

***Learning to Write Narrative Texts Through the Project Based
Learning Model Using Mind Mapping Techniques for Elementary
School Students 1 Tataaran Patar***

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Abstract: This research aims to identify problems often faced by students in expressing their ideas when writing narrative texts. The main aim is to channel students' abilities in writing narrative texts and to understand their level of competence. The learning approach used is project-based using mind mapping techniques. This research uses descriptive analytical methods by collecting data through observation and tests. The results show that class IV students at SD Negeri 1 Tataaran Patar have sufficient ability in writing narrative texts using a project-based approach and mind mapping techniques, with an overall average score of 85%. Of this number, 5 students were considered very capable with scores between 90-100%. A total of 8 students were in the capable category with scores between 80-90%. However, 2 students got low scores between 60-70%, indicating that their abilities still need to be improved. From the results of this research, it can be concluded that students at SD Negeri 1 Tataaran Patar have good abilities in writing narrative texts using project-based learning with mind map techniques.

Keywords: *Writing narrative texts, project-based learning, mind mapping, elementary school students*

Introduction

Communication is a vital aspect in human daily life, and language is the main means of conveying messages and understanding other people. By using simple and clear language, we can communicate effectively with other people. Language is not just a tool to express thoughts and feelings, but also helps us build strong relationships with other people. The ability to use

language well will make it easier for other people to understand what we want to convey, so that communication runs smoothly and efficiently.

In learning Indonesian, there are four interrelated language skills: listening, speaking, reading and writing. Writing skills have an important role that students should not ignore. This includes using punctuation, organizing paragraphs, and writing letters correctly. The forms of writing emphasized in learning, such as description, exposition, narrative, persuasion, and argumentation, provide an important foundation for students' writing abilities.

Language skills play a central role in the language learning process for students. Tarigan (2013:1) explains that language skills consist of four main components: listening, speaking, reading and writing. Among these four skills, writing skills are considered more complex. Children experience an important period of growth in their daily lives. During this time, they begin to hone their listening skills from the womb, when they begin to pick up on the sounds around them.

Listening is not just about listening, but also understanding carefully what is heard, as explained by Hijriyah (2016). This means that the ability to listen involves understanding the content of the message conveyed. This skill is the receptive aspect of language, where children not only listen to sounds, but also understand them and then try to imitate them through speaking. Next, when they start attending school, they will start learning to read and write. Therefore, the role of teachers is very important in providing learning, especially in Indonesian language subjects. The way teachers present lesson material can influence student interest and involvement. For example, using teaching methods that are monotonous and lack variety can make students feel bored and find it difficult to understand the material, especially if they are not yet trained in writing essays. As a result, they have difficulty expressing ideas and ideas, making it difficult to master the material well.

In the 2013 curriculum, students are expected to develop writing skills, especially in the context of Indonesian language learning which has adopted a text-based approach. This approach recognizes that words are the foundation of human life. When words are arranged to convey ideas or meaning, it already becomes a text. In the context of this research, the focus is on narrative texts, which can be divided into expository and suggestive narratives. By referring to these two types of narrative, this research focuses on student competence in identifying elements of narrative text in accordance with KD 3.3, using a project based learning approach.

According to the New York City Department of Education (2009:3), the Project Based Learning learning model is a strategy where students are responsible for building their own knowledge and demonstrating new understanding through various ways of presenting. Project Based Learning (PJBL) is a learning approach that uses projects or activities as a tool to achieve learning goals, including attitude, knowledge and skills competencies (Sambuaga et al., 2023). The PJBL process involves the creation of a final product as a result of a learning program, where students are assessed based on their work. Panasan (2010) emphasized that PJBL has proven to be effective and efficient in improving learning. Tamboto et al. (2017) also stated that learning through PJBL provides opportunities for students to develop abilities that they did not previously have. Through this approach, students can achieve a better understanding of knowledge, skills, and critical thinking processes. However, to optimize student learning goals, special techniques are needed in implementing the PJBL approach.

