

## **The Effect of Mind Mapping Method And Learning Motivation on Writing Short Story Learning Skills In Indonesian Subject**

Ignatius Agus Budiono<sup>1</sup>, I Nyoman Sudana Degeng<sup>2</sup>, Wayan Ardhana<sup>3</sup>, Imam Suyitno<sup>4</sup>

*Universitas Negeri Malang Jl. Argopuro VIII/13, Mojokerto, Indonesia*

---

**Abstract:** *The purpose of this study was to test the advantages of mind mapping methods to determine the significance interaction between the learning methods and learning motivation toward learning outcomes on short story writing skills. This research design of this study is quasi-experimental research design. Pre-test and post-test and nonequivalent control-group design was employed in this study. The population of this study was Private junior high school of IX grade in Mojokerto academic year 2015/2016. The samples in SMP Santo Yusup Mojokerto and SMP Santo Yusup Pacet in Mojokerto, the total number of students are 64 students. The research Instruments which was used in this research was questionnaire to determine students' motivation and non-objective test instrument to measure students' skills in writing short stories. Data were analyzed using MANOVA factorial design with the aid tools of IBM program SPSS version 20 for Windows. The results showed that: 1) there are significant differences in learning outcomes in writing short stories skills between learning using mind mapping and learning using methods expository, (2) there are significant differences on the results of learning in writing short stories between students who have high learning motivation and students have a low learning motivation, (3) there was a significant interaction between method of learning and motivation to learn the skills to write short stories.*

**Keywords:** *mind mapping method, the motivation and writing short stories skills.*

---

### **I. Introduction**

Literary Learning which was implemented in the school, aimed to develop respecting and understanding something meaningful in life (Kundharu & Slamet, 2014: 219). But a lot of things that become obstacles in literary learning including writing short stories, the lack of time allocation, the ability of teachers in teaching literature is still limited, teachers are still getting some difficulties in choosing teaching methods which is suitable for writing short stories, lack of interest and enthusiasm of the students in learning to write stories short. (Kundharu & Slamet, 2014: 219)

To overcome the above problem, it requires a learning method that can facilitate and develop students' creativity in giving ideas and a pleasant atmosphere for learning. It is expected that students experience in learning fun events. They will be loved the learning material. So finally it can reach maximum results. The researchers use a mind mapping method.

According to Buzan (2013: 5) the students can more easily see overall main ideas that will be written and be able to plan or make choices to develop the paragraph in applying mind mapping. By applying mind mapping method, it enables the student to develop their mind. The students are highly motivated to think and do the next, especially when the method of mind mapping learning were applied by using color and images, it will be more fun and encourage children to be more interested in learning.

Besides teaching methods there are other factors that also affect the learning outcomes. One factor was the motivation. Motivation is very important in learning activities, because motivation can encourage the spirit of learning and conversely lack of motivation will weaken the spirit of learning. According Santrock (2007) motivation is a process of encouragement, direction, and persistence of behavior. Motivated behavior is full of energy, focus, and last a long time (Santrock, 2007).

Based on the description of above problems it is necessary to improve methods of learning and student motivation. This study aims to examine the advantages of learning methods between learning method mind mapping and expository teaching methods on writing short stories skills learning outcomes in the junior class IX Private in Mojokerto.

### **II. Method**

The population of this study was all of students from IX grade Private junior high school SMP in Mojokerto academic year 2015/2016. There are 64 students. In determining the sample, the technique was using cluster random sampling (random sampling technique group). The class from IX grade A SMP Santo Yusup Pacet was as a class experiment with mind mapping teaching methods and class IX A SMP Santo Yusup

Mojokerto was as a control class with expository teaching methods. Both these classes were given pre-test to measure equality groups.

This study used two types of research instruments as a means of data collection, they were: (1) a matter of writing a short story for the pre-test and post-test. Problem post test was made equal with pretest, by changing the theme of writing short stories and (2) questionnaires / questionnaire motivation to learn a model ARCS, used indicators: (1) attention (attention), (2) the relevance (relevance), ( 3) confidence (confidence) (4) Satisfaction (Satisfaction). Learning motivation questionnaire consists of 36 items statement. Questionnaire / questionnaires used in this study using a Likert type attitude scale with five options / alternative answers developed by Robinson (in Cohen, 1976), and adapted by Degeng (1991).

Test instrument skills to write short stories written test were conducted by 103 students which consists of all students in grade 9, both of SMP Santo Yusup in Mojokerto or SMP Santo Yusup Pacet, in Mojokerto regency. Trial of instruments was intended to determine the level of validity (accuracy) and reliability (regularity) instrument. Based on the results of the calculation of the level of validity and reliability of this, the grains of instruments were developed, adapted, selected, or revised by the researchers before it was used as an instrument for collecting data in real research. Then, to determine the validity of each item / items can be viewed through value corrected item-total correlation in statistics total grains. To determine the construct validity of learning motivation questionnaire used factor analysis. To calculate the coefficient of instrument reliability used Cronbach alpha formula. Test validity, construct validity and reliability of research instrument were done with the aid tools of IBM SPSS Statistics 20 program for Windows.

