

Students' Competency Development in Writing Fiction through Mind Mapping Techniques

Abdul Wahid^{1*}, Sudjoko S.²

¹SD Negeri Cijantung 03 Pagi Jakarta, Indonesia

²English Education, STKIP Kusuma Negara, Indonesia

*alwafa.achyadi@gmail.com

Abstract

This study aims to improve Students' writing competence on fiction to the 4th grade students in Elementary School. This research conducted in the Cijantung 03 Pagi of public elementary school. The teaching learning process was conducted in 2 cycles. On the pre-research, students' competence on fiction was still low. It yelled 55% of students or 20 of 32 students had lower score (below the minimum completeness criteria/*Kriteria Ketuntasan Minimum*), after teaching learning process on the first cycle, students 'writing skill on fiction increased till 75%, then in the 2nd cycle increased to 95%. It can be concluded that using mind mapping technic can increased students' writing competence on fiction.

Keywords: Competence, Mind mapping technique, Writing fiction.

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INTRODUCTION

The progress of science has recently developed rapidly, thus demanding the competence of qualified and creative human resources in dealing with the changing times. Along with this, the learning process in schools must also change in line with the demands of the times. Therefore, the government always improves the quality of education at the levels of basic education, secondary education, and higher education by always improving the education system, one of which is improving the curriculum and teaching and learning process in schools.

At the basic education level, especially in elementary schools, the foundations of concepts or knowledge for students that will affect the next level must be taught carefully, meaningfully and with quality in all the subjects that have been determined.

Indonesian as one of the compulsory subjects taught in elementary school is a characteristic of being a sovereign nation. because of the high position of the Indonesian language, the Indonesian language learning process must be taught in a meaningful, enjoyable and quality way.

In the 2013 curriculum for elementary schools, Indonesian is one of the lessons that is taught in an integrated (thematic) manner, meaning that Indonesian is taught along with other subjects in a predetermined theme. The content of Indonesian language lessons in the 2013 curriculum elementary school students are required to have good and correct attitudes, knowledge, and language skills.

One of the language skills that must be mastered by students is writing where students are required to be able to write something either through spoken or written language.

Ideally, 4th grade students' in Elementary School are able to express their feelings, ideas or thoughts in writing or essays, even though they are in the form of simple sentences, but have good cohesion and coherence, both fiction and non-fiction essays. This is also in accordance with the demands of the 2013 curriculum on Core Competency (KI.4) Basic Competency 4.7 which reads, "Conveying new knowledge from non-fiction texts into writing in your own language". and Basic Competency 4.9. which reads, "Conveying the results of the identification of the characters contained in fictional texts verbally, in writing, and visually".

The reality is not yet fully in line with expectations, especially in terms of writing essays. In several cases based on the author's experience as a teacher the results of 4th grade students' essays in the Cijantung 03 Pagi of Public Elementary School (in Indonesian term, it is stated as SD Negeri Cijantung 03 Pagi or SDN Cijantung 03 Pagi) are still lacking. This can be seen from students' mistakes in composing, especially fiction essays. These errors can be seen, among others; (1) the use of capital letters, punctuation, or mechanical characters that are not appropriate; (2) ineffective organization between sentences; (3) Sentence structure; and (4) the suitability of the content in the essay and most importantly the students have difficulty in expressing ideas or ideas which are then expressed in written language.

From their writing scores, they were still lacking, namely the average score was 54.56 and only 52% of students scored above the minimum completeness criteria (MCC). Where in the Indonesian language lesson content, especially in writing (composing) Grade 4 teachers at SDN Cijantung 03 Pagi have a curriculum achievement target in the form of a Minimum Completeness (MCC) score of 70.00 and 90% of students are targeted to obtain a score equal to or above the grade MCC. This is quite high, considering that the input and intake at the school are good.

There are many reasons for the situation mentioned above, such as teaching and learning process factors that lack focus, teaching methods and techniques by teachers that are inappropriate or less varied, perhaps also due to inappropriate selection of learning media and many other factors.

