CHAPTER IV

RESEARCH FINDINGS, AND DISCUSSION OF RESEARCH

This chapter explains about the research finding and discussion of research. The data obtained from the research of the use of mind mapping model in writing descriptive text at 10th grade of SMAN 1 Galis Pamekasan

A. Research Findings

In this chapter the researcher would like to describe and explain about the result from observation, interview, and documentation about the use of mind mapping models in teaching writing descriptive text at 10th grade of SMAN 1 Galis Pamekasan.

1. **How does the teacher use mind mapping models in teaching writing descriptive text at 10th grade of SMAN 1 Galis Pamekasan?**

   1) **The First Observation**

   In the first observation on wednesday, 16 February 2022 Researcher have made observations. In this observation researcher, met with the English teacher and students of class X IPA 1. It started at 07:00 - 08:10. There are three steps in the application of the mind mapping model in writing descriptive texts for class X students of SMAN 1 Galis Pamekasan. They are Pre-Teaching, While-Teaching, and Post-Teaching. The steps are as follows:

   1). Pre-Teaching

a) The teacher comes to class The teacher comes to class at 07:00

b) The teacher and students read a prayer together Every day students are always required to read prayers together and in each class a book is provided containing various letters that are available for students to read

c) The teacher greets the students

Teacher : Assalamualaikum warahmatullahi wabarokatu

Student : Waalaikumsalam warahmatullahi wabarokatu

Teacher: Morning class Student : morning sir

Teacher: How are you today? Student : we are fine sir and you?

Teacher: Alhamdulillah I'm also fine guys, before we start this lesson let's start by reading al-basmalah

d) The teacher checks the students The teacher calls the name of the first student to meet to check the student's attendance

e) The teacher introduces today's topic Before entering the material to be discussed, previously the teacher had conveyed today's topic to the students, and the topic was "writing a text description "

Teacher: okay, today we will learn about writing descriptive text. Maybe someone knows what descriptive text is?

Students: (one of the students answered) descriptive text there is a text that describes something.

Teacher: yes, maybe there is another answer?

Students: (one of the other students) descriptive text is a text that explains an object.

Teacher: okay, that's right. Let's learn together.

f) The teacher asks students to bring out the vocabulary they have brought, because this class is required to bring vocabulary to make it easier for students to know about difficult words the teacher asks students to bring vocabulary to English lessons and besides that to make students memorize when speaking with new vocabulary. That is the reason why the teacher asks the students to bring the word in English lesson.

2. Whilst-Teaching

The first research is whilst teaching, the teacher asks students to take out their textbooks and open a page about the topic they will study, namely descriptive text, such as understanding, function until finish. The teacher also briefly explains what mind mapping is, and how how to describe something using a mind mapping model by giving examples so that students understand the material that the teacher is explaining. After that, the teacher asked students to ask questions about the material they did not understand.

3. Post-Teaching

Before asking students to review the material that was given that day at home, the teacher tried to review the material that had been submitted by students. It says that:

"I think that's enough for today, thank you for your attention. Don't forget to learn to re-read today's material at your home, learn about making good mind maps, you can see examples of pictures on your cellphone or pictures on Google, so think about what you can get. picture. Thank you so much for today" [1]

The teacher closes the class by saying greetings (Wassalamualaikum Warohmatullahi Wabarokatuh)

2)   **Second Observation**

The second observation was carried out on Wednesday, January 23, 2022 starting at 07:00-08:10 where this observation was carried out in three stages, namely Pre-Teaching, Whilst-Teaching, and Post-Teaching. Implement this program in a procedure as has been done in previous studies. And in this observation the researcher also participates in passive participation but there are differences in topics and styles of the use of mind mapping model in writing descriptive text at 10th grade of SMAN 1 Galis Pamekasan, then the steps will be explained as follows:

1. Pre-Teaching

   a) Teacher comes to class

   b) The teacher comes to class at 07:00

   c) Teacher and students read prayers together

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[1] Observation on Wednesday, 16th of February 2022, at SMAN 1 Galis Pamekasan

Every day students are always required to read prayers together and in every class a book is provided containing various surahs that are specifically for students to read

d) The teacher greets the students

Teacher : Assalamualaikum warahmatullahi wabarokatu

Student : Waalaikumsalam warahmatullahi wabarokatu

Teacher : Morning class

Student : morning sir

Teacher : How are you today ?

Student : we are fine sir and you?

