

**THE EFFECTIVENESS OF MIND MAPPING TO TEACH NARRATIVE
WRITING OF EIGHT GRADE STUDENTS OF MTs ALHIKMAH TANON
IN ACADEMIC YEAR 2022/2023**

THESIS

**Submitted as A Partial Requirements
For The Degree of *Sarjana***



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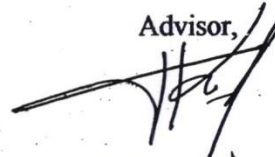
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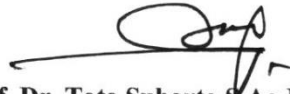
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DEDICATION

Alhamdulillahirabbil'alamin, praise thanks to Allah who has given all the blessing, I would dedicate this thesis to the people who I love yesterday, now and tomorrow ever after.

1. My beloved Father and Mother (Mr. Teguh Riyanto and Mrs. Sumarsi)
2. My beloved Sister (Putri Alfi Rohmah)
3. My beloved Husband (Tomy Anjasmara)
4. All of my friends A class.
5. My beloved almamater, The State Islamic Institute of Surakarta.

MOTTO

“Nasibmu telah ditulis dengan tinta cinta-Nya dan disegel dengan rahmat-Nya jadi jangan takut, percayakan dirimu kepada-Nya dan berharaplah pada ketetapan-Nya”.

"Your fate has been written in the ink of His love and sealed with His mercy so don't be afraid, put your trust in Him and hope in His decrees."

(Mustofa Bisri)

“WA ILAA ROBBIKA FARGHOB”

(And only in your God do you hope)

(Qs. Al-Insyirat:8)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "The Effectiveness Of Mind Mapping To Teach Narrative Writing Of Eight Grade Students Of MTs Aihikmah Tanon In Academic Year 2022/2023" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled I hereby sincerely state that the thesis **entitled “The Effectiveness Of Mind Mapping To Teach Narrative Writing Of Eight Grade Students Of MTs Alhikmah Tanon In Academic Year 2022/2023”**. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 09 Mei 2023

The researcher



Ayu Septi Wulandari

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ABSTRACT

Ayu Septi Wulandari. 2023. *“The Effectiveness Of Mind Mapping To Teach Narrative Writing Of Eight Grade Students Of MTs Alhikmah Tanon In Academic Year 2022/2023”*. Thesis. English Education Departmen, Cultures and Language Faculty.

Advisor. Ika Sulistyarini, S.Pd

The problems statements in the research “Is there any effects of using mind mapping on students’ writing in Narrative text at Mts Alhikmah Tanon in academic year 2022/2023?”. The objective of this research is to found out the significant of student’s writing on narrative text by using mind mapping technique at the eight grade students of MTs Alhikmah Tanon in academic year 2022/2023.

The researchers used quantitative research was applied an Experimental design. In addition, this research use instrument with test, that is pre-test and post-test. The population was conducted at the eight grade of MTs Alhikmah Tanon. The total number of population is 85 students. The sample was class VIII A as experimental class of 29 students used mind mapping technique and VIII B as control class of 28 students used lecture method. There are four meeting to each class. The researcher used test to collect the data of research the result of the test was analyzed by using SPSS 26 program.

The interpretation the result of ttest using SPSS 26 program, it found that the value of tobserved was greater than the value of ttable at level of significance 5% or 1% that was 2.00 2.4482.64. it means that H_a was accepted and H_o was rejected. It means that mind mapping was effective for teaching writing narrative text of MTs Alhikmah Tanon gave significance effect at 5% and 1% significance level. 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 Alhikmah Tanon”. Based on the data of this research, there were significance result between writing narrative text of experimental and control class by using SPSS 26 program it found that the tobserved 2.448 it was higher than ttable.

Keywords: *Mind Mapping Technique, Writing Skill, Narrative Text*

CHAPTER I

INTRODUCTION

A. Background of Study

There are four skills in English language, namely: Listening, Speaking, Reading, and Writing (Manaj:2015). Writing skill is an ability to record or create information using letter. Writing is the most important skill and needs to be symbolized (Annisa: 2020). Learning to write is one of the interesting activities because emphasizes on process and result. Therefore, writing takes time to produce an interesting result. One of them when writers can make narrative text.

Narrative text is a type of writing aims to entertain the reader. Narrative writing has a structural organization including orientation, complications, and resolution (Susilawati, 2017). As the aim of narrative text is to entertain the reader, the writer has to create interesting writing. One of the important things to make good and interesting writing is the writer need to have ability in writing.

In learning, appropriate technique are needed so that learning objectives are fulfilled. The method is the way used to achieve the learning objectives that have been set. Determination of the technique that will be used by the teacher in the learning process will greatly determine the success or failure of the learning take place (Hamruni, 2012). The method must provide support for the material so that it is conveyed well to students. One of the learning technique is Mind Mapping.