Based on the problems mentioned above, it is necessary to improve the teaching and learning processes in order to improve fiction writing competence. one of the solutions that can increase the competence of these students is through the use of appropriate and effective learning techniques such as learning techniques through mind maps.

Some advantages of using this technique include helping to remember, getting ideas, saving time, concentrating, getting better grades, organizing thoughts and hobbies, playing media, having fun in expressing imagination which of course brings out creativity, so it can help students in pouring his thoughts into written form, especially fiction writing and has implications for achieving learning objectives.

Based on the problems mentioned above and their solutions, the authors are interested in conducting further research on improving students' fiction writing competence through picture series in grade 4 students at SDN Cijantung 03 Pagi.

Based on some explanations above, the problem can be identified as follows: (1) Can increase students' fiction writing skill by using the mind mapping technique of class III at SDN Cijantung 03 Pagi?; (2) How to improve students' fiction writing competence by using the mind mapping technique?; (3) Why in learning teaching process by using mind mapping technique can improve students' fiction writing competence?

Fiction Writing Competency (Stories)

Fiction writing competence consists of 3 words where each word has its own meaning. The term competence refers to the word Competence according to Chomsky (1995: 65) which is a set of language rules which, if mastered, enable a person to make and understand sentences that are not limited in number, furthermore he gave rise to the term Linguistics Competence or language competency whose meaning is identical to one's competence. in mastering language structures. Competence according to Morgan et al. (1986: 1) is a general form that refers to human potential which includes certain skills, intelligence, and attitudes, while Wells (1981: 26) states that competence is a person's maximum effort to carry out an activity.

By looking at this definition, it shows that competency is not the same as skill. Skills are part of competence and to achieve a competency one must have certain skills, intelligence and attitudes. A person cannot be said to be 'good competent' if he is intelligent or if he has no attitude that can be displayed or demonstrated. Based on some theories above, we can write a synthesis that competence is a person's competency/ability to achieve maximum results by demonstrating through knowledge, attitudes, and skills.

According to The Liang Gie (1995:17) the word writing has no difference with 'composing', namely the whole series of activities a person expresses ideas and conveys them through written language to readers to be understood. From this definition we can understand that writing involves the reader. So that a piece of writing can be said to be good if the reader understands or understands the message or intent of the writing. In order for the reader to understand what is written, the writer must use agreed rules (conventional rules) such as punctuation, commas, exclamation points and so on. This has been raised by S Takala in quoted by Muksin (1990:7)

From this understanding, we can understand that writing is a written communication tool between writers and readers and so that the writing can be read and understood by readers, certain conventions are needed such as the convention of a good sentence, paragraph and text and how ideas from The author conveys according to the author's purpose so that it hits the reader. In order for the reader to recognize or understand the intent of a piece of writing, a process of developing and editing text is required within various limitations, namely; structural constraints, content constraints, and purpose constraints. Structural boundaries are defined as good conventions of sentences, paragraphs and texts; Content boundaries stem from the ideas that must be defined by each other; and Limitation of goals emphasized on the purpose and style of the author to the reader (Forrester, 1996:72).

Another definition of writing comes from Heaton (1975; 127). He uses the term composition. communicate with the thoughts and imagination of the reader

on a particular topic. Here Heaton (1975) views the concept of writing as a communication competency. The communication is based on ideas. These ideas can be intuitive or rational. To make it easy for readers to understand, the ideas and thoughts of the writer are in grammatical form good, so that the messages of communication become clear and meaningful. This is also reinforced by the five definitions of writing, namely; (1) Writing is a form of communication, namely the reader can obtain clear information about what is read; (2) Writing is a thought process that starts with thinking about the ideas to be conveyed; (3) Writing is a form of communication that is different from speaking because writing does not contain intonation, facial expressions, physical movements, and situations that accompany the conversation. (4) Writing is a form of communication equipped with explanatory "tools" as well as spelling and punctuation rules; and (5) Writing is a form of communication to convey the author's ideas to audiences who are not limited by distance, place, and time.

