

INCREASING STUDENTS' WRITING SKILL BY USING MIND MAPPING MODEL AT THE FIRST GRADE OF SMP NEGERI 1 WERTAMRIAN

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ABSTRACT

In learning English, students should master the four-language skills. There are listening, speaking, reading, and writing. Writing is important skill which the students should master it well. The aim of writing lesson is to make the students be able to written communicate with others persons using English. Based on the interviews with English teacher, the writer founds the problems. They are, the English score of the students were still low, the students had less motivation in teaching and learning process so the most of them dislike to learn English, and also the teaching and learning process tend only to use conventional model especially to writing. Based on the problem above, the writer conducts a research by Using Mind Mapping Model to Improve Students writing skill at the first grade of SMP Negeri 1 Wertamrian. And the formulation of the research problem are (1) Does mind mapping model increasing students writing skill at the first grade of SMP Negeri 1 Wertamrian. The objective of this research was to find out that Mind Mapping model improves students writing skill at the first grade of SMP Negeri 1 Wertamrian. The writer did the classroom Action Research in two cycles. The result of the action research Cycle I and Cycle II showed that the students writing skill had improved through the implementation of mind mapping model. If it compared to the result of the writing pre-test, it is clearly that the score Cycle I and Cycle II were higher than the pre-test. On pre-test, there were 8 students who passed the test, it means that 17 students did not pass. On the cycle I, there were 13 students who passed the test, the students were able to writing skill well, it means that 12 students did not pass. Then the Cycle II there were 23 students who passed test, of the students were able to writing successfully. It indicated that the implementation of mind mapping model at the first grade was successful. From the results of this study, it is expected that teachers apply learning with the Mind Mapping learning model in teaching English subjects, especially writing skills. for other researchers are expected to be able to research using other model or approaches in order to improve the quality of learning in schools.

Keywords: *Mind Mapping Model, Increasing, Writing Skill.*

INTRODUCTION

English is very important to influence students in communication with foreign speakers and also has a very important role to support students in learning other fields of study. In the process of learning English, writing is one of English skill used to communicate an idea in the form of text.

There are four skills in learning English listening, speaking, reading, and writing. One aspect that is interrelated with other aspects in learning English is the writing aspect. With writing skills, students will be able to express their thoughts and feelings intelligently orally and in writing in the context and situation when they speak. writing skills will also be able to give birth to a creative young generation, so that it can give birth to communicative, clear, coherent, and easy-to-understand speech . Writing skills also enable students to be able and brave to express thoughts, feelings, and opinions both informally and formally in any situation and condition where the student is (home, school, and community).

Ramalis (2021) one form of skill that must be possessed by student' writing skill of student is that the learning materials used are still minimal. The material that will be taught to student has not been included in the teaching materials. To overcome this, it is necessary

to make teaching materials that are in accordance with the needs of students and assisted by technique that can be used by teacher in the learning process.

The appropriate technique for students' writing skill is the mind mapping technique. It a technique that consists of thought and then developed into a form of narrative writing. If such learning conditions are allowed to continue, students will have difficulty expressing thoughts and feelings orally and in writing. Thus, an innovative and creative writing skills approach is needed, so that the learning process can take place effectively, efficiently and fun. Students are not only taught about language rationally and cognitively but are also invited to practice language in real contexts and situations in an interactive, interesting and fun atmosphere.

This research will focus on efforts to overcome external factors that affect students' internal factors, especially the use of approaches in the learning process which are suspected to be the cause of the low writing skills of students, teachers still dominate learning activities, and only use lecture and question and answer methods.

One approach that is thought to be able to create a conducive, active, creative, communicative, and fun learning situation is the mind mapping learning model. The mind mapping learning model is a way of putting information into the brain and taking it back out of the brain. The form of mind mapping is like a map of a street in a city that has many branches.

Mind maps combine and develop the working potential of the brain contained within a person. With the involvement of the two hemispheres of the brain, it will be easier for a person to organize and remember all forms of information, both written and verbal. The existence of a combination of color, symbols, shapes and so on makes it easier for the brain to absorb the information it receives. Mind maps created by students may vary each day. This is due to the different emotions and feelings contained in students every day. The atmosphere that students get when they are in the classroom during the learning process will affect the creation of a mind map.