Teacher : Alhamdulillah I am fine too guys, before we start this class, let's start by recreting al-basmalah

e) The teacher checks student attendance

The teacher calls the students' names one by one to check the students' attendance

Teacher : Is there anyone who can't come in today?

Student : Alhamdulillah, all of you are in sir

Teacher: Okay then let's continue with the material

2.Whilst-Teaching

The second research is whilst teaching The teacher briefly discussed the material at yesterday meeting , Next, The teacher asks students to from group of 4 to 5 people. Next The teacher ask students to prepare equipment such as paper, colored pencils and other equipment. The teacher asks students to describe the place using a mind mapping

model in the group. After that the groups that do their work quickly and accurately will be rewarded by the teacher. After everything is done, the teacher asks students to present in front of them in turn by representing one of their members in front of them. And teacher give score.

3. Post-Teaching

The last step is post-teaching. Before asking students to review the material that was given that day at home, the teacher tried to review the material that had been delivered by students. It says that:

> "I think that's enough for today, thank you for your attention. Don't forget to learn to re-read today's material at your home. Thank you so much for today"[2]

The teacher closes the class by saying greetings (Wassalamualaikum Warohmatullahi Wabarokatuh)

Based on the steps taken by the teacher in implementing the use of mind mapping model in writing descriptive text at 10th grade of SMAN1 Galis Pamekasan. The teacher has applied the mind mapping model in writing students' descriptive texts. The teacher explains some important things about descriptive text and mind mapping models. The teacher gives examples of mind mapping models to students. Its function is so that students know the forms or types of mind mapping models and tell how to make mind mappings and the teacher asks students to make mind mapping models and asks students to write and then describe it in front of the class

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[2] Observation on Wednesday, 23th of February 2022, at SMAN 1 Galis Pamekasan

in groups. So that teachers can see firsthand how well students understand in making mind mapping models. The second observation also uses pre-teaching, while-teaching, and post-teaching.

2. **What are the advantages and disadvantages in using the mind mapping models in teaching writing descriptive text at 10th grade of SMAN 1 Galis Pamekasan?**

After the researcher did observation, the teachers at 10th Grade of SMAN 1 Galis Pamekasan in apply the mind mapping models in teaching writing descriptive text at 10th grade of SMAN 1 Galis Pamekasan of, the researcher observed to the advantages and disadvantages in applying the mind mapping models in teaching writing descriptive text at 10th grade of SMAN 1 Galis Pamekasan on 16th february 2022 an also 23th february 2022. The teacher used pre-teaching, whilst-teaching and post-teaching.

In this case, the researcher is going to discuss about the finding related to the advantages and disadvantages in applying the mind mapping models in teaching writing descriptive text at 10th grade of SMAN 1 Galis Pamekasan as follow:

1) **The advantages of in using the mind mapping models in teaching writing descriptive text at 10th grade of SMAN 1 Galis Pamekasan**

a) **Mind mapping model can make it easier for students to understand the lesson and increase student learning enthusiasm**.

Mind mapping is a learning model that requires students to be active in the learning process, this is because the use of this mind mapping model is oriented towards student activity, where students will construct their mindset in collaboration with various kinds of innovations and student creativity to compiling concept maps as attractive as possible so that readers feel interested in seeing and reading mind mappings made by students, especially in the preparation of descriptive texts which later require a fairly broad description of material related to a theme in a particular subject such as English subjects which tend to often considered boring because students find it difficult to understand this one international language. As the results of the researcher interview with the English teacher, namely Ahmad Fajar Sidik, S. Pd, said that :

"Mind mapping is a very appropriate learning model for a student to use in writing descriptive texts. I myself also feel that mind mapping is a very effective learning model, especially for writing skills. Sometimes in writing students often forget what they are going to write first, but mind mapping can make it easier for students to write descriptive texts. make it easy for them to understand and make it easier for students to absorb information quickly given by the teacher, because this mind map only records the important points or the basic essence of what they hear directly in the learning process, besides that it can focus students' attention on when the learning process takes place, the article is, as long as they make a mind map, students' attention will be focused on understanding and interpreting every information they will receive by the educator."[3]

From that presentation is very important to implement, the reason also still by teacher in interview, as follow:

"The advantages of each learning model used by teachers, one of which is that students are more motivated to take part in learning, so students' enthusiasm for learning is higher than using

[3] [3]Ahmad Fajar Sidik, English teacher at 10th SMAN 1 Galis Pamekasan, Directly Interview, 16th February 2022, at 07:00-08:10

the lecture method which in fact is boring and makes students sleepy in class, students' learning motivation is Higher levels will also indirectly affect the learning outcomes obtained by students which will actually get better."[4]

