# IMPROVING STORY WRITING SKILLS WITH MIND MAPPING ASSISTED BY VIDEO AND PICTURE MEDIA TO CLASS V STUDENTS AT SDN KAMOJING KARAWANG DISTRICT

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*Abstrak*

*Tujuan dari penelitian ini adalah untuk memperoleh data empiris yang berhubungan dengan keterampilan menulis cerita untuk siswa kelas lima di SDN Kamojing dengan menggunakan Mind Mapping dibantu oleh video dan gambar media. Idealnya, guru dapat menerapkan metode pembelajaran yang benar dan media dalam belajar menulis esai cerita, sehingga pembelajarannya dapat berkesan bagi siswa. Subjek penelitian ini adalah siswa kelas lima SDN Kamojing di Kecamatan Cikampek, Kabupaten Karawang pada tahun ajaran 2018/2019 yang berjumlah 34 siswa. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas. Penelitian ini dilakukan dalam dua siklus. Setiap siklus terdiri dari empat tahap, yaitu perencanaan, tindakan, pengamatan, dan refleksi. Metode pengumpulan data dilakukan melalui tes, mengamati aktivitas belajar siswa dan kinerja guru ketika pembelajaran berlangsung. Indikator keberhasilan dalam penelitian ini adalah nilai rata-rata hasil belajar siswa 70, dengan persentase ketuntasan minimal 85%. Dilihat dari evaluasi siklus pertama dan siklus II, hasil yang diperoleh dari kelas rata-rata meningkat dari pre-test yang hanya 64,88 dengan kelengkapan pembelajaran 26,47% menjadi 69,88 dengan ketuntasan 44,12% pada siklus pertama. Hasil ini terus meningkat ketika siklus kedua dilakukan dengan nilai rata-rata 80,17 dengan ketuntasan belajar 88,23%. Berdasarkan hasil yang diperoleh, dapat disimpulkan bahwa Mind Mapping dibantu oleh video dan gambar media dapat meningkatkan keterampilan menulis cerita siswa dalam pembelajaran bahasa Indonesia. Penggunaan Mind Mapping dapat mempermudah siswa untuk mengekspresikan ide-ide mereka dalam bentuk cerita dan membuat siswa lebih kreatif, aktif dan termotivasi dalam belajar menulis cerita*

**Abstract**

The purpose of this study was to obtain empirical data related to story writing skills for fifth-grade students at SDN Kamojing by using Mind Mapping assisted by video and picture media. Ideally, the teacher is able to apply the right learning methods and media in learning to write story essays, so that the learning can be memorable for students. The subjects of this study were the fifth-grade students of SDN Kamojing in Cikampek Subdistrict, Karawang District in the 2018/2019 school year, totaling 34 students. The research method used is Classroom Action Research. This research was carried out in two cycles. Each cycle consists of four stages, namely planning, action, observation, and reflection. The method of data collection is done through tests, observing student learning activities and teacher performance when learning takes place. The indicator of the success in this study is the average value of student learning outcomes 70, with a minimum percentage of completeness of 85%. Seen from the evaluation of the first cycle and second cycle, the results obtained from the average grade increased from the pre-test which was only 64.88 with 26.47% learning completeness to 69.88 with 44.12% completeness in the first cycle. These results continued to increase when the second cycle was carried out with an average value of 80.17 with 88.23% learning completeness. Based on the results obtained, it can be concluded that the Mind Mapping assisted by video and picture media can improve students' story writing skills in Indonesian language learning. The use of Mind Mapping can make it easier for students to express their ideas in the form of stories and make students more creative, active and motivated in learning to write stories.

**INTRODUCTION**

Indonesian Language learning is subjects taught starting from elementary level. The meaning of the Indonesian language is a communication tool used by the Indonesian people for daily needs, such as learning, cooperating, and interacting. So the core of Indonesian language learning is learning to communicate. Indonesian is a bridge and unifying language for all fields of study in learning. In Indonesian language learning activities are required to master language skills. The purpose of Indonesian language learning in elementary schools is to improve children's language skills in order to communicate both orally and in writing. Regarding Indonesian language learning, of course, students must strive to improve language skills. Language skills have four components, namely listening skills, speaking skills, reading skills, and writing skills. Each skill is closely related to three other skills. These four skills are basically one unit, can be called single chess.

The skills that students need to face the challenges of the 21st century are one of the skills in writing. Writing is a language skill used to communicate indirectly, not face to face with other people. Writing is a tool for delivering messages, thoughts, and feelings. Writing is an expressive and productive activity. The tool is a language consisting of words, phrases, clauses, sentences, paragraphs, and discourses. Writing skills are often overlooked and even emphasize speaking skills. This is like the opinion of Wiyanto (2009) stating that "Most of our society still likes to hear and speak rather than read and write. Indeed, our society still adheres to oral culture. "Writing skills in language learning are not easy skills. These skills require a person's ability to express ideas, ideas, thoughts, and feelings to become works so that others can understand the work.

