The Development Student Worksheet (Lkpd) Of Writting Procedure Text Based Mind MAPP For Junior High School

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Abstract*: The research is based on the finding of problems in the learning of procedural texts in class VII of Junior High School of state 07 Metro city ((SMP Negeri 07 Kota Metro) is the students have not achieved the learning objectives in accordance with the basic competencies of learning to write the prescribed procedure text. In accordance with the problems, the research were formulated purposes of the research are : 1) Characteristics of student worksheet (LKPD) of writing procedure text based mind map, 2) Feasibility of student worksheet (LKPD) of writing procedure text based mind map, and 3). Effectiveness of student worksheet (LKPD) of writing procedure text based mind map. This research using Research and Development (R & D) method. The research instrument used was the Likert scale, and also a questionnaire that was arranged based of procedure text theory.. The research subject consisted of material experts, media experts, and practitioners and students. Analysis of the feasibility test data using descriptive quantitative analysis and N-gain. The results showed that: 1) the characteristics of the LKPD characteristics of writing a mind map-based procedure text that is a design that has an attractive color combination, material or content using mind mapping further enhances the ability to think systematically, structurally, and creatively, as well as the tasks and activities of students in of student worksheet (LKPD) of writing procedure text based mind map compiled by paying attention to the level of difficulty, 2) the characteristics of student worksheet (LKPD) of writing procedure text based mind map has very good feasibility in terms of design / graphics, language, and content, 3) of student worksheet (LKPD) of writing procedure text based mind map has effectiveness in the medium or sufficient category. This can be seen from the statistical analysis of the average N- (gain). In total or the overall average value of N- (gain) obtained from the effectiveness test on a large scale is 0.39 and is in the sufficient category. The conclusion of the value of effectiveness is also supported by the difference in pre-test and post-test average values, namely at the time of pretest of 77 and at posttest of 86, thus increasing the score by 9. Points.*
Keywords: *Student Worksheet (Lkpd), Procedure Text, Mind Mapp*

I. Introduction

Education is not just an obligation that humans have, but education is a necessity. Humans will be more developed with education. Education is a conscious effort by humans to grow and develop all the potentials that are brought since born. The implementation of education in learning in the 2013 curriculum requires students to be more active in acquiring knowledge themselves and teachers who are able to carry out learning that is oriented towards student activities in finding and assigning meaning independently so that they will be able to foster a high thinking level of students.

One of the efforts to improve the ability to think critically, systematically, and creatively from students is by increasing the ability to write, one of which is writing the procedure text. Dalman (2015: 3) explains the concept of writing is an activity in the form of delivering messages (information) in writing to other parties using written language as a tool or median. Writing is a creative process of expressing ideas in the form of written language in goals, such as telling, convincing, or entertaining. Thus, the improvement of procedural text writing skills will be able to improve the ability to think critically, innovatively, and creatively for students. During this time, the quality of learning in compiling procedure texts for students is still low. This can be seen from the table below.

Table 1. The results of the identification of the problem of the achievement of basic competencies in learning the procedural text of class VII students of SMP N 07 Metro Academic Year 2017/2018

No	Basic competencies	Level of accomplishment		
		Low	Medium	High
1	Identify the procedure text on how to do something and how to make it from various sources that are read and heard.	16	12	2
2	Summing up the contents of the procedure text that are read and heard.	19	6	5
3	Review the structure and linguistic aspects of the procedure text on how to do things and how to make from various sources that are read and heard.	16	14	0
4	Presenting the data on a series of activities in the form of procedural texts with regard to structure, linguistic elements and oral and written content.	14	14	2

Based on the identification of the achievement of basic competencies in learning to write the procedure text above, it is seen that the total level of achievement in class VII students of SMP N 07 Metro is still in a low condition. Departing from the problems found above, the effort to improve the writing competence of students is to develop teaching materials in the form of student worksheets (LKPD) to write a text-based procedure. The development of LKPD is chosen as an alternative solution because writing is a form of learning that requires activities to try and do, not just activism. Lee (2014: 96) teachers use LKPD with the aim of supporting learning, which encourages classroom learning to be active. In LKPD contains questions that can attract students' interest when paired with teaching methods. LKPD can be used by teachers to understand students' priority knowledge, learning outcomes, and learning processes, at the same time, they can be used to enable students to monitor their own learning progress.

