**DEVELOPMENT OF SHORT STORY LEARNING WITH A MODEL MIND
MAPPING IN STUDENTS OF CLASS XI MULTIMEDIA VOCATIONAL
SCHOOL OF WIRA BUANA 1 BOGOR**

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Abstract

Research on the development of learning to write short stories with models mind mapping in students of class XI Multimedia, SMK Wira Buana 1 Bogor needs to be done. This, due to the lack of understanding of students' writing short stories. The method used is research and development (research and development) with a model Borg and Gall. Based on the data analysis, the results of the development study of learning to write short stories using the model mind mapping in students of class XI Multimedia 1 Wira Buana 1 Bogor, (1) stated the validity of the two validators, namely the assessment of the literature expert validator 94% with very good criteria and assessment Indonesian Language and Literature learning validators get a score of 96% with very good criteria (2) stated to have practicality based on the judgment of practitioners (peers) by getting a score of 96% with excellent criteria (3) stated to have effectiveness seen from a small group test at pretest with an average of 67.16% and posttest with an average of 87.16% and standard deviation of 8.51, as well as a large group test at pretest with an average of 67.7% and posttest with an average of 89% and standard deviation of 18.42.

Keywords: development, learning to write short stories, model mind mapping

A. INTRODUCTION

Mind maps or commonly known as mind mapping is the right model to overcome the problem of writing short stories (short stories). Rooted in students' difficulties in understanding and applying the intrinsic elements in the short stories they made and the difficulties in developing story ideas, models were chosen mind mapping. The model popularized by Tony Buzan is an effective model for improving writing skills.

In the model Mind Mapping, students first write one keyword from the selected theme in the middle of the paper. The theme was then elaborated in the branches in the form of short story elements which included flow, characterization, character, setting, the point of view and end selected story. Basically, with this method, students are guided to plan before writing a short story. When planning writing, it is often known as making a sketch frame, then in mind mapping, making a sketch these are in the form of keywords that are equipped with mapped color images. Besides being more interesting, another advantage of this mind map is that students can add keywords anywhere if in the middle

of writing activities they get new ideas. The mind map can continue to develop in accordance with the wishes of the author. Thus, in this model, students are free to write "anything" in accordance with their desires and creativity. In addition, the symbols and colored images used have the potential to optimize the right brain work function that spurs creativity and imagination so that students are expected to not run out of ideas in writing short stories.

The basic competencies in writing short stories are in the Indonesian language curriculum, one of which is in the first semester of the XI class competency standards about expressing the experience of oneself and others into the short story. The implications of the curriculum require all high school / vocational students in Indonesia to be able to write short stories. However, in reality, there are still many students who feel difficulties. The reasons they put forward were diverse, such as: feeling not gifted, having no ideas, difficult to start, ideas stuck in the middle of the road, difficult to build conflicts, unable to end writing, and difficulties in developing ideas.

The most common obstacle faced by Bogor Wira Buana 1 students in learning to write short stories is one of them is the difficulty in providing fictional traits in writing short stories. A narrative essay that does not have a fictitious nature is not a short story, but a report or diary. The next obstacle is that many students have difficulty in presenting conflicts so that the resulting writing becomes flat. This, of course, makes their writing unattractive. In fact, the attractiveness of a short story lies in the conflict. Based on these conditions, the authors conducted a study entitled "Development of learning to write short stories using the model *mind mapping*".

B. STUDY OF THEORY

1. Learning

Model literally means "form", in general use of the model is an interpretation of the results of observations and measurements obtained from several systems. Whereas according to Agus Suprijono (2013: 45), the model is interpreted as a form of accurate representation as an actual process that allows a person or group of people to try to act based on that model. Understanding according to Syaiful Sagala (2005: 175) as quoted by Indrawati and Wawan Setiawan (2009: 27), that learning model is a conceptual framework which describes the procedure systematic in organizing learning experiences of students to achieve certain learning goals and serves as a guide for learning designers and teachers in planning and implementing teaching and learning activities. The learning model is a pattern that is used as a guide in planning classroom learning and tutorials (Agus Suprijono, 2010: 46).

2. Model Mind Mapping

One model of learning that has been proven to optimize the learning outcome model a mind map or called mind mapping. The concept was Mind Mapping originally introduced by Tony Buzan in the 1970s. Multimedia is also known as Radiant Thinking. Mind Mapping is very effective when used to bring up the hidden ideas that we have and make associations between these ideas. Mind Mapping is also useful for organizing

3. Learning to Write Short Stories (Short Story)

Writing is an activity of delivering messages using writing as the medium. A message is content or charge contained in an article. Writing short stories is one of the literary forms of literature which is the material for learning Indonesian language and literature. As one of the learning materials, writing short stories needs to be delivered with the right method so that it reaches the expected competency standards. The competency standard that is to be achieved is that skilled students write short stories departing from events that have been experienced.

