IMPROVING THE ABILITY OF WRITING PANTUN USING THE MIND MAPPING METHOD IN CLASS VIII STUDENTS OF SMP NEGERI 2 PEGANTENAN FOR ACADEMIC YEAR 2020/2021

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Abstract : *The Mind Mapping method is a creative way for each student to generate ideas, record what is learned, or plan new assignments. Based on this background, the researchers are interested in taking the title " improvement " ability write pantun with use mind mapping method on student class VIII SMP Negeri 2 Pegantenan " . This research is in the form of classroom action research. The research process was carried out in two cycles. Each cycle consists of; planning, action, observation, and reflection. Data was collected by means of observation, giving lift, and tests. Based on The results of the analysis concluded as follows: (1) The activities of class VIII students of SMP Negeri 2 Pegantenan Pamekasan in writing rhymes with the Mind Mapping method experienced an increase in activity, namely the first cycle of 31 activities, and the second cycle of 46 activities consisting of enthusiastically making concept maps in accordance with the researcher's instructions, asking questions with the researcher to perfect the concept map, and doing the task according to the researcher's instructions. (2) Student responses to the use of the Mind Mapping method in order to increase the ability to write rhymes experienced a positive increase, based on the results of the analysis of student responses to the application of the Mind Mapping method in the first cycle and 48% in the second cycle. This percentage is an accumulation of the results of student responses and is described in chapter IV. (3) Test results In increasing the ability to write rhymes with the Mind Mapping method , the average value increase is positive, namely in the first cycle, the score is 69 and the second cycle is 71.*

Keywords : *Pantun , Mind Mapping*

Abstrak : *Metode Mind Mapping merupakan cara kreatif bagi setiap siswa untuk menghasilkan ide, mencatat apa yang dipelajari, atau merencanakan tugas baru. Berdasarkan latar belakang tersebut maka peneliti tertarik untuk mengambil judul "peningkatan" kemampuan menulis pantun dengan menggunakan metode mind mapping pada siswa kelas VIII SMP Negeri 2 Pegantenan ".Penelitian ini berbentuk penelitian tindakan kelas. dilaksanakan dalam dua siklus.Setiap siklus terdiri dari; perencanaan, tindakan, observasi, dan refleksi. Data dikumpulkan dengan cara observasi, pemberian lift, dan tes. Berdasarkan hasil analisis disimpulkan sebagai berikut: (1) Kegiatan siswa kelas VIII SMP Negeri 2 Pegantenan Pamekasan dalam menulis pantun dengan metode Mind Mapping mengalami peningkatan aktivitas yaitu siklus I sebanyak 31 kegiatan, dan siklus II sebanyak 46 kegiatan terdiri dari antusias membuat peta konsep sesuai dengan petunjuk peneliti , bertanya kepada peneliti untuk menyempurnakan peta konsep, dan mengerjakan tugas sesuai petunjuk peneliti. (2) Respon siswa terhadap Penggunaan metode Mind Mapping dalam rangka peningkatan kemampuan menulis pantun mengalami peningkatan yang positif, berdasarkan hasil analisis respon siswa terhadap penerapan metode Mind Mapping pada siklus I dan 48% pada siklus II. . Persentase ini merupakan akumulasi dari hasil respon siswa dan diuraikan pada bab IV. (3) Hasil tes Dalam peningkatan kemampuan menulis pantun dengan metode Mind Mapping rata-rata peningkatan nilai adalah positif yaitu pada siklus I skornya 69 dan siklus II 71.*

Kata Kunci : *Pantun, Pemetaan Pikiran*

Introduction

Education for most people means trying to guide children to resemble adults (Soraya, 2020) while learning is essentially a process of interaction with all situations that exist around

the individual. Learning can be viewed as a process of behaving through experience. Learning is also a process of seeing, observing, and understanding something (Widiyanto et al., 2022). One of the main problems in learning in formal education (schools) today is the low absorption of students. This can be seen in the learning outcomes of students who are always very concerned (Widiyanto et al., 2022) . This achievement is of course the result of traditional learning conditions and does not touch the realm of the dimensions of the learners themselves, namely how to actually learn (learning to learn). In a non-substantial sense, that the learning process until now has not provided access for students to develop independently through discovery and thought processes.