According to Wiyanto (2009), writing is indeed easy. It's easy if you often do it and it's hard if you aren't used to it. Because, as a skill, to get it must go through learning and practicing. Writing skills are skills that are a complex process and require the most attention at school.

For a writer, writing by yourself is actually not a strange thing. Articles, reports, essays, and reviews, literary works, books, comics, and stories are examples of written language products that are familiar with our lives. Many benefits can be learned from writing, the benefits of which are in terms of: (a) Increased intelligence; (b) Development of initiative and creativity; (c) Growing courage and; (d) Willpower drivers and the ability to collect information. That said because writing is a productive and expressive activity. Productive activities include writing stories.

In Indonesian Language and Literature learning in elementary schools, especially in learning to write stories, students are required to be able to actively and creatively pour their ideas into writing. Especially on the character of story writing that prioritizes the power of human imagination. Writing can be defined as an act of delivering messages (communication) using written language and media. Writing skills as a form of manifestation of language skills and skills that are most recently mastered by language learners after the ability to listen, speak, and read. Writing skills are considered more difficult to master than the other three language skills. Therefore, the right method approach is needed to help students come up with ideas or ideas to put into sentences.

Writing activities are not only found in Indonesian language learning. Other lessons cannot be separated from writing lessons. Therefore, with skillful students writing essays, they are expected to be able to implement them in other lessons. Seeing the importance of learning to write story essays, the authors are interested in conducting this research. The author chose SDN Kamojing Karawang as a place of research with the following considerations: (a) SDN Kamojing Karawang is located on the outskirts of Karawang Regency which is quite far from the facilities and infrastructure. The input of this school is considered insufficient, it is expected that with a good learning process and supported by the right media and models, it will produce good and quality output, especially in Indonesian language lesson writing stories; (b) Through writing story essays can also train students to

use spelling, sentences and choice of elements that build paragraphs such as unity, coherence, and the development of appropriate paragraphs for the delivery of ideas, especially in written language; (c) Through writing a story essay it can train students to express their thoughts, ideas, and feelings in the form of written language; and (d) Research on story writing has never been conducted in this school.

Furthermore, it is supported based on the results of observations made in fifth-grade students SDN Kamojing Karawang and interviews with the homeroom teacher obtained an overview that poor students in writing stories. This is because students have difficulty pouring ideas into written form with language and language styles that are good and right, students have difficulty when writing, what they must first write, less develop their imagination, power of thought and writing. As for writing essays, the story requires thinking, imagination and writing skills to be a good essay. In addition, it was found from the recognition of class V teachers and guardians, the low skill of children in writing was caused because the teacher tended to

explain using conventional methods in conveying the material so that the students had less motivation and high enthusiasm in learning so that learning became passive. In fact, when delivering material about writing storytelling, the teacher explained the material related to writing the story, after that it gave the task to tell about the experience and written it in the book. Many students find it difficult to write it down, especially in vocabulary selection and language use. This is due to the use of language students still use their respective regional languages so that when students write an essay the language they choose is still limited to the vocabulary they know. Basically, the success of students in learning is inseparable from the ability of teachers who teach because the teacher is a component that is directly involved in the learning process. Learning activities are interactions between teachers and students in the learning process.

Based on the initial test of story writing skills in Indonesian language learning for fifth-grade students with 34 students in SDN Kamojing Karawang, there were 9 students

who reached Minimum Completeness Criteria or if presented at around 26.47% who achieved the required Minimum Completeness Criteria of 70.0. In connection with these problems, teachers should be able to choose and use effective approaches, methods and models, attract and facilitate students. One learning model that can make it easier because it can map concepts and attract student activity is by Mind Mapping. This Mind Mapping was discovered by Aristoteles, which was developed again by Tony Buzan (in Swadarma, 2013, p. 5). Buzan (2011, p. 4) says that "mind mapping is the easiest way to put information into the brain and take information out of the brain. Mind mapping is a creative, effective, and literally the way of recording that will map your mind. The use of Mind Mapping uses more skills using words, pictures, numbers, logic, rhythm, color, and awareness space in a unique, powerful way so that it does not cause saturation for students.

The mind mapping system has many advantages, including the process of making mind mapping fun, because it does not solely rely on the left brain and is unique so that it is easy to remember and attract the attention of the eyes and brain. Therefore, this mind mapping model will greatly assist students in the learning process, especially used in learning to write stories. The stages of learning Mind Mapping according to Swadarma (2013, p. 75) have several stages of learning, namely: (a) Orientation; (b) tracking; (c) presentation (Confrontation); (d) inquiry; (e) accommodation; and (f) transfers.

