort of written communication that depicts or records an object in depth or detail in accordance with the actual circumstances is a descriptive paragraph. The aim research is to learn how the mind mapping approach is used in smpn 9 Denpasar's 8th graders to help them write more descriptive paragraphs. This study is an example of classroom action research (CAR). This study examines how the Mind Mapping model, which consists of two cycles with each cycle having four stages that researchers have passed, such as planning, implementation, observation, and reflection, can help students in class VIII at SMPN 9 in Denpasar write more descriptive paragraphs and word classes. The result shows before using the Mind Mapping learning paradigm, students in class VIII H were tested on their ability to create evocative paragraphs. The findings revealed that 100% of the students failed the test, with an average score of 60.00, the lowest score being 50.00, and the highest being 72.00. However, up to 7 students, or roughly 23.3% of pupils, could achieve a score of greater than 70.00.

Keywords: Discourse · Descriptive · Mind mapping

1 Introduction

One of the most popular languages in today's globalized and modern period is English. In order for different human beings to be able to connect with one another both vocally and non-verbally, English is also a language that serves as a link or bridge. One must acquire linguistic abilities in order to learn English. There are four parts to the language skill itself: speaking, reading, and writing skills. These parts are listening, speaking, reading, and writing abilities. Each of the talents mentioned is intimately related to the others. In order to acquire a language, the four skills work together as a unit. Writing is a language skill that people use to interact with one another in an indirect manner rather than face-to-face. Writing is a useful and artistic hobby. Writing is a communication tool used to share ideas, information, opinions, suggestions, and other messages, thoughts, and feelings. In order to express all of his ideas in writing, a person requires a tool, and that tool is a language made up of words, phrases, clauses, sentences, and paragraphs.

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Writing is nothing new or strange to a competent writer. However, according to opinion (Langan, 2010), You can become proficient at writing [1]. The ability to write well is a fairly sophisticated skill that is regarded challenging for novices. If a writer is willing to comprehend and study the fundamentals of writing and what writers need to know, they can master writing skills just like they can other skills. In this world, there are so many forms or products of writing. Starting from articles, essays, reports, literary works, books, non-fiction books, stories, and so on. Based on the opinion of Harmer (2001) recognizes that writing is used for various purposes resulting in various forms [2]. In addition, writers need to know what and who is intended to determine the purpose and form of writing that will be produced later. In writing effective and clear English, writers only need to understand the components of writing and know how to organize words, sentences and paragraphs. In addition, writers need to practice many times to get good results in producing writing that is effective, clear and easy to understand. Based on the opinion Checkett & Checkett (2010), being able to write well and express the author's thoughts will help the writers in the rest of their lives [3].

Furthermore, writing skills can help writers to be communicative. Therefore, everyone needs to learn how to master writing in English or even the native language. Through writing, people will know and admire the author for what the author has written; thus, writing gives writers a great opportunity to develop their thinking and creativity.

Writing instruction is a fun and crucial part of school life for pupils. Zemach, (2005) argues that since students are required to answer questions on tests by writing many sentences, paragraphs, and even entire essays, writing is the most crucial component of learning in schools and colleges [4]. Of course, in order for the essays they create to be based on the themes offered, students must also carefully select and employ the appropriate word classes. As a result, by honing their writing skills, students can sharpen their skills and build ways of thinking in selecting the use of word classes and putting down ideas or concepts that will be written into a successful, readable essay. Writing is the act of putting thoughts or ideas into written form.

As a result, it is expected that students who are taught writing skills in the classroom will develop and master those skills through the writing process. Students are also expected to be able to identify the appropriate word class to employ when writing essays. Students must, as predicted, come up with ideas fast and effortlessly in order to produce work that is coherent. However, as writing involves ideas to produce written essays, it is still one of the most challenging abilities to learn and perfect. These concepts have an impact on how pupils start writing and approach writing. Students also need to be aware of the several types of paragraphs that can be used in writing, including the descriptive, narrative, report, and other types.