Mind Mapping is a system for storing, retrieving data because mind mapping helps organize and store as much information as desired, and group it in a natural way (Buzan, 2009:2). Mind mapping can make it easier for students to store memories of words or sentences students want to memorize. One way that is done for this method is that students are asked to map information into graphs or tables that have been designed in such a way according to the rules made.

At MTs Alhikmah Tanon, narrative text is taught in the eight grade. Narrative text is taught accompanied by related language features. Some problems come like students tend to dislike learning to write, be lazy and want to avoid it. As a result, students are lazy to follow the lesson or are less serious and lazy to do the tasks assigned by the teacher. There are students who have started writing, then get stuck in the middle of the road, this is due to the difficulty of coming up with ideas, even though the theme or title has been determined. As a result, many writing assignments are not collected.

Based on the statement above, see the lack of students in paying attention to the lesson. The researcher tries to use the mind mapping technique to find out whether the man mapping method can improve students' narrative writing skills in the MTs AlHikmah Tanon.

Based on preliminary study, the researcher found that some of the students were not able to write narrative text. This problem was caused by some factors. For example, some of the students are not able to write their ideas without digressions in writing narrative text. Some of students are not able to construct the relationship of ideas within and between paragraphs

clearly in writing narrative text. Therefore, the researcher was interested in carrying out the research about this problem.

This study has differences with other studies such as differences in place, time, population and sample. This research is the latest research in the research school. This mind mapping technique has never been applied by the teacher concerned at the school. While the population and sample are different from other studies, which have a different number of samples. This mind mapping technique is new for students because they have never had this technique in making paragraphs.

Based on the previous research above, there are several differences with this study, namely the place, research method, skill problem, population and sample. The researcher focuses on Junior High School and focuses on writing narrative text. On the other hand, this research has similarities with the research of researchers, namely using mind mapping techniques.

Based on the reason above, that's why the researcher wants to conduct research with the title **“The Effectiveness Of Mind Mapping To Teach Narrative Writing Of Eight Grade Students Of MTs Alhikmah Tanon in Academic Year 2022/2023”**.

B. Identification of Problem

Based on the explanation above, the researcher can be simplified that the possible causes of the problem are:

1. Students have difficulty in finding ideas and do not know what to write.
2. Mind mapping techniques are rarely used in English subjects.

3. The teaching methods used by teachers are less varied, thus making students less enthusiastic about learning.
4. Students are bored or unmotivated.
5. Students do not like the subject.
6. Students tend to fall asleep when the teacher delivers the material.

C. Limitation of the Problem

In the explanation of the identification of the problem above, the limitation of this research problem is the effectiveness of using the mind mapping. Researchers focused on the effectiveness of using the mind mapping on students' writing in narrative texts at MTs Alhikmah Tanon.

D. Formulation of the Problem

Based on the problem identifications above, the following formula can be made:

“Is there any effect of using mind mapping on students' writing in Narrative text at Mts Alhikmah Tanon in academic year 2022/2023?”

E. Objective of Study

This study aims to obtain evidence of the effectiveness of using mind mapping on students' writing in narrative texts on the eight grade students of MTs Alhikmah Tanon.

F. Benefit of the Study

In this study there are two benefits, namely theoretical benefits and practical benefits.

1. Theoretical Benefits

To increase knowledge in learning to write in story everyday life in learning the Indonesian short language to make a decision, it is necessary to improve the ability to write narratives in everyday life and how to improve it.

2. Practical benefit

a. For Researchers

Through this research, it is hoped that researchers can broaden their horizons about teaching English in general, especially in teaching writing with Mind Mapping.

b. For Student

Can motivating student in express devote all writing narrative and improve knowledge of narrative writing.

c. For School

Can be used as the development of the english language teaching process in improving the narrative writing of eight grade students of MTs Alhikmah Tanon.

G. Definition of Key Terms

1. Mind Mapping

Mind Map is a diagram used to represent idea, task, words, and other item linked to arranged around a central key word. Mind mapping are used to visualize, structure, and classify ideas (Buzan, 2011). Mind Mapping meant in this research is a technique which uses diagram for

helping students in explore their ideas before writing. Then, they can write their narrative text coherently without any digressions.

2. Writing

Writing is a complex person's activity that involves developing ideas, capturing knowledge and experiences with the subject (Jozsef, 2001). According from Sari (2007) 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, writing as a verb, which designates the activity of writing.

In this research, it refers to cappotential in writing narrative text content at the eight grade of MTs Alhikmah Tanon, in particular with the shape of narrative text conten through giving complete attention in the direction of the text content, the purpose of the text, the language features used, the mechanics of the text, and the organization.