The researcher chose a mind mapping model with the help of video and picture media, because the mind mapping model can improve teacher skills in applying varied learning. This is directly proportional to what is obtained from the results of research conducted by Keleş (2012) entitled "Elementary Teachers' Views on Mind Mapping" (International Journal of Education Vol. 4, No. 1. Macrothink Institute) which shows that through application mind mapping can improve teacher skills, planning, and student evaluation results, and make learning more enjoyable. In addition the Mind mapping model is also able to increase student activity because

students are required to bring up their ideas to make their own mind mapping. Mind mapping is able to hone students' brain work skills because mapping is full of elements of creativity. Through mind mapping learning models assisted by video and picture media students can record in a more creative way and more varied vocabulary so that the material they record will be recorded in students' memories. This was reinforced by research conducted by Akbari (2008) entitled "Teaching Vocabulary Items through Contextualization and Picture to Elementary Iranian EFL Students" (The Asian EFL Quarterly Journal Vol. 10, No. 3 p. 53. University Putra) which shows that the use of media, especially picture media can increase student vocabulary.

According to Hamdani (2011, p.250) between learning media, pictures or photos are the most commonly used media. Both are the most common languages, understandable, and can be enjoyed everywhere. Picture media can overcome the limitations of observation, the limitations of students' space and time. Picture media can improve the quality of

learning. This was also strengthened by the research conducted by Poerwanti (2013) entitled "Efforts to Improve Storytelling Skills Using Picture Media in Students of SDN Karangasem 1 Surakarta". The research shows that the use of picture media can improve storytelling skills. This is indicated by an increase in the average ability in the first cycle is 65.03 while in the second cycle is 78.32. Presentation of classical achievement in cycle I is 51.35% while in cycle II is 100% of students have been able to improve their storytelling skills.

Furthermore, based on the principles of a constructivist approach, the use of mind maps facilitates meaningful learning (Akinoglu & Yasar, 2007; Buzan, 1993; Erdogan, 2008). The researchers emphasize that visual presentation is important for students to understand new knowledge. Mona & Khalick (in Long & Carlson, 2011) state that one of the most powerful tools for visual presentation is a mind map which is a useful tool to help young students in the process of building a conceptual understanding of content and improving learning outcomes.

Lawson (in Adodo, 2013) states that the concept of mind mapping is a model that can be used to visualize knowledge structures. Visual representation also allows the development of a holistic understanding because words alone cannot convey fully, and graphical forms allow the overall representation of parts that are not available in the text alone. By using mind maps, students can find conceptual links so that cognitive schemes are formed and gain integrity and unity of knowledge.

In addition, researchers also use video media. The video is a technology for capturing, recording, processing, transmitting and rearranging moving pictures. In utilizing this video, students engage in two-way interaction with the teaching materials used. So that through mind mapping learning model with the help of video and picture media, researchers are expected to be able to improve the story writing skills of fifth-grade students at SDN Kamojing Karawang.

By applying mind mapping assisted with video and picture media during Indonesian language learning,

it is expected to improve student learning outcomes. Suprijono explained (2012, p. 5) that learning outcomes are patterns of deeds, values, understanding, attitudes, appreciation, and skills. Next Susanto (2014, p. 5) mentions related learning outcomes, namely changes that occur in students, both those related to cognitive, affective, and psychomotor aspects as a result of learning activities. Simply stated, what is meant by student learning outcomes is the ability obtained by students after going through learning activities. Because learning itself is a process of someone who is trying to get a change in behavior that is relatively settled. In addition to learning outcomes, the application of mind mapping assisted with video and picture media during Indonesian language learning is expected to overcome students' learning difficulties including things that can interfere and hamper the ability to write student stories. Like the positive impact obtained from the results of research conducted by Seyihoglu et al. (2010) with the title The Views of the Teachers about the Mind Mapping Technique in the Elementary Life Science and Social

Studies Lessons Based on the Constructivist Method (Educational Sciences: Theory and Practice, Vol. 10, No.3) the results of his research showed that the mind mapping can improve student learning outcomes. Next reinforced by several other studies which show that learning using mind mapping can improve student learning outcomes and there is a positive response from students (Balim, 2013; Dhindsa, 2011; Jbeili, 2013; Lu, 2013). Therefore, the researchers intend to conduct a research entitled: "Improving Story Writing Skills Through Mind Mapping Assisted with Video and Picture Media to Fifth-grade students SDN Kamojing in Karawang Regency"

Based on the above background, then the formulation of the problem in this study is "Is the application of the Mind Mapping model assisted with video and picture media can improve story writing skills in Indonesian language learning in fifth-grade students SDN Kamojing Karawang regency?" Specifically, this research question is (a) How is the student's activity and teacher performance activity when implementing Mind Mapping learning model assisted with video and picture media in Indonesian language learning in fifth-grade students SDN Kamojing in Karawang Regency? and (b) How are students' story writing skills in Indonesian language learning at SDN Kamojing in Karawang Regency after implementing Mind Mapping learning models assisted with video and picture media?