One sort of written communication that depicts or records an object in depth or detail in accordance with the actual circumstances is a descriptive paragraph. According to Syamsuddin (2007), descriptive paragraphs give a verbal description of an item, location, circumstance, or event. All of the writing's subject matter will be described in depth [5]. The objective of this descriptive essay is to give the reader a vivid understanding of something so that they feel as though they have personally encountered and felt it. Tarigan (2013) holds the view that the goal of creating descriptive paragraphs is to encourage readers to appreciate, experience, and comprehend as much as possible [6].

Writing descriptive paragraphs requires careful observation and thoroughness to develop an essay by assembling words full of meaning and significance. According to M. Atar Semi (2007:66), there are five characteristics of writing descriptive essays, namely:

- a. Descriptive essay shows details and details about the object.
- b. Descriptive essays are more about influencing emotions and shaping the reader's imagination.
- c. Descriptive essays generally involve objects that can be seen and felt by the five senses.
- d. Submission of descriptive essays in an attractive style and evocative choice of words.
- e. Presentation organization is more generally using the arrangement of space.

Writing descriptive paragraphs is so strongly tied to the knowledge that students acquire. Students take a very long time to write a paragraph because they need assistance in coming up with and arranging their ideas when writing paragraphs. Therefore, as the initial step in writing, kids require assistance in coming up with and organizing these ideas into whole phrases and paragraphs. The students also need to learn about different types of paragraphs, particularly when writing descriptive paragraphs with coherence and unity.

The method the teacher uses in class to teach writing skills that is tedious, ugly, and comes across as traditional/conventional is another problem. The method, in contrast, is a lecture strategy that primarily emphasizes the teacher. This will have an impact on how students come up with and arrange thoughts or words when writing. When teachers require a specific assessment criteria to evaluate pupils' abilities, a number of additional considerations come into play. The aforementioned factors also influence students' enthusiasm and openness to learning new things and honing their writing abilities.

Enhance and address the issues There are many strategies that can be used to enhance students' writing abilities. There are several methods that can be used to help pupils write essays more quickly and easily. Mind mapping is one method. According to Buzan (2006), mind mapping is the simplest method for a writer to input material into their head and retrieve information from their head [7]. This helps students avoid wasting time brainstorming and planning ideas for effective descriptive paragraphs.

CAR research/classroom action research, especially in the analysis of improving the ability to write descriptive paragraphs using the Mind Mapping learning model, has been done before with various interesting topics and the use of theory. One of them is a study conducted by Putrayasa (2015) entitled "Learning to Write a Mind Mapping-Based Description Paragraph for Class VII Students of Undiksha Laboraturium Junior High School", which analyzes learning to write descriptive paragraphs with a mind mapping model and analyzes students' abilities in learning to write descriptive paragraphs with the Mind model Mapping [8]. Furthermore, in Putrayasa's research using the theory of Tony (2005) and Putrayasa concluded that the findings obtained from his research indicate that the Mind Mapping model is quite effective in improving students' ability to write descriptive paragraphs, and the improvement can be seen from the scores obtained by the students [9]. Therefore, it is hoped that students will be able to overcome the challenges

presented by the activity/activity of writing an essay and generate high-quality essays using the current grammar by implementing the Mind Mapping learning model in this classroom action research. Applying the Mind Mapping learning approach can also make it easier, more successful, and more enjoyable to acquire and teach writing skills. The aim reseach is to learn how the mind mapping approach is used in smpn 9 Denpasar's 8th graders to help them write more descriptive paragraphs.

2 Method

This study is an example of classroom action research (CAR). This study examines how the Mind Mapping model, which consists of two cycles with each cycle having four stages that researchers have passed, such as planning, implementation, observation, and reflection, can help students in class VIII at SMPN 9 in Denpasar write more descriptive paragraphs and word classes. This study also tries to assist and comprehend the challenges that students have when attempting to create an essay.

3 Result and Discussion

Before doing this classroom action research, the researcher made observations first to determine how far the students' writing skills and the classes used in this study were. During the observation, the researcher was accompanied by an English teacher at SMPN 9 Denpasar to help determine which class the researcher used in this classroom action research.