There are various learning methods that can be used in the educational process, one of which is the mind mapping method for writing narrative texts (Scientific & Educational, 2023). Mind Mapping, or what is also known as mind mapping, has been proven to be an effective learning

technique in improving student learning outcomes (Farida et al., 2018). According to Farida et al. (2018), the learning process involves a series of activities, starting from remembering, understanding, applying, analyzing, evaluating, to creating. Nurhadiyati et al. (2020) emphasized that learning activities that actively involve students in building and linking material concepts can help memory last for a longer period of time. Amin (2016) stated that Mind Mapping is a very effective and efficient method for absorbing, storing and releasing information to the brain. This technique allows students to organize and structure lesson material more easily. By focusing on the main theme as the center and finding branches or derivative ideas from that theme, as well as linking each element with relevant relationships, Mind Mapping helps students understand the relationships between concepts and improve their writing skills. In this way, students can more easily identify which areas they have mastered well and which areas still need improvement.

In writing activities, all parts of the brain are involved, both the left brain which is related to logic and the right brain which is related to emotion. Using the Mind Mapping technique allows students to express ideas and information in a way that combines elements of color and symbols, thereby helping them develop creativity in writing. By utilizing the potential of both sides of the brain, this technique provides significant support for students in the writing process. Strong interaction between these two parts of the brain can stimulate creativity and make the writing process easier. By getting used to using and developing both brain potentials, students can experience improvements in several aspects, such as concentration, creativity and understanding, which in turn will help them develop their writing through Mind Mapping.

Based on the background above, the researcher aims to conduct research on "Learning to Write Narrative Texts Through the Project Based Learning Model Using Mind Mapping Techniques for Students at Elementary School 1 Tataaran Patar".

METHOD

The method applied in this research is the analytical descriptive method, which aims to provide a detailed description of the research object without carrying out analysis to make generally accepted conclusions (Sugiyono, 2013). In this context, the research aims to describe students' abilities in writing narrative texts at SD Negeri 1 Tataaran Patar. Through this descriptive method, researchers attempt to reveal the process and results of students' writing using words. This descriptive approach allows researchers to collect data naturally and describe it in detail. The steps in this method include analysis and description of students' abilities in writing narrative texts.

RESEARCH RESULT

Project Based Learning Model Learning with Mind Mapping Techniques in learning to write narrative texts is as follows:

Planning

The Planning Stage includes activities namely;

1. Conduct discussions between researchers and Indonesian language teachers in class VI SD Negeri 1 Tataaran Patar.
2. Prepare RPP (Learning Implementation Plan)
3. Prepare material about writing narrative texts
4. Preparing research instruments (task concept)
5. Prepare learning media

Implementation

Introduction :

- Greet students with new enthusiasm
- Motivate and arouse students' curiosity about the material to be taught.
- Convey learning objectives
- Convey learning steps

Core activities :

- The teacher explains the learning material
- The teacher forms students into three groups. Each group consists of three group members.
- The teacher distributed material about writing narrative texts using a project based learning model with mind mapping techniques
- The teacher distributes material for each group to study
- The teacher provides guidance as a closing stage
- The researcher then gave individual tests to each student. After the task given by the teacher is completed, each group is required to present the results of their group work in front of the class and other groups provide responses or suggestions.

In this activity the teacher plays a role in choosing a strategy or learning model that is appropriate and appropriate to the learning media that will be used. This is supported by the results of research by (Mutia, Marcellina B. Polii & Meruntu, nd), which found that teachers' skill in choosing the right learning strategy or model.

Test Results

There are two problems in this research, namely "How is the learning to write narrative texts using the project based learning model for students at SD Negeri 1 Tataaran Patar?, and the second problem is "what is the ability of students at SD Negeri 1 Tataaran Patar in writing narrative texts using the project based learning model with mind mapping techniques ?"

This research aims to collect data about learning to write narrative texts using the project based learning model for class IV students at SD Negeri 1 Tataaran Patar, as well as to evaluate students' ability to write narrative texts using the project based learning model with mind mapping techniques. The class that is the subject of this research is class IV at SD Negeri 1 Tataaran Patar, which consists of 18 students. However, when the research was conducted, only 15 students were present in class IV, while 3 other students were absent. Therefore, researchers collected data through observations and tests to identify students' narrative text writing abilities.

1. Student number 01

Based on the data in the table, student number 01 shows excellent skills in writing and determining the structure of narrative text. In the orientation aspect, this student got a score of 4 with a score of 20, showing his ability to determine characters, setting of place and time setting. For the conflict aspect, this student got a score of 3 with a score of 15, while for the climax, resolution and coda aspects, this student got a score of 4 with a score of 60. Thus, the total score for student number 01 was 95, exceeding the average score.

