

## **The Implementation of Mind Mapping Method as an Effort to Improve Narrative Writing Skill of The Fourth-Grade Students of Islamic Primary School**

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### **Abstract**

*This study aimed at (1) describing the implementation of mind mapping method to improve the narrative writing skills of fourth-grade students, (2) knowing the improvement of writing skill of the fourth-grade students in the academic of year 2016/2017 after the implementation mind mapping method. This research is a classroom action research. The data were collected through observation, interview, test, and document analysis. The conclusions of this research are (1) the implementation of mind mapping method in teaching narrative writing skill of the fourth-grade students can improve student's skill in every indicator of cycle I and II, (2) the improvement of student's skill in narrative writing skill can be seen from the percentage of pre-action (40%) or four students who achieved the passing grade (KKM). There were eight students (73%) who achieved the passing grade in cycle I, and ten students (92%) who achieved the passing grade and one student (8%) had not achieved the passing grade yet in cycle II.*

*Keywords: Mind mapping, Narrative Writing*

### **INTRODUCTION**

Writing can be said as a skill that is closely related to various aspects of knowledge, be it knowledge of social science, science, culture, and so forth. In addition, writing is also one aspect of the scope in learning the Indonesian language in both primary and secondary schools. Indonesian lessons according to Hasanudin (2016: 1) have been taught as early as possible with different standards of competence and basic competence, from elementary school to university, Indonesian language education is always filling and becoming an education that always exists in education, regardless of the Indonesian language curriculum always fill the list of subject on the level of education.

Writing skills is a skill that gets a deeper portion of language teaching from elementary school. Elementary school students are expected to get to know and

understand the basic aspects of writing skills. Writing is an integral part of the entire learning process that students experience during their studies in school. Learning of writing skills at elementary school level is the first step towards advanced to higher education level. This writing ability is taught in elementary school from grade I to class VI. Writing skills taught in class I and class II is the ability of the early stage or initial writing stage while taught in class III, IV, V, and VI is called advanced writing study (Slamet: 2008: 72). Writing is a skill that requires ongoing and continuous training. Through writing exercises gradually it is expected to build students' writing skills to improve even more.

The purpose of learning to write is that students are able to express ideas, opinions, and knowledge in writing and have a penchant for writing. In general, the purpose

of learning to write is that students are able to communicate ideas or ideas/opinions in writing or as an activity to express science, life experiences, ideas, images, and aspirations. Writing skills begin to be trained at the primary school level. At the elementary school level, the basics of writing ability are instilled. At the beginning of high class, in grade IV, students are required to bring up ideas/messages with the correct spelling, proper vocabulary, effective sentences, and with good paragraphs. Means in grade IV elementary school, the student must be able to use spelling, making sentences, and connecting sentences in a paragraph so that the form of a writing or a good essay. However, the facts on the ground show that students' writing ability is still low compared to other language activities.

The low ability of writing, especially narrative writing, also occurs in the fourth grade of MI Muhammadiyah 27 Geger Kec. Kedungadem Bojonegoro. The value of pre-test in learning writing essay obtained by students from 11 students only there are 4 students who get the score 70 (minimum pre-determined criteria is 70), while the other 7 students are still far from the limit of minimum mastery criteria. Most students have not been able to detail the events well, the content of the story is skipping or not being able to compose in order of time, the diction used is still not appropriate and tend to be monotonous, and the structure of the sentence is not clear. Based on the results of interviews conducted with Ibu Uut Fitriani, S.Pd. (Teacher of class IV MI Muhammadiyah 27 Geger Kec Kedungadem Bojonegoro), obtained information that the low quality of learning result of writing narration in this class is caused by several factors, namely (1) students have not been able to develop the idea/content of monotonous story; (2) students have not been able to detail the events well; And (3)

students have not been able to compose based on the time sequence/content of the jumping story. In general, lesson writing less well.

In relation to the above problems, it is necessary to apply a method of learning that can train students to think systematically, assist in generating creative and imaginative ideas. This is done to support students' writing skills, especially in writing a narrative. Based on the results of discussions with teachers then agreed on the appropriate method to improve the skills of narrative writing that is by mind mapping method. Basically, with this method, the students are led to planning before writing the essay. When in the planning of writing is known by making the skeleton essay, then in the mind mapping in the form of keywords that are equipped with colored images are mapped. In addition to the more interesting, other advantages of this mind mapping is that students can add keywords anywhere if in the middle of writing activities he gets a new idea. The map of the mind can continue to evolve as the author wishes. In addition, the symbols and color images used potentially optimize the right brain function that spurs creativity and imagination, so that students are not expected to run out of ideas in writing.