## LITERATURE REVIEW

### Writing Skills in Indonesian Language Learning at Elementary School

Semi (2007, p. 14) revealed in his book "Basics of Writing Skills" that "writing is a creative process of moving ideas into literary symbols." In line with this understanding, Tarigan (2008, p. 21) explained that writing is "an activity to reduce or paint a graphic that describes a language that is understood by someone so that other people can read the graphic symbols if they understand the language and graphics of the graph." Basically, writing activities not only describe understandable language by someone, but also an activity to

express one's ideas, knowledge, knowledge, and life experiences in written or written language.

Writing can be defined as an act of delivering messages (communication) by using language as a tool or medium. The message is the content or content contained in an article. Writing is a symbol or symbol of language that can be seen and agreed upon by the wearer. Thus, in the written communication there are at least four elements involved, namely the writer as the messenger of the message, the message or the content of the writing, the channel or media in the form of writing, and the reader as the recipient of the message. Next, DePorter and Hernacki (2009, p. 177) also revealed that "writing is the activity of the entire brain that uses the right brain hemisphere (emotional) and the left hemisphere (logic)."

Nurgiyantoro (2010) states that "so that communication through the writing symbol can be achieved as expected, the author should pour his ideas and ideas into appropriate, orderly and complete language". Submission of written language to the reader must be able to generate the same understanding as what the author intended. Therefore, in writing activities, it takes intelligence to organize content so that readers can understand the author's intent.

Also strengthened by Sri Hastuti (in Slamet, 2007, p. 98) revealed that writing aside as a process, writing is also a complex activity because it involves a regular way of thinking and various requirements related to writing techniques, including: (a) unity of ideas; (b) the use of clear sentences; (c) paragraphs are well arranged; (d) the application of the correct spelling rules; and (e) adequate vocabulary mastery.

From some of the opinions above, Gie (2002, p. 9) adds that "writing is a whole series of one's activities in expressing his thoughts through written language to be read and understood by others." Furthermore, according to Hermawan (2011, p.151) suggests that "Writing skills are the ability to describe or express the contents of thoughts ranging from simple aspects such as writing words to complex aspects of writing". After knowing some understanding from the experts above, it can be concluded that writing is a language skill that is

done to pour ideas or ideas into writing that is used as an indirect communication tool.

## Mind Mapping Model assisted by Video and Picture Media

One way to generate student motivation and facilitate mapping of ideas in writing learning is by using the right model. In this case, the model used is Mind Mapping. Mind Mapping Model according to Swadarma (2013, p. 3) is a system of thinking that radiates so that it can develop ideas and thoughts in all directions, divergent, and see it from various points of view, besides mind mapping is a writing model that works by using brain management principles so that it can unlock all the potential and capacity of the brain that is still hidden. mind mapping is the most effective and efficient way to enter, store and output data from or to the brain. It can be known that mind mapping is one way to record subject matter that makes it easy for students to learn. Mind mapping can also be categorized as a creative note-taking technique. Categorized into creative techniques because making mind mapping requires the use of imagination from the maker

Buzan (2011, p. 2) reveals that "Mind Mapping is a learning model consisting of creative noting activities that make it easier for us to remember a lot of information, after finishing recording what we make will form patterns of ideas that are interrelated with the main topic in the middle, subtopics. and details into branches ". Next is reinforced by Olivia (2014) that "by using mind mapping, writing notes will be more visually interesting so that it can help us manage information when we receive it, can add new connections and associations, and make information last longer in memory".

Swadarma (2013, p. 2) states that "a mapping is a powerful graphic technique that provides a universal key to unlocking the potential of the brain. The use of this mapping uses cortical-word skills, pictures, numbers, logic, rhythm, color and awareness space, a uniquely powerful way. "According to Windura (2013, p. 14) suggests that" Mind mapping provides many benefits for children and students in learning, thinking and planning daily activities ". Students can use mind mapping to record, summarize, compose, think analysis, think

creatively, plan (schedule, time, activities) and so on.

Meanwhile, according to DePorter (Kusmintayu, 2012, p. 100) said that "mind mapping can help us remember words and readings, improve understanding of the material and provide new insights because it contains keywords in a topic". Based on the description above, mind mapping can be concluded that mind mapping is a model form that is easy to use and effective and able to make students more active in learning both in issuing information, new ideas and ideas and the main one can facilitate students to master the concept of teaching materials that have been given.

In addition, Suyatno (2008) revealed that the human brain consists of 2 hemispheres, left (left hemisphere) and right (right hemisphere) which are connected by a lump of fibers called the corpus callosum. The left hemisphere mainly functions to think rationally, analytically, sequentially, linearly, scientifically such as reading, language, and numeracy. While the right hemisphere functions to develop imagination and creativity.

Both hemispheres have different functions, tasks, and responses and must grow in balance.