3. Narrative Text

A Narrative is any text, story, or narrative that tells a certain anecdote, that is a succession of action in a limited period of time. It can have literary communicative purpose (Thomas S. Kane, 2000). In this research, narrative text choosen would be aesily understood and simply constructed by considering students in MTs Alhikmah Tanon. Similarly, by considering students'. The plot choosen would simplest chronology in which a straight forward movement from the first event to the last is considered better that other order.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Review on Writing

a. Definition of Writing

Writing is one of the skills that are difficult for students to understand. According to Sokolik (2014) writing is an emotional process to generate ideas and thoughts about presenting effectively in written form (Nunan, 2015). That is, writing is an activity that is difficult for every student to do. Learners need the ability to manage their ideas and thoughts about how to express them in written form.

According to Jozsef (2001), writing is a complex person's activity that involves developing ideas, capturing knowledge and experiences with the subject. Hammad (2013) added states that writing is a thinking process that requires intellectual effort generating ideas, planning, monitoring, evaluating what will be written, and using language to expressing the meaning. Hoover also emphasized that writing is related to three skills, namely reading, listening and speaking. That is, writing is a way to convey ideas in written form (Hoover, 2008:1).

Writing is one of the skills that are difficult for students to understand. Writing is not easy activity for some people. According to Sokolik (2014), writing is a complex process of generating idea (Nadrizal, 2021). Brown (2001) states that writing is a written product

of thinking, drafting, and revising that requires especially skills on how to generating ideas, how to organize them coherently, how to use discourse grammar and rhetorical conventions to put cohesively into written text, how to edit the text for appropriate grammar and how to produce a final product.

From all the definition above, it can be concluded that writing is a process to express idea in written form effectively.

b. Purpose of Writing

Someone in writing activities must have a goal to be achieved. The purpose of writing will provide the author's reasons for carrying out these activities. The purpose or objectives to be achieved by the author will also determine the form or type of writing made.

The purpose of narrative writing skills is generally reflected in the understanding of the narrative itself. Quoting one of the opinions about the notion of narrative conveyed by Saddhono (2012), "narrative is a variety of discourse that tells the process of occurrence of an event with the aim of providing the reader with a clear picture of the phases, sequences, steps or series of events. something happened." Based on this understanding, it can be concluded that the purpose of narrative writing skills is to provide the reader with a clear picture of the phases, sequences, steps or series of events.

The purpose of narrative skills in particular is also found in the types of narratives available. The type of narrative writing based on its purpose consists of expository narrative and suggestive narrative.

Keraf (2010) states that expository narrative aims to arouse the minds of the readers to know what is being told, while suggestive narrative aims to give meaning to the event or incident as an experience.

c. Benefits of Writing

In carrying out an activity, the benefit becomes an aspect that determines whether the activity is considered important or not. Narrative writing skills are basic language skills that must be mastered by students so that writing skills are considered important to be taught in elementary school. Like other writing skills, narrative writing skills also have several benefits.

The benefits of writing are expressed by the following experts. Writing skills according to Tarigan (2008) are "a language skill that is used to communicate indirectly, not face to face with other people." This opinion indirectly also shows that the benefits of writing skills are as an indirect communication tool. Saddhono (2001) describe the benefits of writing as follows:

- 1) Increased intelligence,
- 2) Development of initiative and creativity
- 3) The cultivation of courage, and
- 4) Encouragement of willingness and ability to collect information.

So, the benefits of writing skills are as an indirect communication tool, increasing intelligence, developing initiative and creativity, growing courage, encouraging willingness and ability to collect information.

d. Process of Writing

In writing a narrative there are stages or steps to produce good writing. These steps start from determining what will be written until the writing is complete. As with systematic activities, the writing process should be carried out according to coherent and correct steps.

Narrative is a type of essay writing so that in the process of writing a narrative it also refers to the basic process of writing an essay. The steps or process of writing an essay according to Kristiantari (2010: 106) are repetitive and continuous activities. The activity begins with the discovery and organization of ideas, followed by spontaneous drafting, improvement of content and language, and publications.

The same thing was also expressed by Sadhono and Slamet (2012: 106-109), the process or steps of writing a narrative consists of 5 (five) stages, as follows.

1) Pre-writing stage

This stage is the preparation stage for writing. The pre-writing stage includes activities to determine and limit the topic of writing, formulate goals, determine the form of writing, determine the intended readers, select materials, determine generalizations, and ways to organize ideas for the writing.

2) Drafting stage

This writing stage begins with outlining ideas into writing. At first develop ideas or feelings in the form of words, sentences to become a temporary discourse.

3) Revision stage

At the revision stage, corrections are made to the entire essay. Corrections are made to aspects of essay structure and language. The structure of the essay includes the arrangement of main ideas and explanatory ideas, as well as systematics and reasoning. Linguistic aspects include word choice, language structure, spelling, and punctuation.

4) Editing or editing stage

The results of writing are edited focused on the mechanical aspects of language so that they can improve their writing by correcting word writing errors or other mechanical errors.

5) Publication stage

Publication can be done in print or non-print form. Submission in print can be done through wall magazines. While the non-print form can be done through staging, storytelling, demonstration or reading in front of the class.