2. Student number 2

Student number 2 also showed good skills in writing and determining the structure of narrative text. In the aspect of orientation and conflict, this student received a score of 4 with a score of 20 because he was able to determine the characters, setting, place, time and conflict well. For the climax and resolution aspects, this student got a score of 3 with a score of 15 and 4 with a score of 20. However, in the coda aspect, this student got a score of 3 with a score of 15. The total score for student number 2 was 90.

3. Student number 3

Student number 3 showed good ability in writing and determining the structure of narrative texts in the aspects of orientation, conflict, climax and resolution by getting a score of 4 and a score of 60. However, in the coda aspect, this student got a score of 2 because he was less able to determine the conclusion or completion of narrative text stories. The total score of student number 3 is 90.

4. Student number 4

Based on the data in the table, student number 4 shows quite good skills in writing and determining the structure of narrative text. In the orientation aspect, this student got a score of 4 with a score of 20, showing his ability to describe characters, setting, and setting. For the conflict aspect, this student received a score of 3 with a score of 15, while for the climax and resolution aspects, this student each received a score of 3 because they were able to write the climax of the problem and the resolution in accordance with the content of the narrative text. However, in the aspect of determining the coda, this student received a score of 2 because he had not yet reached this stage. The total score of student number 4 is 14, with an overall score of 75.

5. Student number 5

Student number 5 showed good ability in writing and determining the structure of narrative texts in the aspects of conflict, climax, resolution and coda, with a score of 4 and 20 respectively. However, in the orientation aspect, this student got a score of 3 with a score of 15 due to lack of detail in explaining the orientation section. The total score of student number 5 is 19, with an overall score of 95.

6. Student number 6

Student number 6 shows good skills in writing and determining the structure of narrative text. In the aspect of orientation and conflict, this student got a score of 8 with a score of 40, showing his ability to describe the background of the story and the main conflict. Furthermore, in the aspects of climax, coda and resolution, this student received a score of 9 with a score of 45 because he was able to write the climax, resolution and coda in accordance with the narrative text written. The total score of student number 6 is 17, with an overall score of 85.

7. Student number 7

From the table data, student number 7 shows very good skills in writing and determining the structure of narrative text. In all aspects, namely orientation, conflict, climax, resolution and coda, this student received a score of 4 with a score of 100. This shows that the student is capable or very good at writing and determining the structure of narrative text. Thus, the total score of student number 7 is 20, with an overall score of 100, exceeding the KKM.

8. Student number 8

Student number 8 also showed good skills in writing and determining the structure of narrative text. In the orientation aspect, this student got a score of 4 with a score of 20 because it was appropriate. For the conflict and climax aspect, this student got a score of 6 because he was able to differentiate between conflict and climax in the narrative text, with a score of 30. In the resolution aspect, this student got a score of 3 with a score of 15 because the resolution determined was in accordance with the content of the narrative text. Meanwhile, for the aspect of determining coda, this student got a score of 3 because he was able to write text containing coda. The total score of student number 8 is 16, with an overall score of 80.

Learning to Write Narrative Text using the Project Based Learning Model through the Mind Mapping technique in class IV students at SD Negeri 1 Tataaran Patar is categorized as capable with the overall results obtained as follows:

b. Percentage of students' overall results

Table 1

Percentage Learning Results for Writing Narrative Texts with the Project Based Learning Model through Mind Mapping Techniques for Students SD Negeri 1 Tataaran Patar

No	Student Code	Total score	Percentage %	Predicate
1	Student 1	16	95%	Very Capable
2	Student 2	14	90%	Capable
3	Student 3	19	90%	Capable
4	Student 4	18	75%	Capable enough
5	Student 5	19	95%	Very Capable
6	Student 6	17	85%	Capable
7	Student 7	20	100%	Very Capable
8	Student 8	18	80%	Capable
Amount		141	142%	

Based on the data in the table above, student learning outcomes are 88%. This figure was obtained using the formula proposed by Ali (1987). The calculation is as follows:(Sambuaga et al., 2023)

Formula :

