APPLICATION OF CONCEPT MAPPING TECHNIQUES IN LEARNING TO COMPILE INDUCTIVE PARAGRAPH

Abdul Azis
Fakultas Bahasa dan Sastra Universitas Negeri Makassar

Abd. Rahim
Fakultas Bahasa dan Sastra Universitas Negeri Makassar

Corresponding Author: azissyahalam@unm.ac.id

Abstract

The research aimed at the effectiveness of the Concept Map Technique in learning to compose inductive paragraphs for Grade IX SMPIT Al Ishlah Maros students. The research design is experimental. The research population was 54 Class IX students of SMPIT Al Ishlah Maros. A sample of 22 people, namely Class IX-1. carried out by purposive random sampling technique. The research data collection instrument was a test, analyzed using descriptive statistical techniques. The results of this study indicate that TPK is effectively applied in learning to compose inductive paragraphs.

Keywords: concept map, effective, inductive paragraph

INTRODUCTION

Writing activities in the world of education are seen as very important because they can train students to think productively. To be able to think creatively students need continuous practice in order to achieve certain effects. Writing learning activities for Class IX SMP students is one of the elements that needs to be considered is the preparation of essays in the form of paragraphs. The competence that students are expected to have is the ability to write essays in the form of paragraphs.

If students are proficient at pouring their ideas into coherent paragraphs, writing essays in the form of discourse will be easy to do. The forms of paragraphs or essays that are often discussed in learning to write are deductive paragraphs and inductive paragraphs. Deductive paragraphs are topic sentences developed by exposure or description into small parts so that the general understanding of the topic becomes clear. This development can be found in every type of essay such as argumentation, exposition, persuasion, description, and narrative. This paragraph form is taught in Class IX of junior high school in semesters one and two.

Most students are less interested in participating in writing activities. They seem to prefer to communicate verbally because it is easier than expressing ideas through writing. Students feel foreign or sometimes unable to carry out writing activities as an embodiment of written communication because various rules must accompany writing. This obstacle is often experienced by students in learning to write.

The problem of the low quality of students' writing skills so far turns out to be an obstacle to learning to write which has hit the world of education globally in Indonesia. This is not only experienced by students in primary and secondary schools, but this problem has spread to higher education circles.

Concept Map Techniques (TPK) can help students create ideas and ideas. This technique is able to guide and direct students to overcome the obstacles encountered in writing paragraphs with an inductive development pattern. Concept Maps are the easiest way to input information from the brain and retrieve information from the brain. This is a creative way of taking notes. It was further stated that TPK is (1) a young way to get information from inside and outside the brain, (2) a new way to learn and practice that is precise and effective, (3) the best way to get new ideas and plan.

Inductive Paragraph

Based on the location of the main thoughts of a paragraph, Keraf (2017a) and Sabarti (2016) divide paragraphs into deductive paragraphs, inductive paragraphs, and mixed paragraphs. Deduction paragraph is a paragraph whose main idea is located at the beginning of the paragraph. The main idea of the paragraph is stated in the first sentence. This is followed by detailed explanations of the main ideas.

Inductive paragraph is a paragraph whose main idea is located at the end of the paragraph. First, a fact or description is stated. Then the fact that the writer generalizes it into a sentence. Mixed paragraphs are paragraphs where the main idea lies in the first sentence and the last sentence. In this paragraph there are two main sentences. The last sentence generally repeats the idea stated in the first sentence with some emphasis or variation. The explanatory sentence is also divided into two parts at the beginning and at the end of the paragraph while the topic sentence is in the middle (Keraf, 2017b).

Inductive reasoning is a reasoning process to draw conclusions in the form of generally accepted principles or attitudes based on specific facts. Sequences (inductive) are used when you want to make general groupings or statements (generalizations) that start from descriptions of specific matters and then increase to general matters covering the specific matters earlier (Sabarti et al., 2016) .

Paragraph Development Pattern (Inductive)

An essay contains one main idea and several explanatory ideas. The exceptions are narrative and descriptive essays. In its development, the main idea is poured into the main paragraph, while the explanatory ideas are poured into explanatory paragraphs as details of the main paragraph (Kosasih, 2014).