The same opinion was also expressed by Arsyad (in Isnaningsih, 2013: 137) arguing that LKPD is a learning resource that can be used as an alternative learning media and includes print media from the results of technological development in the form of books and visual material. Meanwhile, according to Choo, et al (2011: 519) worksheets as an instructional tool consisting of a series of questions and information designed to guide students to understand complex ideas because they work systematically. In order for the effectiveness of the LKPD to write the procedure text higher, the LKPD writes the procedure text to be designed on a mind-map basis. The use of mind map in LKPD aims to enable students to understand in a structured sequence and inter-part linkages in a procedure text, and also be able to develop creative thinking skills, and systematically structured. According to Ariana (2012: 112) which says that when students use mind map students are not only active in learning but they can also see the results of their efforts so that learning becomes fun, meaningful and meaningful. Buzan (2006) describes the benefits and use of mind map are: 1) Provide a comprehensive view of the problem in a wide area, 2). Help plan the direction of the goal, 3) collect information and data related to the objectives to be achieved, 4) Encourage problem solving with more creative, and 5) fun to read, see and be creative.

Based on the problem of low achievement of basic competencies in writing procedure texts found in the learning process of grade VII students of SMP 07 Metro, and also theoretical studies and expert opinions on the use of LKPD and also mind map as an alternative to determine the problems found, and then research conducted aims to find out.

1) The characteristics of mind-map-based LKPD to improve the writing competence of junior high school students' procedural texts,
2) Feasibility of mind-map-based LKPD to improve the competence in writing procedure texts for junior high school students,
3) Effectiveness of mind-based LKPD to improve the writing competence of procedural texts for junior high school students.

II. Methodology

The research was conducted using research and development (R & D) research methods. Research and development research begins with conducting a preliminary study to find out the problems that occur related to the low achievement of competence in writing procedure texts and also analyzing from LKPD that has been used for learning text procedures. Furthermore, based on the results of the preliminary study analysis, the LKPD design or product was developed to write a text map based procedure text. Subjects or respondents who became the study consisted of: 1) experts who will test the validity of LKPD writing procedures, consisting of material / content experts, media experts, and also practitioners. 2) Class VII students in three sample schools, namely SMP N 07 Metro City, SMP N 09 Metro City, and SMP Kartikatama Metro City, totaling 87 students.

The research instrument used to collect data is questionnaire. And the data that has been collected will be analyzed by looking for the average value and also the percentage to describe the feasibility and test the validity of LKPD to write a text map procedure based text. The formula used is:

$$\overline{X} = \frac{\Sigma X}{n}$$

$$Percentage = \frac{Total\ score}{Maximum\ score} \times 100\%$$

Whereas to find out the effectiveness of LKPD, write a text-based procedure text to improve writing competence with an average N- (gain).

N-Gain   = *post test score– begin ability score*
            Maximum score – begin ability score

 RESULTS AND DISCUSSION

According to the objectives of the research conducted, the following results will be presented in detail:

3.1 Mind-Based Characteristics of LKPD To Improve Competence in Writing Text Procedures for Junior High School Students

The student worksheet writing the procedure text developed has characteristics that distinguish it from other LKPDs. The characteristics of LKPD that are developed have characteristics that are expected to be able to be a solution and increase the interest of students to master the learning of writing procedure texts. LKPD characteristics write text of mind map-based procedures, namely:

a. Cover
The cover is designed with colors that combine the dominant green, white, pink and yellow. The combination of colors on the cover makes LKPD appear more attractive and arouse the interest and motivation of students.

b. Content / material
        The content or material section is a key component in the development of LKPD in this study. The product that is produced in the LKPD component has the characteristics that in each LKPD theme or topic begin with the presentation of mind map for each task topic. The purpose of presenting mind maping is so that students before working on the task, structurally and systematically, have developed a mindset about the task or working on the worksheet on the LKPD.
        The use of mind map encourages students to be more motivated to learn and master the tasks given, so that the learning objectives of writing procedure texts contained in the basic competencies and core competencies of learning can be achieved.

c. Tasks or activities of students
        Worksheets for students writing the procedure text presented also contain tasks and activities that must be carried out by students. The tasks and activities in the LKPD are arranged according to the level, which starts from the tasks or activities that easily lead to more complicated tasks.
With the above basic characteristics, the LKPD in general will help subject teachers, not only in presenting the material but more helpful in order to achieve learning objectives and build more varied learning activities, and stimulate students' motivation to be more active and generate abilities in critical thinking, creative, and also systematic.

3.2 LKPD Feasibility in Writing Mind-Based Procedure Texts
        The components of the LKPD feasibility test write a text map based procedure procedure consisting of content / material feasibility, design / graphic feasibility, and linguistic feasibility. The following is presented the results of the LKPD feasibility test to write a mind map-based procedure text:

3.3 Feasibility of Graphics and language
        Student worksheets must have an attractive design, image presentation, layout, and also the color combinations used must be feasible and also interesting. And the language used must be in accordance with the

correct Indonesian rules. In order to obtain the feasibility of the design and layout, a validation test of graphic feasibility was carried out to media experts. The assessment includes the type and size of the letters used, layout, colors, images, and also the cover design. Whereas from the linguistic aspect that is tested is the legibility of the writing, the clarity of the information, and the suitability of the language with the correct rules. Recapitulation of calculations is presented below:
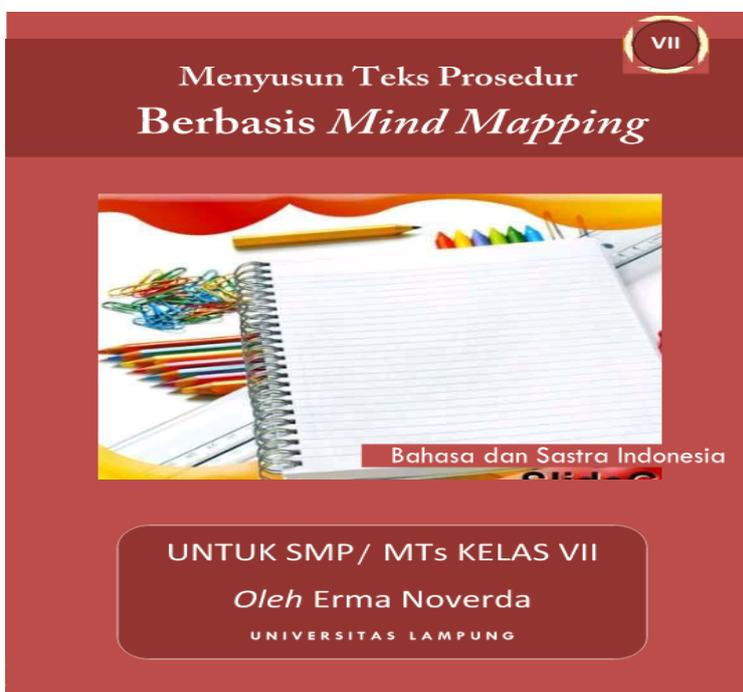
Table 2. The result of validation Graphics and language expert

NO.	DESCRIPTION	ANSWER				
A.	**CONTENT ELIGIBILITY**	VG	G	E	B	VB
1.	Material development is appropriate with KI and KD learning to write procedure texts		√			
2.	Suitability of modules to student needs		√			
3.	Suitability of modules in textbooks in accordance with the procedural text teaching materials	√				
4. .	Material in the procedure text module useful to broaden students' knowledge		√			
5	The truth of material substance	√				
B.	**Languages**					
6	Readability		√			
7	Clarity of learning information	√				
8.	Compliance with the Indonesian rules that are good and right		√			
9	Material writing procedure text use Indonesian language effectively and efficiently		√			
C.	**Course**					
10	The module text learning procedure objectives are clearly explained.	√				
11	The sequence of module development is writing Procedure text is well sorted (from concrete to abstract, from easy to difficult, from general to special).	√				
12.	Development of writing material Procedure text provides explicit learning motivation.	. √				
13	Development of writing material Procedure text adds interactivity (stimulus and response) to good learning.	.	√			
14.	Development of writing material Procedure text contains complete information needed to write procedure text.	√				
D.	**Graphic**					
15.	Font type and size used to facilitate students in reading teaching materials.	√				
16.	Layout of teaching materials in books lessons make reading easy.		√			
17.	Teaching materials with illustrations, graphics, images and photos that are interesting and supportive of mastering the competence to write procedure texts.	. √				
18.	Color harmonization of illustrations, graphics and images clarifies function and story messages	√				
19	Cover and display design teaching materials attract students' interest in reading.		√			

The results of this media expert validation received a total score of 85. Thus, from the graphic and linguistic components of the LKPD Writing the overall mindset-based procedure text was declared "Very Good" and "Very Eligible" applied in the learning process of writing procedure texts.

The process of revising the design of student worksheets is presented below:

1) Before revised

2) After Revised

1)   Before revised

2)   After revised

3.4 Feasibility of content or material and presentation

Material feasibility is tested by experts or material experts who are competent in the field of Indonesian Language. LKPD material feasibility test wrote a mind-map-based procedure text covering the suitability of LKPD with KI and SK learning to write procedure text, suitability of LKPD with the needs of students, suitability of LKPD with textbooks, LKPD add insight and knowledge, and suitability of LKPD with substance LKPD material. Whereas in the aspect of presentation, the test was carried out on the clarity of the learning objectives, the order of material, and the material benefits in developing writing skills. Recapitulation of the results of the trial results is presented below:

Table 3. The result of validation content or material and presentation

NO.	DESCRIPTION	ANSWER				
		VG	G	E	B	VB
A.	**CONTENT ELIGIBILITY**					
1.	Material development in accordance with KI and KD learning to write procedure texts	√				
2.	Compatibility of modules with student needs Students		√			
3.	Suitability of the modules in the textbook in accordance with the instructional material for the procedural text	√				
4.	Material in the procedure text module useful to broaden students' knowledge	√				
5	Truth in substance	√				
B.	**LANGUAGES**					
6	Readability		√			
7	Clarity of learning information	√				
8.	Compliance with good and correct Indonesian language rules	√				
9	Material writing procedure text use Indonesian language effectively and efficiently		√			
C.	**Course**					
10	The purpose of the module learning procedure text is written clearly..	√				
11	The order of writing module development Procedure text is well sorted (from concrete to abstract, from easy to difficult, from general to special).	√				
12.	Development of writing material Procedure text provides explicit learning motivation.	. √				
13	Development of writing material Procedure text creates good interactivity (stimulus and response).		√			
14.	Development of writing material Procedure text contains complete information needed to write procedure text.	√				
D.	**Graphic**					
15.	Font type and size Used to facilitate students in reading teaching materials.	√				
16.	Layout of teaching materials in books Lessons make reading easy..		√			
17.	Teaching materials accompanied by illustrations, Graphics, images and photos that are interesting and supportive of mastering the competence to write procedure texts.	. √				
18.	Harmonization of color illustrations, graphics and images clarify functions and message stories	√				
19	Design cover and cover Teaching materials attract students' interest in reading.		√			

The results of the expert validation of this teaching material received an assessment score of 90. Thus the components of the LKPD material or content wrote the text-minded procedure procedure text stated "Very Good" and "Very Decent" applied in the learning process.

3.5 Feasibility Test by Practitioners

Apart from the experts to test the feasibility of the LKPD, writing texts on mind-based procedures was also carried out to pre-practitioners. Overall practitioners who were respondents gave an assessment of the total score of 86. Thus it can be explained that according to the LKPD practitioners' assessment writing the overall mind-based procedure text was stated to be "Very Good" and "Very Eligible" applied in the learning process. Based on the appraisal of the feasibility test from both experts and practitioners, LKPD writes the developed text-minded procedure text to obtain very good results. For this reason, LKPD will then be extensively tested for students to test the effectiveness of LKPD in improving the competence of writing procedure texts. Large-scale testing of LKPD was conducted in three schools, namely Metro City 07 Junior High School, Metro City 9 Public High School, and Metro City Kartika Tama Middle School with 87 respondents. The effectiveness test is done by comparing the results of writing the procedure text obtained by students in the three research locations before using LKPD to write the procedure text with the results score writing the procedure after using LKPD to write the text map procedure based text. The results of the calculation of the effectiveness of LKPD are presented below:

Table 2. Recapitulation of the calculation of the LKPD effectiveness test to write a text map based procedure procedure

No.	SCHOOL	STUDENT'S TOTAL	AVERAGE OF PRETEST AND POST-TEST SCORES		N-GAIN
			PRETEST	POSTTEST	
1.	SMP N 7 METRO	30	77	86	0,39
2.	SMPN 9 METRO	30	78	86	0,36
3.	SMP KARTIKATAMA	27	77	87	0,43
	AVERAGE		77	86	0,39

Based on the data above, it can be seen that the average score of each school under study did have a significant change, where the pratest results of students were very different from the post-test results. The average pratest results in SMP N 7 Metro were 77 and the results were flat. The posttest was 86. For Metro SMP 9 the average achievement was 78 and the average posttest result was 86. Meanwhile for Kartikatama Metro Middle School the average pratest result was 77 and the posttest result was 87. Thus it can be said that LKPD writes text on mind map-based procedures to effectively improve the writing competence of grade VII students of SMP / MTs.

The success of LKPD that was developed using mind map because mind map makes students stimulated to be able to think creatively. This is in accordance with Istarani's opinion (2011: 56). If students can focus their minds on the study, then they will concentrate and do learning well so that in the end students have the skills in thinking. LKPD writes procedure texts that are made to make students more concentrated and carry out activities that are in accordance with the instructions of the LKPD.

III.   Conclusion

Based on the results of the research and discussion above, it can be concluded that the LKPD writes the mind-map-based procedure text for the seventh grade junior high school students who are developed to be very feasible and can be used in the learning process. The feasibility of the LKPD book to write a text map based procedure procedure for grade VII students who have been developed has a level of feasibility that is "Very Eligible". The assessment is based on the assessment of 1 material expert, 1 media expert, the 3 teachers and literature of Bahasa Indonesia, and 87 public junior high school students from three schools that are used as research. Student worksheets (LKPD) write mindset-based texts to improve the ability to write procedures for grade VII students of SMP / MTs quite effectively. This can be seen from the statistical analysis of the average N- (gain). In total or the overall average value of N- (gain) obtained from the effectiveness test on a large scale is 0.39 and is in the sufficient category. The conclusion of the value of effectiveness is also supported by the difference between the pre-test and post-test average values, namely at pretest of 77 and at posttest of 86, thus increasing the score by 9 points.

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