THE EFFECT OF MIND MAPPING ON WRITING NARRATIVE TEXT OF MTs DARUL ULUM PALANGKA RAYA

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STATE ISLAMIC INSTITUTE OF PALANGKARAYA
2020 M / 1441 H

THE EFFECT OF MIND MAPPING ON WRITING NARRATIVE TEXT OF MTs DARUL ULUM PALANGKA RAYA

THESIS

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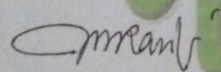
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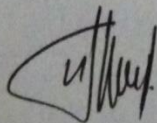
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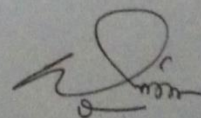NIP. 1981011820082013

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Assalamu'alaikum Wr. Wb.

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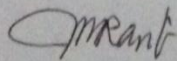Can be examined in partial fulfilment of the degree of Sarjana Pendidikan in
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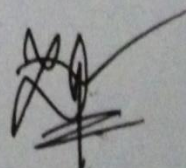
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MOTTO AND DEDICATION

"…Thee (alone) we worship; Thee (alone) we ask for help…"

(Q.S. Al-Fatihah:5)

This Thesis is dedicated to:

My beloved Father Harsono and my Mother Mistiyah for their valuable endless prayer, sacrifice, and support. My beloved brother Reno Afriyandi, and Arif Susilo.

DECLERATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Herewith, I

Name   : Rina Ariyanti
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Study Program   : English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.

3. If at later it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, May 06th 2020

Yours Faithfully

Rina Ariyanti
SRN.1601121144

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ABSTRACT

Ariyanti, Rina. 2020. *The effect of mind mapping on writing narrative text of MTs Darul Ulum   Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors : (1) Hj. Apni Ranti,M.Hum., (II) Zaitun Qamariah,M.Pd.

Keywords: Mind Mapping, Writing, Narrative Text.

The objectives of this study were (1) To measure the significant effect of mind mapping on writing narrative text of MTs Darul Ulum Palangka Raya. (2). To know the students' perception the use of mind mapping on writing narrative text of MTs Darul Ulum Palangka Raya.

The study belonged to quantitative research with Quasi Experimental Design. The population of this study was the eight graders at MTs Darul Ulum Palangka Raya. Which consisted of three classes. This study took two classes as the samples are VIII B as the experimental class and VIII C as control class. The number of the students of experimental class were 44 students and 42 students for control class. The cluster sampling technique was applied to determined the samples.

The finding showed that the value of ttest = 6.099 with ttable = 1.99 at 5% level of significance and ttable = 2.64 at 1% level of significance with degree of freedom 72. It was developed the plan of the data analysis showed that the height of the $t_{observed}$ = 6.099 higher than t_{table} = 1.99 = 2.64. The result of testing hypothesis determined the alternative hypothesis (H_a) stating significanct effect of mind mapping on writing narrative text at the eight graders of MTs Darul Ulum Palangka Raya was accepted and the null hypothesis (H_o) stating no significant effect of mind mapping on writing narrative text at the eight graders of MTs Darul Ulum Palangka Raya was rejected. In addition, it means that there was significant effect of mind mapping on writing narrative text of MTs Darul Ulum Palangka Raya. It was recommended in apply mind mapping for teaching learning writing.

ABSTRAK

Ariyanti,Rina. 2020. *Effek dari Mind Mapping dalam penulisan teks narasi di MTs Darul Ulum Palangka Raya.* Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Hj. Apni Ranti, M.Hum., (II) Zaitun Qamariah, M.Pd.

Kata Kunci : Mind Mapping, menulis, Teks Narasi.

Objek dari penelitian ini adalah (1) Untuk mengukur efek yang signifikan dari mind mapping dalam penulisan teks narasi di MTs Darul Ulum Palangka Raya. (2). Untuk mengetahui persepsi siswa penggunaan dari mind mapping dalam penulisan teks narasi di MTs Darul Ulum Palangka Raya.

Penelitian ini termasuk penelitian quantitatif dengan desain kuasi eksperimental. Populasi dari penelitian ini adalah siswa kelas VIII (Delapan) dari MTs Darul Ulum Palangka Raya yang terdiri dari 3 kelas. Pada penelitian ini hanya mengambil 2 kelas yakni kelas VIII B dan VIII c sebagai sampelnya. Jumlah siswa pada kelas eksperimen adalah 44 siswa dan 42 siswa dikelas kontrol, pada penelitian ini menggunakan *kluster sample* dalam menentukannya.

Hasil yang telah ditemukan bahwa nilai dari t_{tes} = 6.099 dan t_{tabel} = 1.99 pada taraf signifikan 5% dan t_{tabel} = 2.64 pada taraf signifikan 1% dengan derajat kebebasan adalah 72. Penelitian ini membuat rencana analisis data yang menunjukan bahwa $t_{observed}$ = 6.099 lebih tinggi dari t_{tebel} = 1.99 = 2.64. Hasil dari pengujian Hipotesis Alternatif (Ha) menyatakan bahwa ada pengaruh yang signifikan dari mind mapping dalam penulisan teks narasi pada siswa kelas VIII MTs Darul Ulum Palangka Raya telah diterima dan (Ho) Hipotesis Nihil yang menyatakan bahwa tidak ada pengaruh yang signifikan dari mind mapping dalam penulisan teks narasi pada kelas VIII MTs Darul Ulum Palangka Raya telah ditolak. Dalam kata lain, bahwa ada pengaruh yang signifikan dari mind mapping dalam penulisan teks narasi pada kelas VIII MTs Darul Ulum Palangka Raya. Penelitian ini merekomendasikan mind mapping dalam belajar mengajar menulis.

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Her appropriation is addressed to:

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Palangka Raya, May 03rd 2020

The writer,

Rina Ariyanti
SRN. 1601121144

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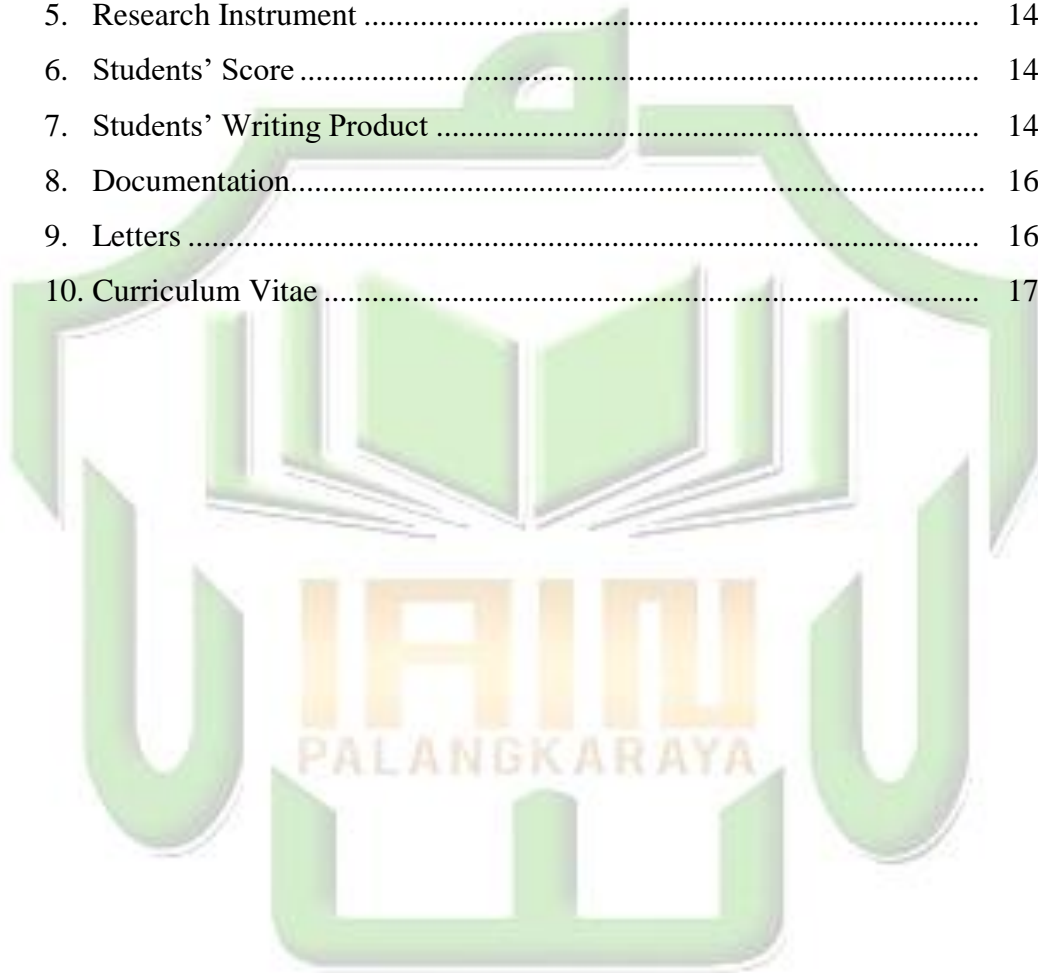
LIST OF THE ABREVIATIONS

Ha   : Alternative Hypothesis

Ho   : Null Hypothesis

M   : Mean

SD   : Standard of Deviation

SE   : Standard Error

MTs   : Madrasah Tsanawiah

SPSS   : Statictical Package for the Sosial Science

Sum   : Sum of Square
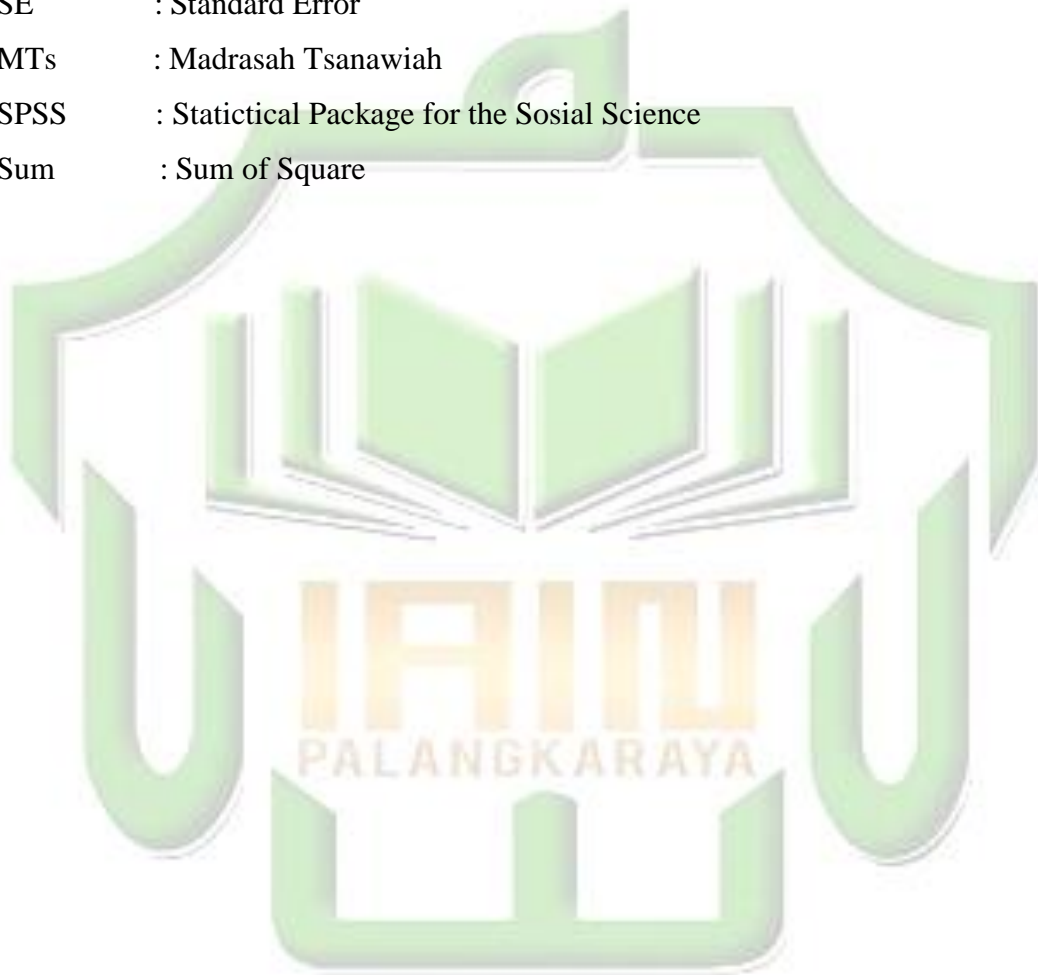
CHAPTER I

INTRODUCTION

In this chapter, it interested to describes about the background of the study, research problem, objectives of the study, hypothesis of the study, scope and limitation of the study, and the definition of key terms.

