THE EFFECT OF MIND MAPPING TECHNIQUE ON POETRY WRITING SKILLS ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This study aims to examine the Effect of Mind Mapping Techniques on Poetry Writing Skills of students in elementary schools. This research is an experimental research type Quasi Experimental Design with the design of Nonequivalent Control Group Design. Based on the results of the pretest the average value of the experimental class 60 was obtained and the average value of the control class was 64.2. From the results of the comparison of the two sample classes obtained a difference in value of 3.7, it can be concluded that there is no significant difference in the value of the pretest of both classes, meaning that both classes have the same initial ability. Then learning is done using mind mapping techniques in the experimental class and learning without mind mapping techniques in the control class. After learning was given later in both classes posttest was conducted. For the experimental class the average value is 82 and for the control class the average value is 77.5. From the results of testing the hypothesis with a significant level of 0.05 obtained a significant value of 0,000 because of sig. <α, the hypothesis is accepted, so it can be concluded that there is an effect of using mind mapping techniques on students' poetry writing skills in elementary schools.

Keywords: Mind Mapping Techniques, Poetry, Writing Skills

INTRODUCTION

Indonesian language learning is one of the subjects taught from elementary school to college. There are several aspects that must be considered in learning Indonesian. According to the Ministry of National Education (2006: 317), there are four aspects of skills, namely listening or listening skills, speaking skills, reading skills, and writing skills. The four skills are inseparable and interconnected.

One aspect of skills in Indonesian language learning that must be mastered by students is writing skills. Writing skills are a component of language use that must be taught in elementary school. It is expressed in the objectives of the education unit level curriculum that aims for students to have the ability to communicate effectively and efficiently in accordance with applicable ethics, both verbally and in writing. Therefore, the purpose of writing learning is directed at students having a penchant for writing.

Tarigan *in* Taufina (2015), says that writing is lowering or describing graphic symbols that describe a language that is understood by someone, so that other people can read the graphic symbols if they understand the language and the graph. Writing is an active and productive aspect of language skills. Writing also requires regular thinking that requires continuous practice and systematically patterned Ramadan (Asri and Arief, 2018).

Writing skills basically must be owned by all students because it will make it easier for them to express their ideas. Writing is a creative process of pouring ideas in written language for purpose, for example, telling, convincing, entertaining (Nurjamal *in* Fitri, 2018). In Islam Allah SWT also encourages people to read and write. Just as the revelation was first revealed by Allah SWT who ordered Prophet Muhammad SAW to read and write. This is illustrated in QS. Al-'Alaq verse

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

"Dengan menyebut Nama Allah Yang Mahapemurah lagi Mahapenyayang."

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنسَانَ مَا لَمْ يَعْلَمْ ۝

Meaning: "Read by (name) the name of your Creator. He has created man from a clot of blood. Read, and your Lord is the Most Gracious. Who teaches (men) by means of kalam. He teaches men what they do not know "(Q.S. Al-'Alaq: 1-5).

Based on the verse, it is clear that Allah SWT taught humans through the medium of reading and writing, because reading and writing is the key to science. Reading and writing are two activities that are interrelated with each other. This shows that Islam from the beginning has called on humans to read and write, because Allah's revelation cannot be accepted without being read first, and it cannot be enjoyed by the

next generation if there is no written documentation. Therefore, writing is an ability that must be possessed by students to be able to produce their works.

In addition, another ability that must be possessed by students is the ability to write literature. Literature skills need to be owned by elementary school students because in addition to touching the cognitive side, literary learning will also touch the affective side of students with the sense values that are in it. As Taufina (2015), which says that literature can be said to be a form of human effort to express his ideas through language born of his feelings and thoughts. In elementary school there are several types of literary works that can be learned by students namely prose, poetry, and drama.

Poetry is one type of literary work learned. Taufina (2015), said that poetry is a form of literary work that expresses the thoughts and feelings of poets imaginatively and is compiled by concentrating all the power of language by concentrating the physical structure and inner structure. This poem is written in the form of lines and verses. Poetry learning in addition to adding vocabulary that students have in learning Indonesian, can also teach students about the style or language style that is often used in it. Besides that, it is also a means of expressing the feelings that students have towards what they feel or see. Poetry learning is divided into listening, reading, and writing poetry, in relation to writing skills, poetry can be used as material for writing skills especially in high class, because in high class students are introduced to written literary works and are accustomed to writing a work simply.