Mind mapping is one of the learning methods developed by Tony Buzan in the 1970s that is based on how the brain works. Called method because mind mapping is a sequence of steps that systematic. The brain remembers information in the form of images, symbols, shapes, sounds of music, and feelings. The brain stores information with patterns and associations such as trees with branches and branches. The brain does not store information word-by-word or column-by-column in a neat line of lines as we speak in the language. To recall quickly what we have learned should imitate the workings of the brain in the form of mind

mappings. Thus, the process of presenting and capturing the content of the lessons in the concept maps approaches the natural operation of thinking. As Wycoff (2003: 84) has argued that mind mapping is an excellent way to generate and organize ideas before writing. Thus, it can be said that this mind mapping is very appropriate when used in writing lessons including narrative writing. The most difficult part of writing is knowing what to write, what the theme is and how to begin. Similarly, in writing narration. The most common obstacle or difficulty encountered is to generate an idea before writing and not knowing what to write.

Djuharie and Suherli (2001: 47) disclose the narrative discourse is an essay that tells of an event arranged chronologically (systematic time) with the aim of broadening one's insight. The narrative is the story. The story is based on a sequence of events or events. Narratives can be fact or fiction (custom story). Therefore, in writing narrative, creativity and imagination are needed to develop ideas into an interesting composition. Imagination and creativity are the realms of right-brain work. Based on previous explanations, it is known that mind mappings with images, colors and keywords can generate right-brain functions to create new ideas that are creative and imaginative. Furthermore, when compared with conventional methods that have been applied in learning narrative writing, mind mapping method is much better because it involves both hemispheres to think. This is different from conventional methods that are usually still a practical theoretical that only optimize the function of the left brain work. Creativity and imagination are not well developed through the conventional method. Therefore, the mind mapping method is excellent for applying in narrative writing lessons.

Based on these problems, the researchers formulate the problem:

- 1) How is the application of mind mapping learning method in improving the skills of writing a narration of fourth graders MI Muhammadiyah 27 Geger, Kec. Kedungadem, Kab. Bojonegoro academic year 2016-2017?
- 2) How to improve the skills of writing a narration of fourth graders of MI Muhammadiyah 27 Geger, Kec. Kedungadem, Kab. Bojonegoro academic year 2016-2017 using mind mapping learning method?

## **METHODS**

This study is a classroom action research. Classroom Action Research by Arikunto, Suhardjono, and Supardi (2007: 58) is a research that serves to improve the quality of classroom learning outcomes. The subjects of this study are students and teachers of class IV MI Muhammadiyah 27 Geger, Kec. Kedungadem, Kab. Bojonegoro academic year 2016-2017 which amounts to 11 students, the student consists of seven male students and four female students. The fourth-grade teacher who is the subject of research is the mother of Uut Fitriani, S.Pd. This research is collaborative involving teachers and students.

Technique of data collecting is done through four ways, namely 1) observation, that is by doing observation of narrative writing process to see progress before and after action, 2) interview, that is by doing interview with teacher and some students to know their opinion about learning process Writing narratives, 3) tests, ie by assigning tasks to students to write narrative essays before and after being given action by applying the mind mapping method, 4) Document analysis, by looking at or observing and assessing the students' work in writing narrative. The results of this work in the form of performance assessment of

the tests provided. This performance appraisal is used to determine the progress and success of action implementation.

This research procedure uses two cycles, The implementation of each cycle according to Arikunto, Suhardjono, and Supardi (2007: 74) consists of 1) planning, 2) action, 3) observation and interpretation, 4) analysis and reflection. The indicator of success that will be measured in this research can be seen in the following table:

Table 1. Indicator of Success

Aspect As measured	Percentage of achievements in the final cycle	How to measure
Skills of students in writing narrative	75%	Calculated from the number of students who score 70 in writing a narrative. Students who scored 70 have been stated to achieve learning mastery.