A. Background of study

Being English as a foreign language learners must be master for all conditions wheter in general or specific purposes. In English many of roles and categorieses should be controled in getting the best way in communication especially the foreign language. Learners can accepted as much as the materials if the strategies or the technique is right. Mind mapping has first introduced by Tony Buzan according to Fajri (2011,p.18) said that Buzan is the original promoter of mind mapping and coined the term mental literacy. Mind mapping was defined by Buzan (1993.p.59) an expression of radiant thinking and is therefore a function of the human mind and a powerfull graphic technique which provides a universal key to unlocking the potential of the brain.

According to Muttaqin (2017,p.2) mind mapping is graphic representation of ideas which usually generated via a brainstroming session. According Mctigue (2015,p.92) to create a mind mapping that more clearly highlights the connection between what characters think and how they feel and their actions.

The target even is written in the center circle, to which who taught bubbles are connected. The student describes in the thought bubbles what each character is thinking or feeling by completting a sequence of champ mind mapping while reading, not only do students construct a sequence of plot events, they simultaneosly focus on the deeper understanding of the characters driving the plot. The intervention teacher selected three key plot events that roughly; introduced the main conflict, escalated the conflict, and resolve the conflict.

Mind mapping is a graphic representation of ideas. It show the ideas which are generated around a central theme and how they are interlinked. This kind of technique or strategy can help students to generate or explore a topic of writing beginning with a thought or words and can encourage the students to write through the process of writing in terms of discovering and organizing ideas (Miftah, 2010,p.180).

Clearly, mind mapping is a graphic organizer that can help students in their writing skills especially. In mind mapping it including many kind of ways to get the students interested in learning process. So this way the students will be able more easier to cath whatever the project that have been given.

Rahmawati, et.al (2018,p.131) assumed that among the four skills, writing is frequently considered as the most difficult skill for learners of English as a foreign language (EFL) including indonesia. One possible reason is a cultural differences between English speaking countries and indonesia.Including the

rheotric another reason is that writing is productive skill that needs more effect to generate and express ideas whixh are well structured and understable.

Therefore, a narrative text has been chosen for some reasons, the first reason is that narrative text is one of the types of text that should be mastered besides recount, descriptive, report, and procedure text. Another reason is that social function of narrative text is to entertaint the reader which makes it more fun and easier compare to other text types. By writing narative text with moral values and publishing the result, the students will be able to reread their own writing as well as the writing of their classmates narratives are considered as the most universal genres (Tabatachi and Radi, 2012,p.1).

There are some reasons why mapping has been chosen. First, concept mapping is a valuable technique to communicate a variety of knowledge systems. Second, creating concept map is an effective technique to require students to demonstrate understanding and making connections with their minds. Third, concept mapping is a considerable of a group task in which students can draw upon the of one another, to help create their work. This helps to check for misconceptions and help create new understanding of concepts that each member may not have had (Atmosfera & Pilarta,2019,p.204).

The other reason in choosing the topic is the students' problems in writing class especially in writing narrative text. Based on the pre-observation through interview of some students on Thrusday, September 2019 at MTs Darul Ulum Palangka Raya while had teaching practiceIIat the B class which consisted of

more than 10 students said the same problems that theyhad. It was started from the lack of vocabularies, choosing the right diction, confusing where they have to start with, difficult in choosing the topic, and the last is background of knowledge. Especially the teacher that hold the subject are do not use mind mapping on English class. Because of the problems above, it is interesting to find out the solution by using mind mapping to improve students' narrative writing text. So this way this is the main reason why in this research have choosed the topic with the title is" THE EFFECT OF MIND MAPPING ON WRITING NARRATIVE TEXT OF MTs DARUL ULUM PALANGKA RAYA"

B. Research Problem of the Study

In this study there are two research problems of the study as follows:

1. Is there any significant effect of mind mapping on writing narrative text of MTs Darul Ulum Palangka Raya?

2. How the students' perceive the use of mind mapping on writing narrative text of MTs Darul Ulum Palangka Raya?

C. Objective of the Study

Objective of this study based on the research problem as follows :

1. To measure the significant effect of mind mapping on writing narrative text of MTs Darul Ulum Palangka Raya.

2. To know the students' perception the use of mind mapping on writing narrative text of MTs Darul Ulum Palangka Raya.

D. Hypothesis of The Study

Ha : There is significant effect of mind mapping on writing narrative text of MTs Darul Ulum Palangka Raya.

Ho : There is no significant effect of mind mapping on writing narrative text of MTs Daru Ulum Palangka Raya.

E. Scope and Limitation of the Study

The scope of this study is only measuring the effect in using mind mapping on students' writing narrative text . Based on the subject of this study is the students of Mts Darul Ulum Palangka Raya in Academic year 2019/2020, especially at the second semester in B and C of the eight grade students in English class. The kind of the text will be narrative text in form of fable.

F. Significance of the Study

This study have two significance of the study as follow:

1. Theoretically

Theoritically, they will be able to write narrative text with their output vocabularies so much and also the students will have a new experience in learning English by using mind mapping technique . So it will be better in their learning, because writing is one of important element for English Students and also narrative text is not far thing from every single day in this life since through narrative people construct social reality and make sense of our past experiences.

2. Practically

In practicall, there are some advantages in practicing mind mapping, not only for the students but also the teacher. The students will be able created their own word in retelling the story that have been given to them by using their ideas, imagination, by combining the mind mapping in their learning because it including picture, colour, maps, draft and many other to facilitate them to memorizing the story itself.

It will be very helpful in learning English process. Then, for the teachers, they will be able easier to teach their students by using story maps in their learning, because it is a good technique in helping the students to remembering the story and also improving their vocabularies.

G. Definition of Keyterms

There are several important points of the definition of keyterms of this study. There are mind mapping, writing, and narrative text.

1. Mind Mapping

According to Wuryaningrum (2018,p.3) mapping is a technique which originated by Tony Buzan as a tool in helping people to gain an effective learning. Mind mapping is a diagram which is used to represent words, ideas, thoughts, number in a simpler form which connects all the ideas together and hence will be easier for the viewer to quickly grasp the ideas. The students may be able to write in order to use mind mapping

easier. Practically, the students have a chance to write a narrative text by using story maps whatever they want, they can use picture, diagram, graph, table, and etc.

Indra (2013,p.14) argue that mind mapping is a visual form of note taking that offers an overview of a topic and its complex information, allowing students to comprehend, create new ideas and build connections. Through the use of colors, images and words, mind mapping encourages students to begin with a central idea and expand outward tomore in-depth sub-topics.

In addition, many aspects in mind mapping can improve students' vocabulary and their writing. It has several functions such as in generating, structuring and also classifying students' ideas.

2. Writing

According to Sijono (2017,p.3) learning to write well is important because it gives students power. Writing well enables students to accomplish theirgoals, whether those goals include being successful in school, getting and keeping a good job, or simply expressing ideas clearly.

According to Ann (1983,p.6) writing is a series of related text-making activities : generating, arranging, and developing ideas in sentences: drafting, shaping, rereading the text, editing and revising. Relevant to the statement above she states that to produce a piece of good writing demands standard forms of grammar , syntax, and word choice. In

practical, not all of humanity, students, or teacher can be able write by using the right way. In writing, its not possible just write and imagine that what you want to write. In addition, it needs specific abilities in order to be a good written.

As the international Language in communication is not only on you speak English well. In writing it may be able experiences, knowledge, sharing, news, and other things in a text. Many people have been successed in writing But in written you may also get communication as well as possible by using the technology.

3. **Narrative Text**

According to (Sudarwati,2007,p.154) narrative text is a text that has purpose to entertain the reader with a story that deals with complications or problematic events which lead a crisis and in turn finds resolution. Practically, they can mention the generic structure of the narrative text.

Narrative is to tell a story, to tell what is happening especially in tha past or it can be hisrtory stories, or etc. It is to entertain the viewers in read it and also to persuade the reader in inspiring the story. It can be effective to writers and the readers in using story maps in writing narrative text.

CHAPTER II

REVIEW OF RELATED STUDY

A. Related Studies

In this study there are several previous studies. In this part it presents more than five of related studies which focus on mind mapping and writing process.

Buzan (2005,p.6) found that mindmaps are also brilliant route-maps for the memory, allowing you to organize facts and thoughts in such a way that your brain's natural way of working is engaged right from the start. This means that remembering and recalling information later is far easier and more reliable than when using traditional note-taking techniques.

Ibnian (2010,p.190) found that having analyzed scores of the experimental and control groups on the post-test in short story writing, it was clear that were was statistically significant difference at 0.005 levels between the mean scores of the experimental and control groups on the post test in short story writing in favor of the experimental group. The outcomes prove that using the story-mapping technique had possitive effect on developing short story writing skills of the experimental group students in terms of content and organization, mechanics of writing, language use and skills emerged from creative thinking abilities (fluency, novely, and elaboration).

Mahdiani(2016,p.1) found thatthe students who used treatment Mindmaple software in writing narrative text better than those who did not used the treatment. It could be shown from their Mean scores significantly different.

Ristwanto(2016) found that improving the students' ability in writing report genre through the mind mapping strategy. The participants are nine grade 43 students at Junior high schools in south Sumatra, Indonesia. The researcher uses observation, questionnaire and test to collect data. The results show that there is a good impact to the students' ability in writing report through mind mapping strategy.

Pahlawanti (2017,p.371) found that the research findings showed that the use of short animated stories and mind mapping was effective to improve the students' writing ability.

Nainggolan (2017,p.1) found that the mind mapping was effective to improve the students' writing skill. All students could understand and respond to the writer' instruction and explanations.the mind mapping as a pre-writing planning strategy were successful to help the students generate or organize their ideas. They could also use the appropriate words they learnt to make the mind mapping.The students could imagine and generate their ideas using the mind mapping and they could produce the narrative text with the correct generic structure.

Based on the previous study they have found same result, almost of it show that there are significant different effect of using mind mapping on different subject and object. For all researchers above have examined the mind mapping on students' writing.

Most of the result of previous studies, mind mapping have been successed in teaching learning writing. In this case the students not only will write a text using the mapping, but also they will watch videos and they will get new vocabularies input and output so this way it may be able to know how much the students vocabularies in write a text by using the technique. The similarities of the previous study with this study is the same variables but different on the research problem and also on the population and the samples.

B. Mind Mapping

Mind mapping is a graphic organizer representing the key elements of a story, which help students more easier in writing a text. It may be chart, pictures, colour, or table in facilitating students in the learning process.

Rahmawati ,et.al (2018, p.133) assumed that story maps could help learners produce well-organized stories with clear elements as well as develop their writing skills because they could identify the elements of the short story.

According to Tabatachi (2012,p.2) a story schema as a set of expectation about the structure of stories that make both comprehension and recall more efficient. every one has his or her own specific schemas. In conclusion, mind mapping as one of the good strategy in improving students writing-organization in punctuation the substances. In this case, it will be the media in supporting student's vocabulary size and their writing. For example, teacher leads the students to hearing a vidio it containt of narrative story. Around 10 minutes they hear it and after that the teacher asks the students to recall or write it back in short

story by using graphic, table, or etc. It function to make students easier in write their own words in a simple way. Because not all of the students can easier understand in written or just in explanation so this way by using the vidio it may help students more easier in catch the meaning.