Using mind mapping encourages synergistic thinking and helps the brain make a big leap of understanding and imagination through associations, so that it will help improve students' understanding of concepts in learning. How to record mind mapping by using lines, pictures, and colors will be more interesting than regular recording. Mind mapping can be used as an initial framework for composing essays. With the uniqueness of the mind mapping character, students are thought to be more interested and provoked their creativity in compiling a story essay so that students can avoid difficulties that generally arise when writing.

From the results of mind mapping using mind mapping, students will more easily develop their ideas into the form of stories. The words that have been written in the form of mind mapping will become the main material written in the essay, so that students are no longer confused to express what words they will write in the essay, students only need to develop the

words in the mind mapping that they themselves make into the form of sentences which are then compiled into a coherent story.

The mind mapping goal according to Trianto (2007, p. 166) is to clarify understanding of a reading, so that it can be used as an evaluation tool by helping students to read concept maps and explain the relationship between concepts with one another in a concept map. The stages of learning Mind Mapping according to Swadarma (2013, p. 75) have several stages of learning, namely: (a) Orientation; (b) Tracking; (c) Presentation (Confrontation); (d) Inquiry; (e) Accommodation; and (f) Transfers.

According to Buzan (2011, p. 5) the benefits of using mind mapping are as follows: (a) giving an overall view of the subject matter or a large area; (b) allows us to plan or make choices; (c) collecting large amounts of data somewhere; (d) encourage problem solving by letting us see new creative breakthrough paths; (e) fun to see, read, digest and remember. Strengthened by Swadarma (2013, p. 9) said that the excess mind mapping model can improve brain performance, spur

creativity, simple and easy to do, interesting and easily caught by the eye (eye-catching), can see a number of data easily, at any time students can recall existing data easily.

Referring to the explanation of the usefulness of the mind mapping, it can be concluded that mind mapping is able to make the thoughts or ideas possessed to be better organized and directed, and also allows ideas in the brain which are described in the form of mind mapping to bring new ideas more creative.

Besides excellence, there are also disadvantages of this Mind Mapping Model. Weakness of Mind Mapping according to Wycoff (2003) is explained into three weaknesses, namely: (a) if a person uses too many keywords or key images, the code (association) can only be understood by the author, and will be difficult for others to understand; (b) someone's way of thinking will become divergent and make people become less focused on one problem; (c) requires 2-3 times of re-drawing so that the mind map can look neater and artistic. Next according to Shoimin (2014, p. 107) mind mapping has several shortcomings,

including only active students who are involved, not all students learn and there are mutual friends, the amount of detail information cannot be entered. It can be concluded from the explanation, that the weakness of Mind Mapping is that if the keyword is too much, it will be difficult for students to understand it, and it requires 2-3 times of re-drawing so that Mind Mapping can look neater, and in the use of the Mind Mapping model only a few students actively involved.

**MATERIAL & METHODOLOGY**

The research was carried out at SDN Kamojing, Cikampek Subdistrict, Karawang Regency. This school has a less strategic location, because it is at the end of the city, and there is rarely access to public transportation. The research subjects were all fifth-grade students consisting of 34 students, namely 15 female students and 19 male students.

This study was developed by applying the Classroom Action Research method. The research design used was a research design conducted by Kemmis and Mc. Taggart which consists of four components, namely planning, action, observation, and reflection. The four components are considered one cycle. In simple terms the flow of classroom action is presented as follows:
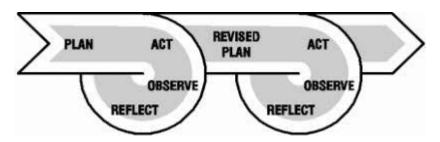


**Figure 1. Cycle of classroom Action Research adapted from Kemmis and McTaggart (Arikunto, 2008, p.102)**

Classroom Action Research commonly called is the development of action research. Kemmis (in Sanjaya, 2013) states that "action research is a form of reflective and collective research conducted by researchers in their social situations". Next, according to Widihastrini (2012, p. 31), classroom action research is an action research

conducted by the teacher in his own class by reflecting on himself that focuses on the learning problems in the classroom that aim to improve the quality of classroom practice. or improving the quality of learning. Also strengthened by Suhardjono (2014) states that classroom action research is a research action taken in the classroom with the aim of improving or improving the quality of learning practices.

According to Agung (2012, p.60) states that classroom action research is one form of scientific writing. Classroom action research is carried out by educators who aim to provide opportunities for educators to solve problems of classroom learning carefully, systematically, and use prevailing scientific norms. By itself through classroom action research at the same time can improve the ability and competence of educators and ultimately will have an impact on improving the quality of graduates or output.

