

Meningkatkan pemahaman lisan melalui mind map sebagai metode mencatat = Improving listening comprehension through mind map as a note taking method

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Abstrak

[ABSTRAK

Pemahaman lisan berperan penting dalam proses belajar di sekolah dasar. Memahami materi ceramah yang disampaikan guru kadang menjadi hal yang sulit bagi siswa. Penelitian ini bertujuan meningkatkan pemahaman lisan pada siswa melalui penggunaan mind map sebagai metode mencatat saat mendengarkan. Penelitian small N design ini melibatkan D (laki-laki, 11 tahun), siswa kelas 5 SD, sebagai partisipan penelitian. Program intervensi yang diberikan berupa pelatihan mind map sebanyak 5 sesi yang dilaksanakan di sekolah dengan menyertakan dua orang siswa tambahan. Pemahaman lisan diukur pada tahap pemahaman literal dengan pemberian pre-test dan post-test, berupa tugas mendengarkan pembacaan teks narasi dan teks eksposisi kemudian menuliskan kembali sebanyak-banyaknya gagasan yang diingat dari teks tersebut. Data hasil penelitian dianalisis secara kualitatif dan kuantitatif. Hasil menunjukkan adanya peningkatan skor pemahaman lisan pada post-test dan pernyataan positif dari D bahwa penggunaan mind map untuk mencatat selama tugas mendengarkan membantunya dalam mengingat dan memahami informasi.

ABSTRACT

Listening comprehension plays an important role in the learning process in primary schools. Understanding lecture material sometimes be difficult for students. This research aims to improve student's listening comprehension through the use of mind map as a method of note-taking while listening. Using small N design, this research involved D (male, 11 years), a fifth grade student, as the research participant. Mind map training conducted in 5 sessions delivered at school and included two additional students. Listening comprehension was measured on the literal comprehension in pre-test and post-test. The tests were listening tasks contained narrative and expository text, that required participant to find ideas quickly and expressed ideas through writing. The data were analyzed qualitatively and quantitatively. The results show an increase in post-test scores on the listening comprehension and some positive statement of D that the use of mind map for taking notes during listening had helped him in recalling and understanding information.

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