1. **Mind Mapping Technique**

The way of using mind mapping technique it should be clear and look easier because to make mind mapping it should be related to the topic and related to the ideas with supporting by maps or circle. Making a mind map should be a spontaneous prewriting activity. Students start with a topic at the center and then generate a web of ideas from that, developing and relating these ideas as their mind makes associations (Yakub,2014,p.22).

Buzan (1993,p.59) said that Mind mapping can be applied to every aspects of life where improve learning and cleare thinking will enhance human performance. It has four essential characteristics:

a. The main topic of the mind map is summarized as a central image, word or phrase.

b. The main themes of the subject radiate from the central image as branches.

c. Branches comprise of a key word, image or topic presented on an associated line they divide out into further higher level sub branches.

d. The branches and sub-branches form a connected structure.

To aid the process of memory and recall, a mind map uses of:

a. Color - this is used to differentiate areas of the mind map.

b. Visual images such as pictures,codes, and dimension- these are used throughout to illustrate different themes and topics .A mind map is often created around a single word or text, placed in the center, to which associated ideas, words and concepts are added.

2. **The procedures of mind mapping technique are as follows:**

In write something in English, it should be following the procedure to write it Magee (1996,p.31) explains the procedure of mind mapping technique as follows:

a. Use unlined paper or a whiteboard. Sometimes bigger paper allows "bigger thinking". One client made an entire wall into a whiteboard for strategic thinking and planning.

b. Start by drawing a color symbol in the middle of the page that uses at least three colors. This encourages right brain activity from the outset. If an image doesn't come to you in 10-15 seconds, you can use keywords and circle them with a border. Sometimes the border is simply a geometric shape such as a square or circle. Other times you can use shapes like a 3-d book or computer monitor. At any rate, the best way to get it done is quickly.

c. Branch the main ideas off this central image.

d. Use one keyword or symbol per line. Avoiding clutter permits more ideas to be represented and encourages your mind to see how they relate to each other.

e. Print the words on top of the lines. Printed words are easier to read than cursive.

3. **The Adventages of Mind Mapping**

Every technique or strategy that can be used it might have any beneficial or some damage in teaching learning process. In this terms there are several beneficial from mind mapping technique. According to Manalu, O.S (2019,p.21) The adventages of mind mapping technique are :

a. It did not make the students confused to write because they already had to ideas about what they are going to write.

b. It increased understanding. Mind mapping improved the comprehension and produce a note with complete ideas.

c. It was funbecause mind mapping did not limit the imagination and creativity.

4. **The Disadvantages of Mind mapping**

According to Sporthi, et.al (2013,p.2) there are five of disadvantages of mind mapping includes;

a. Mind mapping is an adjunct to regular reading and not a substitute to it.

b. It is difficult to change from linear system of note taking which everybody is taught since their childhood to a very different way.

c. It requires great effort.It is difficult to develop a good mind map of a totally new subject/ topic.

d. It requires some prior information, then in such cases linear note taking may be a better option.If not planned, creating a mind map may be frustrating because of lack of space, lack of creative thinking etc.

e. Mind mapping may not always be more intuitive than linear note taking.

5. Writing

Writing is one of the difficult skill that must be mastered almost of students have a big problem when they must write a text. Futhermore, writing is very essential in english teaching learning. Here, some aspects that the writer want to disscuss it.

1. Definition of Writing

Syatriana (2018,p.270) assumed that technology development and social interactions among countries definitely put english as a means of communication. Sari (2007,p.151) argue that writing is the representation of language in a textual medium the use of sign of symbol. Writing began as a consequence of the burgeoning needs of accounting writing more particularly, refers to things, writing as a noun, the thing that is written, and writing as a verb, which designates the activity of writing.

Based on the statements, it can be concluded that writing is an act or process to produce some information in their mind that should be express into writing form. Many countries use english to communicate around the world, learning media and understanding of english become very important to our life.

English in indonesia is as foreign language it is not only taught in the classroom but in general use in society. However, many of English student have a less time to write English and also they do not apply it in their study. It refers to the inscription of character on a medium, there by forming words, and longer units of language, known as texts. It also refers to creation of meaning and information there by generated Qomariah (2015,p.10).

According to Ann (1983,p.6) writing is a series of related text-making activities : generating, arranging, and developing ideas in sentences: drafting, shaping, rereading the text, editing and revising. relevant to the statement above she states that to produce a piece of good writing demands standard forms of grammar , syntax, and word choice.

2. Types of Writing

Writing includes various kinds of text types. According to scholes and comley (1985,p.11) there are six major of writing text types, they are narration, description, argumentation, analysis, and synthesis.

a. Narration

A narrative is a report on an event, a happening that unfolds in time. narration is a form of writing shared by the creative writer, who invents the events to be narrated.

b. Description

In description, it takes a scene or an object and captures it in language. that it organizes the details of the object or scene to describe in the way that will most effectively convey the sensual image.

c. Classification

Classification is another form that puts a premium on organization in classification, it organizes the material not by time or space, but by a principle of logic.

d. Argumentation

Argumentation differs from persuasion by being more rational. It is aimed at clarifying a topic rather than at moving a reader. Its function is to make the reader do something.

e. Analysis

Analysis is both a way of observing and a way of writing about something has observe in particular, it involves taking things apart and seeing how the parts are related, so as to understand how the object of analysis works.

f. Synthesis

Synthesis is the fullest and most complete form of academic writing. In synthesis, the writer uses the structure of an argument, and the data provided by research and analysis, to develop a thesis.

3. The Process of Writing

a. The Stage of Writing

According to qomariah (2015,p.13) there are four steps in writing process as follows :

1. Pre-writing it is an activity of writing that aimed to stimulate the students to write. The students was stimulate by given brainstorming.

2. Drafting is the process when the students focus on the fluency of writingand write without worring that their writing was wrong. During the process of writing, the students must also focus onthe content and the meaning of the writing. Revising is processwhen the students review and reexamine the text to see howeffectively they have communicated their ideas to the reader is not a simply activity to checking the language error.

3. V Editing is the process when the students editing their mistakes on grammar, spelling, punctuation, sentences, etc.

Byrne (1984,p. 3) said that writing is commonly a difficult activity for most people, both in mother tongue and in foreign language. It can be seen by problems which are caused by writing under three heading - psychological, linguistics and cognitive – although these inevitably overlap to some extent. Not all of people can write well in English in order English students. Because, writing is not only master grammar and vocabularies, but also part of classes and kinds of text. So, they can make simple sentences to be a paragraph (Yakub, 2014.p.2).

Here an example of mind mapping on writing narrative text consist of the generic structure of narrative text itself:
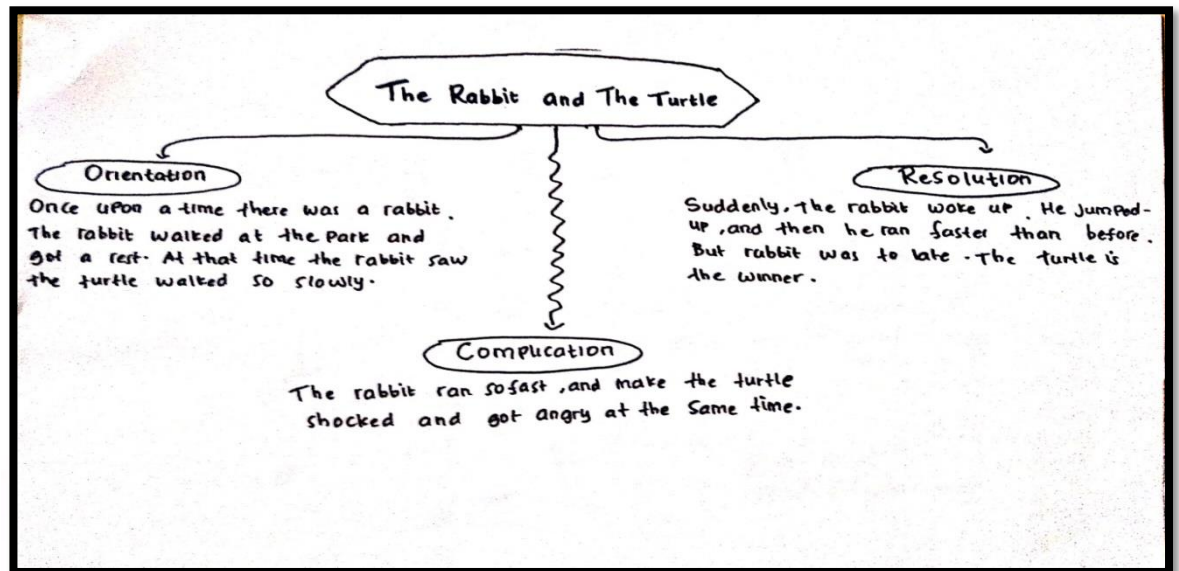
6. **Narrative Text**

In narrative has five structures, namely orientation, complication, (sequence of events), resolution, and coda. The orientation is a part (a paragraph) when the narrator tells the audience who is in the story, when it is happening,where it is happening,and what is going on. the complication is the part of the story were there narrators tells about something in which a chain of sequence of events will begin.

According to Mark and Kathy (1998,p.16)The Narrative text type tells a story. The purpose is to entertain a view of the world that entertains or informs the reader or listener. Composing stories whether spoken or written involves a set of skills and authorical knowledge. Also, those are an essential means or students

to express themselves creatively and imaginatevely. Thus, interactive material fo teaching spoken narrative texts using indnesian stories should be presence in the area of aidly changing and ogressing technology.

1. **The Nature of Narrative Text**

According to Lestari (2014,p. 18) assumed that a narrative text is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangement as well).

According to Furaidah (2002,p.6) said that narrative text is a story to present the sequence of events in a story in chronological order in the past time. In the other hand, narrative is has relationship for in the past and the future story. Usually someones tell the story in the past in recent time.

2. **Generic structure of Narrative text**

According Mukarto (2006,p.123) said that a narrative text usually has three main parts: orientation, complication and resolution.

a. Orientation

   Orientation is tell about the setting in time and place and characters.

b. Complication

   Complication is part tells about problem to be solved by characters.

c. Resolution

Resolution is describes the solution to the complication and gives as ending to the story.

Look at the example below (fable)

Title   : The Rabbit and The Turttle

Orientation   : Once upon a time there was a rabbit. The rabbit walked at the park and got rest. At that time the rabbit saw the turttle walked so slowly.

Complication   : The rabbit run so fast, and make the turttle shocked and got angry at the same time.

Resolution   : Suddenyly, the rabbit woke up. He jumped up and then he ran faster than before. But rabbit was too late. The turttle is a winner.

3. **Kind of Narrative Text**

According to Lestari (2014,p.25)there are many kind of narrative text, they are :

a. Fables

Stories that out lessons are called fables. Fables entertain but they also tell important truths about the way people act.

b. Folk Tales

A folktale is a traditional story has been passed down orally from one generation to the next until someone finally writes it down.

c. Myths

Myth is a story that explained why something is and the way that it is. It shared culture or oral histroy.

d. Legend

A short story about real people and their individual accomplishment.

e. Fairy tales

A type of short story children's story about magical and imaginary beings and lands.

As being the students, English is generally have been used in all of condition and places. Many aspects and skills that have to know, many of information it can be written or spoken, one of the written is narrative text. It has a specific purposes in Education. The students may know what exactly a text of narrative because it has correlation with the old history, experiences, education, and all aspects. The students may be able know the generic structure on narrative text such as the orientation, complication, and also the resolution.