According to Keraf (2017b) that the pattern of developing paragraphs, namely with specific-general matters. The details (specificities) are written down first, then at the end of the essay the main ideas are summed up. So, in this development, development from specific to general is used.

According to Ramlan (2013), the main idea of a paragraph can also be placed at the end of the paragraph. This type of paragraph is structured by first providing an explanatory sentence, then ending with a main sentence that contains the main thoughts. The development of the main thoughts is carried out in stages and reaches a climax at the end of the paragraph (Sabarti, 2016).

TPK as an Essay Framework

Wiranatakusuma (2016) states that recording ideas and inspiration should use TPK. This way we will be able to see the whole picture at a glance and make mental connections that help us understand and remember. TPK will create meaningful sequences, so that the memory is stronger to store them.

Note taking conventionally, namely taking notes word for word, line by line, in the form of sentences and paragraphs is not necessarily able to improve how the brain works. In other words, the way the brain is not like that. Information, according to Dryden and Vos (2017), "is not conveyed in the brain in a collection of lines, but in tree-like squeaks. The use of color is indeed dominant in TPK because for the brain, colors are no less interesting than pictures. Color can make mind maps appear brighter and livelier, increasing powerful powers for thinking and this is also a fun thing" (Buzan, 2014).

According to Buzan (2014) that TPK is the most powerful tool that helps the brain think regularly. Concept maps are the easiest way to get information into the brain and to retrieve information from the brain. This is a creative way of taking notes. It was further stated that TPK is (1) an easy way to get information from inside and outside the brain, (2) a new way to practice and learn that is precise and powerful, (3) the best way to get new ideas and plan (Buzan, 2014). TPK is a truly powerful data access and retrieval system for a giant library that resides in an amazing brain. In short, TPK is a way of taking notes that is creative, effective, and will literally map out thoughts (Sabarti, 2016).

The use of TPK can actually be used not only to make notes but can also be used to

record thought patterns in written form. The writing that is made is not in the form of flat writing but is described as resembling a network. The advantages of TPK, namely; (1) allows one topic to be presented on one page of paper, (2) easily sees the overall picture, (3) helps the brain to organize, remember, compare, and make connections, (4) makes it easy to add new information, (5) review can faster, (6) each map is unique. There are almost no weaknesses in TPK because this method helps not only to take notes but is a very easy and easy learning and summarizing method for memorizing or retelling what has been written (Buzan, 2017).

To create students who are skilled at writing, a teacher must be able to choose and apply appropriate methods, strategies, and learning media to improve student learning outcomes. One of the teaching and learning strategies that can be applied by teachers to improve learning to write Indonesian is using TPK. This technique can arouse students' sense of creating ideas and then pouring them into writing explaining specific details to get to general things (De Poter, 2013).

To determine students' competence in writing inductive paragraphs, this study was designed with an experiment. In practice, the researcher gave a pretest to students writing inductive paragraphs without using TPK, after which it was followed by a posttest to students writing inductive paragraphs with TPK. These results were analyzed to obtain findings about the role of TPK as a paragraph framework in improving the ability to write inductive paragraphs (Buzan, 2014).

To measure the effectiveness of TPK on learning to write inductive paragraphs, a test was used in the form of writing inductive paragraphs based on the application of TPK. These results were analyzed to produce findings about the use of TPK as an inductive paragraph framework (Buzan, 2014).

Hypothesis

Based on the description contained in the background, literature review, and framework, in this study a hypothesis was used. The hypothesis formulation is tested using the following hypothesis testing criteria: The alternative hypothesis (H1) is accepted if the t count > t table value. Conversely, H1 is rejected if the t count value < t table value. In other words, the hypothesis is accepted if the calculated t value is greater than or equal to t table at a significant level of 0.975%.

METHOD

The variable of this research is the effectiveness of TPK in learning to compose inductive paragraphs. Obtaining accurate data according to the research problem, then it is designed in a quantitative descriptive manner. Design is a design as a guideline or path in conducting research. This research was an experimental research and was conducted in four meetings, namely observation, pre-test (before the experiment), action as a post-test (after the experiment) by focusing on one class as the sample.