## RESULTS AND DISCUSSION

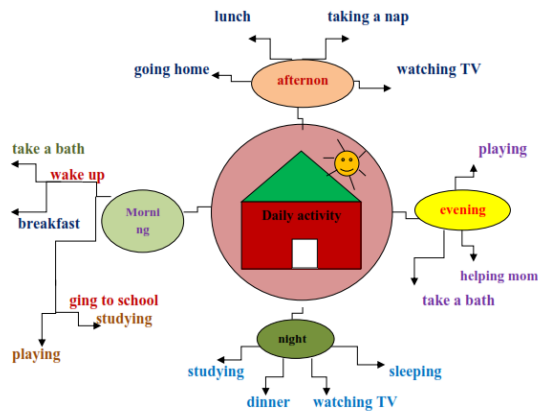
Implementation of mind mapping learning method in improving the skills of writing the narrative of fourth-grade students of MI Muhammadiyah 27 Geger, Kec. Kedungadem, Kab. Bojonegoro academic year 2016-2017.

In the pre-action stage, the teacher acts as the leader of the course of teaching and learning activities, while the researchers make observations on the learning process. The researcher acts as a passive participant by sitting in the back seat to observe the course of learning. In this pre-action researchers do several steps, namely: (1) observing the process of writing essay in class IV (observation); (2) interviews with teachers; and (3) interviews with students.

Based on the result of the observation, the analysis is as follows: 1) the method used by the teacher is not accurate and not yet effective, the dominant lecture method, 2) the teacher does not manage the class well, so the class atmosphere is not conducive, 3) the students are bored with the learning system Teachers, so do not pay attention to the explanation of teachers, it is seen there are students who put their heads on the table, chatting, and daydreaming when the teacher explains the material, 3) still a lot of students who have not managed to reach the minimum thoroughness of learning results or still get the value below KKM (70), 4) while doing the task students ask each other questions, but do not ask the teacher. Based on pre-action done is known ability and understanding of student in writing narration still low.

The research process is carried out in two cycles, each consisting of four stages, namely (1) planning, (2) implementation of action, (3) observation and interpretation, and (4) analysis and reflection.

At the planning stage, the researcher proposes the application of mind mapping method that is using mind mapping image in narrative writing lesson and explain its application. At the stage of action, the researcher begins to give material by giving the example of mind mapping image and a narrative paragraph about everyday activities like the following.



Picture 1. Mind Mapping

At the observation stage focused on the implementation of learning situation, the activities undertaken by teachers and student activities in learning to write a narrative. In this observation, researchers used observation guidelines. At the time of observation, the researcher acts as a passive participant and sits on the back bench. Occasionally, researchers are at the side of the class to take pictures.

In relation to the results of observation indicates that the indicators of this study have not been achieved, researchers and teachers attempt to explore the factors causing it, such as teachers still dominate the learning activities. Students do not take advantage of opportunities optimally to participate actively in learning. So the learning situation still looks passive. After that, we do the analysis together and reflect on it. The results of reflection are that teachers are expected to give more opportunities for students to be more active in learning, for example, often question and answer with students to stimulate student activeness.

Based on the results of the analysis and reflection above, the action on the first cycle is said to have not achieved satisfactory results. The increase did occur on some predetermined indicators compared to the initial survey. However, in this cycle, only eight students have been completed while the rest is still far from the minimum

limit of completeness that has been set (minimal value mastery is 70). Therefore, it is necessary to implement cycle II to improve the process and learning outcomes in cycle I.

Teacher learning steps to share the image of mind mapping that has been made at the previous meeting 2) the teacher asks students' difficulties in making mind mappings, 3) the students to improve the mind mapping made, 4) Students develop the frame of essay (mind mapping) into a good narrative paragraph, 5) the student progresses to present the results of his work with courage and confidence.

In the implementation stage of the action, the teacher acts as the leader of the learning activities of writing a narrative in front of the class, while the researcher only acts as a passive participant who monitors and documents the learning activities.

Observation result (observation) of the learning process of writing narration, it is known that students who have reached completeness learn as many as ten students (92%) other not yet complete because still get the value below 70 (KKM). The quality of learning narrative writing has increased. This is evident from the achievement of a number of indicators that have been implemented, such as the increasing skills of students in learning.

