

THE EFFECTIVENESS OF USING THE MIND MAPPING LEARNING METHOD TO IMPROVE THE ABILITY TO WRITE NARRATIVE ESSAYS IN SUKAHATI PUBLIC ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

The purpose of this research is to investigate whether or not primary school students are better able to compose narrative essays after participating in a mind mapping learning activity. The approach that was taken was one that was considered to be quasi-experimental, and it was implemented with three students from the sixth grade at Sukahati Indramayu Public Elementary School. Observation and careful documentation are the two main components of the data collection process. After undergoing a number of treatments, the subject's score improved, as demonstrated by the findings. After receiving treatment, the subjects saw a rise in their scores, going from an average of 160.75 before treatment to 232.75 after treatment. It is possible to draw the following conclusion as a result: the application of the mind mapping method has a beneficial effect on the capacity of elementary school children to compose narrative essays.

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INTRODUCTION

Education is one important aspect of the progress of a nation in the world. Education is processed systematically which makes humans consciously able to develop potential aspects in themselves towards cognitive, affective, and psychomotor (Zahro et al, 2018; Achmad et al., 2023). Education transforms ummi (illiterate) human beings into civilized human beings based on the light of knowledge so that they can elevate their position several degrees (Yahya, 2015; Nurwati et al., 2022).

The development of science and technology raises new demands in all aspects of life including the education system (Ariani & Festiyed, 2019). Therefore, improving the quality of education needs to be carried out thoroughly covering aspects of knowledge, skills, attitudes and values to improve and develop life skills so that students can survive, adapt and succeed in the future (Fadhli, 2017; Achmad, 2021).

Elementary school is a very important level of basic education because it underlies the next level of education in the future. The experience of learning outcomes that children get from elementary school will become the basis for receiving subsequent knowledge (Novianti et al, 2017). In other words, children's success in the learning process in elementary schools is a golden bridge for the formation of a future society that is literate in science and technology with ethical, normative and moral ties that uphold the meaning of life and values on earth. this (Mustadi, 2020)

And so far, elementary school children only get material provided by teachers from education at school. So, on the other hand, the mastery of elementary school children's learning methods in

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applying the genius and skills of elementary school children is neglected, it is often forgotten and sadly it is never obtained by students during and while students are carrying out activities or learning process activities at school (Setyarini, 2019) . This causes an imbalance between aspects of how to learn and what is obtained from learning, as a result learning is not a fun activity or activity for students. As a result, students are unable to apply their abilities, creativity, and the best potential of their brains in their learning achievements (Simanjuntak et al, 2022).

The problem of language in the world of education is a very important role. Education in Indonesia places Indonesian as one of the fields of study taught in elementary schools (Syihabudin & Ratnasari, 2020) . Teaching Indonesian must contain efforts that can bring a set of skills. These skills are closely related to the processes that underlie the mind. The more skilled a person is at speaking, the brighter and clearer his way of thinking will be. There are four aspects of language skills that are included in language teaching, namely listening, speaking, writing, and reading skills (Ali, 2020).

Writing ability is a type of written language ability that is productive, meaning the ability to produce writing. Writing requires abilities that are complex, in including thinking regularly and logically, expressing thoughts clearly, using effective language, applying good writing rules (Sukirman, 2020). Gie (2003) states that writing is a whole sequence of a person expressing his thoughts through written language to the reading public to be understood .

The definitions of the various types of writing described above are of course not the same as one another. In this study, the type of writing that is the focus point of the researcher is writing narrative essays. "Narrative is a variety of discourse that tells the process of an event. The goal is to provide the reader with the clearest possible description of the phases, steps, sequences or series of events that occur (Suparno, 2008). To write a correct narrative essay, of course, it is necessary to fulfill the rules according to the elements possessed by the narrative essay framework itself (Musyawir & Loilatu, 2020).

However, the reality is that writing good and correct narrative essays in accordance with the rules of writing certainly has its own obstacles. That is the problem for a writer. In various cases we can see that currently there are many elementary school children who have difficulty and have not been able to write narrative essays well (Susanti, 2010). This is caused by several factors, including a lack of training and assignments, the ability to write narrative essays is different, the teaching techniques that are applied are not appropriate, the availability of learning facilities does not support the achievement of learning objectives and the difficulties of students in determining interesting topics (Novrizta, 2018).

One effort to activate student learning that makes students skilled while participating in the teaching and learning process, especially in improving the ability to write narratives , is to use the Mind Mapping learning method . Mind Mapping can be interpreted as a way to organize and present concepts, ideas, tasks or other information in the form of non-linear radial-hierarchical diagrams. Mind Mapping generally presents information that is connected to a central topic , in the form of keywords, images (symbols) , and colors so that information can be learned and remembered quickly and efficiently (Warahmah, 2020).

The application of the Mind Map learning method will reap an achievement from the learning process of elementary school students which is fun and encourages students to be more independent in learning and achieve a level of success in their academic achievement. Apart from

that, the application of the Mind Map learning method already covers the characteristics of students ranging from low class to students in high class. Thus, the application of the Mind Map learning method really has an extraordinary and positive effect on students (Ananda, 2019).

From this description the researcher seeks to improve student learning outcomes by activating students in the learning process using the Mind Mapping method . In this regard, the authors intend to conduct research on learning to write simple dialogues. This research is entitled "Effectiveness of using the Mind Mapping Learning method to improve the ability to write narratives in Sukahati State Elementary School students . It is hoped that this research can improve the ability to write narratives in class V I elementary school students through the Mind Mapping method and to develop a Learning Implementation Plan (RPP) using the Mind Mapping method so that the ability to write simple dialogues in class VII students increases .