Population is a group and the whole object to be studied. The population of this study was students of Class IX at SMPIT Al Ishlah, Maros Regency, for the 2019/2020 academic year, with a total of 54 students divided into nine classes. The nature and characteristics of the study population are varied (heterogeneous) because the placement of students in a class is not based on the level of learning achievement achieved by students. The sample is a representative selected from the sample and used as a research subject. Thus, the research sample was assigned to Class IX-1 as a sample of 22 students. The determination of this class as a sample is based on the consideration that this class does not affect the naturalness of the data.

Instruments were used to obtain the research data. The instruments used are observation and tests. So, the techniques used to collect research data are observation and test techniques. Observations were made in order to obtain an initial description of learning to write inductive paragraphs in the studied class. Meanwhile, the test technique, namely the inductive paragraph writing test. The data collected in this study were analyzed using parametric inferential statistical techniques with the type of t test.

RESULTS AND DISCUSSION

Presentation of Data Analysis Results

The presentation which aims to reveal the effectiveness of TPK in learning to compose inductive paragraphs for Class IX students of SMPIT Al Ishlah, Maros Regency, can be observed in the following analysis which is grouped into two parts, namely the presentation of pretest data and posttest data.

Presentation of Ability to Compose Inductive Paragraph Data before Implementing TPK

Based on the data analysis of the ability to compose inductive paragraphs of Class IX SMPIT Al Ishlah Maros Regency before implementing the TPK with 22 students, an illustration was obtained that no student was able to obtain a score of 100 as the maximum score. The highest score achieved by students was 78 obtained by 2 students and the lowest score was 39 obtained by 1 student.

Based on the results of the data processing, it can be seen that the average value of the ability to compose inductive paragraphs for Class IX SMPIT Al Ishlah Maros Regency before applying TPK. The average value of the ability to compose inductive paragraphs for Class IX SMPIT Al Ishlah Maros Regency before implementing TPK, which is 58.04, is obtained from the quotient of the total scores with the number of sample students (N) or 1277/22 = 58.04.

According to the results of the data analysis, it can be confirmed in the criteria for the ability to compose inductive paragraphs for Class IX students of SMPIT Al Ishlah, Maros Regency before applying the TPK that has been set, namely students are declared capable if the number of students reaches 85% who get a score of 70 and above. Conversely, students are said to be incapacitated if the number of students is less than 85% who score 70 and above. To illustrate this statement, it can be seen in Table 1 below.

Table 1. Ability to Compose Inductive Paragraphs Before Implementing TPK

No.	Value Scale	Frequency	Percentage
1.	Value ≥ 70	6	27.27
2.	Value < 70	16	72.72
	Total	**22**	**100**

Source: Primary Data, 2020

Based on Table 1, it can be seen that the frequency and percentage of the ability to compose inductive paragraphs for Class IX students of SMPIT Al Ishlah Maros Regency before implementing TPK, namely 6 students (27.27%) were able to score 70 and above and 16 students (72.72%)) who scored below 70 and above. This means that the ability to compose inductive paragraphs for Class IX students of SMPIT Al Ishlah, Maros Regency before implementing TPK is not sufficient and has not been categorized as complete.

Presentation of Data Ability to Compose Inductive Paragraphs After Applying TPK

Based on data analysis on the ability to compose inductive paragraphs for Class IX students of SMPIT Al Ishlah, Maros Regency, after implementing the TPK with 22 students, an overview was obtained, namely that no student was able to obtain a score of 100 as the maximum score. The highest score was 86 which was obtained by 1 student and the lowest score was 64 which was obtained by 2 students.

Based on this, a clearer and neater picture, starting from the highest score decreasing to the lowest score obtained by students and their frequency, can be seen in the results of data processing. In addition, general data regarding the distribution of frequencies and percentage scores on the ability to compose inductive paragraphs for Class IX SMPIT Al Ishlah Maros Regency after applying TPK were presented.

Based on the results of data processing, it can be seen that the average value of

the ability to compose inductive paragraphs for Class IX SMPIT Al Ishlah Maros Regency after applying TPK. The average value of the ability to compose inductive paragraphs for Class IX SMPIT Al Ishlah Maros Regency after applying the TPK, which is 74.18 which is obtained from the quotient of the total value with the number of sample students (N) or 1632/22 = 74.18.