Base on the explanations above, we can write a synthesis that writing is a form of communication and the activity of expressing ideas or ideas and facts expressed by the author in accordance with the author's goals into good and correct written language and the rules that apply so that they are easily understood. by some readers.

Fiction comes from the word narration which means fiction. Narration is a type of exposure that is commonly used by writers to fiction about a series of events or events that develop through time.

Fictional narratives are not related to real events or characters. Fiction was created by the author, that's why this form is also called imaginative literature, which is included in this category are; Prose, poetry and Drama. Prose can be in the form of short fiction (hereinafter abbreviated as fiction), novels, fables, and so on (Hughey, 1983).

Fiction usually has (1) a plot or plot; (2) character; (3) conflict; and (4) theme. Plot can be interpreted as a series of interconnected actions. The plot in a fiction can be described in its movement into five levels, namely: first, exposition which explains important information, usually regarding events that have occurred; Second Complication or increased action as a result of the conflict; The third is the crisis or climax, which is followed by the fourth, the easing of action, and the fifth, solving the problem, namely the end of a situation. Themes can revolve around real life or the implications of that. Themes are controlling the idea of a fiction.

Based on the statements above, we can write a synthesis that fiction writing competence is a skill/ability that is demonstrated through knowledge, attitudes, and skills in carrying out a form of communication in expressing ideas or ideas in the form of fiction that is interesting, fun, and entertaining in written language. good and correct, and in accordance with the rules of writing that apply (spelling, punctuation, sentence structure and so on) so that it is easy for readers to understand.

Mind Mapping Technique

Mind Mapping, which we often call concept maps, is a very powerful organizational thinking tool which is also the easiest way to put information into the brain and retrieve that information when needed (Buzan, 2008:4)

The Mind Mapping technique helps us remember words and readings, improves understanding of the material, helps organize material, and provides new insights (DePorter, Reardon, & Singer-Nourie, 2010; 225). Suyatno (2009; 73) states that Mind Mapping learning is very suitable for reviewing students' prior knowledge. Besides that, Buzan (2008) revealed that symbols and pictures are often more powerful in expressing thoughts and remembering things. Because according to him the brain has a natural ability for visual recognition, even perfect recognition. Therefore, symbols and illustrations can be added to Mind Mapping is made to anchor a better memory. Besides that, a good Mind Mapping is made by combining several colors so that it seems colorful and not monotonous.

Thus, Mind Mapping is a learning technique based on how the brain works. It is called a learning technique because Mind Mapping is in the form of a systematic sequence of steps. The brain remembers information in the form of pictures, symbols, shapes, musical sounds, and feelings. The brain stores information with patterns and associations like a tree with its branches and branches. The brain does not store information, word by word or column by column in neat line sentences as we use it in language. To quickly recall what we have learned it is best to imitate how the brain works in the form of a mind map.

Implementation of Mind Mapping in Learning Writing Fiction, Mind Mapping method is a method that teaches creative, effective note-taking by mapping the thoughts that exist within us, in an interesting, easy, and efficient way. Judging from this understanding, the Mind Mapping method can be used in learning to write fiction, because in writing fiction, creativity and imagination are needed to develop ideas into beautiful and interesting fictional sentences. Imagination and creativity are the real of the right brain. Based on the previous explanation, it is known that Mind Mapping with pictures, colors, and keywords can evoke right brain work functions so that new creative and imaginative ideas emerge. Mind Mapping is much better because it involves both sides of the brain to think. This is different from conventional methods which are usually still practical theoretical in nature which only have the potential to optimize the work function of the left brain. Creativity and imagination do not develop properly through this conventional method. That's why the method Mind Mapping is very good to be applied in learning to write narrative fiction. Therefore, in Mind Mapping learning knowledge is not simply transferred, but must be interpreted by each student himself. Knowledge is a process that develops continuously. In that process one's activeness determines in developing knowledge. Making a mind map is an exercise that needs to be done continuously to find out information.

