

**PENERAPAN METODE PETA PIKIRAN BERBASIS HIPNOSIS  
PENGAJARAN DALAM PEMBELAJARAN MENULIS CERPEN**

(Eksperimen Kuasi pada Peserta Didik Kelas IX SMP Negeri 1 Alasa,  
Kabupaten Nias Utara, Tahun Pelajaran 2016/2017)

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**ABSTRAK**

Penelitian ini dilatarbelakangi oleh masih rendahnya kemampuan peserta didik dalam menulis cerpen. Padahal menulis cerpen sesuai dengan kurikulum merupakan salah satu keterampilan berbahasa yang harus dikuasai oleh peserta didik. Salah satu penyebab dari rendahnya kemampuan peserta didik dalam menulis cerpen, yakni penerapan metode pembelajaran yang belum tepat. Penelitian ini dilakukan untuk mengetahui apakah terdapat perbedaan yang signifikan kemampuan menulis cerpen peserta didik setelah mendapatkan perlakuan dengan metode peta pikiran berbasis hipnosis pengajaran. Penelitian ini menggunakan metode eksperimen dengan desain *The Matching Only Pretest-Posttest Control Group Design*. Sampel penelitian berasal dari kelas X-7 (kelas eksperimen), dan kelas X-5 (kelas kontrol). Rata-rata kemampuan menulis cerpen di kelas eksperimen pada prates 53.36, setelah diberi perlakuan meningkat menjadi 79,36, sedangkan di kelas kontrol, pada prates sebesar 52.78, setelah diberi perlakuan meningkat menjadi 59.36. Gain di kelas eksperimen 26 poin, sedangkan gain di kelas kontrol 6,58 poin. Hasil analisis data secara statistik menunjukkan nilai sig. (2-tailed) = 0,00 <  $\alpha$  = 0.05, maka  $H_0$  ditolak dan  $H_1$  diterima. Artinya, terdapat perbedaan yang signifikan kemampuan menulis cerpen antara peserta didik di kelas eksperimen yang mendapatkan perlakuan dengan metode peta pikiran berbasis hipnosis pengajaran dan kelas kontrol yang mendapatkan perlakuan dengan metode terlangsung. Berdasarkan hasil perolehan nilai peserta didik di kelas eksperimen yang lebih tinggi daripada peserta didik di kelas kontrol serta hasil uji statistik, maka dapat disimpulkan bahwa metode peta pikiran berbasis hipnosis pengajaran efektif digunakan dalam pembelajaran menulis cerpen.

Kata Kunci: cerpen, peta pikiran, hipnosis pengajaran

# **IMPLEMENTATION OF MAP MAPPING METHODS BASED ON HYPNOSIS LESSONS IN LEARNING WRITING OF SHORT STORY**

(Quasi Experiment in the Class IX Students  
of SMP Negeri 1 Alasa, North Nias Regency, Lesson Year 2016/2017)

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## **ABSTRACT**

This study was motivated by the low of the students' ability in writing short story. Whereas, writing short story according to the curriculum is one of the language skills that should be mastered by students. One of the causes of the low students' ability in writing short story was the application of learning methods that have not been right. This study was conducted to determine whether there is significant difference of students' ability in writing short story after getting treatment of mind mapping method based on teaching hypnosis. This study uses experimental method with Matching Only Pretest-Posttests Control Group Design. The sample were class X-7 (experiment class), and class X-5 (control class). The average ability of writing short story in the experimental class was 53.36 prates, after treatment was increased to 79.36, while in the control class, pretest was 52.78, after treatment was increased to be 59.36. Gain in the experiment class was 26 points, while the gain in the control class was 6.58 points. The result of statistical analysis shows the sig value. (2-tailed) = 0.00 <  $\alpha$  = 0.05, then H<sub>0</sub> is rejected and H<sub>1</sub> accepted. It mean, there is a significant difference ability of short story writing between experimental classes treated by mind-based hypnosis-based mind-map method and control class which get treatment with the most advanced method. Based on the result of the students in the experimental classes that higher than the students in the control class and statistical test results, it can be concluded that the mind mapping method based on hypnosis teaching is effective used as a method in learning of writing short story.

Keywords: short story, mind mapping, hypnosis teaching