The steps for writing a narrative according to Alek and Achmad (2011: 107) are as follows:

- 1) preparation, consisting of making an outline, finding interesting ideas (eye cating), and finding keywords (key words),

- 2) writing, consisting of reminding yourself to be logical, rereading after completing a paragraph, and being confident in what was written, and
- 3) editing, consisting of paying attention to word errors, punctuation marks, and hyphens, paying attention to the relationship between paragraphs and reading as a whole.

So, the process of writing narrative skills basically consists of pre-writing stages (determining ideas), formulating ideas in the form of drafts, writing (ideas development), editing and publication.

e. Micro and Macro Skills of Writing

Basically, learning narrative writing skills aims to produce good writing. Good writing can be measured by paying attention to the components or aspects contained in the results of narrative writing skills. Narrative as a variety of writing so that aspects of writing skills in general are also a reference.

The components of writing skills according to Sadhono and Slamet (2012: 112) consist of the following aspects.

- 1) The contents include relevance, developed thesis, explicitness of analysis and accuracy of conclusions.
- 2) The organization of the content includes the integrity, coherence, development of the main idea or thought of the paragraph and the organization of the whole essay.
- 3) Grammar or grammar, including the accuracy of word formation and sentence effectiveness.

4) Diction includes the accuracy of the use of words with regard to the ideas put forward, the suitability of the use of words with the context and standard of words. In line with this opinion, Putrayasa (2007:7) states that "diction discusses the use of words, especially in matters of truth, clarity, and effectiveness."

5) Spelling includes writing letters, words and punctuation. According to Putrayasa (2015), "spelling is the whole rule of how to symbolize the sound of speech and how the relationship between the symbols (separation or joining in a language) is.

As a variety of writing, narrative is composed of several elements that distinguish it from other types of writing. Each of these elements will be functionally interconnected between one element with another element so as to form a complete or complete essay.

2. Mind Mapping

a. Definition of Mind Mapping

The Mind Mapping technique is one of the concepts invented by Buzan. According to Buzan (2009:2) the concept of Mind Mapping is based on how the brain works to store information. Based on reliable research, the brain is a collection of nerve cell branches that can store information. When described in the form of tree branches. A brain that has the ability to store vast amounts of information from word to word and even columns.

In order to recall quickly, the brain needs a way for stored parts to be rephrased into various forms. The process of presenting and capturing lesson content in concept maps approaches the natural operation of thinking.

According to Buzan (2009:12) Mind Mapping is an extraordinary system for storing, retrieving data, and accessing a giant library, which actually exists in an amazing brain, because Mind Mapping helps organize and store as much information as desired, and group it by natural way. Mind Mapping is a visual note taking that helps a person to distinguish words or ideas, often with colors and symbols. They generally take a hierarchical or tree branch format, with ideas branching off into their subsections. Mind Mapping allows greater creativity when recording ideas and information, and allows note-taking of words to relate to visual representations. Mind Mapping has a way to make it easier for someone to organize and recall information that has been stored. This method is an attempt to develop thinking activities in all directions, capture various thoughts from various angles and develop divergent, creative thinking.

Based of the opinion above, it can be concluded that mind mapping is a diagram that present words, ideas, tasks or other things to make it easier for us to remember a lot of information. These mind mapping, long information mapping can be made into colorful, highly organized and memorable diagrams that work in harmony with the brain's natural way of doing things.

b. Benefits of Mind Mapping

Mind Mapping has a number of advantages over the linear form of note taking. These advantages by Buzan (2009: 106) are described as follows:

- 1) The central part with the main idea is more clearly defined
- 2) The relative importance of each idea is clearly shown
- 3) Relationships between key concepts are immediately recognizable because of their proximity and connection
- 4) As a result of the above advantages, memory and review will both be more effective and faster
- 5) The nature of the structure allows for easy addition of new information without scrupulous doodles and tucking, and so on,
- 6) Each map created will look and be different from every other map this will help remember,
- 7) In more creative note-taking, such as in preparation for writing an essay, and so on, the open nature of the map will allow the brain to make new connections much easier.

c. Steps to Learning Writing with Mind Mapping

Before making a Mind Mapping, several materials are needed, namely blank unlined paper, colored pens and pencils, brains and imagination because they are so easy and natural to make. Buzan (2008:21-23), suggests that there are seven steps to making Mind Mapping. The seven steps are as follows:

- 1) Starting from the center of the blank paper with the long side laid flat. This gives the brain the freedom to express themselves more freely.
- 2) The use of pictures or photos for the center that gives a more attractive impression so that the mind is more focused.
- 3) The use of attractive colors as markers of memory is excellent. Color in mind mapping is not only to actively involve the right brain, but also to help group information.
- 4) He connected the main branches to the central image with different colors to distinguish their order. A good branch is organic in shape and tapers or narrows at the tip. The length corresponds to the length of the word or image above.
- 5) Created a curved connecting line, each branch to make it more attractive and beautiful to look at.
- 6) One keyword is used for each line. Because with a single keyword can give more power and flexibility to the mind map (mind mapping) and,
- 7) The use of images because like a central image has many meanings because it can replace a keyword or just strengthen keywords that have been written before.