There are several obstacles experienced by students in making Mind Mapping, both from the students themselves and the process in making Mind Mapping. The inhibiting factors of students can be seen from the different backgrounds of students and the understanding of each student is also different. In addition, the habits of students who only use one of their brains to learn so that they immediately make Mind Maps without knowing the content of the material being studied. According to Maghfiroh, Mind Mapping has several advantages, namely: (1) it's easy to see the overall picture, (2) helps the brain to: organize, remember, compare, and make connections, (3) facilitate the addition of new information, (4) reassessment can be faster, (5) each map is unique. From the opinion above, it can be concluded that the use of the Mind Mapping method will facilitate students in

learning, especially in writing narratives for elementary students. Through Mind Mapping students are easier to organize their thoughts to be poured in the form of narrative writing.



Figure 1. The example of mind mapping I

The Mind Mapping technique can be described in the following steps. First, the teacher and students choose fictional ideas then write them down in the middle of a blank sheet of paper. Second, students develop the main idea by writing key words on the branches which include the main idea so that it becomes a Mind Map essay framework. Third, if necessary, the teacher helps students to develop the main idea by writing down the question words when, where, who, why and how. Forth, students develop a Mind Map of their essay framework by adding more information to each branch that was made previously. Fifth, students provide interesting colors, symbols and pictures on the Mind Map framework of their essay. Sixth, after students have finished making their Mind Map outline, they are then given the task of making fiction based on the Mind Map outline essay that has been made. Seventh, ideas that arise in the middle of writing activities can be poured into any branches or twigs in the mind map to be added to fiction essays.



Figure 1. The example of mind mapping II

From the description above, it can be written that in composing creativity and imagination are needed to develop ideas or ideas into an interesting

fiction. Imagination and creativity are the real of the right brain. the work function of the right brain so as to bring up new ideas that are creative and imaginative. Farther than conventional method has been applied so far in learning Indonesian.

Applicatively, the implementation of the Mind Mapping technique and writing competence is for students to take the Mind Mapping test for essay outlines and writing competency tests to compose essays based on the outline or Mind Mapping.

Bahasa Indonesia in the 2013 Curriculum

Core Competency and Basic Competency Indonesian SD/MI Class 4 Semester 1 and 2 Based on the Attachment of the Minister of Education and Culture Number 37 of 2018 concerning Amendments to Minister of Education and Culture Number 24 of 2016 concerning Core Competencies and Basic Competencies in the 2013 Curriculum in Basic Education and Secondary Education.

The objectives of the curriculum include four competencies, namely (1) spiritual attitude competence, (2) social attitudes, (3) knowledge, and (4) skill. This competence is achieved through intracurricular, co-curricular and extracurricular learning processes.

Fiction writing competencies in the 2013 curriculum are found in; Basic Competence Indonesian Class Four 3.9. Examining the characters in fictional texts, and 3.10. Comparing the character of each character in fictional texts. While Core Competency 4 : Skill at KI 4.9. Delivering the results of the identification of the characters contained in fictional texts orally, in writing, and visually 4.10. Presenting the results of comparing the character of each character in fictional texts orally, in writing, and visually.

Framework of Thinking

Fiction writing competence is a skill that is demonstrated through knowledge, attitudes, and competence in carrying out a form of communication in expressing ideas or ideas in the form of interesting, fun, and entertaining fiction into written language that is good and correct, and in accordance with the rules. applicable writing (spelling, punctuation, sentence structure and so on) so that it is easy for readers to understand.

Mind Mapping is a technique that teaches how to write creatively, effectively, by mapping the thoughts that exist within us, in an interesting, easy, and efficient way. Base on the conceptuals above it can assume that mind mapping is an effective and creative way for students to express ideas, thoughts, and ideas properly and regularly. So, it should be assumed that learning techniques using mind mapping can improve students' writing competence.

RESEARCH METHODOLOGY

The aim of this research is to improve the learning outcomes and competence of students in writing fiction using the mindmapping technique. The research method in this study used survey, especially in Classroom Action Research, which in this study uses 3 cycles; pre-cycle, cycle 1 and cycle 2. On the other hand, each cycle used four (4) steps namely; planning, acting, observing, and reflecting. The research subjects were 4th grade students in Public Elementary Schoool Pagi

Cijantung, East Jakarta. Data collection through direct face-to-face learning, interviews, observations, assessment of learning outcomes, and the results of discussions with collaborators.