In classroom action research, there are three terms related to research, action, and class. Research is a systematic problem-solving process. This means that the research is carried out in stages and arranged

starting from the problem until the process of solving it through a predetermined technique. Action is treatment, in this case the treatment is emphasized on the actions of the teacher in the implementation of the learning process. While the class is the place where the learning process takes place. Classroom action research aims to improve learning that occurs in the classroom. This learning improvement is motivated by the teacher's desire to implement something in order to improve its performance. This study uses the following assessment instruments:

**a. Observation**

Research begins with an observation or observation. Sanjaya (2013) defines that "observation is a technique of collecting data by observing every ongoing event and recording it with an observation tool." The things observed are about everything that happens during the learning process. Both activities carried out by the teacher and by students. Next according to Muliawan (2014, p.64) states that "Observation is a research method that uses observations of objects that are the center of research attention". Strengthened by the opinion of

Sutrisno Hadi (in Sugiyono, 2012, p.203) who argued that, observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are the processes of observation and memory. Researchers or observers observe the symptoms that occur in the learning process. The focus of observation is directed at the subject when the teacher and students carry out the learning process. Observations are made to obtain an overview of the obstacles, difficulties, and impressions during the learning process. The tool used is an observation guide or observation sheet.

**b. Test**

Iskandar (2009, p.233) stated that "the test is a measuring instrument in the form of questions or exercises, used to measure students 'abilities." Tests were conducted to collect data from the results of students' story writing skills. The test is a measurement tool in the form of questions, commands and instructions shown to students to get a response according to instructions. The test is also a way of collecting data by giving a test to the object under study.

According to Rianto (in Safi'i, 2005, p. 170) suggests that "a test is an exercise used to measure skills, knowledge, attitudes, intelligence, abilities or talents possessed by individuals or groups. The test is a way to hold an assessment in the form of a series of tasks that must be done by students or a group of students so as to produce a value about the behavior or achievement of the child, which can be compared with the values achieved by other students with the standard values set.

**c. Field Notes**

In researching there are findings that occur in the learning process. These findings are written, descrived, and told into a note. Iskandar (2009, p. 233) explained that "field notes are authentic records of observations, which describe students' behavior or events in the learning process." These field notes are used primarily to record things that were not accommodated in the observation sheet, obtain a more precise understanding of student development, gaining an understanding of the causes of all student behavior, and making it

easier to adjust to the needs of students.

In this study, the techniques used in data collection are as follows:

**1) Observation**

Observation is carried out with the aim to get data, facts or information about the Indonesian learning process, especially to find out the activities of students writing stories during learning. Observations carried out on teachers and students during learning activities take place, which are carried out continuously in each cycle.

**2) Test**

Tests are conducted to collect data from the results of writing stories. This test aims to find out how far the progress and progress of students in writing a story essay.

**3) Field notes**

Field notes contain records of important events that occurred during the learning process.

**4) Documentation**

According to Elfanany (2013, p. 10) suggests that documentation is an attempt to find data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, lengger, agendas and so

on. Documentation is evidence of the process of implementing the action during the research, both activities carried out by researchers and activities carried out by students. All activities carried out are recorded through a photo camera and video.

According to Sudjana and Ibrahim (2009, p. 126) stated that "there are two types of measurement data, namely quantitative data and qualitative data. Qualitative data can be compiled and interpreted directly to compile research conclusions. The data used in this study uses the types of research data available, namely:

**Qualitative Data**

According to Purwanto (2006, p. 109) suggests that "data in the form of words, not in the form of numbers". Qualitative data is obtained through various forms of data collection techniques such as: interviews, document analysis, focused discussions, or observations that have been stated in the field notes (transcripts). Another form of qualitative data is images obtained through shooting or video recording.

**Quantitative Data**

Purwanto (2006, p. 109) explains that "quantitative data is data in the form of numbers or numbers".

Quantitative data can be obtained by conducting tests (pre-test and post-test). In accordance with the form, quantitative data can be processed or analyzed using mathematical or statistical calculation techniques. Furthermore, according to Widoyoko (2014, p.21) states that "quantitative data is data in the form of numbers as a result of observation or measurement. This data is obtained from direct measurements and from the figures obtained by converting qualitative data into quantitative data.

To determine the level of achievement of student learning outcomes used indicators of assessment of the results of writing stories, average grades and individual student learning (DSS) and classical (DSK).

Class average value (Ruswandi, et al, 2007, p.210)

$$\mathbf{X} = \frac{\Sigma fx}{\Sigma f}$$

$$\mathbf{DSS} = \frac{Total\ Subject\ Total\ Score}{Maximum\ Total\ Score} \times 100\%$$

Students are said to have completed their study if DSS ≥ 70

$$\mathbf{DSK} = \frac{Total\ Number\ of\ Students\ Gaining\ Value\ \geq 70}{Total\ of\ All\ Students} \times 100\%$$

Class is said to be complete if DSK ≥ 85%

**Information:**

X = Average value (mean)

fx = Number of values

f = Number of students

Meanwhile Trianto (2007, p.241) states that "the reference used in measuring the success of class action is the percentage of students' learning completeness value ≥ 70, and a class is said to have completed its learning (classical completeness) if there are ≥ 85% of students in that class has finished learning. "Based on this, Trianto (2010) determined the learning completeness formula as follows:

$$\mathbf{KB} = \frac{T}{Tt} \times 100\%$$

**Information:**

KB = Completeness of Learning

T = Number of scores obtained by students

Tt = Total Score

Assessment of student learning outcomes is processed in the form of numbers with a scale of 5-20 / assessment category, where there are 5 assessment categories adapted from (Nurgiyantoro, 2010), namely "spelling, diction, neatness, development of flow and ideas or ideas".