d. Type of Mind Mapping

According to Nur (2000), there are four types of concept maps, namely:

a. Network tree (network tree)

The main ideas are made in squares, while some words others are written on connecting lines. Lines on Concept maps show the relationships between those ideas. The words that written on the lines giving the relationship between the concepts. Tree Networks are suitable for visualizing the following:

- 1) Shows cause and effect.
- 2) A hierarchy.
- 3) Branching procedures.
- 4) Related terms that can be used for explain relationships.

b. Event Chain

The chain of events concept map can be used to provide a sequence of events, steps in a procedure, or stages in a process. The chain of events is suitable for evaluate the following;

- 1) Give the stages in a process.
- 2) The steps in a linear procedure.
- 3) A sequence of events.

c. Cycle Concept Map

In a cycle concept map, the sequence of events does not result in a final result. The last incident in that chain link back to the original event. Because there is no result and the last event reconnects to the initial event, the cycle it repeats itself. The cycle concept map is suitable for use to show how a series of events is related interact to produce a set of results that are repeated.

d. Spider concept map

Spider concept maps can be used for brainstorming ideas depart from a central idea, so as to obtain a large number of jumbled ideas. Spider match concept map used to personalize the following:

- 1) Not by hierarchy.
- 2) Non-parallel categories.
- 3) Brainstorming results

e. **Technique of Using Mind Mapping**

A main theme or topic is taken from an article which is then given a circle to mark it as the main topic. This is called the technique of using mind mapping. According to Gartland (2007), technique of using Mind Mapping begins by writing the theme or main topic of the propose article on a sheet paper and then enclosing itan a circle. They enclose other main and subordinate points as they come to mind, and connect the circle with brans lines. It is said to be a mind mapping technique if the writing begins with the main topic or main idea in a visual image in the middle of a paper.

For a mind mapping, images, or keywords are placed around the main topic into a branch. To connect a keyword from the main topic, a connector such as color can be used as a theme code or other keywords to create a different idea from the text (Farmery, 2005: 68).

In write something in English, it should be following the procedure to write it Ariyanti (2016) explains the procedure of mind mapping technique as follows:

- 1) Use unlined paper or a whiteboard. One client made an entire wall into a whiteboard for strategic thinking and planning.
- 2) 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 second, you can use keywords and circle them with a border.
- 3) Branch the main ideas off this central image.
- 4) Use one keyword or symbol per line.
- 5) Print the words on top of the lines. Print words are easier to read than cursive.

In this study using several procedures, namely first, a teacher will provide or show examples of narrative texts, linguistic features, types, generic structures, and determine the choice of keywords, aspects of writing, and the time of writing keywords. With this procedure, students are meant to understand the task they are going to do. After that, the teacher will also tell you how to choose keywords to make a good narrative paragraph. Second, students will determine the keywords to write narrative text. Then students can start writing narrative text. With a specific topic such as a place, character, animal, or an object. Students adapt the mind mapping technique into narrative text by using the keywords they have written.

f. Advantages and Disadvantages of Using Mind Mapping

According to Nadrizal (2021) there are Advantages and Disadvantages of mind mapping includes:

1) Advantages of Using Mind Mapping Techniques:

- a) Mind mapping can make it easier for students to develop ideas on a topic.
- b) There is an active stimulation of one's brain cells to organize information in a visual form so as to create creativity in students.
- c) The retention of stored memory increases.
- d) Thought maps can connect a concept or idea so that writers can organize thoughts more accurately.
- e) Students find it easier to know what to write using techniques.

2) Disadvantages of Using Mind Mapping Techniques

- a) Mind maps are difficult to apply to individuals with memorization learning techniques.
- b) Students often make mistakes when making mind maps if the teacher does not pay attention to them. So that to achieve success in making students' mind maps, teachers must pay attention to them.

3. Review Narrative Text

a. Definition of Narrative Text

A narrative 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 arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it (Thomas, 2000).

A narrative is most generally described as a story told by the narrator. Narratives are not as simple as that. They are construction of certain characteristics that relate a tale through an organization of words. This construction includes three discernible layers, the elements that make up the content of the narrative, and the agent. Understanding these concepts is the key to defining a narrative (Wishon and Burks, 1980).

The narrative text is type of written text that tells a story of one character or more who face certain situation. Its purpose is to present a view of the world that entertains or informs the reader or listener. It is related to the recount type. Narrative is central to children's learning. They use it as a tool to help them organize their ideas and to explore new ideas and experience. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential

means for children to express themselves creatively and imaginatively (Anderson and Anderson, 2003 a).