Another suggestions from Narisa Indi Adesta said:

"Dalam pembuatan peta konsep menurut saya benar-benar mengasah kemampuan berpikir kita dalam menyusun peta konsep tersebut, sehingga kemampuan kita tidak jalan di tempat jadi ada perkembangan. Hal tersebut menjadi kelebihan tersendiri dari penggunaan model Mind Map dalam proses pembelajaran"[5]

The research translate as follow :

"In my opinion, making a concept map really sharpens our thinking skills in compiling the concept map, so that our abilities don't work in place so there are developments. This is a distinct advantage of using the Mind Map model in the learning process"

Wahyu Kurniawan Said:

"Salah satu nilai lebih dari penggunaan model Mind Map ini adalah secara tidak langsung dapat meningkatkan kreativitas kita dalam menyusun teks deskriptif dengan proses pembelajaran yang menyenangkan dan tidak membosankan"[6]

The research translate as follow :

"One of the advantages of using the Mind Map model is that it can indirectly increase our creativity in compiling descriptive texts with a fun and not boring learning process"

a) **Mind mapping model Can focus students' attention more, so it can make it easier for students to learn.**

[4] Ibid.,

[5] Narisa Indi Adesta, Students at 10th SMAN 1 Galis Pamekasan, Directly Interview, 23th February 2022, at 07:00-08:10

[6] Wahyu Kurniawan, Students at 10th SMAN 1 Galis Pamekasan, Directly Interview, 23th February 2022, at 07:00-08:10

"The mind mapping model used by the teacher is intended to provide students with a deeper understanding of the teaching material they are studying. If using a monotonous method, students tend to be playful, not really learning, so they are mostly not actively involved in the ongoing learning process. However, if mind mapping can trigger students to be more creative, both independently and in groups, later students will find ideas, find ideas so that from those ideas and ideas they can compose a mind map that contains teaching materials according to the material that has been distributed by the teacher"[7]

From that presentation is very important to implement, the reason

also still by teacher in , as follow:

Dimas Nirwana said that:

"Penerapan model mind map yang digunakan oleh guru menurut saya menyenangkan, karna kita diasah untuk senantiasa meningkatkan kreatifitas kita dalam membuat mind map atau peta pikiran, sehingga hal tersebut membuat semangat belajar kita menjadi semakin meningkat."[8]

The research translate as follow :

"I think the application of the mind map model used by the teacher is fun, because we are honed to constantly improve our creativity in making mind maps or mind maps, so that it makes our enthusiasm for learning increase."

Another suggestions from Abi lutfi algiffari, said that:

"Kelebihan dari model Mind Map yakni semangat belajar kita dalam mengikuti pelajaran Bahasa Inggris itu semakin meningkat karena dengan penggunaan model pembelajaran ini statement awal kita yang menyatakan pembelajaran bahasa Inggris yang sulit, lama kelamaan sudah tidak sulit rasanya"[9]

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[7] Ahmad Fajar Sidik, English teacher at 10th SMAN 1 Galis Pamekasan, Directly Interview, 16th February 2022, at 07:00-08:10

[8] Dimas Nirwana, Students at 10th SMAN 1 Galis Pamekasan, Directly Interview, 23th February 2022, at 07:00-08:10

[9] Abi lutfi algiffari, Students at 10th SMAN 1 Galis Pamekasan, Directly Interview, 23th February 2022, at 07:00-08:10

The research translate as follow :

"The advantage of the Mind Map model is that our enthusiasm for learning in participating in English lessons is increasing because by using this learning model our initial statement stating that learning English is difficult, over time it will not be difficult"

Alda tria Nur Imamah Said:

"Dengan menggunakan model Mind Map Dalam proses pembelajaran bahasa Inggris membuat siswa terlibat secara aktif pada kegiatan belajar mengajar, Jadi kesannya tidak mau nonton pada guru saja yang berbicara melainkan siswa juga terlibat aktif begitu kak"[10]

The research translate as follow :

"By using the Mind Map model, in the process of learning English, students are actively involved in teaching and learning activities, so the impression is that they don't want to watch only the teacher talking, but students are also actively involved, bro."

