

ABSTRACT

Eliyanti. 2020. Development of Teaching Materials for Narrative Writing Skills by Using Mind Mapping in Thematic Learning in the five Class of Elementary School. Thesis. Graduate Program of Universitas Negeri Padang.

This research is motivated by the use of teaching materials that do not attract students' interest in learning narrative writing skills in thematic learning in the five Class of Elementary School. Students are less directed to write according to the writing stages, namely pre writing, while writing, and post writing. This causes the results of the students' narrative writing are not as expected. This study aims to develop valid, practical, and effective teaching materials for narrative writing skills using mind mapping in thematic learning in the five Class of Elementary School.

This research was conducted at Elemanraty School 04 Lembah Melintang. The research subjects were 15 students from the five class. This type of research is development research. This study uses a 4-D model which consists of 4 stages, namely: the stage of define, design, develop, and disseminate. Validity test data were obtained through the validation of teaching materials, practical data were obtained from the implementation of lesson plans, teacher responses, and student responses, effectiveness data was seen from student activities and assessment of narrative writing skills.

Based on the results of the validity by the validator, the results obtained were 93.6% with the very valid category. Based on the trial, it is known that the teaching material can make it easy for teachers and students and can attract the interest of teachers and students. This can be seen from the implementation of the lesson plans obtained by 93.4% in the very practical category, the teacher's response to 100% in the very practical category, and the student response of 89.7% with the very practical category. Furthermore, teaching materials have had a very good impact, influence, and results where this can be seen from the results of student activity, the acquisition of attitudes, knowledge, skills, therefore the teaching materials developed can be said to be very effective. Thus, it can be concluded that the teaching materials for narrative writing skills using mind mapping in thematic learning in the five Class of Elementary School have been declared valid, practical, and effective.

ABSTRAK

Eliyanti. 2020. Pengembangan Bahan Ajar Keterampilan Menulis Narasi dengan Menggunakan *Mind Mapping* dalam Pembelajaran Tematik di Kelas V Sekolah Dasar. Tesis. Universitas Negeri Padang.

Penelitian ini dilatarbelakangi oleh penggunaan bahan ajar yang kurang menarik minat peserta didik dalam pembelajaran keterampilan menulis narasi dalam pembelajaran tematik di kelas V SD. Peserta didik kurang diarahkan untuk menulis sesuai dengan tahapan menulis yaitu pra menulis, saat menulis, dan pasca menulis. Hal ini menyebabkan hasil tulisan narasi peserta didik belum sesuai dengan yang diharapkan. Penelitian ini bertujuan untuk mengembangkan bahan ajar keterampilan menulis narasi dengan menggunakan *mind mapping* dalam pembelajaran tematik di kelas V SD yang valid, praktis, dan efektif.

Penelitian ini dilakukan di SDN 04 Lembah Melintang. Subjek penelitian adalah peserta didik kelas V SD berjumlah 15 peserta didik. Jenis penelitian adalah penelitian pengembangan. Penelitian ini menggunakan model 4-D yang terdiri dari 4 tahap yaitu: tahap *define*, *design*, *develop*, dan *disseminate*. Data uji validitas diperoleh melalui validasi bahan ajar, data praktikalitas diperoleh dari keterlaksanaan RPP, respon guru, dan respon peserta didik, data keefektifan dilihat dari aktivitas peserta didik dan penilaian keterampilan menulis narasi.

Berdasarkan hasil validitas oleh validator diperoleh hasil 93,6% dengan kategori sangat valid. Berdasarkan uji coba diketahui bahwa bahan ajar dapat memberikan kemudahan bagi guru dan peserta didik dan dapat menarik minat guru dan peserta didik. Hal ini dapat dilihat dari keterlaksanaan RPP yang diperoleh sebesar 93,4% dengan kategori sangat praktis, respon guru sebesar 100% dengan kategori sangat praktis, dan respon peserta didik sebesar 89,7% dengan kategori sangat praktis. Selanjutnya, bahan ajar telah memberikan dampak, pengaruh, dan hasil yang sangat baik dimana hal ini dapat dilihat dari hasil aktivitas peserta didik, perolehan nilai sikap, pengetahuan, keterampilan, oleh sebab itu bahan ajar yang dikembangkan dapat dikatakan sangat efektif. Dengan demikian, dapat disimpulkan bahwa bahan ajar keterampilan menulis narasi dengan menggunakan *mind mapping* dalam pembelajaran tematik di kelas V SD telah dinyatakan valid, praktis, dan efektif.