Trianto (Abbas & Herdi, 2022) explained that on the other hand empirically, based on the results of research analysis on the low learning outcomes of students, this was due to the learning process which was dominated by traditional learning. In this learning, the classroom atmosphere tends to be *teacher-centered* so that students become passive. One of the changes in the learning paradigm is that the orientation of learning which was originally centered on the researcher (*teacher centered*) shifted to student centered (*student centered*); The methodology that was originally more dominated by *expository has* changed to *participatory* and the approach that was originally more *textual* has turned into *contextual.* All these changes are intended to improve the quality of education, both in terms of the process and educational outcomes (Siti Istiyati, 2009).

Pantun is an original Malay poem that is quite rooted and entrenched in society. Pantun is one of the oldest types of poetry. Usually, rhymes consist of four lines or four lines when written, rhyming ab-ab. Pantun was originally an oral literature but now there are also written poems (ZAINUDIN, 2015). Based on the results of initial observations and questions and answers with Indonesian language researchers in class VIII of SMP 2 Pegantenan, language and literature learning in class VIII of SMP 2 Pegantenan is taught conventionally using the lecture method as an option and improvised media such as worksheets and textbooks, so students tend to be passive and learning is still centered on researchers without giving the maximum role to students.

The low interest in learning for Class VIII students of SMP 2 Pegantenan, towards learning literary language, especially learning about writing rhymes is one form of the lack of attention of researchers on student learning conditions . Therefore, a solution is needed to increase student interest, especially to improve the ability to write rhymes. The *Mind Mapping method* is a creative way for each student to generate ideas, record what they learn, or plan new assignments (Mustapa, 2015) . Based on this background, the researchers are interested

in taking the title "Improving the Ability to Write Poems by Using the Mind Mapping Method for Class VIII Students of SMP Negeri 2 Pegantenan"

Method

This research is in the form of classroom action research, because the main purpose of CAR is the improvement and improvement of learning services. In this case, the researcher aims to improve or improve the ability to write rhymes (Siringoringo & Umar, 2018) . The procedures or stages of research carried out in this study are as follows: (1) Planning include : (a) Preparation of learning plans which are learning steps. (b) Making observation sheets for observing student activities in the classroom when learning to write rhymes using the Mind Mapping method (c) Making student response sheets (questionnaires) to determine the improvement in learning to write rhymes using the Mind Mapping method (d) Designing evaluation tools for measuring the level of mastery of students in writing rhymes by using the Mind Mapping method .

Research instrument include ; (1) Observation sheet ; Observations were made in the classroom during the teaching and learning process. The observation sheet contains observations of student activities in improving the ability to write rhymes using the *Mind Mapping method* in class VIII SMP 2 Pegantenan, Kab. Pamekasan Academic Year 2020/2021. (2) Questionnaire / Student Response Sheet , It is a number of written questions that are used to obtain information from respondents. The questionnaire contains questions about their knowledge, attitudes, and opinions regarding the implementation of the *Mind Mapping method* and these questions must be answered by students. In this study, a closed questionnaire/questionnaire was used, the answers were already provided so that the respondents just had to choose. (3) learning outcomes test ; The student learning outcomes test was obtained after receiving teaching on improving the ability to write rhymes. It is measured from the task of writing rhymes by using the rules or rules for writing rhymes.

Results and Discussion

This research was conducted in Class VIII of SMP Negeri 2 Pegantenan Pamekasan in the 2020/2021 academic year . The number of meetings was twice, namely the first meeting was the implementation of the first cycle and the second meeting was the second cycle.

Implementation of Actions and Observations cycle I

The improvement of learning to write rhymes by using the *Mind Mapping method* based on lesson plans that have been prepared for implementation can be described as follows:

1. The researcher asked students to create mind maps enabling them to clearly and creatively identify what they had learned or what they were planning.
2. Each student to generate ideas, record what is learned, or plan a new assignment.
3. The researcher prepares pieces of cards that contain the main concepts . Next, the researcher distributed the pieces that had been written with the main concept to the students.
4. Students are given the opportunity to make maps that illustrate the relationship between concepts, and the researcher makes sure students make connecting lines between these concepts.
5. These sentences show the assumptions that students build in explaining the relationship between concepts so as not to experience errors and get out of the concept.
6. When the student who performs the demonstration or explanation has carried out his duties well, the student changes roles. Students who were previously examiners or observers become demonstrations or explanations and vice versa.
7. Researchers provide reinforcement about the results of writing rhymes made by students.
8. During the teaching and learning process, the researcher observed student activities in class. The activities observed were: asking questions, giving opinions, and doing assignments according to the researcher's instructions.
9. At the end of the lesson, the researcher distributed a questionnaire on student responses to the ongoing teaching and learning process. The questionnaire was used to determine the teaching and learning process of writing rhymes using the *Mind Mapping method* .