Anis Kurly Wildani Said :

"Pembelajaran dengan menggunakan model Mind Map menurut saya sangat menyenangkan dimana kita itu bisa menggambar intinya mendesain peta konsep semenarik mungkin jadi tidak jenuh aja gitu kak"[11]

The research translate as follow :

"Learning using the Mind Map model in my opinion is very fun where we can draw basically designing a concept map as attractive as possible so it's not boring, Sis"

Anisa Aprilia Said:

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[10] Alda tria Nur Imamah, Students at 10th SMAN 1 Galis Pamekasan, Directly Interview, 23th February 2022, at 07:00-08:10

[11] Anis Kurly Wildani, , Students at 10th SMAN 1 Galis Pamekasan, Directly Interview, 23th February 2022, at 07:00-08:10

"Penulisan teks deskriptif dengan menggunakan model Mind Map menurut saya lebih mudah dipelajari kembali, karena dalam catatannya itu hanya mengambil poin-poin penting nya saja jadi mudah diingat materinya"[12]

The research translate as follow :

"Writing descriptive text using the Mind Map model, in my opinion, is easier to re-learn, because in the notes it only takes the important points so it's easy to remember the material"

Farell Ardi Dwi Putra Said:

"Salah satu kelebihan dari penggunaan model Mind Map diantaranya lebih memusatkan perhatian dari kami karena dalam kegiatan KBM yang sangat aktif itu ya siswanya Jadi biasanya guru itu hanya menjadi motivator atau yang membimbing kalau misalkan ada dari kami yang belum mengerti"[13]

The research translate as follow :

"One of the advantages of using the Mind Map model is that it focuses more attention from us because in a very active teaching and learning activity, the students are the students. So usually the teacher is only a motivator or guide if for example some of us don't understand."

Tri Wulandari Said:

"Kelebihan dari penggunaan model Mind Map dalam menyusun teks deskriptif menurut saya sendiri adalah lebih mudah untuk dipelajari kembali karena kan dalam pembuatan peta konsep itu hanya dicatat poin penting nya saja dengan demikian membuat Kami lebih mudah mengingatnya kembali"[14]

The research translate as follow :

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[12] Anisa Aprilia, Students at 10th SMAN 1 Galis Pamekasan, Directly Interview, 23th February 2022, at 07:00-08:10

[13] Farell Ardi Dwi Putra, Students at 10th SMAN 1 Galis Pamekasan, Directly Interview, 23th February 2022, at 07:00-08:10

[14] Tri wulandari, Students at 10th SMAN 1 Galis Pamekasan, Directly Interview, 23th February 2022, at 07:00-08:10

"The advantage of using the Mind Map model in compiling descriptive texts, in my opinion, is that it is easier to learn again because in making concept maps, only the important points are recorded, thus making it easier for us to recall them"

Besides being over, the use of Mind Mapping models also has flaws. In addition to the limitations of difficult tools to support the creativity of students in loading mind map, the shortcomings of the mind mapping learner model also require a relatively long time compared to noting or writing ordinary descriptive texts that are only in the form of paragraphs. Mind mapping Models are applied at descriptive text learning, demanding students to be able to write descriptive text in the form of mind map, the entity of students' knowledge is more minimal than the teacher does not directly make students understand related to descriptive text writing procedures in mind map, of course need

2)   **The disadvantages of in using the mind mapping models in teaching writing descriptive text at 10th grade of SMAN 1 Galis Pamekasan**

a)   **Mind Mapping Model requires a relatively long time in making Mind Mapping**

As the results of the researcher interview with the English teacher, namely Ahmad Fajar Sidik, S. Pd, said that :

"One of the shortcomings of the application of this Mind Mapping model that requires a relatively long time, because why? Because students do not directly memhami procedures or ways to write the text of their description requires guidance and a guidance of the teacher very latent considering the ability of students who are not the same, they need extra patience for us, after being guided

there are still students who do not understand and others. Thus the application of this Mind Map model is quite a relatively long time, the term takes a long time in the learning process. "

Another suggestions from Dimas Nirvana Said:

> " kekurangan dari Penggunaan model Mind Map diantaranya yakni proses pembelajaran memakan waktu yang cukup lama sehingga jika gurunya itu tidak menggunakan ice breaking maka ada juga siswa yang agak bosan sedikit kak"[15].

The research translate as follow :

> "The shortcomings of the use of the Mind Map model include the learning process takes a long time so that if the teacher does not use Ice Breaking, there are also students who are somewhat bored little Sis".

And it Also supports by Narisa Indi Adesta:

> "Kekurangannya itu bisa dilihat pada siswa atau di antara kita yang masih belum Mahir membuat mind map Jadi kita itu benar-benar merasa kesulitan dalam membuatnya makanya butuh sering latihan begitu dan memerlukan waktu yang lumayan lama"[16].