According to Parikh (2016) This present though mind mapping techniques has been down to check the effectiveness of teaching. For this the investigation has used Tony Buzan's mind mapping teaching to check the effectiveness of teaching though mind mapping teaching. Was checked in elation to the student academic accomplishment and for which class social science subjects cases study for mind mapping was the design. Under this study the teaching method was taken independent variable when as academic accomplishment is taken as dependable variable and gender was taken as confete variable.

Through the mind mapping learning model, it is expected to be able to bring students in real language situations and contexts, so that essay writing skills can be attached to students as something rational and cognitive. By using the Mind Mapping learning model in learning essay writing skills, students will be able to develop their intellectual, social and emotional potential, so that later they will be able to communicate effectively and efficiently in accordance with applicable ethics both orally and in writing, able to appreciate and be proud and able to use English correctly and clearly according to the purpose.

There are many definitions and conceptualization of mind mapping. Actually it is a kind of node and link diagram highly recommended for use in the classroom by scholars Boerma (2018) a mind mapping is a graphic desing which constructs upon avisual form or diagram of note taking instead of traditional note taking way.

The main theory of this research is Boerma (2018) as a supporting theory, these one theories also use mind mapping as a major part of learning as well researcher who have similarities with the one theories above who use the mind mapping model in a learning process. In this study is apply the method of qualitative to analysis the problem that occurs

at the research location.

In connection with the of the mind mapping Learning Model, the writer feels the need for collaboration with the teacher with the title: "Increasing Students' Writing Skill By Using Mind Mapping Model at the First Grade of SMP Negeri 1 Wertamrian".

RESEARCH METHODS

Classroom Action Research (CAR) is an activity carried out in the classroom. By conducting these research activities, it is intended to improve and improve the quality of learning practices in a sustainable manner, thereby improving the quality of instructional outcomes; develop teacher skills; increase relevance; improve instructional management efficiency and foster a culture of research in the teacher community. The book, entitled "The application of learning models in classroom action research" is dedicated to provide it to all teachers. This is because this book is not only an explanation of conducting classroom action research activities but also equipped with examples of learning models, strategies, approaches, methods, and techniques. So that in conducting research activities in different situations and conditions in the field, Rahman (2018)

Saputra (2021) classroom action research is practical research intended to improve classroom learning. This research is one of the efforts of teachers or practitioners in the form of various activities carried out to improve and or improve the quality of learning in the classroom.

This research is a collaborative classroom action research, namely cooperation between school principals as institutional managers. The benefits of classroom action research are (1) as an educational innovation to take various professional initiatives independently, (2) foster teacher confidence to be more daring to take risks by trying new things that should be expected to bring improvement, (3) teachers it is not easy to be satisfied with routines, but is always triggered by the urge to do better, (4) as curriculum development in a broad sense, CAR will be very useful if the results are used as a source of input.

This research was conducted in two stages, namely (1) the initial observation stage and (2) the action formulation stage. The initial observation stage is carried out to identify problems and discuss the problem findings with the class teacher. The action formulation stage is divided into 4 stages, namely the action plan stage, observation and reflection action. The action formulation stage is carried out by research to establish an action plan and formulate the required action components. These components include the preparation of Learning Implementation Plans (RPP), preparation of Student Activity Sheets (LKS), preparation of media, preparation of instruments, research, preparation of evaluation tools, and other necessary equipment.

Purnomo (2011) The main characteristic of CAR is in the form of a cycle of activities. Each cycle consists of stages of planning, implementation, observation, and reflection. The main target of CAR is to improve the learning process and results. To find out this success, an observation stage is needed. At this stage, appropriate data collection methods and tools are needed. These methods include observation, questionnaires, interviews, and tests.

After that, the teacher/researcher performs: (1) planning, (2) action (implementation), (3) observing (observing), and (4) reflecting (reflection). These four activities are carried out repeatedly until the expected results are achieved. The following is a CAR image adapted from Kemmis and McTaggart (2018) which is the steps of classroom action research that will be used in this study.

RESULTS AND DISCUSSION

Research Results

This CAR was carried out at SMP Negeri 1 Wertamrian School, Wertamrian sub-district. The research subjects were class VII, totaling 25 people. In this chapter, research data will be presented on improving writing skills using the Mind Mapping learning model approach in class VII of SMP Negeri 1 Wertamrian, Wertamrian sub-district, Tanimbar Islands district. With the subject matter of introduction. The results of this study are presented based on the cycle that starts with the first cycle of action activities and continues with the second cycle. Each cycle is carried out based on the following stages; planning, acting, observing, and reflecting. Classroom action carried out in learning English by applying a mind mapping model to improve students' writing skills in class VII is carried out in two ways of observation as follows:

1. Research tests were carried out at the end of each cycle.
2. Observations were made to observe learning activities in the first cycle and the second cycle, according to the stages of the teaching and learning process in class. The research results are described in stages in the form of learning cycles carried out in the learning process in the classroom.