Observation Result Data

Observation of student activities in learning activities to increase the ability to write rhymes using the *Mind Mapping method* in the first cycle still has not reached the maximum, students are still less enthusiastic in learning. In addition, student activity is also still lacking and students are still less enthusiastic about making concept maps according to the researcher's instructions, and asking questions with researchers to perfect the concept map. Of the 19 students, only 6 or 35% of students were enthusiastic about making concept maps according to the researcher's instructions, 8 or 43% of students asked questions with the researchers to perfect the concept maps, and 17 or 91% of students worked on assignments according to the instructions of the researchers. . The results of student activities carried out in this study are still less effective. This requires further maturation of the research profession to make it better. Motivating students is done even more actively to ask questions with researchers to perfect the concept map. The quality of researchers needs to improve learning because the purpose of the *Mind Mapping method* is to motivate students to study harder

(Hadi et al., 2019) on mind mapping and be responsible for the knowledge gained to be applied independently (Kasanova, 2021) .

Student Response Data

Based on the results of the responses in the first cycle, the percentage of students from the questions given received input as follows:

On the question Do you like to write poetry? got 4 yes answers and 15 no answers. Question Are you excited to learn to write rhymes using the *Mind Mapping method*? Received 9 yes responses and 10 no answers. Does the Mind Mapping method make it easier for you to understand the material for writing rhymes? Got as many as 6 yes and no as many as 13 answers, Questions Are you excited to learn during the learning process? Received as many as 6 yes and no as many as 13 responses, on the question Do the media and materials presented by the researcher motivate you to be active? Got 5 yes answers and 14 no answers, on the question Is it easier for you to understand the lessons given by the researcher during learning activities using the *Mind Mapping method?* Got as many as 10 yes answers and 9 no answers. As for the question Do you feel that the *Mind Mapping method* has increased your ability to write rhymes? Got 4 yes answers and 15 no answers. Seeing students' responses to the learning process , the application of learning to write rhymes using the mind mapping method still needs to be addressed.

From the results of the rhyme writing test, it can be seen from 19 students only 2 got a score of 62, 1 student got a score of 65, 1 student got a value of 66, 3 students got a value of 68, 4 students got a value of 69, 4 students got a value of 70, 2 students got a score of 72, 1 student got a score of 74, and 1 student got a score of 78. Based on the test results, it can be seen that the average grade of Class VIII of SMP Negeri 2 Pegantenan Pamekasan got a score of 69 in learning to write rhymes. The test value in the first cycle still does not meet the KKM, which is 70, so it is necessary to make improvements in the next cycle.

Reflection

In the process of implementing learning in the first cycle, information was obtained from the observations as follows:

a. Observation of student activities in learning activities to increase the ability to write rhymes using the *Mind Mapping method* in the first cycle still has not reached the maximum, students are still less enthusiastic in learning.

b. The results of student activities carried out in this study are still less effective. During the teaching and learning process students paid less attention to the researcher's explanation, there were still many students who felt confused and had not been able to follow the application of the *mind mapping method* to the fullest.

c. The quality of researchers needs to improve learning because the purpose of the *Mind Mapping method* is to motivate students to study harder and be able to solve problems by using mind mapping and being responsible for knowledge.

d. The average score of students has not reached the KKM determined by the school.

Based on the description above, it can be concluded that students are less active in learning and researchers are less active in fostering feedback to students, so that in the next cycle there is a need for improvement and thorough preparation.

Cycle II

Implementation of Actions and Observations

1. At the beginning of the lesson, the researcher conducted a question and answer session with the students about the difficulties experienced in the previous meeting and motivated the students to be more enthusiastic in the teaching and learning process.

2. In the implementation of learning, students pay attention to the researcher's explanation and ask questions about writing rhymes.

3. The researcher asked the students to make mind maps and exchange opinions from their classmates. Each student mapped each other's thoughts on the results of their work, in that opinion they had their respective duties, namely as an explanatory or demonstration and the other as an observer or examiner and vice versa.

