

## Improving Speech Writing Skills Through Mind Mapping Of Class Vi Students Of SDN 004 Kabun

**Ratna Mawan Sibuea**  
SD Negeri 004 Kabun  
Email : ratnamawansdnkabun@gmail.com

**Abstract,** This research is motivated by students who are not yet skilled in writing speech texts with systematic and effective language. This is caused by several factors such as the lack of knowledge of students about linguistic elements in writing so that the writings produced by students are not in accordance with the applicable grammatical rules. In addition, teachers have not been able to develop an active, innovative, creative, effective, and fun learning atmosphere in learning. This causes students to lose their motivation and passion to learn to write. The results showed that mind mapping which is used as a learning tool can improve students' activities and learning outcomes in writing speech texts. The learning process with the help of mind mapping helps students generate main ideas and explanatory ideas, and connects these ideas in coherent and coherent sentences. Thus, learning to write speech texts through mind mapping makes students think critically, logically, and systematically

**Keywords :** Mind Mapping, Writing Skills, Speech Text.

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### I. INTRODUCTION

Learning Indonesian at school has several main objectives. One of the goals of learning Indonesian is to guide students to have good Indonesian language skills, which cover the main aspects of language, such as aspects of listening, speaking, reading, and writing. These four aspects must be developed in learning Indonesian.

In learning, the teacher acts as a director as well as an actor. That is, the teacher is in charge and responsible for

planning and implementing learning in schools. Teachers as professionals must have a number of abilities to apply various learning theories in learning, the ability to choose and apply effective and efficient learning methods, the ability to involve students actively participating, the ability to create a learning atmosphere that supports the achievement of educational goals, and be able to communicate well in Indonesian. and right.

As a national communication tool, Indonesian must be mastered by every student.

In general, according to the Ministry of National Education (2006) the objectives of learning Indonesian are (1) students can appreciate and be proud of Indonesian as the language of unity (national) and the language of the State, (2) students understand Indonesian in terms of form, meaning and function, and use it appropriately and creatively for various purposes, needs, and circumstances, (3) students have the ability to use Indonesian to improve intellectual abilities, emotional maturity, and social maturity, (4) students have discipline in thinking and speaking (speaking and writing), (5) students are able to enjoy and utilize literary works to develop personality, broaden life insights, and improve knowledge and language skills, and (6) students appreciate and are proud of Indonesian literature as a cultural and intellectual treasure of Indonesian people.

The conditions that the authors found in the field showed that the writing skills of class VI students at SDN 004 Kabun Rokan Hulu Regency were still low.

Based on the analysis of learning outcomes, it appears that students' writing skills have not been completed. The causes of the low writing skills of these students

are partly due to the lack of student participation to be actively involved in the learning process and the tendency of students to be fixated on the teacher's explanations and caused by students always using the local language in communicating with friends and the community in their environment.

This can also be seen from the results of their writing on writing ability material, some students have not been able to compose sentences with the correct arrangement pattern and often in describing an essay, students seem convoluted. Most students have not been able to express ideas and ideas, the lack of students' ability to use the right choice of words and the low knowledge of students in using punctuation in their essays or writings. To overcome writing problems, the writer tries to find an alternative solution to make it easy for students to improve their ability to write students' speech texts by using mind mapping. Mind mapping can be used because it has the following advantages: (1) the process of making it is fun, (2) the images and colors used in making mind mapping are a counterweight to the human brain so it is not boring, (3) it is unique (not monotonous) so it is easy to remember and interesting, (4) the main topic is clearly defined. (Edward, 2009: 64).

## II. RESEARCH METHODS

This type of research is Classroom Action Research (CAR). Classroom Action Research is research that is carried out systematically, namely by planning, implementing actions, observing and reflecting.

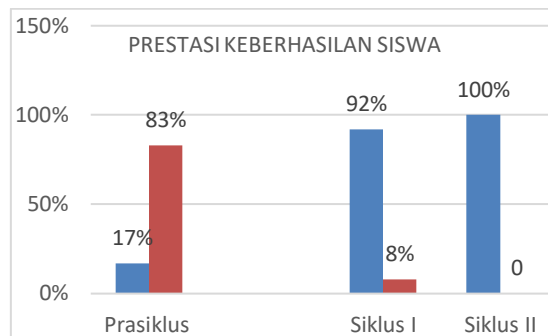
The data collection technique in this study consisted of four main activities, namely initial data collection, data from the results of analysis at the end of each cycle, as well as other responses from teachers regarding the implementation of collaborative model educational supervision.

