WRITING PARAGRAPH THROUGH THE LEARNING MODEL *MIND MAPPING* IN CLASS V ELEMENTARY SCHOOL STUDENTS

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Abstract

The problem in this activity is the ability to write paragraphs through the Mind Mapping learning model *for fifth grade* elementary school students. Writing skills in students are not formed suddenly, but writing skills must be trained or practiced continuously, especially by writing paragraphs. Writing paragraphs is a basic activity in writing, by discussing an idea or one main idea. In general, a paragraph begins with the main idea and continues with an explanatory sentence that provides an explanation to support or develop the main idea. Explanatory sentences in the sequence of paragraphs must be related to the main idea, either in explaining or completing. So that paragraphs are arranged systematically and logically. With these problems it is necessary to use the right learning model to overcome these problems. One learning model that is suitable for improving the ability to write paragraphs is the *mind mapping learning model.*

Keywords: Ability to write paragraphs, *mind mapping models* .

Introduction

Writing is a process of critical thinking by pouring the ideas that are in the mind into writing, which is meaningful and aims to inform these ideas to the reader. In learning Indonesian, writing skills must also be mastered by students, by pouring their thoughts or ideas into written form.

Writing skills in students are not formed suddenly, but writing skills must be trained or practiced continuously, especially by writing paragraphs, writing paragraphs is a collection of sentences which contain one main idea and several explanatory sentences. Explanatory sentences in the sequence of paragraphs must be related to the main idea, either in explaining or completing. So that paragraphs are arranged systematically and logically. Paragraphs are the most basic part of writing. This is evidenced by the results of student learning about the ability to write paragraphs . Factors that influence this include; the lack of ability of students to have the right vocabulary to be developed into a sentence, students also have not been trained or guided continuously in writing paragraphs. In addition, what influences this is the use of learning models that are not optimal. In other words, the use of learning models helps students in writing paragraphs.

One model that can be used is the *mind mapping learning model. With the Mind Mapping* learning model students will easily understand and solve a problem, help in remembering, the emergence of new ideas, can describe what has been read or heard through the ability to write paragraphs.

Paragraph Writing Ability

In the Big Indonesian Dictionary, ability is a person's ability or skill. According to Robbins (Indrawari, 2013: 218) ability is a person's capacity or strength to perform various tasks in a job. From the existing definitions it can be concluded that ability is a person's skill in doing something with the skills they have. Ability can be obtained from birth, from a training process and from one's experience.

Writing is one of the four language skills, writing requires continuous practice and practice to master writing skills. This is in line with the opinion of Zainurrahman, (2018: 2) in writing, practice is the main key to achieving the title of being able to write properly and correctly. In learning Indonesian writing skills are also very important because by writing students are able to express thoughts through writing. Writing is a process of expressing ideas and thoughts as outlined in writing. The activity that the writer needs to pay attention to in writing is to put out ideas in his mind and put these ideas into written form in the form of messages or information (Romadhon, 2019: 2).

From some of the definitions above, it can be concluded that writing is a process of thinking, which begins with gathering information from what is read so as to bring up new ideas which are poured into a piece of writing with the aim of informing these ideas to the reader. By writing someone is able to think critically, can solve a problem, and have many new ideas.

Paragraph is a thought process that is included in a reading. A paragraph is perfectly formed with a main sentence which forms the basis of the main idea, and also has explanatory sentences that are arranged coherently, logically and clearly (Purwandari and Qoni'ah, 2017: 75). A paragraph is a group of sentences that develop a main idea. Sentences used in paragraphs describe a unitary thought or have continuity in forming a main idea. In a paragraph there are usually two or more sentences that are coherent, focusing on discussing one main idea without explaining other main ideas (Arifin and Tasai, 2010: 115).

From the definitions above, it can be concluded that a paragraph is a sentence consisting of one main sentence which is the main idea and there are several explanatory sentences that explain the main idea being discussed in a paragraph, these sentences are arranged in an orderly, logical, interrelated manner.

So it can be concluded that the ability to write paragraphs is a basic activity in writing by discussing an idea or one main idea. In general, a paragraph begins with the main idea and continues with an explanatory sentence that provides an explanation to support or develop the main idea. To master writing skills, continuous practice is needed.

Mind Mapping Learning Model

Mind mapping or what is commonly called a mind map is a way to develop ideas by pouring them through a mind map. As stated by Fathurrohman, (2015: 206) mind mapping is a technique that compiles and presents an idea or concept in the form of an image. By presenting information in the form of a central point, in the form of keywords that are given symbols (pictures), and colors to make it easier to understand and remember information. Mind mapping is described in the form of a tree which is the subject of the ideas to be discussed, then in the tree there are also branches and twigs that are interconnected with each other and are inseparable from the subject being discussed. The use of mind maps turns information into knowledge, because the information presented will be focused.