The essential purpose of narrative is to tell a story, but the detailed purpose may vary according to genre. For example, the purpose of a myth is often to explain a natural phenomenon and legend is often intended to pass on cultural traditions or beliefs (Syahira, 2018).

From the definition above, it can be concluded that narrative story is a story tells us about something interesting that has purpose to amuse, entertain or the readers. You are using narrative when you tell a friend about something interesting that happen to you at work or at school, when you tell someone a joke.

b. Purpose of Narrative Text

Most people write narrative texts basically for fun, to get and draw the reader's interest into a story. This means that they want to write the type of story that entertains or even teaches readers about the reflection of the author's experiences. Anderson (2003) explains that narrative texts are used to present a worldview that entertains or informs readers or listeners. It is also to entertain listeners readers present a story. From the explanation above, it can be concluded that the social function of narrative text is to teach something valuable to the reader or listener. Apart from providing entertainment, narrative texts can make the audience think about a problem, teach them a lesson, they are or evoke emotions (Syahira, 2018).

c. Language Feature of Narrative Text

In Narrative Text, there are some features, among others, as follow:

- 1) Using Action Verb in the form of Past Tense. For example:
Climbed, Turned, Brought, and so on.
- 2) Using certain nouns as pronouns for certain people, animals and things in the story. For example: the king, the queen, and so on..
- 3) Using Adjectives that form a noun phrase: For example: long black hair, two red apples, and so on.
- 4) Uses Time Connectives and Conjunctions to sequence occurrences of events. For example: then, before, after, soon.
- 5) Using Adverbs and Adverbial Phrase to indicate the location of events. For example: here, in the mountain, happily ever after.

d. Generic Structure of Narrative Text

The most common structure is: an opening that established setting and introduces characters; complication and resulting events; a resolution/ending. Effective writers are not constrained by predictable narrative structure. Authors and storytellers often modify or adapt a generic structure, e.g. changing chronology by not telling the events in order (time shifts, flashback, backtracking). Children can add these less predictable narrative structures to their own writing repertoires (Buscemi,2002).

- 1) Orientation, in this paragraph the narrator tells the audience who are in the story, when it is happening, who are in the story, when it is happening. where it is happening, and what is going on,
- 2) Complication, this is part of the story where the narrator tells about something that will begin a chain of events. These events will effects one or more of the characters. The complication the trigger,
- 3) Sequence of events, this is where the narrator tells how the characters reach to the complication. It includes their feelins and what they do. The even can be told in chronological order or with flashback. The audience is given the narrator's point of view,
- 4) Resolution, in this part of the narrative where the complication is sorted out or the problem is solved.

e. Type and Example of Narrative Text

Narrative text in variety of forms, they can be presented as both spoken or written texts and are usually based on imagination. However, some narratives can usually be divided into two categories:

- 1) Traditional Narratives: consist that fairy tales and folk tales, myths and legends, parables, fables and moral tales (Maryana, 2019).

Traditional Narrative Text –

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a lesung, a big wooden mortar for pounding rice. She reminded him; “Please remember, if there is a flood you must save yourself. Use this lesung; as a boat!”

The little boy was happy and thanked the old woman. He continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the lesung, as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

- 2) Modern Narratives: it is consist that science fiction, choose your own adventure, mysteries, hero and villains, cartoon, and horror series (Maryana, 2019).

Modern Narrative Text –

Pinocchio

In the past, there was a puppeteer whose name is Geppetto. He eager to have a son very much but his wife passed away several years ago. One day, he got an idea to make a puppet in order not to be lonely again. He made a puppet all day long. Finally, in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt lonely again since Pinocchio

couldn't walk or talk by itself. One night, Geppetto prayed to the God to become a real boy. He always thought it on his mind in his dream.

In the next morning, he was surprised that Pinocchio was alive. He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. He then studied at an elementary school. One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came home, Geppetto asked him. He said that he was on school but he wasn't. Instantly, Pinocchio's nose grew longer and longer and it meant that Pinocchio has lied.

The next morning, Pinocchio was kidnaped by the owner of circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which can talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found nothing. When he searched him on the sea, big wave smashed him. He was then in whale's stomach when he awoke. He couldn't find the way to go out.

In the other side, Pinocchio finally could escape out from the circus. He came home but nobody was there. Latter on, he searched Geppetto in the sea. He got the same accident like Geppetto and he met Geppetto in whale's stomach. Both of them got out from its stomach by making a fire. In the end of the story, they went home together and lived happily ever after.

B. Previous Studies

The researcher finds Three previous studies which are related to this research. There are several studies related to mind mapping and students' writing skills that have been carried out by other researchers before. First, the research entitled Developing Students' Descriptive Text Writing Skills Using Mind Mapping Strategy (Classroom Action Research In Class VILA, SMP Al-Fajar Kedaung, South Tangerang)! written by Neneng Qofiah. The researcher wanted to know whether the mind mapping strategy improved the

descriptive text writing skills of the VII.A grade students of SMP Al-Fajar Kedaung. The results of his research showed that his Classroom Action Research was successful. This means that mind mapping can increase students' writing and descriptive text scores. Mind mapping also increases students' creative thinking and interaction with each other.