The data that has been collected was analyzed using qualitative and quantitative analysis. Qualitative analysis is used to explain changes in student behavior in learning and the behavior of researchers in carrying out teacher supervision. Meanwhile, quantitative analysis is used to determine the success of teachers and students based on teacher competency standards set by the Ministry of National Education.

## III. RESEARCH RESULTS AND DISCUSSION

The number of students who completed the pre-cycle, cycle I and cycle II can be seen in the following table.

Graph 1. Number of Completed Students in Pre-cycle, Cycle I and Cycle II



Based on the data in Table 1, the following conclusions can be seen. At the pre-cycle stage, only 4 students or 17% completed and increased to 21 people or 91% in cycle I, and to 23 people or 100% in cycle II. This means that there has been a large increase, namely by 73.91% from pre-cycle to cycle I, and by 3.26% from cycle I to cycle II. Meanwhile, the number of students who did not complete the pre-cycle were 19 people or 82.61% and in the first cycle there were 2 people or 8.69%. This means that there has been a large decline.

Classical learning outcomes also experienced a major increase. With an average of 64.67 in the pre-cycle stage it becomes 80.71 in cycle I, and becomes 83.97 in cycle II. This increase has brought the classical average of students to a value above the specified KKM.

From the description of the data, the students' speech writing skills in the pre-cycle were very concerning.

The low student learning outcomes in pre-cycle are caused by several factors.

First, students have not been able to write down an idea in the form of a systematic speech text, which is composed of an introduction, content, and closing.

The writing that is used as a reference is the completeness of the systematics of the speech text, the sequence of ideas, the coherence of ideas, and the effectiveness of sentences.

The increase in student learning outcomes in cycle I and cycle II is caused by several factors. First, students are able to write down an idea in the form of a systematic speech text, which is composed of an introduction, content, and closing. The second factor, students are able to express ideas effectively. The third factor, students are able to write ideas in a coherent manner.

From this explanation, it can be concluded that the results obtained by students have fulfilled the established criteria. The writing criteria used as a reference are 1) systematic completeness of speech text, 2) sequence of ideas, 3) coherence of ideas, and 4) effectiveness of sentences.

The successes that have been achieved in cycle I and cycle II have shown the benefits and advantages of mind mapping which have been conveyed by several experts such as Edward (2009; 64) and Herdian (2009). This finding also strongly supports the principle of learning

itself, as expressed by Djahiri (in Kunandar, 2007: 293) that in learning the main principle is the existence of a process of involving all or part of the potential possessed by the learning subject and its meaningfulness for himself and his current life and in the future.

From the conditions found in the pre-cycle, in cycle I, learning to write speech texts was carried out with the help of mind mapping. The learning is carried out by making mind mapping steps offered by Buzan (2005). Through these steps, it is easier for students to express their thoughts and ideas into a logical and systematic form of speech text. So that the problems found in the pre-cycle can be overcome.

The findings obtained illustrate that mind mapping can improve students' writing skills. This is consistent with the benefits of mind mapping, namely (1) solving problems, (2) focusing attention, (3) compiling and explaining thoughts, (4) remembering better, (5) learning faster and more efficiently. (Herdian, 2009)

#### **IV. CONCLUSION**

From the implementation of learning with the help of mind mapping, it can be concluded as follows.

1. Learning speech writing skills through mind mapping can improve students' writing skills.

2. The results of the study show that the use of mind mapping has been able to improve student learning outcomes. This reality can be seen from the learning outcomes obtained by students starting from the initial test, cycle I, to cycle II on indicators (1) completeness of the systematic structure of speech text, (2) coherence of arrangement of ideas, (3) coherence of ideas, and (4) effectiveness sentence. Classically, the average value of students has exceeded the KKM that has been set

problemposing/ (Diakses 10 maret 2019)

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