The research translate as follow :

> "The shortcomings can be seen in students or among us who are still not proficient to make Mind Map so we really feel difficulties in making it so it takes often the exercises and requires a fairly long time".

b)   **When the Mind Mapping model is applied in groups, there are some students who rely on their friends to work on the tasks given by the teacher**

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[15] Dimas nirwana, Students at 10th SMAN 1 Galis Pamekasan, Directly Interview, 23th February 2022, at 07:00-08:10

[16] narisa indi adesta, Students at 10th SMAN 1 Galis Pamekasan, Directly Interview, 23th February 2022, at 07:00-08:10

As the results of the researcher interview with the English teacher,

namely Ahmad Fajar Sidik, S. Pd, said that :

"Which is a shortage when the teacher applies the Mind Mapping model especially when the material is writing descriptive text is when applied in groups where students will be in groups "[17]

The same information with different languages was conveyed

byWahyu Kurniawan as students of class X in Pamekasan 1 Galis 1 Public

High School, namely as follows:

"Ketika guru menggunakan model pembelajaran mind mapping salah satu kekurangannya yakni ketika membuat mind map itu menurut saya cukup sulit, apalagi dibuat secara mandiri oleh kita, waduh tambah bingung sulit mengerti soalnya saya kak,masih harus dilukis diberi gambar-gambar itu saya kurang tau dan kurang kreatif kalau disuruh menggambar dan sejenisnya."[18]

The research translate as follow :

"When the teacher uses the Mind Mapping learning model one of the shortcomings, when making Mind Map in my opinion, it is quite difficult, especially being made independently by us, Wow Added Confused Difficult to Understand the problem I am Sis, it still has to be painted with pictures I don't know and less creative if you are told"

The same information with different languages delivered by :Abi

Lutfi Algiffari as class X students in Galis Pamezan 1 Public High School,

namely as follows:

"Kekurangan dari model mind mapping ini lebih banyak berpengaruh pada siswa malas belajar menurut saya kak, karna kenapa karna siswa yang malas belajar mereka akan menyuruh

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[17] Ahmad Fajar Sidik, English teacher at 10th SMAN 1 Galis Pamekasan, Directly Interview, 16th February 2022, at 07:00-08:10

[18]Wahyu Kurniawan, Students at 10th SMAN 1 Galis Pamekasan, Directly Interview, 23th February 2022, at 07:00-08:10

temannya membuat mind map seperti yang diperintahkan oleh guru, terlebih kalau materi atau judulnya sama maka kebanyakan dari siswa hanya menyontek milik temannya saja."[19]

The research translate as follow :

"Disadvantages of this Mind Mapping model has more influence on students who are lazy to learn in my opinion, because why because students who are lazy to learn them"

Narisa Indi Adesta Said:

"Salah satu kekurangan dari penerapan model Mind Map yaitu tidak semua dari kami itu cocok dalam penggunaan suatu model tertentu Sama halnya dengan model main map ini ini di mana kemampuan siswa ada yang yang rendah dan ada juga yang iq-nya tinggi"[20]

The research translate as follow :

"One of the shortcomings of the application of the Mind Map model, which is not all of us are suitable in the use of a particular model as well as this playing MAP model where the ability of students is low and there is also a high IQ"

Alda Tria Nur Imamah Said :

"Kalau menurut saya jika kekurangan dari penggunaan model Mind Map dalam menulis teks deskriptif adalah pembuatan peta konsepnya cukup sulit, benar-benar mengasah kreativitas kita. Jadi kalau misalkan kita tidak mampu melukis, menggambar, intinya membuat peta konsep Kita seindah mungkin, kan malu sama teman-teman yang lain kak"[21].

The research translate as follow :

"In my opinion , the drawback of using the mind mapping model in writing descriptive text is that the making of a concept map is very difficult to really hone our creativity. So if you are not

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[19]Abi lutfi algiffari, Students at 10th SMAN 1 Galis Pamekasan, Directly Interview, 23th February 2022, at 07:00-08:10

[20] Narisa indi adesta, Students at 10th SMAN 1 Galis Pamekasan, Directly Interview, 23th February 2022, at 07:00-08:10

[21] Alda tria Nur Imamah, Students at 10th SMAN 1 Galis Pamekasan, Directly Interview, 23th February 2022, at 07:00-08:10

able to paint, draw, the point is to make the map of our concept as beautiful as possible, you are embarrassed by other friends Sis ".