Mind mapping is a way of placing information contained in the brain to the outside of the brain and pouring it on paper, using interesting animations to make it easier to understand mind maps that are made by yourself, so that the results of the writing are a picture of the work from inside the brain. A mind map in the West is like

a road map with branches that can create views on the subject matter in a very wide area. With a mind map we are able to plan a quick, precise road map and are able to know where we are going or where we are now. In other words, mind maps are used to remember and make it easier for us to organize facts and ideas in the brain (Daryanto and Karim, 2017: 182).

Mind maps use the skill of combining words, pictures, colors and thoughts into a complete and meaningful mind map. This can give freedom to students to explore the unlimited area of their brain. With *a mind map* , ideas, problems, solutions or whatever comes to mind are then written down immediately on blank paper. in other words, *mind mapping* is an effective way to express all the ideas that are in the mind (Swadarma, 2013: 2).

Mind maps are a great way to use for students, by making mind maps students are able to generate ideas from within their brains, it is easy to record the material being studied, thereby developing a visual learning style because students will describe what is on their minds. By making *a mind map* students are able to clearly and creatively place what they learned before (Allyn, ddk, 2009: 200). With *mind mapping* helping students solve a problem, because it has been mapped to make it easier for them to find solutions to existing problems, giving encouragement to students to produce new ideas, using attractive images and colors will improve memory and become more creative (Inggriyani, 2017: 6).

From the several definitions of the *mind mapping learning model* that have been put forward, it can be concluded that the *mind mapping learning model* is a learning model by making mind maps, by pouring ideas in the brain into a mind map. By making it in the form of lines, pictures or symbols, to make it easier to understand the mind maps that are made. In making a mind map that must be considered is the core topic, followed by making branch lines from the core topic using keywords, each branch line that is made is interconnected with other branch lines. With the *mind mapping* learning model students will easily understand and solve a problem, assist in remembering, generate new ideas, and be able to describe what they have read or heard.

Steps for Making *Mind Mapping*

The steps for making *a mind map* according to Daryanto and Karim, (2017: 192-194) are as follows:
   a. Write the title of the book or reading that you are reading in the middle of the paper in *landscape form* then emphasize it with a circle.
   b. When entering important parts, make lines that are branches from the main part.
   c. When determining sub-sections of the previous subject, make branches to connect the threads of the previous section.
   d. Use keywords to write the parts and can add images and colors that make it easier to remember or understand *mapping* properly.

From the steps for making *the mind mapping* above, there are other aspects in the assessment of the learning model used to improve the ability to write paragraphs. with aspects of assessment, namely, 1) The relationship between the main branch and other branches in making *mapping,* 2) Usage keywords and 3) Design images and colors.

Strengths and Weaknesses of the *Mind Mapping Learning Model*

According to Daryono and Karim, (2017: 183) there are several advantages in using *Mind Mapping* , namely:
   a. Easy manufacturing technique.
   b. Able to collect ideas that exist in the brain.

   c. The process of drawing a mind map can bring up new ideas.

   d. A mind map image created as a reference for writing.

   e. Make it easier for students to record the subject matter.

   f. Facilitate students in understanding the subject matter.

In the *Mind Mapping learning model* there are also deficiencies as stated by Rahman, (2018: 50) as follows:

   a. Only students with an active visual learning style.

   b. Requires a lot of reading sources before making a mind map.

   c. Some important things are not included in the mind map.

   d. Other people may find it difficult to understand the mind map that is made, because it only describes the point.

Mind Mapping Learning Model in Paragraph Writing

mind mapping learning model helps students in generating ideas in their minds and then pouring them into *mapping* which makes it easier for students to understand information, an easy way to record material and can be used as a reference for writing. Therefore the *mind mapping learning model* will be used as a way to write paragraphs.

The initial stage that students do in making *mapping,* they have to read one of the texts and determine the keywords in each paragraph. Then students are directed to make *a mapping,* by making the title of the reading as the main topic which is located in the middle of the paper, and some of the key words they find in the text used as a branch of the main topic (sub-topic).

The mapping that is made must be interesting using pictures, colors and keywords so that it makes it easier for students to understand *the mapping* that they make themselves. From the keywords in *the mapping* are used to arrange into coherent sentences that form a paragraph.

mind mapping learning model in writing paragraphs.