Based on the limitation of the study, in writing narrative text especially in form of fable, it should be followed by several indicators in applying the test or

the process. By adopted from Yadi (2013,p.42) he said that, the indicators of students' abilityin writing narrative text is designed as follows:

a. The students are able to write orientation clearly.

b. The students are able to write complication coherently.

c. The students are able to write resolution clearly.

d. The students are able to use past tense correctly.

e. The students are able to use vocabulary appropriately
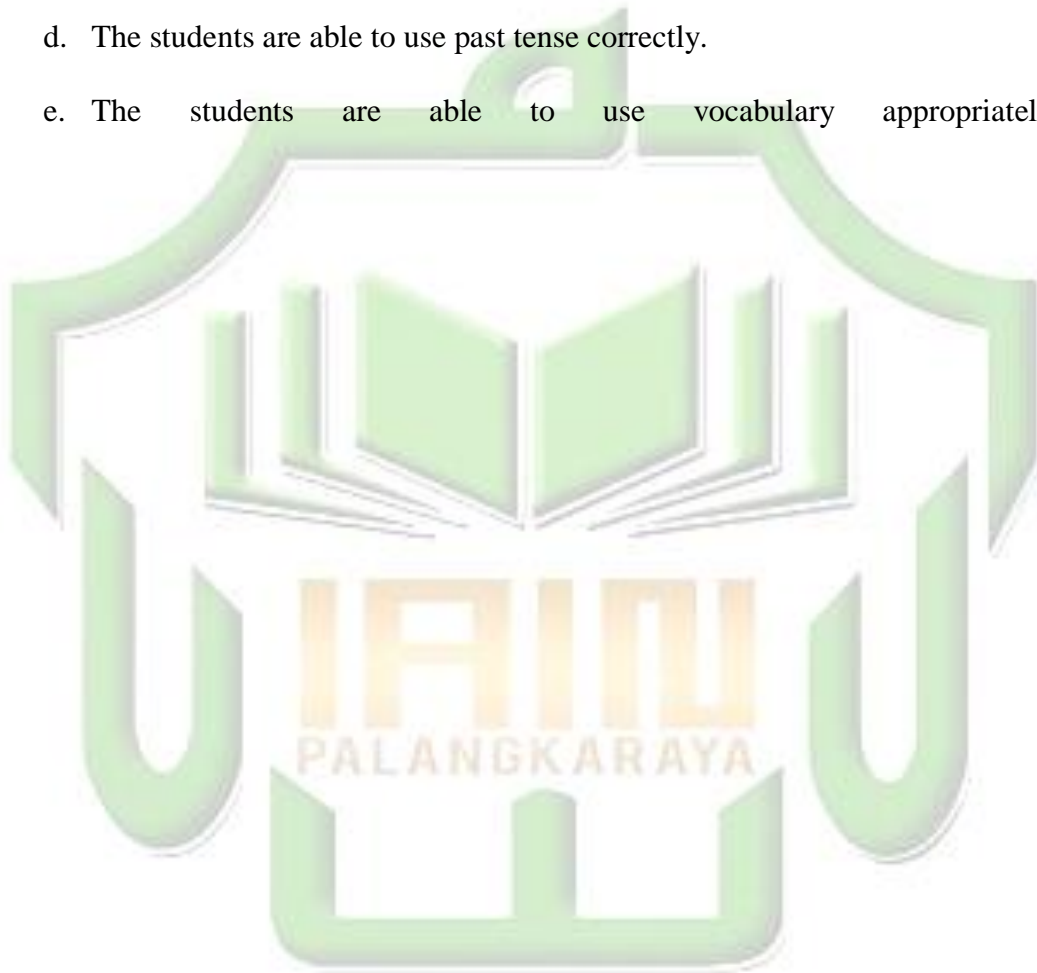
CHAPTER III

RESEARCH METHOD

In this study, the researcher was described; Research design, population and sample of study, research instrument of study, research instrument validity and reliabilit, data collection procedures, and data analysis.

A. Research Design

In this study, it was used a quantitative research. According to Creswell (2012,p.13) in quantitative research, the investigator identified a research problem based on trends in the field or on the need to explain why something occurs, because it wanted to measure the significance effect of mind mapping on students' writing narrative text based on the pre-observation that the current students problems in the class in that moment. In form of a quasi experimental as the design of this research. Futhermore, in the process it was applied a treatment on experimental group, while in control group it was used a vidio as the usual media in learning process. In experimental group it used a pre-test before doing the treatment, then for the control group it was used a vidio for the pre and post-test. In this case, cluster sampling for both group applying as well because everyone has a chance to follow the process.

For the first step of experimental group was the teacher gave some explanations about the mind mapping and the material in that day, then the students heard it together, the vidio was in English about a fable story and they had to record and kept the all aspects of the story. After that the teacher

askedthem to recall and write it down in their paper in short simple story for writing test. By used mind mapping it could be added table, circle, draft, and many others and it should be including the figurative of speech (orientation, complication and resolution) based on the story because the kind of story was about narrative text that should be consist of thoose elements.

Table 3.1
Design of Pre-Test and Post-test

Group	Pre-test	Treatment	Post-test
B	Y1	X	Y2
C	Y1	-	Y2

Where :

B: Experimental Group

C : Control Group

X : Treatment

Y1 : Pre-test

Y2 : Post-test

B. Population and Sample

1. Population

The population of this study was the students of MTs Darul Ulum Palangka Raya in academic year 2019/2020 especially for English subject class, it was included of 3 classes consist of A,B, and C class. According to Ary (2010,p.150) a population is defined as well as all members of any well-defined class of people, events, or object. In cluster sampling is that

all members of the population have an equal and independent chance of being included in the cluster sample .

Table 3.2
Number of the Second Semester Students of MTs Darul Ulum Palangka Raya in Academic Year 2019/2020
Palangka Raya

NO	CLASS	NUMBER
1	A	42
2	B	44
3	C	42
Total Number		130

2. Sample

Based on the statement above, it was only take two classes consist of B and C in MTs darul ulum palangka Raya students. The C class was a control class, where it was withoutuse a mind mapping and the B class was an experimental class where itwas use a mind mapping as the treatment because it was used quasi experimental design,where the two group have enough as the subject on this research. In this study, it only took two classes there were B and C class. It consisted of 38 students of experimental and 36 students of control class because it just took the student's result that followed the teaching learning actively from pre, whilst, and post learning. By used cluster sampling technique in collecting

the data, the two classes above was the samples, all students had to follow the instructions that given to them.

C. Research Instrument of the Study

In this study, the data was collected through three research instruments there weretest, questionnaire and documentation to collect the data.

1. Test

According to Hopkins (1990,p.464) test instument is a measuring device built as a series of tasks to which a person is to respond. When score of the test willgive a quantification of the characteristic that the test is designed to measure. The test type was writing test about narrative text in form of fable on the other hand it was used essay test by adopted from Cahyo (2013,p.123) for the writing test. In the test, students watched 3 (three) short vidios of fable then answered in writing text in order they had to write narrative text based on their mind and what they watched on the vidios for both classes. The students choosed one title of the stories that have decided. The test was used same with each other because in this study it wanted to know how much vocabularies input in written text based on their own words. In this study, the instrument test it was suitable with the syllabus that used at MTs Darul Ulum Palangka Raya especially it took the test based on the English teacher that used the book or other material in the class.

Table3.3
Scoring Rubric of Writing
Adopted from Assessing Writing by Sara Cushing Weigle.(2001).

No	Component	Score	level	Criteria
1.	Content	40-30	Excellent to very good	- Knowledgeable, relevant to assigned topic, able to identification the characteristics of narrative.
		33-28	Good to average	- Some knowledge of subject, little substance, limited development of thesis, mostly relevant to the topic.
		27-20	Fair to poor	- Limited knowledge of subject, little substance, inadequate development of topic.
		19-13	Very poor	- Does not show the knowledge of subject, non-substantive, not enough to evaluate.
2.	Organization	30-24	Excellent to very poor	- Fluent expression, ideas clearly, well organize, logical sequencing, cohesive, the text are complete with (orientation, complication, and resolutuion).
		23-18	Good to average	- Loosely organized but ideas stand out, limited support, logical but incomplete sequencing, the text are complete with (orientation, complication, and resolution).
		17-12	Fair to poor	- Non-fluent ideas confused or disconnected, lack logical sequencing and development.
		11-7	Very poor	- Does not communicate, no organization, not enough to evaluate.
3.	Vocabulary	30-24	Excellent to very good	- Sophisticated range, effective word, word form mastery, appropriate register, using past tense, there are time conjunction and speech function.
		23-18	Good to average	- Adequate range, occasional errors of word/idiom form, choice usage but meaning not obscured, using past tense, there are time conjunction and speech function.

		17-12	Fair to poor	- Limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured.
		11-7	Very poor	- Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.

2. Questionnaires

In order to know the effect of mind mapping on students' writing narrative text, it was used questionnaire. According to Cohen, et.al (2011,p.90) said that questionnaire is a useful instrument to gathering belief, opinion, and experiences both in present and past time. The questionnaire on this studywas adopted from Wandut,L.A.(2018) where it used likert scale on the questionnaire which describes SD (Strongly Disagree), D (Disagree), N (Neutral), A(Agree), and SA(Strongly Agree) it was consisted of close-ended of questionnaire because it wanted to know the students opinion about the effect of mind mapping on their writing narrative text process. In the other hand, the data would be stronger if it added by some questionnaires as the instruments.

Table 3.4
The Questionnaire of Mind Mapping
Adopted From Wandut,L.A.(2018)

NO	STATEMENTS	SD	D	N	A	SA
1.	I'm interested in using mind map in writing my paragraph.					
2.	Mind map makes me enthusiastic about my topic.					
3.	Mind map makes me interested in developing my ideas.					
4.	Mind map motivates me to write more not only in class but also outside the class.					
5.	I can choose ideas well in writing because I use					

	mind mapping technique.				
6.	Mind map can help me organize ideas and understand my writing easily.				
7.	Mind maps help me to develop ideas more effectively.				
8.	Mind maps gives me the better ideas for my writing.				
9.	Mind maps help me reduce the difficulties in writing.				
10.	Mind map helps me express my ideas using variuous vocabularies.				
11.	It is easy to find transition words for my writing when I use mind map.				
12.	Mind map helps me choose the relevant information with the main topic of my writing.				
13.	Mind map helps me enhance my thinking skill.				
14.	Mind map is a good tool that help develop my creativity in writing.				

3. Documentation

Document that may be able needed were formal documents , photos and vidios. The formal documents were about the data of the second semester students at the eight grade students in Darul Ulum Palangka Raya in academic year 2019/2020. The documentation here was used written documents that related to the data needed. The data needed were :

a. The names of the students at the second semester of MTs Darul Ulum Palangka Raya in academic year 2019/2020.

b. The students' scores in English subject class at the second semester of MTs Darul Ulum Palangka Raya in academic year 2019/2020 as the collecting the data value.

c. The photos collection as the evidence during the process occur.

D. **Reseach Instrument Validity and Reliability**

Sari, (2017,p.33) assumed that a validity test or measure is one which measures what is intended to measure. Validity must always be examined with respect of the made of the values obtained from the measurement procedure.

1. **Face validity**

Face validity is an estimate of whether a test appears to measure a certain criterion; it does not guarantee that the test actually measures phenomena in that domain. The face validity of the test items as follows:

1. The form of the test was written test.
2. The evaluation was based on the score.
3. The kind of the text was narative text.
4. The language of the item test was English.

2. **Inter Rater Reliability**

Reliability refers to the consistency with which a test measured whatever it Measured. Reliability of the writing test mainly focuses on the rater reliability since the scores were obtained from the judgment of two different raters. Here, the consistency in rating scores was very important in measuring the students' writing skill. The consistency was achieved through rater training. The first rater was the researcher and the second rater was the English teacher of MTs Darul Ulum Palangka Raya.

3. **Normality**

According to Mahdiani (2016,p.7) normality is a test normal to whether or not the distribution of research data. Testing the normality of the data it's done by comparing a normal curve formed by the data that will be collected with the standard normal curve/standard. In this case, it used SPSS 20 program to test the normality of the data.

4. **Homogenity**

Homogeneity test aims to test the equality some samples (Sugiono.2006,p.77). According to Sudjana (1996,p.280) homogeneity is also known if all nonrandomized variables in the sequence or vector have the same finite variance. It is used to know whether experimental group and control group, that are decided, come from population that has relatively same variant or not. The formula is:

F = <u>Bigger Variant</u>

　　Smaller Variant

Where:

F : Frequency

The hypotheses in homogeneity:

$Fvalue \leq Ftable$, means both of variants are homogeneity

$Fvalue \geq Ftable$, both of variants are homogeneity

If calculation result of F is lower than $Ftable$ by 5% degree of significance so H_o are accepted, it is mean both groups have same variant.