Pre-test

In order to know how far the students' ability to writing English was, the researcher did a pre-test on 3th November 2022. In pre-test, the writer as a teacher introduced herself to the student. After that, researcher asked the students to introduce her or him one by one orally and in writing.

If the researcher needed more information about it, the researcher would give questions. Then the researcher gave a pre-test, the teacher found that students' writing skill were poor. It is shown in the students' scores below:

Table 1. Assessment Indicators

No	Indicators	Description	Weight
1	Vocabulary	- No word mistake (20) - A little word error (15) - There are quite a few word errors (5) - There are many misspellings (0)	40%
2	Comprehend	- The coherence between sentences is correct (10) - coherence between sentences is quite correct (5) - The coherence between sentences is not correct (5) - The coherence between sentences is not correct (0)	20%
3	Accuracy	- Content and theme are appropriate (10) - Content and theme are quite appropriate (10) - Content and theme do not match (0)	20%
4	Grammar	- The choice of grammar is appropriate (10) - The choice of grammar is quite appropriate (5) - Inappropriate grammar choice (5) - Incorrect grammar choice (0)	20%
Total score			100%

Table 2. Rubric Score Pre-test

No	Classification	Score	Students score	Amount Student	Remark
1	Very good	85-100	-		Passed

2	Good	70-86	80	3	Passed
			70	5	
3	Fair	51-69	60	5	Filed
4	Poor	41-50	50	10	Filed
5	Very poor	1-40	40	2	Filed

It can be seen that from the results of the pre-test the students' writing ability was very low because out of twenty-five students only eight students completed or achieved KKM scores. While seventeen students who did not complete or did not reach the KKM score. So the researcher continued to cycle I.

Cycle I

The research in cycle I was carried out in two meetings. Meeting First will be held on 7 November 2022 at 08:00-09:20, with the material being taught namely introduction. Meeting second will be held on 14 November 2022 at 08:00-09:20. There are four stages in cycle I namely, Planning, implementation, observation, and Reflection.

a. Planning cycle I

The things that are done in stages planning in cycle I are as follows:

1. Preparation of RPP about the material subject being taught.
2. Determination of the subject, the subject is student class VII SMP Negeri 1 Wertamrian.
3. Lay out sheets observation activity student.
4. Arrange questions for an evaluation with selected models double.

b. Cycle I Actions

1) The first meeting

The research cycle, I meeting First was conducted on November 7, 2022, at 08:00-09:20 total number of students in the class were as many as 25 people. With a long learning process of 80 minutes namely activities initial 10 minutes, core activities 60 minutes, and activities end 10 minutes.

a) Initial activity

At the activities beginning researcher enters the class and students give greetings. The researcher stand at the front class and say hello to the students as well as introduced themselves to the student Then, the students in For introduce Name they One by one, next researcher check the presence of the students and researchers ordered one student To bring prayer before carry on in material. Finished prayer researcher open with appreciation researcher asked the students " before beginning the meeting earlier We right No each other know and us already each other know who knows the day We will Study about ? " then the researcher invite students together to finish order the.

b) Core activities

After the researchers open the activity beginning researcher explains material about " introduction " if We No each other know How We must introduce ourselves We like " introduce name, origin, place stay, etc " as well as give an introductory example. then the researcher explained a model, namely, the mind mapping model is a learning method by writing important points and material being studied, then drawing them into a body which is divided according to categories.

Above researcher currently explain the material to students and give example manually without using mind mapping models as well ask for an answer from students then the researcher ordered the student To prepare a sheet of paper empty and give the task to

each student For write identity they each with in English by using a mind mapping model.

c) End activity

On activities, the end time has done and some students Not yet finish the task so the researcher give time To continue working at home and will continue at the meeting next.

