ABSTRAK

**PENINGKATAN KEMAMPUAN MENULIS KARANGAN NARASI
DENGAN TEKNIK *MIND MAPPING* PADA PELAJARAN
BAHASA INDONESIA SISWA KELAS V
SD NEGERI 1 PAHOMAN**

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Penelitian ini dilatarbelakangi permasalahan rendahnya kemampuan menulis siswa kelas V SDN 1 Pahoman. Karena itu, penelitian ini bertujuan untuk (1) menyusun RPP Bahasa Indonesia pada KD menulis karangan narasi dengan teknik *mind mapping*, (2) mendeskripsikan pelaksanaan pembelajaran Bahasa Indonesia pada KD menulis karangan narasi melalui aktivitas siswa, (3) mendeskripsikan sistem evaluasi pembelajaran Bahasa Indonesia pada KD menulis karangan narasi dengan teknik *mind mapping*, dan (4) mendeskripsikan peningkatan nilai pembelajaran Bahasa Indonesia pada KD menulis karangan narasi dengan teknik *mind mapping*.

Metode penelitian yang digunakan ialah PTK yang berlangsung 3 siklus. Siklus 1, peneliti membelajarkan cara membuat kerangka karangan dengan teknik *mind mapping* secara manual. Siklus 2, peneliti membelajarkan cara membuat kerangka karangan dengan teknik *mind mapping* secara audio visual menggunakan CD interaktif. Siklus 3, peneliti membelajarkan cara membuat kerangka karangan dengan teknik *mind mapping* secara visual menggunakan perangkat lunak *mind mapping*.

Kesimpulan penelitian: (1) nilai RPP siklus I pertemuan I 3,6, pertemuan II 3,55, siklus II pertemuan I 3,8, pertemuan II 3,6, dan siklus III pertemuan I 4,0, pertemuan II 4,0; (2) Pada siklus I di Va 71% siswa aktif, siklus II 48,4%, dan siklus III 71%. Di Vb pada siklus I 75,8% siswa aktif, siklus II 87,9%, dan siklus III 84,8%; (3) Validitas instrumen tes siklus 1, 3 soal validitas sangat tinggi, 1 soal validitas tinggi, dan 1 soal validitas sangat rendah. Siklus 2, 1 soal validitas sangat tinggi, 3 soal validitas tinggi, dan 1 soal validitas sedang. Siklus 3, 3 soal validitas sangat tinggi, 1 soal validitas tinggi, dan 1 soal validitas sedang. Reliabilitas siklus 1 – 3 tinggi. (4) Terjadi peningkatan kemampuan menulis karangan narasi setelah diadakan tindakan dengan teknik *mind mapping*. Hal ini ditunjukkan dengan meningkatnya kemampuan menulis karangan narasi siswa. Ketuntasan klasikal di kelas Va pada siklus I 41,4%, siklus II 36,7%, dan siklus III 75%. Di kelas Vb siklus I 57,6%, siklus II 60,6%, dan siklus III 81,3%.
Kata kunci : karangan narasi, teknik *mind mapping*

ABSTRACT

THE IMPROVEMENT OF WRITING NARRATIVE COMPOSITION ABILITY BASED ON *MIND MAPPING* TECHNIQUE IN BAHASA INDONESIA TOWARDS THE FIFTH GRADER OF SD NEGERI 1 PAHOMAN

By
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The background of this research was the problem considering the students' low writing ability of the fifth grader in SD Negeri 1 Pahoman. Hence, this research aims to (1) compile the lesson plan for Bahasa Indonesia in writing narrative composition based on *mind mapping* technique, (2) describe the implementation of Bahasa Indonesia's learning process in writing narrative composition through students activities, (3) describe the evaluation system of Bahasa Indonesia's learning process in writing narrative composition based on *mind mapping* technique, and (4) describe the improvement of Bahasa Indonesia's score in writing narrative composition based on *mind mapping* technique.

The research methodology used was class action research which lasted in 3 cycles. In the 1st cycle, the researcher taught how to make an outline by using *mind mapping* technique manually. In the 2nd cycle, the researcher taught how to make an outline by using *mind mapping* technique with interactive CD. In the 3rd cycle, the researcher taught how to make an outline by using *mind mapping* technique with *mind mapping* software.

The conclusions of this research are: (1) the score of lesson plan based on APKG 1st cycle 1st meeting 3,6, 2nd meeting 3,55, 2nd cycle 1st meeting 3,8, 2nd meeting 3,6, and 3rd cycle 1st meeting 4,0, 2nd meeting 4,0. (2) In Va on 1st cycle 71% active students, 2nd cycle 48,4%, and 3rd cycle 71%. In Vb on 1st cycle 75,8% active students, 2nd cycle 87,9%, and 3rd cycle 84,8%. (3) The validity of test instrument 1st cycle, 3 items had superior validity, 1 item high validity, and 1 item very low validity. 2nd cycle, 1 item had superior validity, 3 items had high validity, and 1 item moderate validity. 3rd cycle, 3 items had superior validity, 1 item high validity, and 1 item moderate validity. (4) There is improvement in writing narrative composition ability after being conducted class action based on *mind mapping* technique. This can be shown with the increasing of students' ability in writing narrative composition. The classical completeness in Va on 1st cycle 41,4%, 2nd cycle 36,7%, and 3rd cycle 75%. The classical completeness in Vb on 1st cycle 57,6%, 2nd cycle 60,6%, and 3rd cycle 81,3%.
Keywords : narrative composition, *mind mapping* technique