E. Data Collection Procedures

In collected the data of this study, it took the data from pretest and posttest. The pretest applied before the treatment used. Meanwhile, the posttest was given after the treatment done.In this study, it applied steps as follows:

1. Observed to the class at the second semester at eight grade of MTs Darul Ulum Palangka Raya.

2. Choosed the experimental and control group.

3. Gave a pretest for both classes.

4. Checked the result of the pre-test of both classes.

5. Then after pretest had given, the next was teached students in the experimental class using mind mapping in writing narrative text and also teached students in the control class by without mind mapping. The researcher made five meetings for each classes, wheter experiment or control classes.

6. After the treatment was given in experiment class and also in control class, the students got a posttest for all classes.

7. Then, checked the students' answered from posttest and gave them scores.

8. Finally, compared the scores from pre-post test then it would show how the mind mapping is successful or not.

F. Data Analysis Procedures

In order to analyzed the data. This study used some way procedures:

1. Gave a test for the students at the second semester at the eight grade of MTs Darul Ulum Palangka Raya.

2. Collected the data of the students' test result.

3. Gave score the students' test result by using the formula:

$$Score = \frac{F}{N} \times 100\%$$

Where:

B : Frequency of the correct answer

N : Number of test items

4. Tabulated the data into the distribution of frequency of score table, then looked for the mean, median and modus of students' score, standard deviation, and standard error of the experiment group and control group.

   a. Mean

   $$Mx = \frac{\sum fx}{N}$$

   Where:

   Mx : Mean

   Fx : Total result product between each score with frequency

   N : Number of case

   b. Median

   $$Mdn = 1 + \frac{1/2\ N - fkb \times i}{fi}$$

   Where:

Mdn : Median

N　　 : Number of case

Fkb　 : Cumulative frequency located in under interval contain median

Fi　　 : Authentic frequency (frequency of score contain median)

i　　 : Interval class.

c.　Modus

$$Mo = 1+ \frac{fa}{fa+fb} \times i$$

Where:

Mo : Modus

F*a*: frequency located in above interval contain modus

F*b* : frequency located in under interval contain modus

i　 : Interval class.

d.　The Standard Deviation

$$SD = \sum fx^2$$

Where:

SD : Standard Deviation

i　 : Interval

N : Number of students

e. Standard Error

$$Sem = sd\sqrt{n-1}$$

Where:

Sem : Standard Error

Sd : Standard Deviation

N : Number of students.

5. It used statistical t-test and SPSS application to answer the problem of the study with formula : $t_o : \dfrac{M_1 - M_2}{SEm_1 - m_2}$

Description:

M1 – M2 : The difference of two means.

SEm1 – m2 : The standard error of the difference between two means.

By the criteria:

If $t_{test} \geq t_{table}$, H_α was accepted and H_o was rejected.

If $t_{test} < t_{table}$, H_α was rejected and H_o was accepted.

If the result of t_{test} was higher than t_{table} it means that H_α was accepted but if the result of t_{test} was lower than t_{table} it mean that H_o was accepted. By used t_{test} it was known how much and how far the validitas of the test that gived.

6. Determined the level of significant of $t_{observed}$ by compared the $t_{observed}$ with the t_{table}.

7. Interpretation the result of analyzing.

   If $t_{test} \geq t_{table}$, H_α was accepted and H_o was rejected.

   If $t_{test} < t_{table}$, H_α was rejected and H_o was accepted.

8. Gave discussion to clarify the research finding about result of this study .

9. Interpretation the result analyzing.

10. Gave   conclusion.
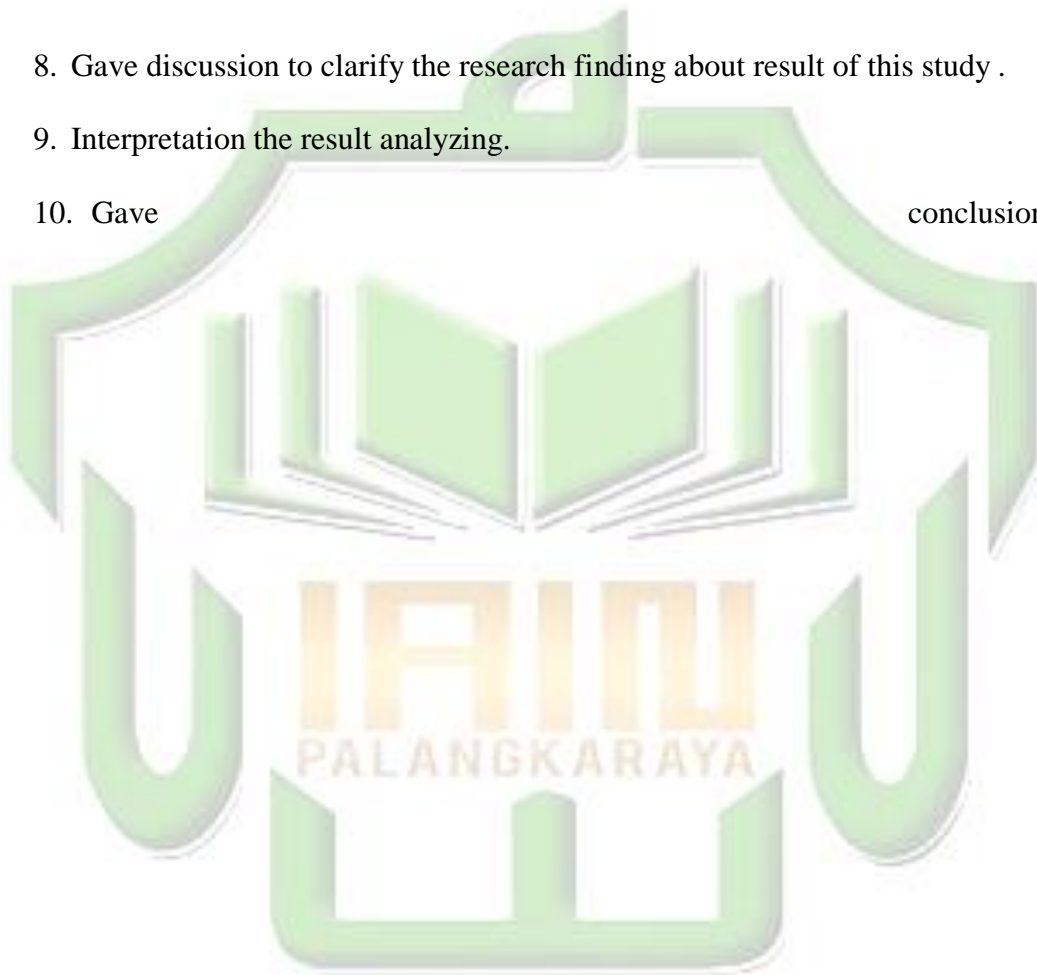
CHAPTER IV

RESULT FINDINGS AND DISCUSSION

A. The Data Description

In this study, it presented the research findings, result data analysis, and discussion to answer the two research problems. Therefore,there were two sections, the first was the effect of implementation of mind mapping on writing narrative text before and after used mind mapping as the technique and the last was the student's perception the used of mind mapping on students' writing narrative text. The data consisted of the distribution of pre-test score of experimental and control class and also the distribution of post-test score of experimental and control class.

1. The result of pre-test scores of experimental and control class.

   a. The result of pre-test scores of experimental class

   The pre-test was conducted on Friday, 03rd January 2020 in the VIII B room. In this case, the students asked to write a narrative text considered of the title that they interested of fable which included of the orientation, complication, and the resolution with the allocated time was 90 minutes. The students' score of pre-test of experimental class were added in the following (see appendix) . In this study, It analyzed the students' knowledge of narrative text before doing the treatment by calculated the mean, median, standard error of mean, mode, and standard deviation by used SPSS 21 program as follows:

   Table 4.1

The Calculation of Mean, Median, Standard Error of Mean, Mode, and Standard Deviation.

Statistics

Pre_Ex

N	Valid	38
	Missing	0
Mean		44.34
Std. Error of Mean		.674
Median		45.00
Mode		45
Std. Deviation		4.154
Variance		17.258
Range		16
Minimum		37
Maximum		53
Sum		1685

Based on the calculation above, it showed that the highest score of pre-test of experimental class was 53 and the lowest score was 37.Then, the result of mean was 44.34, the median was 45.00 ,the standard error of mean was .674 , the mode was 45 and the last standard deviation was 4.154. Next, it was presented on these following table:

Table 4.2 The pre-test scores of Experimental Class

Experimental class		
NO	**Students' initial names**	**The score**
1	AF	43
2	AZ	40
3	AP	47
4	APH	44
5	CAF	44
6	DA	40
7	DS	45
8	EP	46
9	FCD	47
10	H	39
11	IA	37
12	IS	45
13	JL	37
14	KN	40
15	LH	44

16	L	45
17	M	40
18	MH	53
19	MY	45
20	NR	39
21	NS	43
22	NSI	43
23	NU	53
24	NSF	47
25	NYH	53
26	NRH	47
27	PR	45
28	RNA	46
29	SW	49
30	SN	43
31	SP	43
32	SV	46
33	TA	49
34	YW	45
35	YP	46
36	YK	49
37	ZH	39
38	NL	39
Total		**1685**
Mean		**44.34**
Highest		**53**
Lowest		**37**

It also calculated the data calculation of pre-test score of Experimental class by used SPSS 21 program. The result statistic showed as the table as follows:

Table 4.3
The Frequency of Pre-Test Scores of Experimental Class by Used SPSS 21 Program.

Pre_Ex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37	2	5.3	5.3	5.3
	39	4	10.5	10.5	15.8
	40	4	10.5	10.5	26.3
	43	5	13.2	13.2	39.5
	44	3	7.9	7.9	47.4
	45	6	15.8	15.8	63.2
	46	4	10.5	10.5	73.7
	47	4	10.5	10.5	84.2
	49	3	7.9	7.9	92.1
	53	3	7.9	7.9	100.0
	Total	38	100.0	100.0	

The table above showed that the result of pre-test of experimental class by used SPSS 21 program. It showed there were 2 students who got score 37 (5.3%). There were 4 students who got score 39 (10.5%). There were 4 students who got score 40 (10.5%). There were 5 students who got scores 43 (13.2%). There were 3 students who got score 44 (7.9%). There were 6 students who got score 45 (16.8 %). There were 4 students who got score 46 (10.5%). There were 4 students who got score 47(10.5%). There were 3 students who got score 49 (7.9%). There were 3 students who got score 53 (7.9 %).

b. The result of pre-test scores of control class.

The pre-test was conducted on Monday, 10th February 2020 in the VIII C room. In this case, the students asked to write a narrative text considered of the title that they interested of fable which included the orientation, complication, and the resolution with the allocated time was 90 minutes. The students' score of pre-test of control class were added in the following (see appendix) . In this study, it analyzed the students' knowledge of narrative text by calculated the mean, median, standard error of mean, mode, and standard deviation by used SPSS 21 program as follows:

Table 4.4
The Calculation 0f Mean, Median, Standard Error of Mean, Mode, and Standard Deviation.

Statistics

Pre_Cont

N	Valid	36
	Missing	0
Mean		42.86
Std. Error of Mean		.868
Median		43.00
Mode		35
Std. Deviation		5.211
Variance		27.152
Range		17
Minimum		35
Maximum		52
Sum		1543

Based on the calculation above, it showed that the highest score of pre-test of control class was 52 and the lowest score was 35. In order the result of mean was 42.86, the median was 43.00 ,the standard error of mean was .868 , the mode was 35 and the last standard deviation was 5.211. Next, it was presented on these following table:

Table 4.5 The Pre-Test Score of Control Class

Control Class		
NO	Students' initial names	The score
1	AK	42
2	AF	36
3	AFI	38
4	AJ	43
5	AJI	45
6	AR	42
7	BA	46
8	EV	40
9	FR	38
10	HF	35
11	IJ	52
12	JR	45
13	JS	35
14	ML	47

15	MR	37
16	MZ	44
17	MFI	35
18	MKL	35
19	MD	51
20	MFS	48
21	MHS	37
22	MHA	51
23	MHR	41
24	MIA	49
25	MIJ	44
26	MN	40
27	MNR	36
28	MNRD	48
29	MRN	50
30	MRY	44
31	MRS	43
32	MS	46
33	MSI	41
34	MSY	50
35	MYS	43
36	MY	46
Total		**1543**
Mean		**42.86**
Highest		**52**
Lowest		**35**

It also calculated the data calculation of pre-test score of Control Class by

used SPSS 21 program. The result statistic showed as the table as follows:

Table 4.6
The Frequency of Pre-Test Scores of Control Class by Used SPSS 21
Program.