2) The second meeting

a) Initial activity

In execution action This that is researcher enters the class Then researcher asks one student To bring a prayer finished pray researcher checks the presence student. Furthermore, the researcher tries For Ask the students again about the material that has been studied at meetings first. It turns out There are several mature students who remember material before and there are students who don't remember.

b) Core activities

Next step researcher ordered the student To open the book and look back at the notes on the material that has been studied before the teacher explains slowly so students can Re-understand the introductory material and what follows researcher ask the student about the task.

The teacher is explaining the material Back next Researcher try ordering students For introducing Names in English. Next step researcher gives a post-test to the student. students currently follow a test given by the researcher To measure how far the ability to write students without using mind mapping models.

c) End activities

At activities end teachers and students give conclusions from material that has been studied and researchers close learning as well as students give greetings.

c. Observing Cycle I

Student activities are recorded through an assessment rubric in the form of observation sheets of student learning activities, students work results, field notes. The following are the results during the learning process.

Results observation against implementation action Cycle I is described of 12 criteria that students follow learning.9 criteria the sufficient category, namely they are Not yet can do activity write with ok. Because students are Not yet creative in writing, students are Not yet active submit ideas, students do not enough attention, and students are not quiet and calm in following lessons. students are not focused and have no Enthusiasm, students are Not yet disciplined, Shiva does No come at an appropriate time, and students are Not yet capable control material. And 3 criteria included in the good category, namely student go home on time, student s do all the assignments, and student attendance.

The researcher is Already Lessons Plan (RPP) that have been prepared. Step by Step already held with ok. However, researchers still do not do enough to awaken the Spirit of the student during learning.

Table 3. Assessment Indicators

No	Indicators	Description	Weight
1	Vocabulary	<ul style="list-style-type: none"> - No word mistake (20) - A little word error (15) - There are quite a few word errors (5) - There are many misspellings (0) 	40%
2	Comprehend	<ul style="list-style-type: none"> - The coherence between sentences is correct (10) - coherence between sentences is quite correct (5) - The coherence between sentences is not correct (5) - The coherence between sentences is not correct (0) 	20%

No	Indicators	Description	Weight
3	Accuracy	- Content and theme are appropriate (10) - Content and theme are quite appropriate (10) - Content and theme do not match (0)	20%
4	Grammar	- The choice of grammar is appropriate (10) - The choice of grammar is quite appropriate (5) - Inappropriate grammar choice (5) - Incorrect grammar choice (0)	20%
Total score			100%

Table 4. Rubric Score Pos-test Cycle I

No	Classification	Score	Students score	Amount Student	Remark
1	Very good	85-100	90	4	Passed
2	Good	70-86	80	4	Passed
			70	8	
3	Fair	51-69	60	9	Filed
4	Poor	41-50	-	-	-
5	Very poor	1-40	-	-	-

The results of learning in the first cycle 4 students got a value of 90, 4 students got a value of 80, 8 students get a value of 70, and 9 students got a value of 60. It can be seen that at the meeting in cycle I of the 25 students who got a value ≤ 70 there are 16 students while for those who get a value ≥ 70 , there are 9 students.

d. Reflection

Test results in the cycle I can see that ability to write students has not yet increased or not yet reached the KKM value because only 16 students got marks above KKM or ≥ 70 of the total students. While 9 students had no success reach the KKM value or ≤ 70 . Based on these results, the research concluded scores that the students had not been able to write well in English using the mind mapping model, so the researchers would continue to cycle II.

Cycle II

The research in cycle II was carried out in two meetings. Meeting First will be held on 21 November 2022 at 08:00-09:20, with the material being taught namely greetings. Meeting second will be held on 28 November 2022 at 08:00-09:20. There are four stages in cycle I namely, Planning, implementation, observation, and Reflection.

a. Planning cycle II

The things that are done in stages planning in cycle II are as follows:

1. Preparation of RPP about the material subject being taught.
2. Determination of the subject, the subject is student class VII SMP Negeri 1 Wertamrian.
3. Lay out sheets observation activity student.
4. Arrange questions for an evaluation with selected models double.

b. Cycle II Actions

1) The first meeting

On research cycle II meeting was first conducted on November 21, 2022, at 08:00-09:20 total number of students in the class was as many as 25 people. With a long learning

process of 80 minutes namely activities initial 10 minutes, core activities 60 minutes, and activities end 10 minutes.