Anisa Aprilia Said :

"Kalau menurut saya sih Kak, dalam pembuatan peta konsep itu yang menjadi kekurangan adalah ketika kita seakan mau bertanding untuk membuat peta konsep dengan desainya yang lebih bagus. Nah itu menurut saya akan memicu terjadinya keretakan hubungan antar teman Kak"[22]

The research translate as follow :

"If I think Sis, in making the map of the concept that becomes a deficiency is when we want to compete to make a map of the concept Well, in my opinion, I will trigger the occurrence of the crack of the relationship between friends "

Farell Ardi Dwi Putra Said :

"Kekurangannya itu kah Kalau saya pribadi sih, misalkan ada salah satu teman yang membuat peta konsep itu biasa-biasa saja. Nah itu biasanya kadang menjadi bahan bully-an dari teman-teman yang lain kak, sehingga semangat kita itu jadi down begitu"[23]

" the shortcomings are if I personally, suppose there is one friend who makes the concept map just mediocre. Now it's usually sometimes it's a bully material from other friends, so that our spirit is so down so "

c) **Must have maximum school equipment**

As the results of the researcher interview with the English teacher,

namely Ahmad Fajar Sidik, S. Pd, said that

"The use of the Mind Mapping model in the Tegut learning process requires a lot of stationery, because in making Mind

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[22] Anisa Aprilia, Students at 10th SMAN 1 Galis Pamekasan, Directly Interview, 23th February 2022, at 07:00-08:10

[23] Farell Ardi Dwi Putra, Students at 10th SMAN 1 Galis Pamekasan, Directly Interview, 23th February 2022, at 07:00-08:10

Mapping later the child is encouraged as possible so they compete for better with his friend , thus student must complete his stationery such as pens , color pencils how ever, the reality is not all students have the tales of this which is one of the shortcomings of the mind mapping model that has so far been less realized by educators"[24]

The same information with different languages was conveyed Tri Wulandari Said:

"Salah satu kekurangan dari penggunaan model mind map ini menurut saya karena memerlukan banyak alat tulis, karna kan tidak semua siswa punya banyak alat-alat tulis seperti spidol warna dan lain sebagainya. Konsekuensi bagi siswa yang terbatas memiliki alat tulis ya kalah menarik kesannya sama teman-teman yang lain kak"[25]

The research translate as follow :

"One of the disadvantages of the use of this Mind Map model in my opinion because it requires a lot of stationery, because it is not all students have many stationery such as color markers and so on. Consequences for limited students to have stationery yes lose to interesting with other friends Sis "

B. DISCUSSION

In this part, the researcher concern for major discussion referred to the statement of problems in Chapter I. How does the teacher apply mind mapping models in teaching writing descriptive text at 10th grade of SMAN 1 Galis Pamekasan and what are advantages and disadvantages and in apply the mind mapping models in teaching writing descriptive text at 10th grade of SMAN 1 Galis Pamekasan.

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[24] Ahmad Fajar Sidik, English teacher at 10th SMAN 1 Galis Pamekasan, Directly Interview, 16th February 2022, at 07:00-08:10

[25] Tri wulandari, Students at 10th SMAN 1 Galis Pamekasan, Directly Interview, 23th February 2022, at 07:00-08:10

1. **How does the teacher use mind mapping models in teaching writing descriptive text at 10th grade of SMAN 1 Galis Pamekasan**

    Based on the data who get from researcher when the researcher do observation, interview, and documentation, it was found that how does the teacher apply mind mapping models in teaching writing descriptive text.

    The steps taken by the teacher above in the use of mind mapping in writing descriptive model text at 10th Grade of SMAN 1 Galis Pamekasan. The teacher explains the parts of the descriptive text and mind mapping and how to be a mind mapping model on the deskipifi text. English learning is held every Wednesday in this class, the teacher uses pre-teaching, whilst-teaching, and post-teaching as a teacher's move to carry out the Mind Mapping model in teaching the descriptive text writing skills of students.

    The first step for the teacher is pre-teaching, The teacher comes to class the teacher comes to class by saying greetings and teachers and students reading prayers together because every day students are always required to read prayers together and in each class have been provided by a book that contains various kinds of Surah The teacher checks the presence of students, namely by the way the teacher calls the name of the student one by one to check the presence of students. Before entering the material to be discussed, before the teacher has delivered the topic today. The teacher asks students to issue the vocabulary they carry, because in this class are required to bring

vocabulary to make it easier for students to know about difficult words so that the teacher asks students to bring vocabulary in English lessons and besides making students able to memorize when talking to new vocabulary That is the reason why the teacher tells students to bring vocabulary in English lessons.