Read the text and find keywords in the text

Fish Movement in Water

Fish have a unique locomotion system. The locomotor system in fish is different from other vertebrate animals. This is because the fish habitat is in the water.

One of the body shapes that most aquatic animals have is the missile shape . This body shape allows the fish to swerve left and right. This body shape also serves to reduce resistance when moving in the water. The wide tail and tail fin function to encourage fish movement in water.

Did you know that fish can swim because they use their unique body shape? Fish have a swim bladder in their body which is used to regulate up and down motion . Fish have a flexible backbone arrangement of muscles to encourage the movement of their tail in the water.

Most fish use right and left body movements together with the caudal fin to generate forward propulsion. Fish that move with side and middle fins are suitable for living in coral reefs. This type of fish cannot swim as fast as fish that use their bodies and fins.

a.   Make *a mind map* of the keywords above
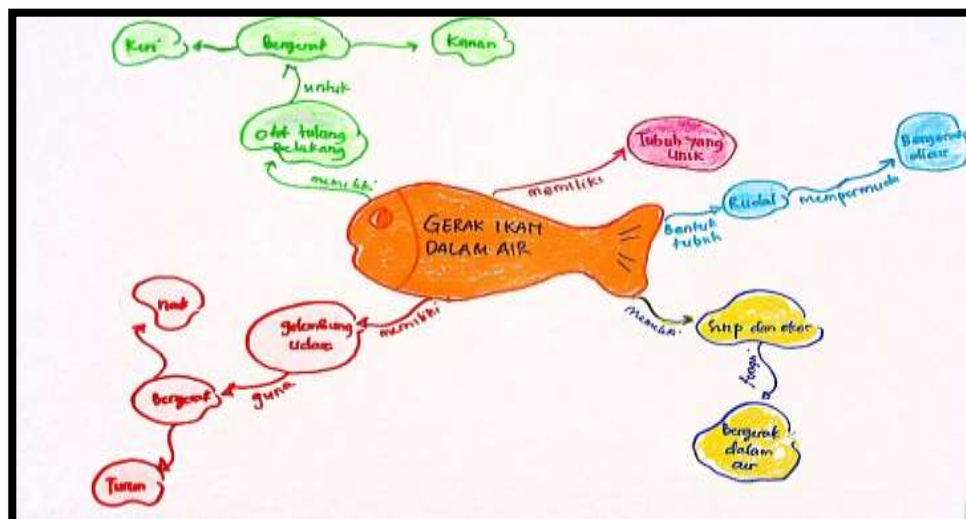
b. Create a paragraph from *the mapping* that is made

Fish have a unique locomotion system . Most fish have a body shape like a missile and have a tail and caudal fin that function to make it easier for them to move. Fish also have a swim bladder which is used in moving up and down. Fish take advantage of other body shapes , such as a flexible arrangement of spinal muscles to encourage the movement of the fish's tail to the right and left, so that the fish can swim quickly in the water.

The aspects used to measure the ability to write paragraphs through the *mind mapping* learning model include several aspects of the assessment, namely (1) Having one main idea, (2) having several explanatory sentences, (3) having a unity of meaning, (4) spelling punctuation (point and commas), (5) main branch relationship with other branches , (6) usage keywords and (7) image and color designs.

RESEARCH METHODS

The research used was classroom action research (CAR) conducted at SDN 1 Suwawa Selatan, Jl. Muchlis Rahman, Molintogupo Village, Kec. Suwawa, Kab. Bone Bolango, academic year 2020/2021, currently led by Hasnawati Pongolingo, S.Pd. The object of research for class V students.

In this research process, there are several stages of implementing the action that must be passed by the researcher, namely, the preparation stage, the implementation stage consisting of two cycles, the monitoring stage, the evaluation and analysis stage, and the reflection stage.

The research design carried out in this study refers to the guidelines for writing scientific papers at Gorontalo State University in 2013 and the class research design according to Arikunto, Ddk, (2007: 16) reveals that each learning cycle has four learning steps starting from cycle one to cycle then starting from planning, implementing, observing and reflecting.

The data collection techniques used are: a) This test is used to assess the results of student writing done by the teacher at the end of the learning cycle. With aspects of assessing the ability to write paragraphs on students through the *mind mapping* learning model with aspects that are assessed, namely (1) Having one main idea, (2) having several explanatory sentences, (3) having a unity of meaning, (4) spelling

punctuation (points and comma), (5) main branch relationship with other branches , (6) usage keywords and (7) image and color designs.

b) Observation is carried out as a first step used to collect general research objective data through direct observation in the teaching and learning process in the classroom with aspects of cooperation, readiness, student activity in the learning process, c) Documentation to support research results such as student attendance lists, the teacher's teaching process with the RRP used, learning scenarios, teaching materials, the results of students' ability to write paragraphs, as well as to describe the classroom atmosphere when learning activities take place using photo and video documentation. Students' ability to write paragraphs, as well as to describe the classroom atmosphere when learning activities take place using photo and video documentation.