Before reaching hypothesis testing, it was necessary to test the assumptions or test data analysis requirements, they were: (1) The outlier test data by displaying a graph of data in the form of box plots; (2) The data normality used the Kolmogorov-Smirnov test; and (3) the homogeneity of variance-covariance matrix used Lavene test; while homogeneity of variance-covariance matrix was jointly used Box's M. To test the effects or differences between teaching methods and learning motivation towards learning outcomes in writing short stories were employed manovafactorial design (Santoso, 2004: 221) .The assumptions test were analyzed data by using a tool aid IBM SPSS Statistics 20 program for Windows.

### III. Results

Data were analyzed by MANOVA techniques to test main hypotheses influence and interaction of influence variables of teaching methods and learning motivation in writing short stories skills outcome with aid tools premises applications IBM SPSS Statistics 20 for Windows are presented in Table 1 below.

#### Tests of Between-Subjects Effects

Dependent Variable: Nilai Post Test					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1292.969 <sup>a</sup>	3	430.990	86.477	.000
Intercept	417316.000	1	417316.000	83733.590	.000
Learning method	473.063	1	473.063	94.919	.000
Learning Motivation	791.016	1	791.016	158.716	.000
Learning method * Learning motivation	28.891	1	28.891	5.797	.019
Error	299.031	60	4.984		
Total	418908.000	64			
Corrected Total	1592.000	63			

a. R Squared = .812 (Adjusted R Squared = .803)

Based on the results of data analysis and hypothesis testing it can be seen that in this study: Testing Hypothesis 1:MANOVA test was different techniques probability value obtained (sig.) Calculations for = 0.00 <0.05, meaning H0→ rejected. It can be concluded "There are differences in learning outcomes significantly in learning short story writing skills that uses mind mapping and learning expository method."Testing Hypothesis 2:MANOVA test different techniques obtained probability value (sig.) Calculations for =0.00 <0.05, meaning H0→ rejected. It can be concluded "There are differences in learning outcomes significantly short story writing skills among students who have high motivation and low."

Testing Hypothesis 3:MANOVA test different techniques obtained probability value (sig.) Calculations for = 0.019 <0.05, meaning H0→ rejected. It can be concluded "There is an interaction between the learning methods motivation to learn the skills in writing short stories skill."The effect of mind mapping method in writing short story skills is based on the results of hypothesis testing to-1, the results of this study indicates that the scores of the ability in students' writing short stories skill which take the learning by using mind mapping method was higher than students who take learning by using expository method. Furthermore, based on analysis of data using ANOVA two lines also produced nothing difference in the ability in writing a short story between

students who learned by using mind mapping and students who learned by using expository method. These findings are consistent with previous research conducted by Toi (2009); Dawson et al. (2005); Yuniarti (2013); Lee (2013); Al-Jarf (2009); Panjaitan (2014); Trianto (2007); McGriff, (2007); Buzan, 2013; Edward,2011). The effect of Learning Motivation toward Short Story Writing skills Learning Outcomes is based on the results of the 2nd hypothesis testing, the results of this study indicate that there are significant differences between students with high learning motivation and students with low learning motivation of the short story writing skills learning outcomes.

According Santrock, motivation is a process of encouragement, direction, and persistence of behavior. That is, behavior that motivated behavior is full of energy, focus, and last a long time (Santrock, 2007). So the motivation in learning activities can be considered as the overall driving force within the students who lead the learning activities. Students who have the motivation to learn will depend on whether these activities have interesting content or pleasant process. In essence, involves learning motivation and learning goals and strategies related to achieving the learning objectives (Brophy, 2004).

Steers & Potrter, 1991 stating that pernan motivation in learning are indispensable because they are important motivation in learning conditions. This is in line with Eaton and Dembo (1997) that the motivation to learn as a situation arose in which students can give impetus to the process of learning. Motivation is one of the important factors that may affect learning outcomes. Motivation as the intensity and direction of a behavior arrives with regard to the choices made someone else to do or avoid a task, and shows the level of effort that is done, then operationally (Keller 1987) divide into four components, namely Attention (attention), Relevance (relevance), Confidence (confidence students), satisfaction (student satisfaction) that ultimately lead to improvements in learning outcomes.