After observing and obtaining information about students' abilities, the next researcher decided to research improving the ability to write descriptive paragraphs using the Mind Mapping model in class VIIIH. Class VIIIH is the class with the lowest score in learning English and in essay writing activities. According to the English subject teacher, students in this class tend to be very passive in English lessons, especially if there are essay-writing activities or activities. Students in class VIIIH still need help to write or express ideas/ideas into a good and correct essay. Of course, with this very minimal writing ability, some students can only get an English score below the standard KKM score, and the average score in class VIIIH is 50, which is a very low score and categorized as a high average score. Still needs to be finished. Class VIIIH students at SMPN 9 Denpasar consisted of 30 students divided into 18 male and 12 female students.

Furthermore, in the research process, the ability to write descriptive paragraphs using the Mind Mapping learning model is carried out in several stages that must be passed by researchers to obtain valid data. The first stage is the pre-test or the initial test carried out by researchers before applying the Mind Mapping learning model to determine the extent of the ability and how much students understand or write a descriptive paragraph essay properly and correctly.

Then in the initial test or pre-test, the researcher gives a worksheet or worksheet consisting of four instructions that must be carried out or obeyed by the students before writing a descriptive paragraph. The instructions are as follows:

1. First, students write a descriptive paragraph in English with a theme determined by the researcher. The theme is 'My Idol'.
2. Both students must write a descriptive paragraph of 6 to 12 sentences.
3. The three students must complete the pre-test within 30 min.
4. The four paragraphs must be written with the following criteria:
 - The format (title, indent and margin) is carefully arranged.
 - Punctuation and paragraph writing arrangements (period, capital letters, spelling, and commas) are written correctly.
 - Content according to the given title and made in one paragraph.
 - The organization (identification, description and conclusion) is written.
 - Write paragraphs using correct grammar and structure.

At this early stage, the researcher needed to provide examples or opportunities for students to seek help in the form of opening a dictionary or a smartphone. However, the researcher only gave about 5 min for the students to think about their idol, which was the material for their writing written into a descriptive paragraph. Then, of course, it had to be by the themes and instructions in the students' worksheets. By doing this, the researcher only wants and hopes that students will provide results that are by the abilities possessed by each student, and the researcher also hopes that each student must be honest in working on the worksheet. Furthermore, suppose the score results from writing descriptive paragraphs before the Mind Mapping learning model have been obtained, and the results show various values and are not by the KKM. In that case, the data results are used as a reference/blend for researchers to continue their research. The following is an example of an initial test or pre-test given by researchers to class VIIIH students at SMPN 9 Denpasar before applying the Mind Mapping learning model.

3.1 Class VIII Pre-test Results

The initial test or pre-test of class VIIIH students produced very diverse scores. Therefore, the assessment guide or reference for each descriptive paragraph essay that students have made is assessed using an assessment rubric taken from Oshima (2007), and in this assessment, the rubric consists of five aspects that are assessed, namely:

1. Formats.
2. Punctuation marks.
3. Content.
4. Organization.
5. Grammar and sentence structure.

The five aspects have points that students must obtain to get a value that is in accordance with the KKM standard at SMPN 9 Denpasar. Meanwhile, to find the final result/value or average score, the researcher uses the average score formula, and the formula looks like this:

$$M = (\sum x)/N$$

Note:

M = Mean score

$\sum x$ = Total score

N = Number of subjects

Pre-Test Results for class VIIIH

Subject	Pre Test	Completeness Criteria
1	55.00	Not Completed
2	62.00	Not Completed
3	56.00	Not Completed
4	70.00	Not Completed
5	55.00	Not Completed
6	50.00	Not Completed
7	55.00	Not Completed
8	65.00	Not Completed
9	56.00	Not Completed
10	70.00	Not Completed
11	60.00	Not Completed
12	72.00	Not Completed
13	70.00	Not Completed
14	70.00	Not Completed
15	63.00	Not Completed
16	60.00	Not Completed
17	50.00	Not Completed
18	70.00	Not Completed
19	55.00	Not Completed
20	58.00	Not Completed
21	56.00	Not Completed
22	54.00	Not Completed
23	56.00	Not Completed
24	50.00	Not Completed
25	50.00	Not Completed
26	72.00	Not Completed
27	60.00	Not Completed
28	50.00	Not Completed