RESULTS AND DISCUSSION

In this study, the writer uses a fictional rice competency assessment instrument which consists of 5 assessment aspects, namely; 1) Content of essay (30%); 2) Writing Organization (20%); 3) Use of Language (25%); 4) Word choice (20%); and 5) Mechanical (5%). Following are the results of this research.

Pre-cycle

Pre-cycle activities are activities previously carried out in the teaching improvement process (before the implementation of learning1). This activity is intended to determine the initial competence of students in writing stories and the learning process that has been going on so far. where students have not been given learning through mind mapping techniques. This is done for initial data collection. The data obtained is that the average result of story writing competence is 60.15 with students who score according to the criteria of minimum score as many as 9 people or 45% are declared complete and as many as 11 or 55% are declared incomplete. Here is described in Figure 3.

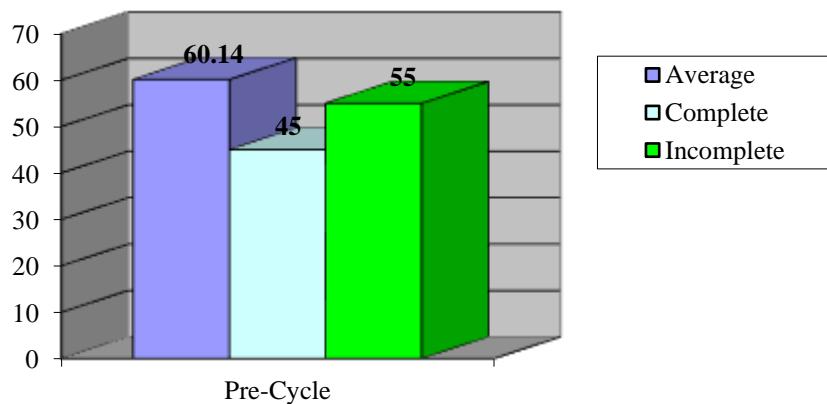


Figure 3. Students' Writing Ability Test Results in the Pre-Cycle

Based on Figure 3, it can be seen that the level of incompleteness of students is quite high, namely 55% when the school's target is 90% which is declared complete by having a story writing competence score above or equal to 70.00.

Meanwhile, from the observations of researchers and the results of discussions with tutors, it was concluded that students were still not able to put their ideas into essay form, there were still many mistakes that occurred such as the use of incorrect spelling, capital letters, or poor organization between sentences. . This has not reached the desired target, it is necessary to implement learning in order to increase the competence of students.

Cycle 1

In cycle 1, there is an increase in students' writing competence where almost all students get an increase in value than before, the average result of story writing

competence is 70.65 with students who get scores according to the criteria of score in minimum as many as 15 people or 75% are declared complete and as much as 5 or 25% declared incomplete. Here is described in Figure 4.

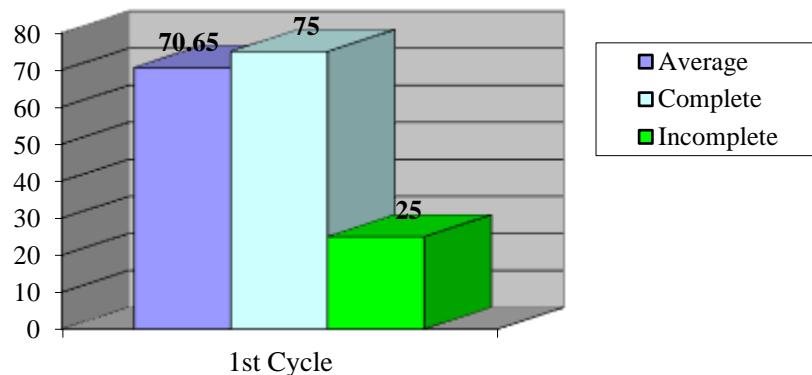


Figure 4. Students' Writing Ability Test Results in the 1st Cycle

Based on Figure 4, it can be seen that there was an increase in students' writing competence with a completeness level of 75% and a decrease in the number of students who were declared incomplete, namely 25%.