Pre_Cont

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	4	11.1	11.1	11.1
	36	2	5.6	5.6	16.7
	37	2	5.6	5.6	22.2
	38	2	5.6	5.6	27.8
	40	2	5.6	5.6	33.3
	41	2	5.6	5.6	38.9
	42	2	5.6	5.6	44.4
	43	3	8.3	8.3	52.8
	44	3	8.3	8.3	61.1
	45	2	5.6	5.6	66.7
	46	3	8.3	8.3	75.0
	47	1	2.8	2.8	77.8
	48	2	5.6	5.6	83.3
	49	1	2.8	2.8	86.1
	50	2	5.6	5.6	91.7
	51	2	5.6	5.6	97.2
	52	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

The table above showed that the result of pre-test of control class by used SPSS 21 program. It showed there were 4 students who got score 35 (11.1%). There were 2 students who got score 36 (5.6%). There were 2 students who got score 37(5.6%). There were 2 students who got scores 38 (5.6%). There were 2 students who got score 40 (4.6%). There were 2 students who got score 41 (5.6 %). There were 2 students who got score 42 (5.6%). There were 3 students who got score 43(8.3%). There were 3 students who got score 44 (8.3%). There were 3 students who got score 45 (5.6%). There were 3 students who got score 46 (8.3%). There was 1 who got score 47 (2.8%). There were 3 students who got score 48 (5.6%). There were 2 students who got score 49 (2.8%). There were 2 students who got score 50 (5.6%). There were 2 students who got score 51 (5.6%). There was 1 students who got score 52 (2.8%).

c. The result of post-test scores of experimental and control class.

a. The result of post-test scores of experimental class

The post-test was conducted on Monday, 24th January 2020 in the VIII B room. In this case, the students asked to write a narrative text considered of the title that they interested of fable which included the orientation, complication, and the resolution with the allocated time was 90 minutes. The students' score of pre-test of experimental class were added in the following (see appendix) . In this study, it analyzied the students' knowledge of narrative text after did the treatment it was used mind mapping as the technique by calculated the mean, median, standard error of mean, mode, and standard deviation by used SPSS 21 program as follows:

Table 4.7
The Calculation of Mean, Median, Standard Error of Mean, Mode, and Standard Deviation.

Statistics

Post_Ex

N	Valid	38
	Missing	0
Mean		72.50
Std. Error of Mean		1.219
Median		74.00
Mode		78
Std. Deviation		7.515
Variance		56.473
Range		29
Minimum		55
Maximum		84
Sum		2755

Based on the calculation above, it showed that the highest score of post-test of experimental class was 84 and the lowest score was 55. In order the result of mean was 72.50 , the median was 74.00 ,the standard error of mean was 1.219, the mode was 78 and the last standard deviation was 7.515. Next, it was presented on these following table:

Table 4.8 The Post- Test Score of Experimental Class

NO	Students' initial names	The score
3 Experimental class		
NO	Students' initial names	The score
1	AF	78
2	AZ	69
3	AP	67
4	APH	81
5	CAF	81
6	CMS	75
7	DA	81
8	DS	74
9	EP	70
10	FCD	69
11	H	75
12	HMS	74
13	IA	57
14	IS	75
15	JL	78
16	KN	78
17	LH	59
18	L	84
19	M	84
20	MH	69
21	MY	72
22	NR	70
23	NS	74
24	NSI	60
25	NU	72
26	NSF	75
27	NYH	78
28	NH	66
29	NRH	84
30	PR	72
31	RNA	55
32	SW	70
33	RDI	81
34	SN	74
35	SP	78
36	SV	66
37	SNZ	70
38	SP	60
Total		2755
Mean		72.50

Highest	**84**
Lowest	**55**

It also calculated the data calculation of pre-test score of Experimental class by used SPSS 21 program. The result statistic showed as the table as follows:

Table 4.9
The Frequency of Post-Test Scores of Experimental Class by Used SPSS 21 Program.

Post_Ex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	2.6	2.6	2.6
	57	1	2.6	2.6	5.3
	59	1	2.6	2.6	7.9
	60	2	5.3	5.3	13.2
	66	2	5.3	5.3	18.4
	67	1	2.6	2.6	21.1
	69	3	7.9	7.9	28.9
	70	4	10.5	10.5	39.5
	72	3	7.9	7.9	47.4
	74	4	10.5	10.5	57.9
	75	4	10.5	10.5	68.4
	78	5	13.2	13.2	81.6
	81	4	10.5	10.5	92.1
	84	3	7.9	7.9	100.0
	Total	38	100.0	100.0	

The table above showed that the result of post-test of Experimental class by using SPSS 21 program. It showed there was 1 students who got score 55 (2.6%). There was 1 students who got score 57 (2.6%). There was 1 students who got score 59 (2.6%). There were 2 students who got scores 60 (5.3%). There were 2 students who got score 66 (5.3%). There was 1 student who got score 67 (2.6%). There were 3 students who got score 69 (7.9%). There were 4 students who got score 70 (10.5%). There were 3 students who got score 72 (7.9%). There were 4 students who got score 74 (10.5%). There were 3 students who got score 75 (10.5%). There were 5 students who got score 78 (13.2%). There were 4

students who got score 81 (10.5%). There were 3 students who got score 84 (7.9%).

    d. The result of post-test scores of control class.

The pre-test was conducted on Monday, 24th February 2020 in the VIII C room. In this case, the students asked to write a narrative text considered of the title that they interested of fable which included the orientation, complication, and the resolution with the allocated time was 90 minutes. The students' score of pre-test of control class were added in the following (see appendix) . In this study, it analyzed the students' knowledge of narrative text by calculated the mean, median, standard error of mean, mode, and standard deviation by used SPSS 21 program as follows:

Table 4.10
The Calculation of Mean, Median, Standard Error of Mean, Mode, and Standard Deviation.

Statistics

Post_Cont

N	Valid	36
	Missing	0
Mean		63.50
Std. Error of Mean		.801
Median		64.00
Mode		55[a]
Std. Deviation		4.808
Variance		23.114
Range		17
Minimum		55
Maximum		72
Sum		2286

a. Multiple modes exist. The smallest value is shown

Based on the calculation above, it showed that the highest score of post-test of control class was 72 and the lowest score was 55. In order the result of

mean was 63.50, the median was 64.00 ,the standard error of mean was ,801 , the

mode was 55 and the last standard deviation was 4.808. Next, it was presented on

these following table:

Table 4.11The Post-Test Scores of Control Class.

Control Class		
No	**Students' Initial Names**	**The Score**
1	AK	66
2	AF	59
3	AFI	69
4	AJ	69
5	AJI	55
6	AR	59
7	BA	67
8	EV	55
9	FR	64
10	HF	55
11	IJ	72
12	JR	65
13	JS	60
14	ML	64
15	MR	62
16	MZ	58
17	MFI	62
18	MKL	63
19	MD	56
20	MFS	66
21	MHS	68
22	MHA	66
23	MHR	65
24	MIA	69
25	MIJ	65
26	MN	70
27	MNR	64
28	MNRD	55
29	MRN	70
30	MRY	69
31	MRS	63
32	MS	64
33	MSI	60

34	MSY	68
35	MYS	61
36	MY	63
Total		**22.86**
Mean		**63.50**
Highest		**72**
Lowest		**55**

It also calculated the data calculation of pre-test score of Experimental class by used SPSS 21 program. The result statistic showed as the table as follows:

Table 4.12
The Frequency of Post-Test Scores of Control Class by used SPSS 21 Program.

Post_Cont

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	4	11.1	11.1	11.1
	56	1	2.8	2.8	13.9
	58	1	2.8	2.8	16.7
	59	2	5.6	5.6	22.2
	60	2	5.6	5.6	27.8
	61	1	2.8	2.8	30.6
	62	2	5.6	5.6	36.1
	63	3	8.3	8.3	44.4
	64	4	11.1	11.1	55.6
	65	3	8.3	8.3	63.9
	66	3	8.3	8.3	72.2
	67	1	2.8	2.8	75.0
	68	2	5.6	5.6	80.6
	69	4	11.1	11.1	91.7
	70	2	5.6	5.6	97.2
	72	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

The table above showed that the result of post-test of Control class by using SPSS 21 program. It showed there were 4 students who got score 55 (11.1%). There was 1 students who got score 56 (2.8%). There was 1 students who got score 58(2.8%). There were 2 students who got scores 59 (5.6%). There were 2 students who got score 60 (5.6%). There was 1 student who got score 61 (2.8%). There were 2 students who got score 62 (5.6%). There were 3 students

who got score 63 (8.3%). There were 5 students who got score 64 (11.1%). There were 3 students who got score 65 (8.3%). There were 3 students who got score 66 (8.3%). There was 1student who got score 67 (2.8%). There were 2 students who got score 68 (5.6%). There were 4 students who got score 69 (11.1%). There were 2students who got score 70 (5.6%). There was 1 student who got score 72 (2.8%).

Table 4.13
The Scores Description of Pre-Test and Post-Test of Experimental Class and Control Class.

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre_Ex	38	37	53	1685	44.34	.674	4.154
Post_Ex	38	55	84	2755	72.50	1.219	7.515
Pre_Cont	36	35	52	1543	42.86	.868	5.211
Post_Cont	36	55	72	2286	63.50	.801	4.808
Valid N (listwise)	36						

Based on the result of this research in Class B as the experimental class , the highest of pre-test score was 53 and the lowest was 37 with sum of the score was 1685, mean was 44.34 and standard of deviation was 4.154. Then, class B as the experimental class which used mind mapping as the treatment in writing narrative text, the post-test score of this class showed that the highest score was 84, and the lowest was 55 with sum of the score was 2755, the mean was 72.50 and standard of deviation was 1.219 . In conclusion, mean of pre-test score was 44.34 and mean of the post-test was 72.50 it means that the students' that used mind mapping in writing narrative text was increased from pre-test to post-test.

e. The comparison scores of pre and post-test between experimental and control class.

Table 4.14

The Comparison Pre-test and Post-Test Score of Experimental and Control Class.

No	Experimental Class		improve ment	No	Control Class		Improve ment
	Pre-Test	Post-Test			Pre-Test	Post-Test	
1	43	78	**35**	1	42	66	**24**
2	40	69	**29**	2	36	59	**23**
3	47	67	**20**	3	38	69	**21**
4	44	81	**37**	4	43	69	**16**
5	44	81	**37**	5	45	55	**10**
6	40	75	**35**	6	42	59	**12**
7	45	81	**36**	7	46	67	**21**
8	46	74	**28**	8	40	55	**15**
9	47	70	**23**	9	38	64	**26**
10	39	69	**30**	10	35	55	**20**
11	37	75	**38**	11	52	72	**22**
12	45	74	**29**	12	45	65	**20**
13	37	57	**20**	13	35	60	**25**
14	40	75	**35**	14	47	64	**17**
15	44	78	**34**	15	37	62	**25**
16	45	78	**33**	16	44	58	**14**
17	40	59	**19**	17	35	62	**27**
18	53	84	**31**	18	35	63	**28**
19	45	84	**39**	19	51	56	**5**
20	39	69	**30**	20	48	66	**18**
21	43	72	**29**	21	37	68	**31**
22	43	70	**27**	22	51	66	**15**
23	53	74	**17**	23	41	65	**24**
24	47	60	**13**	24	49	69	**20**
25	53	72	**19**	25	44	65	**21**
26	47	75	**25**	26	40	70	**30**
27	45	78	**33**	27	36	64	**28**
28	46	66	**20**	28	48	55	**7**
29	49	84	**35**	29	50	70	**20**
30	43	72	**29**	30	44	69	**25**
31	43	55	**12**	31	43	63	**20**
32	46	70	**24**	32	46	64	**18**
33	49	81	**32**	33	41	60	**19**
34	45	74	**29**	34	50	68	**18**
35	46	78	**32**	35	43	61	**18**
36	49	66	**17**	36	46	63	**17**
37	39	70	**31**				
38	39	60	**21**				

Total	1685	2755		Total	1543	2286	
Mean	44.34	72.50		Mean	42.86	63.50	
Minimum	37	55	1063	Minimum	35	55	772
maximum	53	84		maximum	52	72	

Based on the table above, it showed us the comparison of pre and post-test score of experimental and control class had a different results. It could be seen from the mean of pre and post-test of experimental class was 44.34 and 72.50, then, from the mean of pre and post-test of control class was 42.86 and 63.50. Next, the highest score of pre and post-test of experimental class was 53 and 84 and the lowest was 37 and 55. Then, the highest score of pre and post-test of control class was 52 and 72 and the lowest was 35 and 55. It means that between experimental and control class had a different level in writing narrative text after they got a treatment.