(continued)

(continued)

Subject	Pre Test	Completeness Criteria
29	70.00	Not Completed
30	63.00	Not Completed
TOTAL	1.803	Not Completed

The average score of class VIIIH students is rated as extremely poor or does not match the graduation criteria or KKM standards in writing a descriptive paragraph essay based on the data acquired from the stage of administering the initial exam or pre-test. This is due to the fact that although 75 is the KKM expected value that students must achieve, in practice, students must obtain a value by the KKM standard. The researcher's data also reveals that just 7 pupils received a score of 70, and the remaining 23 students still received scores below 70. In other words, based on the KKM, they were still below the graduation standard. Therefore, the average value or score of class VIII H students on the pre-test is as follows:

$$\text{Pre-test score/mean score} = (\sum "x")/"N" = "1.803" /"30" = 60.00$$

Given the results of the score and average value calculations above, it is clear that the average value is subpar and unfinished. After analyzing these findings, the researchers came to the conclusion that it is true that kids in class VIII H lack proper writing skills. Students still require assistance in developing or expressing their thoughts in order to turn them into descriptive paragraphs.

The students in class VIII H were then unable to compose a descriptive paragraph essay with 12 sentences using the directions provided in the initial test/pre-test, according to the findings of the initial test/pre-test. Most students in class VIII H make a few grammatical errors while writing a few words, and some students also make grammatical errors when writing sentences. Students in class VIIIH are categorized as still needing assistance with paragraph writing. Here are some instances of student responses with incorrect writing and grammar:

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. There is also an error 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 students wrote the most wrongly was Bussnesman (entrepreneur), which should be written like this, Businessman.

6. The writing error in this word is also very clear the word Success full (successful), which should be written like this Successful.
7. This sentence also has a fatal error, this sentence She is a hobby of singing and dancing, which should be written by students like this Her hobbies are singing and dancing.
8. All people like her, the sentence that should be written is like this All people like her.
9. Her age 39 years old, which should be a sentence like this She is 39 years old.
10. This word is also wrong in the writing of Actor, which should be written as Actor.
11. Furthermore, there is an incorrect word written by the student and the word President is written without using the letter t, the word that should be written as President.
12. This sentence also contains an error in writing the name of the month and is inaccurate or incorrect in the appropriate grammar/grammar level.
13. She doesn't like to want dresses or even skirts. She doesn't like wearing dresses or skirts. If you look at the error in this sentence, it occurs in the word don't where if a sentence begins with the subject she then it must use doesn't, then there is also an error in the verb used which should be written like wearing dress instead of like to want dress.
14. He has four children, which should be He has four children. The word child is indeed correct in writing but errors occur in the use of the word. If you want to use the word to indicate something that is more than one or in other words you want to show plural, then the correct word is children.
15. The last is the word Famos which is written less using the letter u, which should be written as a famous word.

As a result, the researcher draws the conclusion that class VIIIH students' ability to write descriptive paragraphs is still very low because they still do not have a solid understanding of how to do so. Additionally, class VIIIH students still struggle to form complete sentences using proper grammar and writing style. As a consequence of the initial test/pre-test results, the researcher has come to the conclusion that the students in class VIIIH still have a very low level of skill and comprehension when it comes to writing a descriptive paragraph essay.

4 Conclusion

Before using the Mind Mapping learning paradigm, students in class VIII H were tested on their ability to create evocative paragraphs. The findings revealed that 100% of the students failed the test, with an average score of 60.00, the lowest score being 50.00, and the highest being 72.00. However, up to 7 students, or roughly 23.3% of pupils, could achieve a score of greater than 70.00.

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