The second step is Whilst-Teaching, the teacher explains the lesson to completion. The teacher asks students to take out their textbooks and open a page about the topics they will learn, namely descriptive texts, mind mapping and how to describe things using a mind mapping model by drawing and telling stories or presentations in the future.

The learning model is a learning framework that describes the overall learning activities carried out by the teacher in the learning process. This is in line with the understanding of the learning model proposed by Joyce & Weil in Mulyani Sumantri, that the learning model is a conceptual framework that contains a procedure and is systematically arranged in order to organize all learning experiences carried out by teachers and students for the desired learning objectives[26]. The teacher gives an example of a mind mapping model to students after that the teacher gives time for students to ask questions about the material that has been explained. After that, the teacher asked what they got after the teacher explained how to make descriptive text using the mind mapping model. After appointing one of the students, the teacher asks the students

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[26] Joyce, B & Weil, Teaching Model (Yogyakarta: Pustaka Pelajar, 2009),42

to explain what the teacher said. In the teaching and learning process in 10th Grade of SMAN 1 Galis Pamekasan in the implementation of writing descriptive text using a mind mapping model, students were asked to create and present their writings and pictures in front of the teacher and other friends.

Using a mind mapping model is the right way to do in improving students' writing skills, it also serves for teachers to know how far their students are in writing descriptive texts by using a mind mapping model.

The third step is Post-Teaching, post-teaching is the process or the last step in the process of learning the mind mapping model applied by the teacher. Before asking students to review the material given that day at home, the teacher tries to review the material that has been submitted by students and also provides suggestions or input to students about errors or deficiencies in the ongoing learning process. To help students correct mistakes to be better in the future.

Based on his explanation and research results, the use of mind mapping model in writing descriptive text at 10th grade of SMAN 1 Galis Pamekasan went very well. It makes students very happy and excited.

2. **What are the advantages and disadvantages and in using the mind mapping models in teaching writing descriptive text at 10th grade of SMAN 1 Galis Pamekasan.**

a.   **Mind mapping model can make it easier for students to understand the lesson and increase student learning enthusiasm.**

The advantages of using the mind mapping model in general are that it stimulates students to learn, so the use of this learning model is felt to increase student learning enthusiasm, especially in the lesson of compiling descriptive texts. So that it makes students more happy to follow the learning process without feeling pressured in students. Through the application of this mind mapping model, students will be trained to express their ideas, aspirations, train and improve students' understanding which is agile in receiving explanations from the teacher. The application of this model is not monotonous and not boring for students because students both in groups and independently will follow a fun learning process, where students will learn while drawing on a mind map. This makes students not bored following the process of teaching and learning activities (KBM), and indirectly affects their learning motivation which is also getting higher and of course this has an impact on children's learning outcomes which are also getting better.

b.   **Mind mapping model Can focus students' attention more, so it can make it easier for students to learn.**

The advantage of the mind mapping model when used by educators in the learning process is that it can focus students' attention in learning activities. It is proven by as long as they make mind maps, students' attention will be focused on understanding and interpreting every

information they will receive by educators so that the use of the mind mapping model is more able to focus students' attention during the learning process, so this mind mapping model focuses on us on an object[27].

Not only advantages, the learning process also has various obstacles faced in teaching and learning activities in the classroom which are challenges that must be faced by a teacher, and include one of the shortcomings of the application of the mind mapping model as well as an obstacle in the application of the mind mapping model.

c.   **Mind Mapping model It takes a relatively long time to make a mind map**

The disadvantage of the mind mapping learning model is that it takes a relatively long time compared to taking notes or writing ordinary descriptive texts that are only in the form of paragraphs. The mind mapping model that is applied when learning descriptive text requires students to be able to write descriptive text in the form of a mind map, the entity's knowledge of students is less than the teacher does not directly make students understand the procedure for writing descriptive text in a mind map, of course it takes patience from the teacher. guide students so that one of the drawbacks of applying this mind mapping model is that it takes a long time so that students can be fluent in writing descriptive texts into mind

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[27] Tony Buzan, Mind Mapping Smart Book (Jakarta: Gramedia Pustaka Utama, 2013), 8.

maps. Thus, the disadvantage of the mind map model is that a lot of time is wasted and takes a relatively long time to learn[28].

d. When the mind mapping model is applied in groups, there are some students who rely on their friends to do the assignments given by the teacher