4. The explanatory or demonstration is tasked with demonstrating the skills ordered by the researcher at the same time all students as observers or examiners provide corrections and researchers assess the results so that what students do does not experience errors and get out of the concept of learning rhymes.

5. When the student who performs the demonstration or explanation has carried out his duties well, the student changes roles. Students who were previously examiners or observers become demonstrations or explanations and vice versa.

6. At the end of the lesson, the researcher gave reinforcement about the results of writing rhymes made by students. Researchers distributed student response questionnaires to the ongoing teaching and learning process. The questionnaire was used to determine the teaching and learning process of writing summaries using the *Mind Mapping technique* .

Student Activity Observation Data

Based on the observation data sheet in the second cycle, the results of the observation of student activities in learning activities to increase rhyme writing were obtained using the *Mind Mapping method* . From 19 students, 12 students were enthusiastic about making concept maps according to the researcher's instructions, 15 students asked and

answered questions with the researchers to perfect the concept maps, and 19 students worked on assignments according to the researcher's instructions.

Based on the results of the responses, it can be seen that the percentage of students from the questions given received input as follows:

In questions (1) Do you like to write rhymes, you get 9 yes answers and 10 no answers. (2) Are you passionate about learning to write rhymes using the *Mind Mapping method* ? Received 12 yes answers and 7 no answers. (3) Questions Does the Mind Mapping method make it easier for you to understand the material for writing rhymes? Got as many as 10 yes answers and 9 no responses, (4) On the question Are you excited to learn during the learning process? Received 8 yes responses and 11 no answers, (5) on the question Do the media and materials presented by the researcher motivate you to be active? Received 7 yes answers and 12 no answers. (6) Questions Did you find it easier to understand the lessons given by the researcher during the learning activities using the *Mind Mapping method?* Got 13 yes answers and 6 no answers. (7) And do you feel that the *Mind Mapping method* has increased your ability to write rhymes? Got 7 yes answers and 12 no answers

The improvement of students' answers to the learning provided by researchers so far is writing rhymes with the *Mind Mapping method* , the ability to write enough to give a positive value seen from the results of the student responses above.

Based on Cycle II can be seen the value of students has increased with the following improvements; 2 students got a score of 68, 2 students got a score of 69, 3 students got a score of 70, 3 students got a value of 71, 2 students got a value of 72, 4 students got a value of 73, 1 student got a value of 74, and 1 other student got a score of 79.

Based on the table data of the results of the rhyme writing test in cycle II, it can be seen that the average grade of Class VIII of SMP Negeri 2 Pegantenan Pamekasan got a score of 71 in learning to write rhymes. The test score in the second cycle has increased because in the first cycle it only reached an average value of 69. This value has exceeded the KKM on the material, which is **70** , the average value achieved in the second cycle is 71.

Reflection

Improvements in the process of implementing learning in cycle II obtained information from the observations as follows:

a. Students begin to be active in learning
b. Students begin to be active in asking questions with researchers to perfect the concept map they have made as a guide in understanding the structure of the poem

c. During the teaching and learning process students have begun to be interested in learning as seen from the positive increase in the results of observations and student responses.

d. The student's score has reached the KKM, which is 71.

Based on the description in cycle II, it can be seen that there has been an increase in the value of the test results according to the minimum standard of completeness.

Data analysis

Analysis of Student Activity Observation Results

From the observation of student activity in learning using the *Mind Mapping method* , it has increased from cycle I to cycle II.

Table 1. Student Activity Observation Analysis

No	Observed Activities	Cycle	
		I	II
1	Enthusiastic to make concept maps according to the researcher's instructions	6	12
2	Question and answer with the researcher to perfect the concept map	8	15
3	Doing assignments according to the researcher's instructions	17	19
	Number of Activities	31	46

Based on table 4.7 above, the results of observing student activities in teaching and learning activities on rhyme writing material using the *Mind Mapping method* during cycle I to cycle II have increased. The increase in student activity can be seen in cycle I as many as 31 activities and cycle II 46 activities including enthusiastic activities to make concept maps according to the researcher's instructions, asking questions with researchers to perfect the concept map, and doing assignments according to the instructions of the researcher.