a) Initial activity

In execution action i.e. the teacher enters class Then Then researcher asks one student To bring prayer finished pray researcher checks the presence student Then Then researcher opens with give apperception with the researchers and the students do Q &A children are you from House going to school someone gives regards to parents or Who just what you meet on the road?. Then researcher fishing imagination of the student related to the material principal will be discussed, ie with the order as follows: “ children try to tell me what are you guys doing from House earlier going to school ” later researcher invites the student together to finish the order.

b) Core activities

After the Apperception teacher introduces the material tree to be taught which is material about greeting how to greet someone elder than Us as well as to give an example of kind regards to other people. The author also explains the material by using the mind mapping model, "mind mapping is one model that can develop thoughts and more creative as well as easily studied ” with using mind mapping models. and then the writer explains How using a mind-mapping model increases the ability to write. through explanation which is surrounded by questions and answers.

Looks like a teacher explains the material and asks questions to a student before the student is told To write a conversation short about "greeting" the teacher's explanation explains to the student that the “greeting” is shared in two namely formal greeting and informal greeting difference from both of them namely formal greeting namely greeting official for example "good morning " while the informal greeting is greeting No official for example "morning".

The researcher gives example sentences regards to student Then Furthermore researcher share student in many groups in every group there are 2 people. Then the teacher gives a task to each group To write one Example of a short dialogue in it There is a sentence greeting or regards using mind mapping models.

Is an activity in which moderate students focus to do the task from the researcher which is to write a conversation short in it there is the phrase " greetings ”. The task is done in a manner group.

c) Final activity

Activity end time has finished and students have Not yet finished work. The researcher gives the task to students For do unfinished tasks finished do continue at home. Lessons will proceed to the meeting next. after that, the teacher closes learning.

2) The second meeting

During one research cycle, I meeting second was conducted on November 14, 2022, at 08:00-09:20 total of students in the class was as many as 25 people. With a long learning process of 80 minutes namely activities initial 10 minutes, core activities 60 minutes, and activities end 10 minutes.

a) Initial activity

In execution action This that is researcher enters the class Then researcher asks one student To bring a prayer finished praying researcher checks the presence student. Furthermore, the researcher tries For Ask the students again about material that has studied before.

b) Core activities

The researcher requests a student to sit upon the group that has shared at the meeting before. After that, the researcher gives time to every group For Re-check the short dialog

that has been based on the form of a mind mapping model in every group.

Then, the researcher requests a representative from each group For a presentation ahead of class short dialogue in the form of an existing mind mapping model they do in a group. While every group presentation researcher observes mind models images with sheet observations that have researcher makes. The researcher observe a short dialogue in form of mind mapping that has been a student in the group There are fewer students active in the group Because students That No used to Working in a group and new first time using the mind mapping model and there scared students emit opinion inside group Because afraid of being wrong.

The next step researcher stage test in form choice double at the end meeting for researchers Can see that as far as capability write a student.

c) Activities end

The researcher closes the lesson with conclusions and suggestions to students To become well and more ok. Furthermore, the researcher goodbye and students member greetings.

c. Observing Cycle II

Students activities are recorded through an assessment rubric in the form of observation sheets of students learning activities, student work results, field notes. The following are the results during the learning process.

Based on the results of observing student activities In cycle II, it can be concluded that of the 12 criteria, 11 criteria are included in the good category, namely student are activities asking questions, students are activity in conveying ideas, student are silent and focus on listening to material as well as enthusiastic and do all the tasks. And the one criteria are included in the very good category, namely students are active in recording subject matter.

In results cycle II researchers see that of 25 students, it turns out 25 students all have to reach the KKM value or get a value ≥ 70 . So that researcher feels satisfied with the results obtained, results test the ability write student We Can look at the table below this.

Table 5. Assessment Indicators

No	Indicators	Description	Weight
1	Vocabulary	<ul style="list-style-type: none"> - No word mistake (20) - A little word error (15) - There are quite a few word errors (5) - There are many misspellings (0) 	40%
2	Comprehend	<ul style="list-style-type: none"> - The coherence between sentences is correct (10) - coherence between sentences is quite correct (5) - The coherence between sentences is not correct (5) - The coherence between sentences is not correct (0) 	20%
3	Accuracy	<ul style="list-style-type: none"> - Content and theme are appropriate (10) - Content and theme are quite appropriate (10) - Content and theme do not match (0) 	20%
4	Grammar	<ul style="list-style-type: none"> - The choice of grammar is appropriate (10) - The choice of grammar is quite appropriate (5) - Inappropriate grammar choice (5) - Incorrect grammar choice (0) 	20%
Total score			100%