In the trident, the concept of teaching literature consists of aspects of appreciation, recreation and recreation (Asep Yudha A. Wirajaya, 2005: 85) writing, in this case, writing short stories is part of the concept of recreation which means returning to create a literary work rather than just reading and enjoying literary works . Application of concept learning methods and learning principles. Basically, learning is not just an activity of transferring knowledge from teachers to students. In learning, context is created so that students not only gain experience and skills knowledge.

C. METHODS

This study uses research and development(Research and Development), which was adapted from Sugiyono. Methods of research and development(research and development)is a research method that is used to produce a specific product and tests its effectiveness. According to Borg and Gall, what is meant by the research and development model is "a process used to develop and validate educational products". That development research is an attempt to develop and validate the products used in the learning process. What is meant here is not only product an in the form of objects such as textbooks, films for learning and software (software) computer, but also methods such as teaching methods, and programs such as education and other programs. Research and development functions to validate and develop products. Validating the product means the product already exists, and the researcher only tests the effectiveness or validity of the product. Developing products in the broadest sense can be in the form of updating existing products (so that they become more practical, effective, and efficient) or creating new products (which have never before existed).

The development stage in this thesis researchers tries to achieve research and development at level 3. Existing products from the government will be developed by adding new products to be more practical, creative and efficient to be applied to vocational students, then test the effectiveness of these products.

Sugiyono said the research and development steps as shown in Figure 1 are as follows:

Figure 2. Steps to use the R & D method adapted from Sugiyono

This study was conducted in the 2016-2017 learning year even semester or two, precisely starting in May 2017. As a consideration of time and semester program that has been run at SMK Wira Buana 1 Bogor. The place of research was at Wira Buana 1 Vocational School Bogor, Jalan Camat Kanang, Bogor Bojonggede. This location was chosen because the author worked as a teacher of Indonesian language subjects at the school so that it was easier and familiar with the characteristics of the students to be studied.

The subjects in this study were students of class XI Multimedia SMK Wira Buana 1 Bogor. This study took 1 class sample from class XI Multimedia in the pre-action stage and initial development test to determine potential and problems, the next stage sample took 3 classes from the XI Multimedia class that had been developed with the synectic model. After the product is revised and validation can be used in all classes of XI Multimedia, SMK Wira Buana 1 Bogor.

D. RESULTS AND DISCUSSION

1. Data on Product Validation to Assess Product Validity and

Validation of products development of the application of short story writing learning using the synectic model of students of class XI Multimedia SMK Wira Buana 1 Bogor conducted by two validators. the first validator is a literary expert validator and the second validator is an Indonesian Language and Literature learning expert. The first Validator is a lecturer in literature who understands correctly and deeply the aspects of literature and career as a lecturer at Uhamka, named Dr. Edi Sukardi and the second validator is a senior teacher who has become an instructor national Indonesian Language and Literature learning materials and a career as a teacher at SMK Wira Buana 1 named Murniati, S.Pd.

The overall results of the final assessment conducted by the literary validator get a value of 94. Then the product is included in the criteria of percentage 90-100% which when viewed from the product feasibility test table, this score is included in the criteria or qualifications very well and the product produced is ready to be used for Learning Activities. The overall results of the final assessment conducted by the Indonesian Language and Literature learning expert validator get a score of 96. Then the product is included in the criteria of percentage 90-100% which when viewed from the product feasibility test table, this score is included in the criteria or excellent qualifications and the product produced ready to be used for learning activities.

2. Product Validation Data Results to Assess Product Practicality

Validation of products development of the application of short story writing learning using the synectic model of class XI Multimedia students of SMK Wira Buana 1 Bogor conducted by a practitioner (colleague). This is intended to measure the practicality of classroom learning conducted in May 2017. Practitioners (colleagues) are product assessors named Indosaka Hindayani, M.Pd who are senior teachers and have many achievements at the city, provincial and national. The overall results of the final assessment conducted by practitioners (peers) get a value of 96. Then the product is included in the criteria of percentage 90-100% which when viewed from the product feasibility test table, this score is included in the criteria or qualifications very well and the product produced is ready used for learning activities.