B. **Research findings**

1. **Normality Test**

In this research, it used SPSS 21 Program to measure the normality of the data.

a. Testing normality of students' narrative writing for pre –test of experimental and control class.

Table. 4.15
Testing Normality of Pre-Test of Experimental And Control Class.

One-Sample Kolmogorov-Smirnov Test

		Pre-Test EC	Pre-Test CC
N		38	36
Normal Parameters[a,b]	Mean	44.34	42.86
	Std. Deviation	4.154	5.211
Most Extreme Differences	Absolute	.115	.102
	Positive	.115	.102
	Negative	-.110	-.066
Kolmogorov-Smirnov Z		.710	.614
Asymp. Sig. (2-tailed)		.694	.845

a. Test distribution is Normal.

b. Calculated from data.

Based on the calculation data above by used SPSS 21 program, it showed that the asymptotic significance of experimental class was 0,694 and the control class was 0,845. The normality of experimental and control class was discussed with Kolmogorov- smirnov with level of significance 5% (α=0.05). Because the asymptotic significance of experimental class was 0.694 $\geq\alpha$=0.05. Then, the asymptotic significance of control class was 0,845 $\geq\alpha$=0.05. In conclusion, that the data of pre and post test of experimental and control class was normal distribution.

b. Testing normality of students' narrative writing for post–test of experimental and control class.

Table. 4.16
Testing Normality of Post-Test of Experimental and Control Class.

One-Sample Kolmogorov-Smirnov Test

		Post-Test EC	Post-Test CC
N		38	36
Normal Parameters[a,b]	Mean	72.50	63.50
	Std. Deviation	7.515	4.808
Most Extreme Differences	Absolute	.110	.097
	Positive	.083	.080
	Negative	-.110	-.097
Kolmogorov-Smirnov Z		.679	.585
Asymp. Sig. (2-tailed)		.746	.884

a. Test distribution is Normal.

b. Calculated from data.

Based on the calculation data above by used SPSS 21 program, it showed that the asymptotic significance of experimental class was 0,746 and the control class was 0,884. The normality of experimental and control class was discussed with Kolmogorov-smirnov with level of significance 5% (α=0.05). Because the asymptotic significance of experimental class was 0.746 $\geq\alpha$=0.05. Then, the asymptotic significance of control class was 0,884 $\geq\alpha$=0.05. In conclusion, that the data of pre and post test of experimental and control class were normal distribution.

2. **Homogeneity Test**

    In this case, it used Levene test statistic to test homogeneity of variance.

Table 4.17
Testing Homogeneity Post-Test of Experimental and Control Class.
Test of Homogeneity of Variances
Students' Score Result

Levene Statistic	df1	df2	Sig.
5.181	1	72	.026

Based on the data above, it showed that the significance was 0.026. It means that the significance of levene test statistic was higher than 0.05 (0.026≥0.05).

3. **Testing Hypothesis**

    a. Testing hypothesis used manual calculation

The result of t-test used manual calculation to calculate t

test in order to testing the hypothesis of the study. It could be seen

as follows:

Table 4.18
The Mean, Standard Deviation, and Standard Error of Experimental
and Control Class by Using Manual Calculation.

Variable	The standard deviation	The standard error
X1	7.515	1.219
X2	4.808	0.801

Based on the data calculation above, it could be seen that the mean of

experimental class was 72.50, the standard deviation was 7.515, then the standard

error of mean was 1.219. While in the control class, the mean calculation was

63.50, the standard deviation was 4.808 and the standard error of mean was 0.801.

The next step, it was calculated the standard error of the differences mean

between X1 and X2 as follows: Standard error of the differences mean between

Variable I and Variable II.

$$\text{SEM1-SEM2} = \sqrt{\text{SEm1}^2 + \text{SEm2}^2}$$

$$\text{SEM1-SEM2} = \sqrt{1.219^2 + 0.801^2}$$

$$\text{SEM1-SEM2} = \sqrt{1.485961 + 0.641601}$$

$$\text{SEM1-SEM2} = \sqrt{2.127}$$

$= 1.45861647 = 1.458$

The calculation above showed that the standard error of the differences of the mean between experimental class (X_1 and X_2) was 1.458. Then it was calculated that the t_o formula to get the value of $t_{observed}$ as follows :

$$t_o = \frac{M_1 - M_2}{SEM1\text{-}SEM2}$$

$$t_o = \frac{72.50 - 63.6}{1.458}$$

$$t_o = \frac{8.9}{1.458}$$

$$t_o = 6.1042524 = 6.104.$$

With the criteria :

If t_{test} (tobserved) $> t_{table}$, H_α is accepted and H_o is rejected.

If t_{test} (tobserved) $< t_{table}$, H_α is rejected and H_o is accepted.

Then, this study was interpreted the result of t_{test}. The degree of freedom (df) with the formula: $DF = (N_1 + N_2) - 2$

$$= (38 + 36) - 2 = 72.$$

This research used the level of significance in 5%. It means that the level of the refusal null hypothesis at 5%. It was decided the level of the significance at 5% due to the hypothesis typed stated on non-directional (two-tailed test). It means the answer of hypothesis could not predicted the prediction of alternative hypothesis. The calculation above showed the result of t_{test} calculation as follows:

Table. 4.19 The Result of t_{test} Using Manual Calculation

Variable	$t_{observed}$	t_{table}		df
		5%	1%	
$X_1 - X_2$	6.104	1.99	2.64	72

The description:

X_1= Experimental Class

X_2 = Control Class

$t_{observed}$= The Calculated Value

t_{table}= The Distribution of t Value

Df = Degree of Freedom

Based on the result of hypothesis using manual calculation, it was found that the value of $t_{observed}$was greater than the value of t_{table} at level of significance 5% or 1% that was 1.99 <6.104>2.64 it means that H_α was accepted and H_o was rejected. It could be interpreted based on the result calculation that $H_\alpha$stating that mind mapping was effective for teaching writing narrative text of the eight grade of MTs Darul Ulum Palangka Raya and H_o stating that mind mapping was not effective for teaching writing narrative text of the eight grade of MTs Darul Ulum Palangka Raya. It means that mind mapping was effective for teaching writing narrative text of MTs Darul Ulum Palangka Raya gave significance effect at 5% and 1% significance level.

b. Testing hypothesis usedSPSS 21 Program

The result of t-test used SPSS 21 Program to calculate t test in order to testing the hypothesis of the study. It could be seen as follows:

Table 4.20
The Mean, Standard Deviation, and Standard Error of Experimental And Control Class by Using SPSS 21 Program.

Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Students' Writing Scores	Experimental Class	38	72.50	7.515	1.219
	Control Class	36	63.50	4.808	.801

Table 4.21
The Calculation of T-Test by Used SPSS 21 program.

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

Students' Writing Scores	Equal variances assumed	5.181	.026	6.099	72	.000	9.000	1.476	6.058	11.942
	Equal variances not assumed			6.169	63.372	.000	9.000	1.459	6.085	11.915

Based on the data above, it concluded that the significance data was 0.26. It means that it has an equal variances assumed. When the result of post-test between experimental and control class had different score of the variance. It showed that α = 0.05 was higher than sig (2-tailed) or 0.05> 0.00 it means that the H_α was accepted and the H_o was rejected. The result of t_{test} was 6.099 and the mean difference between experimental and control class was 9.000 and the standard error differences of both classes was 1.476.

Table. 4.22 The Result of t_{test} Using SPSS 21 Program

Variable	$t_{observed}$	t_{table}	df

		5%	1%	
$X_1 - X_2$	6.099	1.99	2.64	72

The interpretation the result of t_{test} using SPSS 21 program, it found that the value of $t_{observed}$ was greater than the value of t_{table} at level of significance 5% or 1% that was 1.99 <6.099>2.64 it means that H_α was accepted and H_o was rejected. It could be interpreted based on the result calculation that H_α stating that mind mapping was effective for teaching writing narrative text of the eight grade of MTs Darul Ulum Palangka Raya and H_o stating that mind mapping was not effective for teaching writing narrative text of the eight grade of MTs Darul Ulum Palangka Raya. It means that mind mapping was effective for teaching writing narrative text of MTs Darul Ulum Palangka Raya gave significance effect at 5% and 1% significance level.

4. **Result of Questionnaires**

In this case, beside a test as the instrument there were some questionnaires to be the second instrument in other word it was supported the main instrument in collecting the data. The items of questions consisted about the perception of the students' when they learned writing narrative text by helped with mind mapping as the technique in learning of writing. This questionnaire was only taken from class B as the Experimental class that used mind mapping in their technique. While, in control class did not used it. So this questionnaire was applied in experimental class after the treatment was given.

Table 4.23The Questionnaire Result About Mind Mapping

NO	STATEMENTS	SD	D	N	A	SA	TOTAL
1.	I'm interested in using mind map in writing my paragraph.	1	7	14	14	4	40
2.	Mind map makes me enthusiastic about my topic.	-	1	12	15	12	40
3.	Mind map makes me interested in developing my ideas.	-	1	22	8	9	40
4.	Mind map motivates me to write more not only in class but also outside the class.	-	1	20	10	9	40
5.	I can choose ideas well in writing because I use mind mapping technique.	1	7	13	16	3	40
6.	Mind map can help me organize ideas and understand my writing easily.	-	-	12	15	13	40
7.	Mind maps help me to develop ideas more effectively.	-	-	7	23	10	40
8.	Mind maps gives me the better ideas for my writing.	-	1	11	17	11	40
9.	Mind maps help me reduce the difficulties in writing.	-	4	16	17	3	40
10.	Mind map helps me express my ideas using variuous vocabularies.	1	7	14	14	4	40
11.	It is easy to find transition words for my writing when I use mind map.	-	4	16	17	3	40
12.	Mind map helps me choose the relevant information with the main topic of my writing.	-	1	20	9	10	40
13.	Mind map helps me enhance my thinking skill.	-	1	6	22	11	40
14.	Mind map is a good tool that help develop my creativity in writing.	-	-	10	17	13	40

By helped with SPSS 21 program these questionnaires showed that there

were 4 statements related to the students motivation start from number 1-4.

Table.4.24

Result of questionnaire statement number 1

XI.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.5	2.5	2.5
	D	7	17.5	17.5	20.0
	N	14	35.0	35.0	55.0
	A	14	35.0	35.0	90.0
	SA	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

For the first statement there were 35.0 % who agreed and 10.0% who strongly agree, then 35.0% who said neutral 17.5% who disagreed then 2.5% who strongly disagree that they were "interested using mind mapping in their writing narrative text". The calculation of analysis students' perception for item 1 was 67% with categorized neutral.

Table.4.25
Result of questionnaire statement number 2

X1.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2.5	2.5	2.5
	N	12	30.0	30.0	32.5
	A	15	37.5	37.5	70.0
	SA	12	30.0	30.0	100.0
	Total	40	100.0	100.0	

Second , there were 37.5% who agreed and 30.0% who strongly agree 30.0% who said neutral and 2.5% who disagree that "mind mapping makes me enthusiastic about my topic". The calculation of analysis students' perception for item 2 was 75 % with categorized agree.

