

Effectiveness of the Application of Concept Mapping in Teaching Illustration Drawing for Fifth Grade Students of Timuran Elementary School of Yogyakarta Regency

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ABSTRACT

Abstract

The purpose of this research is to determine: (1) the performance of the students' illustration drawing lesson before and after the application of concept mapping and (2) the influence of the application of concept mapping on the students' performance in the illustration drawing lesson.

This research used the pre-experimental or *one group pretest posttest design*. The participants of this research were 47 fifth grade students of Timuran Elementary School in Yogyakarta Regency. The data were collected using the performance tests of illustration drawing before and after the application of mind mapping or concept mapping. The students' drawing were then scored using a rubric by two educators of the Art Education Department of the Faculty of Languages and Arts, Yogyakarta State University. Data analysis was done using the descriptive analysis and the *sign test*.

The results of this research were as follows: (1) In illustration drawing without mind mapping 6,38% of students got excellent grades, 53,19% of the students got good grades, 38,30% of the students got fair grades, and 2,2% of the students got a poor grade; (2) In illustration drawing using mind mapping, 36,17% of the students got excellent grades and the other 63,83% of the students got good grades; (3) The application of mind mapping method significantly influences the students' performance in the illustration drawing ($Z = -6.247, p < 0.05$). Mind mapping method is effective for teaching illustration drawing for the fifth grade students.

Key words: mind mapping, concept mapping, illustration drawing, drawing lesson

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