METHODS

This study uses a Quasi-Experimental method with the One Group Pretest-Posttest design. This design involves several treatments that are expected to affect the ability to write narrative essays for grade VI students in elementary schools. There are five stages in this research design (Yulianah, 2022), namely the opening stage, the pretest stage, the treatment stage, the posttest stage, and the final stage. The population of this study were students of grade VI elementary school in Ko, with samples taken from SD Negeri Sukahati Indramayu through a purposive sampling technique that considered several factors.

RESULTS AND DISCUSSION

Based on the results of research on the Effect of Mind Mapping Learning on Narrative Writing Ability in Elementary Schools, the following results are obtained:

Table 1 Results of Narrative Writing Ability at SDN Sukahati

No	Information	Pretest	Value	Posttest	Value
1	good	12	63	16	94.5
2	Enough	8	55.5	7	81.75
3	Less	8	42.25	5	56.5
Total Value			160.75		232.75

It can be seen that after the treatment was carried out several times there was an increase between the value at pretest and the value after being given treatment to the subject. From the results it was stated that the value at the time before being given treatment was 160.75 after being treated several times to the subject of an increase where the value increased by 232.75. It can be said that after using the mind mapping method. The results are higher than before.

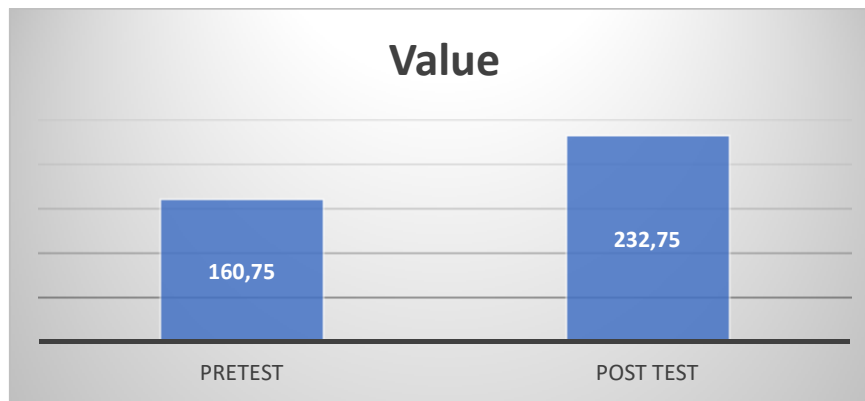


Figure 1. Student score result diagram

Discussion

The mind mapping learning method has been proven to be effective in improving the ability to write narrative essays for students in elementary schools. This is due to this learning method which allows students to organize their ideas in a structured visual way. In addition, mind mapping also allows students to be actively involved in the learning process and provides opportunities for them to broaden their understanding of the topics being studied.

Research conducted at the Sukahati Indramayu elementary school showed that students who were given treatment using the mind mapping method experienced a significant increase in their narrative writing abilities. This learning method gives students more control over their learning process and helps them organize their ideas better. Students can also re-visualize their ideas as a whole, which helps them to understand how their ideas can be structured.

By utilizing the potential of the mind mapping learning method, teachers can increase the effectiveness of learning in elementary schools. Mind mapping can be applied in various subjects, including learning to write narratives. This learning method not only helps students improve their writing skills, but also assists them in understanding the subject matter being studied. Therefore, the use of the mind mapping learning method can provide great benefits in the development of the elementary school education curriculum.

Previous research in Indonesia has shown that the use of the mind mapping learning method can improve the ability to write narratives of elementary school students. One of them, research conducted by Wati & Sudigdo (2019) and Poluakan et al (2019) shows that students who learn to use mind mapping experience a significant increase in their ability to write narratives compared to students who do not use this method.

Similarly, research conducted by Sulistiyarningsih (2010) also supports the use of mind mapping in teaching narrative writing in elementary schools, with the results showing that using this method can help students develop narrative writing skills and improve the quality of their essays. In addition, research conducted by Eliyanti et al (2020) shows that the use of mind mapping can improve the narrative writing skills of elementary school students who have learning difficulties, with the results showing that students who use mind mapping experience an increase in the quality of their narrative essays and are more able to express their ideas clearly.

Meanwhile, research by Riana & Setiadi (2015) shows that the use of mind mapping in teaching narrative writing can improve the narrative writing skills of vocational students with the

results showing that students who use mind mapping produce better narrative essays than students who do not use this method. Based on this research, the use of the mind mapping learning method can be used as an effective alternative learning method for teachers in improving students' narrative writing skills in elementary schools.

CONCLUSION

Based on the findings and discussion, it can be concluded that this research was initiated by conducting a pre-test or initial test to see students' ability to write Narrative essays. After the action was taken using the Mind Mapping method, there was an increase in the value of the fifth grade students at SDN Sukahati. It is known that the value before using the mind mapping method (pretest) is 160.75. After the action was taken using mind mapping (posttest) the value was 232.75. The researchers demonstrated that the use of mind mapping can help students develop narrative writing skills, improve the quality of their essays, and improve the clear expression of their ideas. The use of mind mapping has also proven effective in improving the narrative writing skills of students who have learning difficulties. Therefore, teachers can consider using the mind mapping method as an effective alternative learning method in improving students' narrative writing skills in elementary schools.

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