Cycle 2

In cycle 2, the increase in students' writing competence increased more than in the first learning. The average result of story writing competence was 79.10 with students who obtained scores according to the minimum criteria of score as many as 19 people or 95% were declared complete and as many as 1 person or 5% declared incomplete. So it can be stated that the target has been achieved. Here is described in Figure 5.

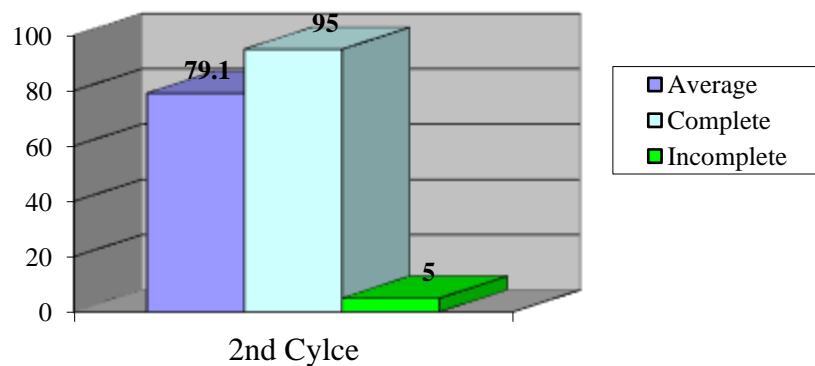


Figure 5. Students' Writing Ability Test Results in the 2nd Cycle

Based on Figure 5, it can be seen that there is an increase in students' writing competence with a completeness level of 95% and a decrease in the number of students who are declared incomplete, namely 5%.

From the research data it shows that from pre-cycle, learning 1, and cycle 2 there is an increase in the average value of students' story writing competence, namely in pre-learning = 60.15; learning1 = 70.65 and learning2 = 79.10. As shown in Figure 6.

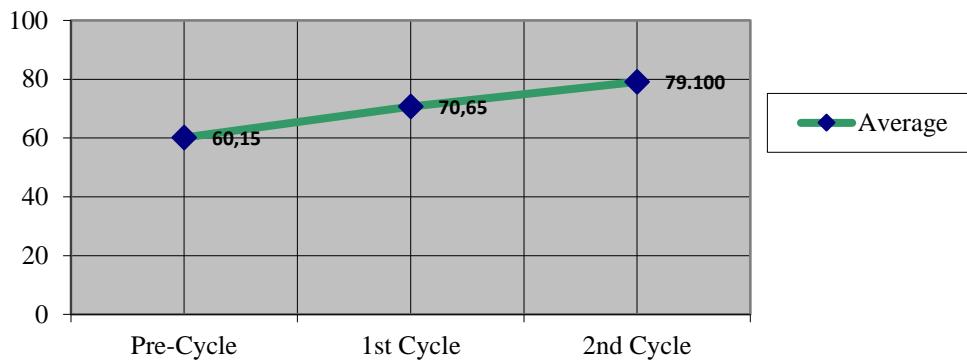


Figure 6. Average Value of Each Learning

The results of the Minimum Completeness Criteria of students also increased, namely in Pre-learning students who were declared Completed by 45%, in Learning 1 by 75%, and in Learning 3 by 95%, as illustrated in Figure 7.