According to the results of the data analysis, it can be confirmed into the criteria for the ability to compose inductive paragraphs for Class IX students of SMPIT Al Ishlah, Maros Regency after applying the TPK that has been set, namely students are declared capable if the number of students reaches 85% who get a score of 70 and above. Conversely, students are said to be incapacitated if the number of students is less than 85% who score 70 and above. To illustrate this statement, it can be seen in Table 2.

Table 2. Ability to Compose Inductive Paragraphs After Applying TPK

No.	Value Scale	Frequency	Percentage
1.	Value ≥ 70	19	86.36
2.	Value < 70	3	13.63
	Total	**22**	**100**

Source: Primary Data, 2020

Based on Table 2, it can be seen that the frequency and percentage of the ability to compose inductive paragraphs for Class IX students of SMPIT Al Ishlah Maros Regency after applying TPK, namely 19 students (86.36%) were able to score 70 and above and 3 students (13.63%) who scored below 70 and below. This means that the ability to compose inductive paragraphs for Class IX students of SMPIT Al Ishlah, Maros Regency after implementing TPK is adequate and categorized as complete.

Analysis of the Effectiveness of TPK in Learning to Compose Inductive Paragraphs

This section describes the effectiveness of TPK in learning to compose inductive paragraphs for Class IX SMPIT Al Ishlah Maros Regency. The description of the effectiveness of TPK in learning to compose inductive paragraphs for Class IX students of SMPIT Al Ishlah, Maros Regency is an illustration of the effectiveness of techniques in learning to write. The effectiveness is measured based on the acquisition of pretest scores (before the action) and posttest scores (after the action). An overview of pretest and posttest scores is shown in Table 3.

Table 3. List of Pretest and Posttest Scores for Composing Inductive Paragraphs

Subject	Pretest	Posttest	Gain (d) Posttest - pretest	d2	Subject	Pretest	Posttest	Gain (d) Posttest - pretest	d2
1.	53	72	19	316	12.	78	86	8	64
2.	53	71	18	324	13.	72	83	11	121
3.	51	72	21	441	14.	39	64	25	625
4.	49	72	23	529	15.	57	70	13	169
5.	54	75	21	441	16.	52	71	19	361
6.	45	64	19	361	17.	76	78	2	400
7.	54	71	17	289	18.	74	84	10	100
8.	53	71	18	324	19.	50	71	21	441
9.	58	75	17	289	20.	56	79	23	529
10.	73	75	2	400	21.	78	85	7	590
11.	57	76	25	625	22.	45	67	22	484
					N = 22	**1277**	**1632**	**∑d = 361**	**∑d² = 6890**

Source: Primary Data, 2020

Is known:

$\sum x^2 d = 966.32$ which is obtained through the following formula:

$$\sum x^2 d = \sum d^2 - \left(\frac{\sum d}{N}\right)^2$$

$$\sum d^2 - \left(\frac{\sum d}{N}\right)^2$$

$$= 6890 - \frac{361^2}{22}$$

$$= 6890 - \frac{130321}{22}$$

= 6890 – 5932,68
= 966,32

The significance test for design 2 is:

$$t = \frac{Md}{\sqrt{\dfrac{\sum X^2 d}{N(N-1)}}}$$

$$t = \frac{16,40}{\sqrt{\dfrac{966,32}{22(22-1)}}}$$

$$t = \frac{16,40}{\sqrt{\dfrac{966,32}{22(21)}}}$$

$$t = \frac{16,40}{\sqrt{\dfrac{966,32}{462}}}$$

$$t = \frac{16,40}{\sqrt{2,23}}$$

$$t = \frac{16,40}{1,49}$$

$$t = 11,00$$

Based on these calculations, it is stated that tcount is 11.00. While the ttable value is at a significant level of 0.05, namely: 1

$$t\ tabel = t\left(1 - \frac{1}{2}a;\ n-1\right)$$

$$= t\left(1 - \frac{1}{2}.0.05;\ 22-1\right)$$

$$= t\ (1-0,025;\ 21)$$

$$= t\ (0,975;\ 21)$$

So, t table = 2.08

Based on the results of the analysis of the data described, it appears that the value of the effectiveness of TPK in learning to compose inductive paragraphs for Class IX SMPIT Al Ishlah Maros Regency is 11.00. Based on the tcount, it can be compared with the ttable value db = N-1 = 22-1 = 21. So, db 22-1 = 21 and t0 0.975. Meanwhile, tcount = 11.00 and ttable = 2.08 (significant 0.975%). Thus, tcount > ttable.