Resmini (2007), said that learning to write in high class was directed at expressing factual and imaginative ideas. Writing activities in high class have been carried out in the form of making imaginative or fictional essays, because students already have sufficient basic writing skills. Students can write fluently. Resmini *et al* (2007), adding some fictional writing material in high class includes : 1) Writing essays based on series of drawings, 2) continuing narrative stories, 3) writing custom stories based on experience, 4) continuing the contents of the rhymes, 5) composing essays from randomized series images, 6) writing simple prose, 7) writing free poems , 8) paraphrasing poetry, and 9) writing simple plays.

From this description, writing has a more specific meaning, which is to put thoughts and feelings into written form, which means that students are expected to be

able to make writing as a real product of learning focus languages writing whose material is a poem. Literature learning in elementary schools is an integral part of learning Indonesian. Unfortunately literature which is part of Indonesian language learning is only used as a complement or interlude when teachers deliver Indonesian language lessons, meaning that literature does not get the appropriate portion to be presented in the classroom. Though literature is an inseparable part of learning Indonesian, which actually gets a balanced portion with language learning.

Limitations of literary learning in the classroom are also influenced by the understanding and ability of a teacher in the literature, not often the teacher when delivering literary material only gives theories alone without providing direct experience to the students, whereas literature is not taught as a theory but provides a direct experience for students . According to Sarjono in Puspita, O. W, (2017) it is still a general problem because literary appreciation activities from the elementary school level to the high school level are still low.

In addition, when learning to write poetry tends to be more informative, it is not productive. Learning created by the teacher is only limited to providing information about knowledge about literature so that the ability to appreciate and create a work has not been done to the fullest. The thing that usually happens is usually the use of poetry learning techniques. The technique used for poetry learning is usually lectures. In learning to write poetry, the application of one technique cannot work effectively to teach students to write poetry, especially if what is taught is just the theory of writing poetry or just letting students write free poetry without direction or technical variation from the teacher, so students will be reluctant to put ideas creative ideas in writing.

In addition, in poetry learning, students are usually only asked to read examples from the poems in their books without ever being given a wider opportunity to understand the poem, then usually the students' writing skills will be measured from the answers written based on questions about the contents of the poem or asked to copy poetry, which is actually not enough to measure students' abilities / skills in writing poetry.

The writing process found in elementary schools is usually less noticed. In fact, at the prewriting stage the teacher immediately instructs students to write poems

according to their wishes, so that the writing process is directly at the stage of writing. Meanwhile, at the post-writing stage the students' poetry works were immediately collected without any revision process. Even though ideally, the writing process consists of three stages, namely writing, when writing, and post writing. At the prewriting stage students are asked to determine the theme of the poem to be made. So that at the stage when writing students easily pour their ideas well. Meanwhile, at the post writing stage the teacher conducts an examination (revision) of poetry written by students and then students are asked to read it in front of the class.

Therefore, to improve the ability to write poetry in elementary school students, alternative learning techniques are needed so that this activity can take place pleasantly for students and still achieve the learning goals. The learning techniques offered are teaching techniques with mind mapping which is one of the appropriate techniques applied in the classroom so that poetry learning is more attractive to students. In line with this, Buzan (2013) said that : Mind mapping is the easiest way to place information into the brain and take information out of the brain, mind mapping is a creative, effective and memorizing way of recording that will "map" the mind. Mind mapp is a method or method that processes information as a whole (Purwanti, E., Prihanta, W., Muizzudin, M., & Permana, F. H, 2018). That is, the mindset begins by discussing themes, sub-themes, and parts of sub-themes (you can say indicators). The use of mind mapping can help students to express their ideas and imagination well. Because the use of branches and colors will make students more interested in learning poetry (Astari, R. W. 2010).

In learning to write poetry, students usually have difficulty in stringing words into lines of poetry. Therefore, using this mind mapping technique is expected that students are able to map what they think into a more structured picture, after the words are collected from the mind mapping process, students can easily combine these words into a poem. The application of mind mapping techniques in learning to write poetry in Indonesian language lessons will help students to organize every word they think and then arrange them into lines of poetry. Mind mapping is also used to generalize, visualize and classify ideas and as assistance in learning, organizing, problem solving, decision making and writing. Using this technique, writing poetry will be very helpful.

The ideas that students have will be more organized to be combined into a poem. Writing poetry will be presented in a form that is closer and more real to students, so that it is not something foreign to students.