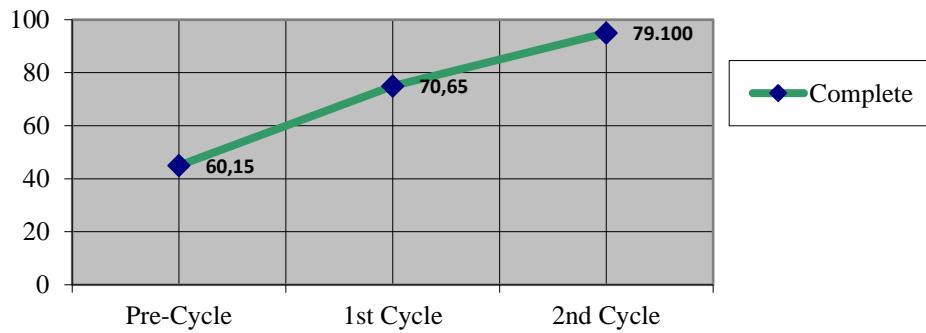
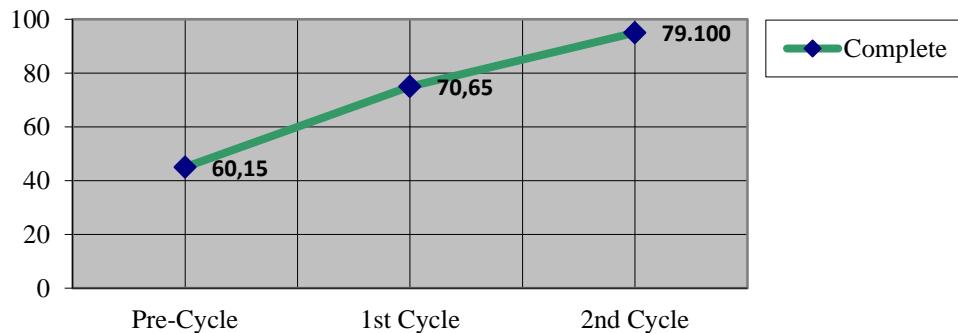


Figure 7. Percentage of Students who Complete Each Learning

Likewise, the percentage of students who were declared incomplete decreased in each cycle, namely in pre-learning by 55%, in Cycle 1 by 25%, and in Cycle 2 by 5%, as illustrated in Figure 8.



Grafik 8. Percentage of Students Who Did Not Complete Each Cycle

Based on the results of interviews and observations during the learning process also showed an increase in students' motivation and interest in writing, namely at the pre-learning stage many students felt reluctant to put their thoughts, ideas and ideas into written form. They feel they have no idea at all to start writing. After

the learning process in learning1, some of them felt happy or showed an interest in writing accompanied by mind mapping. They felt that they had no significant difficulties in putting their ideas into writing after making the mind map, but their problem was when making a mind map which according to them was still difficult.

In Cycle 2 it seemed that they were getting used to making mind maps and more and more students started to feel happy and interested in writing this fiction. This shows an increasing learning process in learning Indonesian, especially writing fiction.

CONCLUSION

From the results of the data obtained, the authors can conclude that: (1) The value of the fiction writing competence of fourth grade elementary school students increases by learning through the mind mapping technique. This is evidenced by the results of the study that the average pre-cycle posttest = 60.15; cycle 1 = 70.65 and cycle 2 = 79.10 the percentage of the minimum level of completeness also increased, namely pre-cycle = 55%; cycle 1 = 75% and cycle 2 = 95%. (2) The results of observations or observations made with collaborators show an increase in the motivation and interest of students during the learning process. (3) From the results of interviews with students, it was generally shown that they liked and found it easier to write fiction after first making a mind map

From the statement above, this study concludes that fiction writing competence can be improved through learning with mind mapping techniques. Both in terms of results or learning products and in terms of the learning process

The results showed that the use of mind mapping techniques could improve students' fiction writing competence. The researchers' suggestions for following up on the results of this study are as follows: (1) For teachers, the use of this series of images should also pay attention to the characteristics of students, choosing the appropriate time and situation, and learning steps that are in accordance with the existing theory. Besides that, it is also necessary to reflect on each lesson in order to improve the teaching and learning process and more mature planning. (2) Students must be more active in participating in lessons by observing a lot, don't be shy to ask questions, collect as much information as possible and then analyze it of course with the guidance of the teacher, so that their essays become better, can express ideas and ideas more smoothly and the organization of writing becomes more organized and systematic. (3) For institutions or schools to provide more adequate facilities and infrastructure, encourage or facilitate whatever the needs of the learning process and create a competitive and honest school environment in order to form students who have competence not only in writing fiction but can write in other forms of writing so that our students become reliable writers.

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