The hypothesis was tested with the t-test statistic (significance test for design 2), namely TPK is effective in learning to compose inductive paragraphs for Class IX SMPIT Al Ishlah Maros Regency (H1). In this study, it was revealed that the learning scores for composing inductive paragraphs for Class IX students of SMPIT Al Ishlah, Maros Regency by applying TPK nf were better than the scores of students who did not apply TPK.

In statistical testing, this hypothesis is stated as follows: H0 : tcount H0: t_{table} versus H1 : tcount ≥ t_{table}.

After calculating based on the results of inferential statistical types of t_{test} design 2 obtained t_{count} value: 11.00. The test criterion is that H0 is accepted if $t_{count} < t_{table}$ and H0 are rejected if $t_{count} > t_{table}$. Value t_{table} = db = 1 = 22 -1 = 21 (This is the number 21 involved in the table). At a significant level of 0.975% it is obtained = 2.08 and it turns out that $t_{count} > t_{table}$.

Based on these calculations, H1 is accepted and H0 is rejected. Thus, TPK is effectively applied in learning to compose inductive paragraphs for Class IX SMPIT Al Ishlah Maros Regency.

Discussion of Research Results

The implementation of learning to write inductive paragraphs using TPK is carried out in three stages, namely the pretest, action, and posttest stages. The stages of learning to write in practice are always accompanied by observations made by researchers to find out the realization of the programs that have been made and the results achieved.

Learning Outcomes Compile Inductive Paragraphs Before Applying TPK

In learning activities to write inductive paragraphs at the pretest stage it turns out that students have not been able to do all learning tasks properly. For example, there are four components that must be worked on by students in writing inductive paragraphs, namely (1) determining the topic, (2) developing the topic by making questions and answers, (3) determining the location of the main sentence so that it forms an inductive paragraph, (4) compiling inductive paragraph. Students still experience problems in developing topics into inductive paragraphs. It seems that students are still stiff and embarrassed to ask friends and teachers.

The pretest stage of learning activities is not focused on expressing ideas in the form of paragraph drafts. The findings related to the preparation of inductive paragraphs show that many students experience difficulties in compiling inductive paragraphs. The hardest part of writing an inductive paragraph is starting with the first sentence.

These constraints greatly affect the test results. Based on the results of pretest data analysis, the average ability of students to write inductive paragraphs in all aspects is categorized as very low. In this case, there are still many students who are less able to create ideas and ideas that will be written into inductive paragraphs based on predetermined topics.

The phenomenon shows that students write inductive paragraphs with various constraints. It seems that some students experience confusion, just stay silent, and lack enthusiasm. According to him, it is difficult to get inspired to create a theme and develop it into an inductive paragraph. Another phenomenon that appears is when students write inductive paragraphs, the average time used exceeds the time limit of 2 x 40 minutes. This is caused by the difficulty of stringing idea after idea which forms a single main idea unit in an inductive paragraph.

The phenomenon experienced by students in inductive paragraphs before using the TPK had a negative impact on the final grades obtained. It can be seen that the frequency and percentage of students' ability to write inductive paragraphs, that is, there are no students who are able to score in the very high category. This means that student scores are in the very low category. Thus, it can be stated that the ability to write inductive paragraphs is not sufficient.

Based on the assessment of all aspects of inductive paragraphs, it can be seen that the frequency and percentage of the level of ability to compose inductive paragraphs in general before implementing TPK, is declared inadequate. In addition, in terms of learning completeness aspects, there are still 16 students who have not completed.

Learning Outcomes of Compiling Inductive Paragraphs After Applying TPK

In the activity of compiling inductive paragraphs using TPK, students are given the freedom to express their ideas. Expressing ideas with more importance on content, but not forgetting the mechanical elements of writing. The preparation of inductive paragraphs is not emphasized on smoothness/neatness and correctness of spelling. The

ideas outlined are of course based on inductive paragraph development patterns. The technique used by students in writing inductive paragraphs is the general-specific pattern.