Table 6. Comparison of Pre-test, Post-test cycle I, Pos-test II Assessment Rubric

No	Classification	Score	Students score			Amount Student			Remark
			Pre-test	Cycle I	Cycle II	Pre-test	Cycle I	Cycle II	
1	Very good	85-100	90	90	90	-	4	9	Passed
2	Good	70-86	80	80	80	3	4	10	Passed
			70	70	70	5	8	3	
3	Fair	51-69	60	60	60	5	9	3	Filed
4	Poor	41-50	50	50	50	10	-	-	Filed
5	Very poor	1-40	40	40	40	2	-	-	Filed

The results of learning in cycle II. 9 students got a value of 90, 10 students get a value of 80, and 3 students get a value 70, 3 students get a value of 60. From these results we can see that out of 25 students. 22 student have completed or have achieved a score above the KKM. While those who did not complete or scored did not reach the KKM were 3 student.

d. Reflection

Based on the results of observations and tests of students' writing abilities, it can be described that in cycle II student's writing skills have been successful this is evidenced by the increased learning outcomes according to the completeness criteria that have been set. Namely in cycle II of the 25 students who scored above the KKM or ≥ 70 , namely 22 students. Whereas those who scored below KKM ≤ 70 , ie 3 student, these in cycle II have. It means that the Classroom Action Research could be stopped.

Research Discussion

This research is a classroom action research. carried out using two cycles. to determine writing ability besides that during the learning process observations were made to determine student activity during the learning process. This study applied a model, namely the mind mapping learning model to improve the writing skills of class VII students of SMP Negeri 1 Wertamrian.

The results of the research that has been carried out in two cycles show that the mind mapping learning model is able to improve student learning outcomes. The success of this research is shown through the increase in student learning outcomes that are the subject of research.

Based on the results of the research on the pre-test that took the pre-test on the pre-test 25 students and those who completed the pre-test were only 8 student who had scores above the KKM. While the scores of 17 students have not been completed or the scores have not reached continued into cycle I based on the results in cycle I from the learning process using the mind mapping learning model, it turned out that there were still 9 students who incomplete or the score of these 9 students have not reached a score above the KKM, and 16 students have completed. From the results there was no increase in students' writing abilities or not yet maximized so that the research continued in cycle II, students were still carrying out writing activities using the mind mapping learning model. And it turned out that there was an increase in the result in cycle II because of the 25 students, there were 22 students whose grades were complete or had grades above the KKM. Meanwhile, 3 students had incomplete grades or grades that did not reach above the KKM. So that the results of

the second cycle test prove that there has been an increase in students' writing skill.

After implementation in cycle II, there was an increase in students' writing skill. This is due to the use of a mind mapping learning model that is adapted to the material being taught. The mind mapping learning model is very helpful in improving student learning outcomes.

This is in line with the theory put forward by Karim. A (2018) the purpose of this research is to help overcome the limitations of teachers in finding learning models that can increase student learning creativity. The research uses a qualitative approach, the results of the study show that an effective learning model can inspire students to learn. It has the following criteria: the model is able to encourage students to explore new things, stimulate the right brain and left brain. Mind mapping learning model training can help teachers understand learning material more easily, it is easier to develop.

So it was concluded that based on these results it was concluded that in general the mind mapping model in simple present tense material had reached a maximum and significant value. students' writing ability from pre-test, cycle I, and II improved better according to the researcher's expectations. The results of this study also prove that the mind mapping learning model can help improve students' writing skills at SMP Negeri 1 Wertamrian.

CONCLUSION

Based on the results of the research and discussion it can be concluded as follows: the application of the mind mapping model in learning English can improve students' writing skills at the first of SMP Negeri 1 Wertamrian for the 2022/2023 academic year. The increase in students' writing ability was seen from the results of the evaluation of each cycle which experienced an increase.

The percentage of success increased from the pre-test, post-test cycle I and post-test 2. In the pre-test, there were only 8 students who passed the test (based on the minimum score ≥ 70). But in the post-test at cycle I, the students who got the score at least 70 improved up to 13 students. Although, some students still could not reach the criteria of success, it showed significant improvement from pre-test before. Then in the post-test at cycle II, the students who passed the test became 23 students, so the target of the research has been reached and success. It means that the using of mind mapping model was useful and good to improve the students writing skill.

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