As for the processing of observation data, the average formula is used, then percentages.

$$Percentage = \frac{average\ score}{maximum\ average\ score} \text{x } 100\%$$

After the percentage is known, the percentage according to Ekawati and Sumaryanta (in Noprianto, 2013, p. 47) is categorized as in the table below:

**Table 1. Conversion of Percentage of Student Activity and Learning Implementation by Teachers**

| Percentage (%) | Category |
|---|---|
| 0-20 | Very Less |
| 21-40 | Less |
| 41-60 | Enough |
| 61-80 | Good |
| 81-100 | Very Good |

**RESULTS AND DISCUSSION**

The implementation of the action in the form of the implementation of actions that have been planned in advance related to the Mind Mapping model. Before the implementation of the learning model that will be carried out in this class action research, researchers conduct an unstructured interview conducted with class V

guardian on Thursday, August 2, 2018.

At the beginning of the research, interviews, and observations were found that Indonesian language learning, especially related to writing stories in fifth-grade students, had not applied a varied learning model. How to teach the teacher only relies on conventional methods and models, learning activities are also dominated by the teacher, then interspersed with questions and answers. After that students work on the practice questions made by the teacher. Students have not been actively involved in learning, because they just sit, listen, note and keep quiet. Students get bored quickly and lack focus on the lesson. This results in a lack of students' story writing skills. Therefore the author intends to conduct research on Indonesian language learning, especially on story writing skills using the Mind Mapping model assisted by video and picture media to fifth-grade students of SDN Kamojing, Karawang Regency. The following results of the discussion are:

**Student activities**

From the observations during the Indonesian language learning process in fifth-grade students SDN Kamojing by applying the Mind Mapping Model, starting from the first cycle to the second cycle gradually showed better student learning activities. In cycle I, student activity was found to be 73%. This is because most students still do not understand the use of the Mind Mapping model, students are still hesitant to express their ideas and ideas, and students find it difficult to assemble a sentence due to the lack of vocabulary they have. Besides, that students are also still shy in asking if there are things that they do not understand.

Improvements were made in the second cycle by giving stimuli and repeating and reflecting on the mind mapping model to further optimize students' understanding of the use of mind mapping models. Courage and freedom of students in expressing their ideas have begun to look good, this is seen from the increase in student activity and some of the results of student evaluation in writing tests in cycle II. Students were very happy and

enthusiastic about designing the events in the making of stories that were assigned by the teacher with the help of video and picture media they had previously observed. The use and optimization of video and picture media related to this learning theme certainly have an additional positive effect on improving student learning outcomes, of course in improving students' story writing skills. This was supported by the statement of Suyatno (2008) which stated that "Our brain has the capacity to remember pictures and photos. The brain continues to take photos throughout our lives and store them in a photo album in our heads. And we can access it whenever we want ". This is an important thing from applying mind mapping because our brain remembers pictures more easily than remembering long words from a text. The inclusion of video and picture media in the application of the Mind Mapping model certainly helps students stimulate ideas and ideas related to what they will tell so that it has a good impact and is directly proportional to the improvement of students' story writing skills. In addition, with the help of video and picture media, students are more passionate and enthusiastic to take part in learning. The results of observations of student and teacher activities in cycles I and II are as follows:

**Table 2. Recapitulation of Observation Activities of Teachers and Students in Each Cycle**

| Cycle | Student Activities | Teacher Activities |
|---|---|---|
| Cycle I | 73% | 78% |
| Cycle II | 85.5% | 93% |

Based on the average value of observation the overall activity of students in the first cycle only reached 73% while in the second cycle reached 85.5% included in the excellent category. In Cycle 2 student activity has increased and shown that students are getting used

to the Mind Mapping learning model. At the time the learning process takes place the majority of students have no doubt in asking questions and are often actively involved in learning, especially in responding to the media displayed by the teacher in the form of picture and video media related to the theme of learning, as well as being able to create ideas and ideas for what is displayed the teacher, who was finally able to write it in the form of a story essay.

**Story Writing Skills**

The increase in student activity is also accompanied by an increase in student learning outcomes in story writing skills. To be clearer, increase the value and completeness of student learning in writing story essays from cycle I to cycle II, can be seen in the table below.