3. Results of Small Group Product Testing Analysis to Assess Product Effectiveness

Based on the results of the data analysis described, it appears that the value of writing short stories with a model mind mapping in small group short story writing is 8.51. Value of t_{count} can be compared with the value of t_{table} , which is the table of percentile distribution values of the t-test with $db = N-1 = 12-1 = 11$ So, $db\ 12-1 = 11$ and $t_0\ 0.975 = 2.20$. While $t_{\text{count}} = 8.51$ and $t_{\text{table}} = 2.20$ which means H_0 is rejected. H_0 is rejected if $t_{\text{count}} > t_{\text{table}}$ because there are significant changes in the value of students when writing short stories before and after using mind mapping model.

Small group evaluation data showing the average results of studying the pretest of 67.16 while the average posttest is 87.16. This shows that the use of models mind mapping can improve students' ability to write short stories. This is evidenced by the posttest scores of students who are above the minimum completeness criteria (KKM) that have been set, which is above the value of 75.

4. The Results of the Large Group Product Test Results to Assess Product Effectiveness

Based on the results of data analysis described, it appears that the writing value Short stories with mind mapping models in short story writing in large group tests or field tests are 18.42 t_{count} can be compared with the value of t_{table} with $db = N-1 = 28-1 = 27$. So, $db\ 28-1 = 27$ and $t_0\ 0.975 = 2.001$. If $t_{\text{count}} = 18.39$ and $t_{\text{table}} = 2.001$ then H_0 is rejected, because H_0 is rejected if $t_{\text{count}} > t_{\text{table}}$.

Data from the evaluation of large groups showed an average pretest learning outcomes of 67.7 while the posttest average was 89. This shows that the use of models mind mapping can improve students' ability to write short stories in school. This is evidenced by the value of posttest students who are above the minimum completeness criteria (KKM) that has been set, which is above the value of 75.

5. Discussion

Development of the application of learning to write short stories using the model mind mapping refers to instructional principles consisting of preliminary, presentation, and closing. Introduction in learning is very necessary to provide opportunities for students to be ready to receive lessons because in this introduction there is an apperception that provides a contextual description of the importance of developing the application of learning to write short stories using the model mind mapping. At this stage of apperception are presented or shown several examples of short stories. Through apperception, it is expected to be able to build a deep curiosity about the application of learning to write short stories using the model mind mapping that will be presented.

Test results conducted in both small groups and large groups there are differences in scores or scores that are so significant between the initial test students write short stories with Multimedia taught by Indonesian Language subject teachers in school (pre-test) and the final test writing short stories using model mind mapping (post-test). Based on the initial test (pretest) writing short stories conducted to class XI students both in the small group test and the large group test it is clear the possibility of values under the KKM, because the contents of short stories written are so short; storyline, and the theme is not clearly illustrated; there are even short stories made by students using punctuation that is wrong or incompatible with PUEBI. However, after a treatment or treatment is held, which is to teach students about the application of learning to write short stories using the model mind mapping, the value of students at pretest that is initially low under KKM 75.00 has increased in the posture which, is above the KKM value, it can be seen from short stories made by students are long and well structured ; storyline, and the theme is clearly illustrated.

The data from the validation of literary experts, Indonesian Language and Literature learning experts, and practitioners (colleagues) in the excellent category. This, according to what is expected by the researcher. Based on the assessment, the literary validator gets a score of 94% or very good. Similarly, the assessment of Indonesian Language and Literature learning validators received a score of 96% or very good, and practitioners '(peers') ratings scored 96% or very good. The assessment shows that the application of learning to write short stories using the model mind mapping has very good quality, including compatibility between core competencies (KI) and basic competencies (KD), conformity between indicator formulation, formulation of learning objectives, good use of language, depth material, and indicators of readability of text and writing. In general, it can be said that the application of learning to write short stories using the model mind mapping very well applied in learning to write short stories on Indonesian subjects.

E. CONCLUSION

The conclusions in the development research are writing short stories using the model mind mapping which begins with a curriculum review and identifying problems, then determining the formulation of material concepts in accordance with the learning model developed. The development of writing short stories using the model mind mapping was developed with regard to content, structure, vocabulary, sentences, and mechanics. The existing text and images are made as attractive as possible so that the reader does not feel bored in reading this teaching material.

The development of writing short stories using the model mind mapping has very good quality as indicated by the assessment of the literary expert validator getting a score of 94% or very good, the assessment of Indonesian Language and Literature learning experts validator gets a score of 96% or very good, and evaluating practitioners (colleagues) get a score of 96% or very good.

The development of writing short stories using the model is mind mapping effective in improving student learning outcomes as evidenced by an increase in the average student learning outcomes in small groups from a value of 67.16% to 87.16% with a standard deviation of 8.51 and large group test of the value of 67.7% to 89% with a standard deviation of 18.42%. This proves that the distribution of the average value of student learning outcomes is not too far from the acquisition of class average scores.

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