Effect of interaction between teaching methods and learning motivation on short story writing skills is based on the results of the 2nd hypothesis testing, the results of this study indicate that there is an interaction between teaching methods and learning motivation towards learning outcomes skills in writing short stories. The teaching methods and learning motivation interaction shows that the price of  $F = 5797$  with a significance of 0.019 which is less than 0.05. Thus  $H_0$  rejected or no interaction between the learning method and learning motivation for learning outcomes skills in writing short stories. Referring to the results of hypotheses testing regarding whether there is interaction between teaching methods and learning motivation of the short story writing skills, which is based on the results of the analysis of multivariate tests, it can be concluded that there is no interaction between teaching methods and learning motivation of the short story writing skills.

The definition of interaction in this case is a variation or cooperation of two independent variables or more in effecting a variables bound (Kerlinger, 2000), this is in line with the opinion of Ghozali (2009), which suggests that the interaction effect is the effect of collective or joint effect of two or more variables independent of the dependent variable. Interaction occurs when an independent variable do not bring the effect separately, otherwise the interaction does not occur if it is more than one independent variable separately significant consequences.

Referring to the results of hypotheses testing regarding whether there is interaction between teaching methods and learning motivation of the short story writing skills, which is based on the results of the analysis of multivariate tests, it can be concluded that there is no interaction between teaching methods and learning motivation of the short story writing skills

#### **IV. Conclusions**

Based on the results of this study has been described in previous chapters, it can be concluded that: (1) There is a significant difference between students who learned by using mind mapping method and students who learned by using expository method toward writing short stories learning outcomes on students junior at the IX grade; (2) There is a significant difference between students who have high motivation and low motivation for writing short stories learning outcomes in ninth grade junior high school students; (3) There is an effect of interaction between the learning method and learning motivation toward short story writing learning outcomes on junior high school students of class IX. Based on this research outputs, it can be conveyed some suggestions as follows: (1) The Indonesian teachers are advised to use the method that fits in the learning activities, writing short stories it can make students easily to understand and develop material that learned. (2) The Indonesian teachers should use mind mapping methods in learning writing short stories in order to produce maximum results. (3) The Indonesian teachers should constantly increase students' motivation to improve their attention, explain the relationship of learning materials toward students' lives, increase confidence and provide student satisfaction in doing the task. (4) The other researcher who is interested to conduct further research on mind mapping method, especially in short story writing in Indonesian, this study can be used as a reference or consideration for improvement in future studies.

### References

- [1]. Brophy, J. (2004). *Motivating students to learn (2nd ed.)*. Mahwah, NJ: Erlbaum.
- [2]. Buzan , T. (2013). *Buku Pintar Mind Mapping*. Jakarta : PT Grametode Pustaka Utama
- [3]. Dawson, et al. (2005). *Pre-writing: Clustering*. University of Richmond Writing Center.
- [4]. Eaton, M.J. & Dembo, M.H. 1997. Differences in Motivational Beliefs of Asian American and Non-Asia Student. *Journal of Educational Psychology* (online) 89 (3) : 433-440, (<http://www.psycnet.apa.org/journals/edu/89/3/433>) accessed on 25<sup>th</sup> feb 2016.
- [5]. Edward, L. 2011. *Advantages and disadvantages of mind maps*. [Online]. Available at: <http://iqmindbrainlibrary.com>
- [6]. Kundharu dan Slamet.S.Y.2014.*Pembelajaran Keterampilan Berbahasa Indonesia,Teori dan Aplikasinya (edisi ke-2)*. Jogjakarta: Graha Ilmu.
- [7]. Kerlinger, F. N., & Lee, H. B. 2000. *Foundations of Behavioral Research (4<sup>th</sup> Edition)*. USA: Harcourt College Publishers.
- [8]. Lee.Y., (2013),Collaborative Concept Mapping as a Pre-Writing Strategy, *International Journal of Information and Education Technology*, Vol. 3, No. 2, April 2013
- [9]. McGriff, S. (2007). *Instructional systems program*.Pennsylvania: Pennsylvania State
- [10]. Santrock, J. W.(2007). *Educational Psychology (Fifth Edition)*. New York : University of Texas at Dallas
- [11]. Steers, R.E., Porter, L.W. 1991. *Motivation and Work Behavior*. Singapore : McGraw-Hill, Inc.
- [12]. Toi, H. (2009, June). *Research on how Mind Map improves memory*. Paper presented at the International Conference on Thinking, Kuala Lumpur.
- [13]. Trianto. 2007. *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*. Cetakan pertama. Jakarta: Prestasi Pustaka Publisher.
- [14]. Yuniarti, N. 2013.Peningkatan Kualitas Pembelajaran dan Kemampuan Menulis Cerita Pendek dengan Menggunakan Metode Mind Mapping pada Kelas IX A SMP Negeri 9 Pontianak. *Jurnal Pendidikan Bahasa dan Sastra, ISSN :1693-623X Vol 1, No 1, 2013*. <http://jurnal.pasca.uns.ac.id>.