The diverse abilities of students in writing descriptive texts are a drawback of applying the mind mapping model to the learning process. Not all students are able to express their ideas and creativity in writing descriptive texts in mind mapping given by the teacher. Where writing according to Dalman is a creative process carried out by students to express their ideas and ideas in written form[29]. While descriptive is an activity to describe something[30]. Thus, not all students are suitable for using certain learning methods, especially mind learning methods. mapping. Thus, the diversity of abilities possessed by students in an educational institution makes the application of this model feel incompatible with the abilities of some students. So that some students become lazy and only rely on the ability of their friends to do their group assignments.

e. Must have maximum school equipment

In addition to the diverse abilities of students in accepting the subject matter presented by the teacher, the mind mapping model also

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[28] Juri and Suparno , Education & Political (Jember: CV.Pustaka Abadi ,2017), 97.

[29] Dalman H,Writing Skill, (Jakarta : PT. Raja Grafindo Persada,2021),3.

[30] Ida Bagus Putrayasa, "Mind Mapping-Based Learning to Write Paragraphs of Descriptive for Class VII Students of Undiksha Laboratory Junior High School," 638.

usually requires students to be more creative and imaginative related to the depiction of a certain object, place or atmosphere[31]. So that what they note is relevant to the pictures in mind mapping which are specially designed to make it more interesting for students so that this descriptive text writing activity certainly requires a lot of writing tools that must be owned by students such as colorful markers to be used to draw lines. lines, symbols and pictures to beautify the mind maps made by students, in contrast to ordinary writing techniques which of course only require a few pens or students can also use pencils as writing tools and in reality not all students have these various kinds of writing instruments. so that even though some of their friends have them sometimes they don't want to lend them for fear that their friends are better than their own.

As for the advantages and disadvantages of using the mind mapping learning model in general, it is more stimulating for students to learn, so the use of this learning model is felt to increase student learning enthusiasm, especially in the lesson of compiling descriptive texts. So that it makes students more happy to follow the learning process without feeling pressured in students. Through the application of this mind mapping model, students will be trained to express their ideas, aspirations, train and improve students' understanding which is agile in receiving explanations from the teacher. The application of this model is not monotonous and not boring for students because students both in groups and independently will follow a fun learning process, where students will learn while drawing on a mind

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[31] Ekasari, "Ability to Write Descriptive Text of Class VII, 20.

map. This makes students not bored following the process of teaching and learning activities, and indirectly affects their learning motivation which is also getting higher and of course this has an impact on children's learning outcomes which are also getting better.

In the observation process, researchers have seen the process of implementing learning by students at SMAN 1 Galis Pamekasan. Before implementing or implementing the technique, the teacher has previously explained the material to completion. The explanation has a function so that students can understand and also students can know the introduction of the topic. After observing several processes, the researcher found that many students in the class understood the use of mind mapping models. And the researcher wants to explain in this section clearly.

The first is that students have mastered the material or topic that will be presented. When students have mastered the material in depth, the audience will focus on what they need and what is expected of the presenter. Then, the presenter determines how far to present the mind mapping presentation that their group has given. In this case the presenter must pay attention to the audience, the presenter gives a presentation with lighter material and language that is easier to understand. As was the case in previous findings, that the researcher had been interviewed by students to make mind mapping. success is mastery of the topic to be presented, and this study observed directly that the group of students had prepared themselves by mastering the topic. In previous observations, researchers have seen the process of making mind mapping for 10th grade students of

SMAN 1 Galis Pamekasan. Before implementing this, the teacher explains the material to completion, the explanation has a function that makes students understand and also students can know the introduction of the topic by the teacher. After that, the researcher asked students to preset, when the teacher actually started to apply the use of the mind mapping model, and students who wanted to attend started mastering the topics to be presented.

By mastering the material, presenters or students who attend will be better prepared and better able to convey the material well with in-depth discussion. From this the researcher saw that when the presenter came to the front of the class in delivering a presentation, bringing the results of his group work, he opened the presentation with greetings and then introduced himself and the topic to be presented first, other students saw and focused on him, because they focused on listen . The presenter already knows his audience or his friends, so it is very easy for the presenter to present the characteristics of students because they both live as classmates. If there is a lot of mastery of the Mind Mapping presentation material and the presenter's motivational spirit, it will be easy to deliver presentations. In fact, the findings in front of the researcher when observing the presentation of the 10th grade student representatives of SMAN 1 Galis Pamekasan.

From the explanation above, the researcher can conclude that making students who understand and master this learning material will feel happy and facilitated in making descriptive texts but if students who do not understand the material in the use of mind mapping, they will be bored and even feel the lesson is not pleasant.