In the next learning activity, the teacher directs students to revise the written draft. Activities to revise drafts by exchanging their work with group mates or other groups and vice versa. Then, the teacher implements peer revision by providing convenience and direct feedback from the teacher.

Students can share in revising drafts. In this case, it is very important to check the details of the elements of inductive paragraph criteria, elements, and paragraph patterns. Feedback from friends and teachers is needed for the perfection of improving this writing. The improvement is in the form of replacing, removing, adding, rearranging words, phrases and sentences, and paragraphs into a perfect form of writing.

After the revision activities carried out by students were declared complete by the teacher. Then, students are directed to the activities of editing students' writing or essays which are a series of subsequent writing processes. The teacher applies editing techniques. The main focus in editing activities is improving the mechanics of writing, both related to spelling and punctuation as well as diction.

Learning to write inductive paragraphs using TPK shows that students no longer experience problems in developing topics. Students are getting bolder and very enthusiastic in writing inductive paragraphs. Courage and enthusiasm can foster students' interests and abilities in developing topics using TPK before creating a framework and determining the topic of inductive paragraphs. It seems that the average student studied has been able to do the learning task well. It turns out that TPK is easy to do in compiling an essay outline.

The findings related to the activity of writing outlines show that in general all students studied have been able to develop Concept Map frameworks into inductive paragraphs. Inductive paragraphs are arranged based on Concept Map items which contain main ideas or topic sentences and some supporting ideas. It can be seen in the example given by the teacher when placing the position of the topic sentence which contains the core idea in a paragraph in the most prominent position. One way to place the topic sentence at the end of the paragraph, then spread the supporting sentences at the beginning. Starting from the modeling, students can compose inductive paragraphs with a systematic arrangement.

The findings related to the preparation of inductive paragraphs show that on average students have no difficulty in compiling paragraphs. There is no hard part to do in writing inductive paragraphs like before using TPK.

Viewed from the aspect of the topic, the average reflects the contents of inductive paragraphs, and the contents of paragraphs according to the topic. The contents of inductive paragraphs expressed by students reflect paragraphs with specific to general development patterns.

Viewed from the aspects of cohesion and coherence, the arrangement of sentences shows the cohesiveness of meaning. Sentences clear. In this case, students' ideas in writing have a coherence of meaning. The same thing can be seen in the choice of vocabulary (diction) as a determinant of ideas. The average words that are created can be understood well. Phenomena experienced by students in inductive paragraphs with use

The TPK has a positive impact on the final score obtained. It can be seen that the frequency and percentage of students' ability to write inductive paragraphs, namely many who are able to score in the very high category. Thus, it can be stated that the ability to write inductive paragraphs is adequate.

Based on the description of the ability to compose inductive paragraphs before and after implementing TPK, it can be stated that there is an increase in students' abilities. This indicates that the technique can improve the ability to compose inductive paragraphs. The effectiveness of the TPK is also evident based on the calculation of the t test.

Based on the results of the data analysis described, it appears that the value of the

effectiveness of TPK in increasing the ability to compose inductive paragraphs. Based on the tcount, it can be compared with the ttable value with db = N-1 = 22-1 = 21. So, db 22-1 = 21 and t0 0.975 = 2.08. Meanwhile, tcount = 11.00 and ttable = 2.08 (975% significant). Thus, tcount > ttable, which means the research hypothesis is accepted.

The hypothesis was tested with the t-test statistic (significance test for design 2), namely TPK is effective in increasing the ability to compose inductive paragraphs (H1). In this study, it was revealed that the scores for the ability to write inductive paragraphs using the TPK were better than those of students who did not use the TPK.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded about the effectiveness of TPK in learning to compose inductive paragraphs for Class VII students of SMPIT Al Ishlah, Maros Regency. The results of this study are as follows:

1. The ability to compose inductive paragraphs before implementing TPK is categorized as inadequate and has not yet achieved mastery learning.
2. The ability to compose inductive paragraphs after implementing TPK is categorized as adequate and has achieved learning mastery.
3. TPK is effectively applied in learning to compose inductive paragraphs for class VII students of SMPIT Al Ishlah, Maros Regency.

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