In the first cycle there were only 6 students or 35%, who were enthusiastic about making concept maps according to the researcher's instructions, who asked questions and answered with researchers to perfect the concept maps, only 8 students or 43%, and 17 students or 91% who did assignments according to the instructions of the researchers. In the second cycle, student activity has increased. Increased activity Enthusiastically making concept maps according to the researcher's instructions 12 students or 65%, Questioning and answering with researchers to improve concept maps increased to 15 students or 80%, and 19 students or 100% doing assignments according to the researcher's instructions

Analysis of Student Response Observation Sheet

Based on students' responses to learning to write rhymes with the *Mind Mapping method* carried out for two cycles, the results were as follows:

Table 2. Student Response Analysis Data Table

No	Question	Answer Options	Percentage	Answer	Percentage of

				Cycle I		Options		Cycle II	
		Yes	Not	Yes	Not	Yes	Not	Yes	Not
1	Do you like writing poetry?	4	15	20%	80%	9	10	45%	55%
2	Are you passionate about learning to write rhymes using the *Mind Mapping method*?	9	10	45%	55%	12	7	68%	32%
3	Does the Mind Mapping method make it easier for you to understand the material for writing rhymes?	6	13	35%	65%	10	9	55%	45%
4	Are you excited to learn during the learning process?	6	13	35%	65%	8	11	38%	63%
5	Do the media and materials presented by the researcher motivate you to be active?	5	14	31%	69%	7	12	36%	68%
6	it easier for you to understand the lessons given by the researcher during the learning activities using the *Mind Mapping method?*	10	9	55%	45%	13	6	72%	28%
7	Do you feel that with the *Mind Mapping method*, your rhyme writing skills have improved?	4	15	20%	80%	7	12	32%	68%
	Amount	44	89	291%	459%	66	67	346%	359%
	average	6.3	13.6	36%	64%	9.2	9.8	48%	52%

Based on the table above, students' responses to improving their ability to write rhymes using the *Mind Mapping method* have increased, namely in the first cycle by 36%, and in the second cycle by 59.1%. Thus the student's response to improving the ability to write rhymes using the *Mind Mapping method* is positive.

Analysis of the Results of the Poem Writing Test

Based on the test results obtained when learning to write rhymes with *Mind Mapping* carried out for two cycles, the results were as follows:

Table 3. Analysis of the Results of the Poem Writing Test

No	Cycle	Rated aspect					
		E	S	SM	IS	**Score**	**MEAN**
1	I	330	340	327	314	1311	69
2	II	353	341	332	327	1353	71

To determine the level of student ability, researchers determine the success rate as follows:

□ Students' abilities are said to be very good if they get a score of 85-100

□ Students' abilities are said to be good if they get a score of 70-84

□ Students' abilities are said to be sufficient if they get a score of 50-69

□ The ability of students is said to be less able to score 0-50

Based on the results of the rhyme writing ability test using the *Mind Mapping method* , in each cycle there was an increase in the first cycle getting an average score of 69 and in the second cycle getting an average score of 71. This proves that the *Mind Mapping method* can improve the ability to write rhymes.

Conclusion

Based on **The** results of the analysis can be concluded as follows: (1) The activity of class VIII students of SMP Negeri 2 Pegantenan Pamekasan in writing rhymes with the *Mind Mapping method* has increased activity. In the first cycle, only 6 students or 35% were enthusiastic about making concept maps according to the researcher's instructions, Only 8 students or 43% asked questions and answered with the researcher to complete the concept map, and 17 students or 91% did the task according to the researcher's instructions. In the second cycle, student activity has increased. Increased activity Enthusiastically making concept maps according to the researcher's instructions 12 students or 65%, Questioning and answering with researchers to perfect concept maps increased to 15 students or 80%, and 19 students or 100% working on assignments according to the instructions of the researchers . (2) Student responses to the use of the *Mind Mapping method* in order to increase the ability to write rhymes experienced a positive increase, based on the results of the analysis of student responses to the application of the *Mind Mapping method* in the first cycle and 48% in the second cycle. (3) Test results In increasing the ability to write rhymes with the *Mind Mapping method* , the average value increase is positive, namely in the first cycle the score is 69 and the second cycle is 71. In the first cycle there are 11 students who have not reached the KKM, and in the first cycle there are 11 students who have not reached the KKM. II there are 6 students who have not met the KKM.

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