Data analysis techniques at this stage, the results obtained by researchers both from observation and implementation of actions are collected, then analyzed so that they are used as a reflection by researchers whether the actions carried out have achieved the results set, then improvements will be made to the learning process that has been carried out previously. The analysis is carried out in stages and continuously in each cycle the results can be seen, and the analysis that will be used by researchers is the percentage technique according to Sugiyono in Maisarah, (2020: 78) with the following formula:

Individual completeness percentage

$$P = \frac{f}{n} \times 100\%$$

P = Presentation of individual completeness
F = Number of achievement indicators
N = Total number of indicators

Then the percentage of classical success (PKK) or the results of the ability to write paragraphs for students as a whole with the following formula:

$$PKK = \frac{Banyak\ anak\ yang\ mengalami\ perubahan}{Banyak\ subjek\ penelitian} \times 100\ \%$$

RESEARCH RESULTS AND DISCUSSION

According to the results of initial observations made by researchers on the ability to write paragraphs in class V SDN 1 Suwawa Selatan, Bone Bolango Regency , the ability to write paragraphs that were completed was 30% or as many as 3 students out of 10 students and those who did not complete were 70% or as many as 7 student.

Seeing this, the researcher wants to improve the ability to write paragraphs in students through the *mind mapping learning model* and carry out the implementation of cycles I and II by paying attention to research procedures. The results of the research presented in this chapter were obtained from the implementation of class actions in cycle I and cycle II in the form of students' ability to write paragraphs through the *mind mapping learning model,* student activities in the form of observation tests and documentation as well as teacher skills in the form of observation. In the implementation of cycle I carried out for two meetings. The first meeting was held on Monday 15 February 2021. Meanwhile the second meeting was held on Wednesday 17 February 2021 with a predetermined time of 3 x 35 minutes. Cycle I consisted of 4 stages, namely the planning stage, the implementation stage, the observation stage and the reflection stage.

Based on the results of the analysis of writing ability assessment through the *mind mapping* learning model in the first cycle of the first meeting of 10 people, the number of students who got a complete score was 2 people or 20% and still 8 people or 80% who had less grades or were unable to write paragraphs through the learning model *mind mapping*. Therefore the researcher must fix it at the second meeting. At the second meeting there was an increase to 5 people or 50% who got a complete score and 5 other people or 50% had less scores or were unable to write paragraphs through the *mind mapping learning model*. From the analysis of data on the ability to write paragraphs in the first cycle of the second meeting, the results were not in accordance with the expected performance indicators, so the researchers carried out a follow-up to the second cycle of the first meeting. After the researcher carried out the research again in cycle II, the first meeting, the results of the analysis of the assessment of the ability to write paragraphs through the *mind mapping learning model* can be said to have increased according to the achievement of the specified performance indicators, where the number of students was 10 people, who received a complete score or were able to write paragraphs as many as 8 people or 80% and those who get an incomplete score are 2 people or 20%.

After analyzing the results of both student work in cycles I and II, it turned out that there were still 2 students who had not been able to write paragraphs through the *mind mapping learning model* , namely: Alan Panantu, the student concerned was never present during learning from cycle I to cycle II. Then the next student is Zulkifli Inando because he has not been able to experience problems in aspects of explanatory sentences which also affect the integrity of paragraphs and students also do not pay too much attention to the spelling (points and commas) of the paragraphs written.

The solution that will be carried out by the researcher and the partner teacher considering that there are still two students who experience problems in writing paragraphs, the partner researchers and teachers try to overcome the problems experienced by these students by providing independent guidance and direction to students who experience problems. Partner researchers and teachers also provide opportunities for students to continue practicing writing paragraphs.

CONCLUSION

Based on the results of the description, writing skills can be improved by using the *mind mapping learning model. Because with the mind mapping* learning model students' ability to write paragraphs increases. This can be seen from the data that in the initial observation the ability to write paragraphs that were completed was 30% or as many as 3 students out of a total of 10 students and those who did not complete were 70% or as many as 7 students. After being subjected to action in the first cycle of the first meeting students' ability to write paragraphs increased to 20% or 2 students. Then in cycle I the second meeting experienced an increase of 50% or 5 students. And in cycle II the first meeting experienced another increase, namely to 80% or 8 students who were able to write paragraphs.

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