Based on the results of the analysis and reflection above, the action in cycle II is said to be successful. Improvement occurs on some indicators compared to previous cycles. The value obtained by the students has reached the limit of mastery although there is still one student who has not reached the minimum learning mastery. Nevertheless, research is deemed sufficient to be implemented given the opportunity given by the principal for carrying out the action has been exhausted. This is in line with the research conducted by Purwaningrum, Andayani, and Purwadi

(2012: 105-116) with the title of using Mind mapping method to improve the ability to write narration in junior high school students. The results showed that the use of mind mapping method can improve the quality of learning process of writing a narration of students of class VII A SMP Negeri 14 Surakarta 2011-2012 academic year.

#### **Improvement of writing skill of fourth-grade student of MI Muhammadiyah 27 Geger, Kec. Kedungadem, Kab. Bojonegoro academic year 2016-2017 using mind mapping learning method**

Starting from the research results can be synthesized that the mind mapping learning method can improve students' narrative writing skills. Based on the observations from pre-action until cycle II it is known that the indicator of narrative writing skills has increased.

Improving the quality of narrative writing learning has implications for the students' narrative writing skills. Skills of students writing narratives have increased. This can be seen from the narrative that students write on each cycle. The increase is indicated as follows, a) content disclosure, students are able to choose ideas and develop creatively. This is seen in the narrative written by the students. The development of interesting ideas, the disclosure of content/substance of writing is in accordance with the drawings (mind mapping) made, b) organizing the content of good writing (sequence of concise stories, detailing events well), c) Vocabulary use, choice of words used are interesting and varied. This makes the narrative of students no longer boring to read, d) Language development, students are able to develop the language well. This is indicated by a simple but effective construct/sequence of students. The meaning of the sentence is not confusing, e) mechanical, the mechanical

error previously encountered in the narrative has diminished though not 100%. Word enhancement can be minimized. The use of spelling, diction, and capitalization has also improved significantly, and, f) the acquisition of the value of writing the narrative of students increases, from the pretest done in the initial survey, it is known that the ability to write narrative students is still relatively low.

This is seen from the achievement of the value of writing the narrative students. In the pretest activity, it is known that there are only four (40%) students who reach the minimum thoroughness mastery learning (70). Seven students (60%) have not yet reached the minimum limit of learning completeness. The range of grades achieved by students is between 51 - 75 with an average achievement of 65. In the first cycle, the increase in the achievement of student narrative writing is quite significant. From four students to eight students (73%) have achieved learning mastery. Three other students (27%) have not yet reached the learning completion limit but are improving. The range of grades achieved by students is between 63 to 89 with the average achievement of 76. In cycle II, the increase of achievement score of student narrative writing happened very significantly. From eight students to ten students (92%) have achieved learning mastery. One student (8%) the other has not reached the limit of learning mastery but has increased. The range of grades achieved by students is between 65 - 93 with an average achievement of 81.

#### **CONCLUSION**

Based on the discussion of data analysis result, the researcher got the conclusion that:

1. Implementation of mind mapping method on narrative writing skills of fourth grade MI Muhammadiyah 27

Geger, Kec. Kedungadem, Kab. Bojonegoro can improve students' skills. It can be seen in the pre-action step, it was known that students ability and understanding in narrative writing where still low, it was less than minimum limit (70). On cycle one was planned the application of mind mapping method using main mapping figure on narrative writing learning and describe the application of it. The reflection result show indicated that teachers are expected to give more opportunities for students to be more active in learning, for example, often do the question and answer with students to stimulate student activeness. In cycle II, what the teacher does is 1) the teacher distributes main mapping figure that had been made at the previous meeting, 2) the teacher asks the students' difficulties in making mind mapping, 3) the students improve mind mapping, 4) the students developed the framework of essay (mind mapping) to be a good narrative paragraph, 5) students forward to present their assignment courage and confidence. Based on the results of analysis and reflection cycle II, the action on cycle II was said to be successful.

2. Improving the skills of fourth graders of MI Muhammadiyah 27 Geger, Kec. Kedungadem, Kab. Bojonegoro on learning narrative writing can be seen from the increase in value on each cycle. In the pretest activity, it is known that there are only four (40%) students who reach the minimum thoroughness mastery learning (70). In the first cycle, the increase in the achievement score of student narrative writing is quite significant. From four students to eight students (73%) have achieved learning mastery. In cycle II, the increase of achievement value of student narrative

writing happened very significantly. From eight to ten students (92%) have achieved learning mastery. One student (8%) the other has not reached the limit of learning mastery but has increased. The range of grades achieved by students is between 65 - 93 with an average achievement of 81.

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