Table.4.26
Result of questionnaire statement number 3

X1.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2.5	2.5	2.5
	N	22	55.0	55.0	57.5
	A	8	20.0	20.0	77.5
	SA	9	22.5	22.5	100.0
	Total	40	100.0	100.0	

Third, there were 20.0% who agree and 22.5% who strongly agree 55.0% who said neutral and 2.5% who answered disagree with statement "mind mapping make them interested in developing their ideas for their writing". The calculation of analysis students' perception for item 3 was 72 % with categorized neutral.

Table.4.27
Result of questionnaire statement number 4

X1.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2.5	2.5	2.5
	N	20	50.0	50.0	52.5
	A	10	25.0	25.0	77.5
	SA	9	22.5	22.5	100.0
	Total	40	100.0	100.0	

Fourth, there were 25.0% who agreed 22.5% who strongly disagree and 50.0 % who answered neutral 2.5% who said disagree with the statement that "mind map motivated them to write more, not only in the class but also outside class". The calculation of analysis students' perception for item 4 was 73% with categorized neutral. Next, there were 4 statements related to the organization idea start from number 5-8.

Table.4.28
Result of questionnaire statement number 5

X2.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.5	2.5	2.5
	D	7	17.5	17.5	20.0
	N	13	32.5	32.5	52.5
	A	16	40.0	40.0	92.5
	SA	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Fifth, there were 40.0% who agreed and 7.5% who strongly disagree, and 32.5% who answered neutral 17.5% who disagree and 2.5% who said strongly disagree with statement "I can choose ideas well in writing because I use mind mapping technique". The calculation of analysis students' perception for item 5 was 67 % with categorized agree.

Table.4.29
Result of questionnaire statement number 6

X2.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	12	30.0	30.0	30.0
	A	15	37.5	37.5	67.5
	SA	13	32.5	32.5	100.0
	Total	40	100.0	100.0	

Sixth, there were 37.5% who said agree and 32.5% who strongly agree, then 30.0% who answered neutral with statement "mind map can help me organize ideas and understand my writing easily". The calculation of analysis students' perception for item 6 was 81 % with categorized agree.

Table.4.30
Result of questionnaire statement number 7

X2.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	7	17.5	17.5	17.5
	A	23	57.5	57.5	75.0
	SA	10	25.0	25.0	100.0
	Total	40	100.0	100.0	

Then , there were 57.5% who agreed, and 25.0% who strongly agree, then 17.5 % who said neutral which statement "mind maps help me to develop ideas more effectively". The calculation of analysis students' perception for item 7 was 82 % with categorized agree.

Table.4.31
Result of questionnaire statement number 8

X2.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2.5	2.5	2.5
	N	11	27.5	27.5	30.0
	A	17	42.5	42.5	72.5
	SA	11	27.5	27.5	100.0
	Total	40	100.0	100.0	

And , there were 42.5% who agreed , then 27.5% who strongly agree and 27.5% who said neutral 2.5% who said disagree which said that "mind maps gives me the better ideas for my writing". The calculation of analysis students' perception for item 8 was 79 % with categorized agree. Then, there were 4 statements related to the reducing difficulties start from number 9-12.

Table.4.32
Result of questionnaire statement number 9

X3.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	4	10.0	10.0	10.0
	N	16	40.0	40.0	50.0
	A	17	42.5	42.5	92.5
	SA	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Statement number 9, there were 10.0% who disagreed, 40.0% who said neutral, 42.5% who agreed, and 7.5% who answered strongly agreed with statement "mind maps help me reduce the difficulties in writing". The calculation of analysis students' perception for item 9 was 70 % with categorized agree.

Table.4.33
Result of questionnaire statement number 10

X3.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.5	2.5	2.5
	D	7	17.5	17.5	20.0
	N	14	35.0	35.0	55.0
	A	14	35.0	35.0	90.0
	SA	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Next , there were 2.5% who strongly disagree, 17.5% who disagree, 35.0% who said neutral, 35.0% who said agree, and 10.0% who answered strongly agree with statement "mind map helps me express my ideas using variuous vocabularies". The calculation of analysis students' perception for item 10 was 67 % with categorized agree.

Table.4.34
Result of questionnaire statement number 11

X3.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	4	10.0	10.0	10.0
	N	16	40.0	40.0	50.0
	A	17	42.5	42.5	92.5
	SA	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Then , there were 10.0% who said disagree, 40.0% who said neutral, 42.5% who agreed, 7.5% who answered strongly agree with statement "It is easy to find transition words for my writing when I use mind map". The calculation of analysis students' perception for item 11 was 66 % with categorized agree.

Table.4.35
Result of questionnaire statement number 12

X3.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2.5	2.5	2.5
	N	20	50.0	50.0	52.5
	A	9	22.5	22.5	75.0
	SA	10	25.0	25.0	100.0
	Total	40	100.0	100.0	

Next , there were 2.5% who disagree, 50.0% who said neutral, 22.5% who agreed, 25.0% who answered strongly agree which statement "mind map helps me choose the relevant information with the main topic of my writing". The calculation of analysis students' perception for item 12 was 74 % with categorized agree. Next , there were 2 statements which related to the students' creativity.

Table.4.36
Result of questionnaire statement number 13

X4.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2.5	2.5	2.5
	N	6	15.0	15.0	17.5
	A	22	55.0	55.0	72.5
	SA	11	27.5	27.5	100.0
	Total	40	100.0	100.0	

For statement number 13, there were 2.5% who disagree, 15.0% who said neutral, 55.0% who agreed, 27.5% who said strongly agree with statement "mind map helps me enhance my thinking skill". The calculation of analysis students' perception for item 3 was 82% with categorized agree.

Table.4.37
Result of questionnaire statement number 14

X4.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	10	25.0	25.0	25.0
	A	17	42.5	42.5	67.5
	SA	13	32.5	32.5	100.0
	Total	40	100.0	100.0	

Last, there were 25.0% who said neutral, 42.5% who agreed, 32.5% who answered strongly agree with statement " mind map is a good tool that help develop my creativity in writing". The calculation of analysis students' perception for item 14 was 81 % with categorized agree.

No	Score	Categorized
1	67	Neutral
2	75	Agree
3	72	Neutral
4	73	Neutral
5	67	Agree
6	81	Agree
7	82	Agree
8	79	Agree
9	70	Agree
10	67	Agree
11	66	Agree
12	74	Agree
13	81	Agree
14	81	Agree
Total : 1.035		

Final result = $\dfrac{\text{Total Score}}{\text{Total Item}}$ x 100

= 1.035   x $\dfrac{100}{14}$

= 75% (Agree)

Based on the result of the questionnaires , the students perceived that mind mapping on writing narrative text was effective on their learning writing as the technique. It showed positive perception toward the use of mind mapping on writing narrative text in English class it was a good technique to learn English

especially in writing. The total of questionnaires it was consisted of 14 questions with the final result 75% with categorized agree.

C. Discussion

The result of the previous data an anlysis above showed that there was significant effect of mind mapping on writing narrative text at the eight grade of MTs DarulUlumPalangka Raya. It could be seen from the mean of pre and post test of experimental and control class. The mean score of of post-test increased higher than the mean score of pre-test ($Y1 = 72.50 > Y2 = 63.50$). It concluded that the students' score was increased after they got a treatment. Based on the result of hypothesis test calculation it was found that the value of significance of probability (sig.2- tailed) was 0.00. The result was $0.000 < 0.05$ it means that H_α was accepted and H_o was rejected. On the other hand, based on the result of testing hypothesis using the calculation of t-test, it showed that the students who got mind mapping as the technique in learning writing gain better achievement than those who did not use mind mapping on their writing learning. Then, the goal of this study interpreted that the alternative (H_α) stated that there is significance effect of mind mapping on writing narrative text of the eight graders of MTsDarulUlumPalangka Raya was accepted. It was supported by the result of questionnaires about students' perception of mind mapping on their writing narrative text during the process. It showed that 75% students agreed that mind mapping was helpful as the technique in teaching learning writing. The questionnaires consisted of 14 questions, where 4 of the questions related to the students' motivation, 4 of the questions related to the organization ideas, 4 of the

other questions was about reducing difficulties, and the last 2 questions was about students' creativity. It was calculated by using likert scale, there were 5 valuated where strongly disagree (1), disagree (2), neutral (3), agree (4), and the last was strongly agree (5) by helped with SPSS 21 program with the result 75% of the students' agree about the use of mind mapping was effected in their writing learning.

In addition, the students' writing narrative text taught by mind mapping technique have better than those who did not use mind mapping as the technique at the Eight grade of MTs DarulUlumPalangka Raya.

Furthermore, after the data was measured by using ttest formula using SPSS 21 program showed that the $t_{observed}$ was 6.099. It means that the students who used mind mapping as the technique in writing narrative text were higher than the students that did not use it. It can be seen that the mind mapping was effective and it was supported by Mukhlisah who found that mind mapping strategy in teaching writing was effective.

Mind mapping for language learning was effectively increased the students' writing narrative text at the eight grade of MTs DarulUlumPalangka Raya. The students' writing narrative text was increased after the treatment was applied. In the end test, they wrote the better narrative text consisted of well-organized.

The result supported theory by Wuryaningrum in chapter I page 5 she said that Mind mapping is a diagram which is used to represent words, ideas, thoughts,

number in a simpler form which connects all the ideas together and hence will be easier for the viewer to quickly grasp the ideas. In this study, while it used mind mapping as the technique in teaching writing they gave a feedback that they have motivated by this technique. Because in the previous study with their teacher they did not have ever use any strategy in their learning and also the participation of the students looked enthusiastic while this technique was applied.

The next result supported by Pahlawanti it consisted in chapter 2 page 9 she found that the research findings showed that the use of short animated stories and mind mapping was effective to improve the students' writing ability. It means that in this study the used of mind mapping on writing narrative text was effective these supported with suitable theories as mentioned before.

In teaching writing narrative text by used mind mapping as the technique used by this research. It could be seen from the result scores of the students how they used mind mapping gave positive effects for students in writing narrative text and also the result of the questionnaire about the students' perception of mind mapping on their writing.

CHAPTER V

CLOSING

In this chapter, it presented the conclusion and suggestion which were devided from the research findings and discussions in the previous chapter.

A. Conclusion

The problem of the study was described in the Chapter 1 it was " Is there any significance effect of mind mapping on writing narrative text of MTs DarulUlumPalangka Raya". Based on the data of this research, there were significance result between writing narrative text of experimental and control class by using SPSS 21 program it found that the $t_{observered}$= 6.099 it was higher than t_{table}. It also described by the result of questionnaires of students' perception of mind mapping on their writing narrative text it showed that 75% they agreed that the technique was effective to learn English in writing narrative text.

B. Suggestion

In this study, it would like to propose some suggestions for the students, teacher, and also the future researcher.

1. For the Students

For the students, it was hoped that they can use mind mapping to improve their abilities in learning writing. It can improved their writing skill, such as vocabulary, content, organization, grammar, and also it increased students' motivation in learning writing. Futhermore,

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students should pay attention whoever the teacher teach them they should focus on the learning.

2. For the Teacher

   For the teacher, they must more to pay attention what the time and what the students'problem and what the solution in teaching learning especially in writing. The teacher must understand what is the level of their students. And also, they must to be brave in confront the students' that they have a problems. Based on this study, it showed that mind mapping gave effect on students' score result in writing narrative text of the second semester at the eight graders of MTs DarulUlumPalangka Raya. It was recommended to use mind mapping as the technique in teaching writing.

3. For the Future Researcher

   Since this research was conducted of MTs darulUlumPalangka Raya, it was found significance effect of mind mapping as the strategy in teaching writing narrative text. This study was focused on the scores of the eight grade of MTs DarulUlumPalangka Raya. It was very recommended if any candidates that interested to examine anything about mind mapping to be more creative and add any media in conducted the result.

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