Second, Teaching Writing Descriptive Text Using Mind Mapping, written by Nila Putri from Bung Hatta University. The paper aims to describe the teaching of writing descriptive texts using mind maps. In the conclusion of his research, he stated that in this case, to facilitate the writing process, teachers can use techniques or methods that can arouse students' interest in the learning process. By using a mind map as a teaching method, the teacher can ask students to describe a person based on a mind map or method that has been given by the teacher.

Third, Teaching Descriptive Texts Through Mind Map Techniques to Class VII Students of SMPN 1 Mande Cianjur by Lia Marlina from the English Education Study Program STKIP Siliwangi Bandung. In this study, the aim was to find out whether teaching descriptive text through mind mapping techniques was effective in improving students' writing comprehension skills in grade VII students of SMPN 1 Mande and another objective was to find out the strengths and weaknesses. teaching text genres, especially descriptive texts through mind maps. The results. showed that teaching descriptive text through mind mapping techniques to 20 grade VII students of SMPN 1 Mande Cianjur could improve students' writing comprehension skills.

Based on the research above, there are several similarities and differences between the above research and this research, including the following: The similarity of the previous research is that it has the same method used by the mind mapping method as a learning method. Then the previous research used descriptive text and this study used narrative text as learning material by using mind mapping techniques. While the difference between previous research and this research is that it has differences such as the place of research, research time, different student abilities and the media used in the learning process.

C. Hypothesis

The hypothesis of this research is the application of an effective mind mapping to teach narrative writing in class VIII MTs Alhikmah Tanon.

Alternative Hypothesis H_a : Using Mind Mapping is effective to teach narrative writing of student at MTs Alhikmah Tanon.

Null Hypothesis H_o : Using Mind Mapping is not effective to teach narrative writing of student at MTs Alhikmah Tanon.

D. Rationale

According to (Creswell, 2012: 60) mentions the core elements described in the introduction as follows:

The research topic is a broad subject discussed by the researcher. In this study, researchers tried to improve the ability to write narrative using mind mapping for MTs Alhikmah students, especially in eighth grade .

The research problem is a learning problem in research that narrows the topic. The problem handled by researchers is to increase creativity, ideas, using mind mapping techniques. Because the problem that occurs is that the eight grade students of MTs Alhikmah Tanon lack ideas for writing narrative essays.

Objectives are the main aims or objectives of the study used to solve the problem. The researcher stated the research objectives as follows "The purpose of this study is to measure how effective the mind mapping is for students' learning to write"

Research questions narrow the objectives to specific questions that the researcher wants to answer or discuss in the research. "Does the mind mapping affect the students' writing process?"

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this study, researchers used quantitative methods whit pre-test and post-test. Meanwhile, the researchers used an Experimental design. According to Creswell (2012:295), experimental research aims to determine the effect of educational intervention. Then Creswell also this quasi-experimental group used the experimental and control groups. Suggested that pparticipants should not be assigned randomly to groups. In conducting this research, two classes of second year students of MTs Alhikmah Tanon were participated. According to Creswell, the research design can be illustrated as follows:

Table 3. 1
The Design of Experimental Research

Groups	Pre-test	Treatment	Post-test
Experimental Group	Y ₁	Experimental Treatment	Y ₂
Control Group	Y ₃	Lecture Method	Y ₄

In which:

Y₁ : Pre-test of the experimental group

Y₂ : Post-test of the experimental group

Y₃ : Pre-test of the control group

Y₄ : Post-test of the control group

There are two variables in this research namely independent variable and dependent variables. In the variable (X) is called “independent” because it does not depend on the measured result. And then, the dependent variable is

what causes or affects the outcome. The dependent variable (Y) is called “dependent” because it is influenced by independent variable. The independent variable is mind mapping techniques while the dependent variable is narrative text.

In the form of a quasi-experiment, like the design of this study. In addition, treatment was applied to the experimental group and video was used as the usual medium for the learning process in the control group. In the experimental group, pre-tests were used before treatment, and in the control group, videos were used for pre-tests and post-tests. In this case, cluster sampling of both groups is applied because everyone has the opportunity to follow the process.

In the first step of the experimental group, the teacher explained mind mapping and the material of the day, and the students listened to it together. The video was written in English about the legend story and all aspects had to be recorded and retained. Of the story. The teacher then asked them to remember it and include it in their work in a short, brief story for a writing test. You can add tables, circles, outlines, and more by using mind mapping. The nature of the story is the text of the story and is composed of these elements, so it must contain a metaphorical language (orientation, complication, resolution) based on the story.