(Ali, 1987).

$$\text{Average Value} = x \ 100\% = \frac{\text{Jumlah Nilai Seluruh Siswa}}{\text{Jumlah Seluruh Siswa}}$$

$$\text{Average Value} = \frac{710}{8} \times 100\%$$

$$\text{Average Value} = 88\%$$

DISCUSSION

The results of this research are in line with the findings of Ruru, Pelelalu, and Mumu (2014) in their study regarding "Learning to Write Narrative Texts with a Mind Map Approach in Class XI Students of SMA Negeri 1 Tondano". The study shows the superiority of mind mapping strategies in improving students' writing abilities, as well as helping them overcome the difficulties often faced in writing innovatively. The importance of contextual learning and complex activities is also highlighted in these findings, which can improve students' critical thinking intelligence and emotional sensitivity.

Writing narrative texts basically trains students to convey ideas, concepts or feelings systematically and orderly. This writing skill allows a person to effectively communicate thoughts and ideas in written form. This approach is also in line with Curriculum 13 which emphasizes Basic Competencies (KD) 4.7 and 4.8, which focus on developing students' abilities to present their ideas, opinions and feelings through narrative writing by paying attention to existing structures and elements.

This study aims to observe writing skills and narrative text structure in Indonesian language learning in class IV of SD Negeri 1 Tataaran Patar. Data was collected from eight students of SD Negeri 1 Tataaran Patar. Some students succeeded in producing narrative texts through a project-based learning approach using mind mapping techniques. Their success depends on their own abilities. Each student has a different level of creativity and ideas, which can be expressed through the learning process of writing narrative texts. However, there are some students who

are less able to develop ideas or are less creative. Therefore, researchers provide additional assistance to students who experience difficulties to improve their achievement, even though the improvement occurs only slightly. The main factor in students' inability to write narrative texts can be caused by their limited abilities, which has an impact on their learning outcomes. Many students also experience difficulty concentrating during the learning process in class. Some students also experience difficulty in choosing the right words when constructing sentences. However, through this learning, it is hoped that students can increase their understanding of how to write narrative text according to its structure.

From these results, the analysis according to the title of the research shows that learning to write narrative texts through a project-based learning model with mind mapping techniques for students at SD Negeri 1 Tataaran Patar shows a high level of enthusiasm from students in participating in the learning. Through this approach, students can express their ideas through project-based learning with mind mapping techniques, where they create creative projects or products by writing narrative texts. The mind mapping technique helps students to organize their thoughts in the form of interesting images, which are then developed into narrative text. Mind mapping is a method that makes it easier for students to store their ideas efficiently, as well as transform these ideas into creative and effective narrative writing.

This research is also supported by the concept of Project Based Learning, which is a learning model that uses projects or activities as a means to achieve various competencies, including attitudes, knowledge and skills. PJBL is known as an innovative learning model, which emphasizes contextual learning through complex activities.

Class IV learning at SD Negeri 1 Tataaran Patar, the overall success rate of students is in the capable category with an overall percentage score of 88%.

CONCLUSION

Based on the results of research on learning to write narrative texts using the Project Based Learning model using the Mind Mapping technique for fourth grade students at SD Negeri 1 Tataaran Patar, it can be concluded as follows:

1. The research results generally show that student learning outcomes in learning to write narrative texts using the Project Based Learning model using the Mind Mapping technique for fourth grade students at SD Negeri 1 Tataaran Patar, in the aspect of determining orientation in narrative texts, overall students are in the score range of 31. In the conflict aspect is in the score range of 28. For the climax assessment aspect it is in the score range of 27. For the resolution aspect it is in the score range of 29. And for the assessment of the coda aspect it is in the score range of 27, if calculated as a whole then, the results of the project created by public elementary school students 1 Tataaran Patar was a score of 142 with an overall score of 710
2. Based on the predicate obtained from the overall percentage of project based learning model results, it is 88% with the following information:

Less fortunate : 0 students (incomplete)

Capable enough : 1 students (completed)

Capable : 4 students (completed)

Very Capable : 3 students (completed)

THANK-YOU NOTE

We would like to thank all parties who have helped the author in the process of preparing this article, either directly or indirectly.

CONFLICT OF INTEREST

The authors declare that they have no conflicts of interest.

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