**Table 3. Recapitulation of Average Values and Completeness of Learning**

| Value | Completeness | Initial Conditions | Cycle I | Cycle II |
|---|---|---|---|---|
| <70 | Not finished yet | 25 students (73.53%) | 19 students (55.88%) | 4 students (11.77%) |
| ≥70 | It's finished | 9 students (26.47%) | 15 students (44.12%) | 30 students (88,23%) |
| Amount | | 34 students | 34 students | 34 students |
| Average | | 64.88 | 69.88 | 80.17 |

The following picture will make it easier to see an increase in the

.

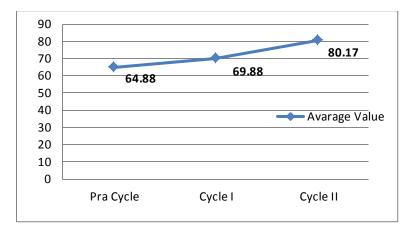average score of students and the completeness of learning obtained

**Figure 2. Increasing Student Average Value**

The figure 2. shows that there has been an increase in the average grade value from the initial condition, the average value of 64.88 in the first cycle increased to 69.88 and increased again to 80.17 in the second cycle. This indicates that there has been an increase in learning outcomes after the implementation of the mind mapping model assisted by video and picture media in fifth-grade students SDN Kamojing.

Increasing student grades can occur because the mind mapping model is able to facilitate students to remember events and events using both brains to work in a balanced manner, so that it can be easier to collect information stored in the brain. This is similar to what Buzan (2011, p. 110) explained that "mind mapping can increase the speed of thinking, provide unlimited flexibility". He also explained that creativity is the key to mental success. With the mind mapping model students are not only facilitated in the process of information retrieval in the brain, but the creativity and memory in the lesson will be longer because both brains work together.

Student value enhancement can occur because mind mapping uses pictures, colors, and keywords that help students find information in their brain memory. Student learning completeness based on table 3 also gradually increases towards the expected direction. From the initial conditions only 9 students (26.47%) achieved the minimum completeness criteria, increased in the first cycle to 15 students (44.12%), and increased

again to 30 students (88.23%) who achieved the minimum completeness criteria in cycle II. This increase occurred as improvements were made based on reflections from previous cycles. For more details, the following is a picture showing an increase in student learning completeness from the initial to the second cycle.
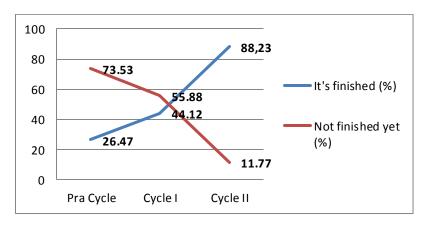


**Figure 3. Student Learning Completeness**

Based on the results of the second cycle, the average value of student learning outcomes in story writing material has reached ≥ 70, classical learning completeness of students has reached ≥ 85%, and student activity in learning has also reached 80%. These results show that the success indicators have been achieved in cycle II, so this research has been successful and classroom action research by applying the Mind Mapping model to improve the story writing skills of fifth-grade students SDN Kamojing stopped in cycle II.

**CONCLUSION**

Based on the results of data analysis and research findings obtained during classroom action research by applying the Mind Mapping Model in improving students' story writing skills in Indonesian learning elementary school students can be summarized as follows:

a. The Mind Mapping model aided by video and pictures has been shown to improve the writing skills of fifth grade students of SDN Kamojing to be of good quality. If the average score of students at the

initial condition is still very low, after the implementation of the Mind Mapping model the average value has increased and almost all students get scores that exceed the minimum completeness criteria. In detail, from the initial conditions only 26.47% of the number of students who met minimun criteria completeness, in the first cycle increased after the application of the Mind Mapping model to 44.12%. In the second cycle there was an increase with the achievement of classical completeness that is equal to 88.23%.

b. With the application of the Mind Mapping model student participation in Indonesian language learning has gradually increased. This is based on the results of observations of student activities in each cycle. In the first cycle the results of student activity are obtained with an average percentage of 73% which is categorized as sufficient. The increase occurred in the second cycle with an average percentage of 85.5%.

Based on the results of the research and conclusions obtained, there are several recommendations or suggestions to be conveyed, including:

1)  For Schools

The school should always provide motivation to teachers to always improve and improve the quality of learning. Schools should also hold Teacher Working Group more routinely to discuss the quality of learning, the aim is to be able to improve the quality of learning better.

2)  For Parents

Parents should be able to pay attention to learning difficulties faced by their children, because children spend more time at home. Parents have the same important role as teachers in motivating children to study hard and help children when they have learning difficulties. Good communication with teachers must be well established, so that they can work together for the optimal progress of children's achievement

3)  For other researchers

You should study more about the use of mind mapping models, especially in learning Indonesian language about story writing skills. The aim is that the services we provide can be in accordance with

what they need so that the learning objectives will be well achieved.

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