According to Istarani (2014), one of the advantages of mind mapping is that it is possible for students to express their ideas or ideas well and systematically. So that by applying this technique can be more active activating students' creative ideas in writing because organizing information possessed by the brain will be more directed and arranged in the form of writing better. The characteristics of mind mapping that uses images, colors, and curved lines are more in line with the workings of the brain and will be more interesting for the brain to produce creative ideas compared to conventional writing methods that only use words and linear lines which are actually more boring and less optimizing the brain's work to think more creatively.

Learning using the technique of mind mapping is conceptualized by involving students to be able to bring up hidden ideas starting from the midpoint so that they can develop the ideas that emerge. So that with the emergence of these ideas is very helpful for students in developing their poetry ideas. This is in accordance with the opinion of Istarani (2014), which explains that mind mapping is learning that will train the flow of students' thinking towards a point, where the point is the focus of a study. If students can focus their thoughts on the study, then they will concentrate and do learning well so students have thinking skills. Therefore, the technique of mind mapping will affect poetry writing skills. As research has been carried out by Purnama, M. M., Djuanda, D., & Subarjah, H. (2017) in his journal which explains that by using mind mapping students will be easier in issuing ideas that will be written. In addition, Dewi, R (2016) also explained that an increase in the average value of student writing from 66.72 in pre-action to 71.38 in cycle I and 80 in cycle II.

METHOD

This research was carried out experimental research which was the intended research to find out whether there was a result of what was imposed on the subject inquired. That is, experimental research tries to examine whether there is a causal relationship. The experimental research that will be used is the Quasi Experimental Design research.

The research design used was Nonequivalent Control Group Design by involving two groups, namely the experimental group and the control group. Then, the data sources in this study were fifth grade students of SDN 05 Sawahan Kec. East Padang. VB class is an experimental class and VA class is a control class.

RESULTS AND DISCUSSION

Before the experimental and control classes were given different treatments prior to being pretest to know the initial ability of the students. Based on pretest results, the sample value is obtained. Then the treatments were given, namely experimental classes using mind mapping techniques, while the control class without using mind mapping techniques. After both treatments were performed posttest to know the final ability of the students which will then be analyzed.

This study is a study involving two classes given different treatments, namely the experimental class was treated by using mind mapping techniques and control classes without using mind mapping techniques. Sample selection is done by saturated sampling technique (total sampling). The sample in this study was class V students. From the pretest, the following data are obtained:

Tabel 1. Sample Class Pretest Value Data

No	Kelas	Jumlah Siswa	Tuntas (≥80)		Tidak Tuntas (<80)		Rata-rata	X_{max}	X_{min}
			Jumlah	%	Jumlah	%			
1	Eksperimen	34	1	3	33	97	60	85	40
2	Kontrol	36	1	3	35	97	64,2	85	54

Keterangan :
X_{max} = The highest score
X_{min} = lowest value

Table 1 is the data on the pretest scores of students in the experimental class and the control class before being treated. Based on Table 4.1 it can be seen that the average poetry writing skills of the experimental class students (x = 60) while the control class students (x = 64.2). Furthermore, the highest and lowest scores obtained between the experimental class and the control class have different scores on the lowest score. The highest score of students in the experimental class (Xmax = 85) and the lowest score (Xmin = 46). In the control class the highest score was students (Xmax =

85) and the lowest score (Xmin = 54). The following are the bar charts of the pretest class and control class values. After the pretest, the experimental class was treated by using mind mapping techniques and in the control class without giving treatment. The treatment obtained the posttest value of the experimental class and the control class as follows.

CONCLUSION

From the results of the analysis carried out in this study, it was concluded that students' poetry writing skills after being given treatment had increased so that the use of mind mapping techniques influenced the poetry writing skills of elementary school students. This can be seen from the average poetry writing skills of students on the results of the posttest (final test) experimental class using mind mapping technique is 82, while the average poetry writing skills of students in the control class is 77.5 with a ratio of 4, 4. In addition, it can also be seen from the results of the calculation of the hypothesis test using the SPSS 21 application obtained a significant value of 0,000. Based on the significant value means sig $<\alpha$ (0,000 <0,05). The meaning is reject H_0 accept H_1. So, it can be concluded that H0 is rejected and H1 is accepted, that is to say poetry writing skills of students who use mind mapping learning techniques are better than students who do not use mind mapping learning techniques (there is influence).

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