B. Research Setting

1. Place of Research

This research take place at Mts Alhikmah Tanon which located on Jl. Raya Tanon, Sukodono, KM.5, Bedono, Pengkol, Tanon, Sragen.

2. Time of Research

To do research at Mts Alhikmah Tanon the researcher will conduct research in January in the second semester in accademic year 2022/2023.

Table 3. 2
Time of Research

Activity	2022											2023				
	Jan	Feb	Mar	Ap	Jun	Jul	Aug	Sep	Oc	Nov	Dec	Jan	Feb	Mar	Ap	Mey
Pre-Research	■															
Writing Proposal	■	■														
Consultation and Guidance			■													
Proposal Seminar				■												
Do the research on field												■				
Collecting and Analyzing Data													■	■		
Next Chapter															■	
Consultation and Guidance															■	
Munaqashah																■

C. Population and Sample of the Research

1. Population

The population is entire subjects where data is collected. Population is defined as all members of the pop class, events, or well-defined subject. The main population is all individuals interested in research. The population of this research is the eight grades students of MTs Alhikmah Tanon.

Table 3. 3
Population

No.	Class	Student
1.	VIII A	29
2.	VIII B	28
3.	VIII C	29

2. Sampling

Sampling is a process of selecting a number of individuals for a study in such a way that these individuals are representative of a larger group of people selected (Darmadi, 2011:46). The sampling technique is a way of taking a representative sample from the population. Sampling must be done in such a way as to obtain a sample that is truly representative and can describe the actual state of the population. There are two kinds of retrieval techniques . sampling in research that is commonly carried out is : Probability sampling and Nonprobability sampling.

The sampling technique used in this research in non-probability sampling with purposive sampling technique. The reason the researcher used a purposive sampling technique was because the sample was not

chosen at random, but was selected according to considerations and was adjusted to the aims and objectives of the study.

3. Sample

The research sample is part of the population taken as a data source and can represent the entire population. In this study, researchers took two classes from class VIII MTs Alhikmah Tanon. The reason the researcher took two classes was because this study used experimental research methods, so the samples used were two classes.. One class was a Experimental group that was VIII A and another was an Control group that was VIII B. Each class consisted of 57 students. It can be figured out at the following table.

Table 3. 4
Sample

No.	Class	Total	
1.	VIII A	29	Experimental Group
2.	VIII B	28	Control Group

D. Data Collecting Method

Data collection is the most important thing in conducting research. Research data were collected by giving tests to students. 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 Alhikmah Tanon.
2. Chosed 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 taught students in the experimental class using mind mapping in writing narrative text and also taught students in the control class by without mind mapping. The researcher made four meetings for each classes, wheter experiment of control classes.
6. After the treatment was given in experiment class and also in control class, in experiment class a the students got a post-test 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.

E. The Research Instrument

Of In this study, the data was collected through two research instruments there were test, and documentation to collect the data.

1. Test

According to Mohajan (2017) test instrument is a measuring device built as a series of tasks to which a person is to respond. Then the score of the test will give a quantification of the characteristic that the test is designed to measure. The type test was writing test about narrative text in form of fable on the other hand it was used essay test by adopted from Cahyo (2013) for the writing test. In the test, students watched 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.

Table 3. 5
Scoring Rubric of Writing Adopted from Assesing 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 good	Fluent expression, ideas clearly, well organize, logical squencing, cohesive, the text are complete with (orientation, complication, and resolution).
		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.

Adopted from Assessing Writing by (Sara Cushing Weigle, 2001).

2. Documentation

Document that may be able needed were formal documents, and photos. The formal documentation were about the data of the second semester students at the eight grade students in MTs Alhikmah Tanon in academic year 2022/2023. 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 Alhikmah Tanon in academic year 2022/2023.
- b. The students' scores in English subject class at the second semester of MTs Alhikmah Tanon in academic year 2022/2023 as the collecting the data value.
- c. The photos collection as the evidence during the process occur.

F. Technique of Validity and Reliability Data

The validity of the instrument with some evidence, and the quality of the data, good or bad, is based on the instrument used. Arikunto (2006:219) states that a good instrument must meet two important requirements, namely valid and reliable. This study used pre-test and post-test to collect data. The researcher gave a pre-test to analyze the students' previous achievement and to measure the differences between the groups before being given the intervention, while the post-test was given to determine whether there would be a significant difference from the mean scores of the students in the two groups.

1. Uji Validity of The Test Instrument

Validity is the complement or reliability to extents to which what measure reflects what we expected to measure. According to Ary (2010:25) defines validity as the extent to which as an instrument measure what it claims to measure. To test the validity of this study, researchers using test. The Pre-test and Post-Test will use the experimental class and the control class. The face validity of the test items as follows:

- a. The form of the test was written test.
- b. The evaluation was based on the score.
- c. The kind of the text was narrative text.
- d. The language of the item test was English.

2. Uji Reliability of The Test Instrument

Reliability is Reliability test refers to the consistency of the score obtained how consistent it is for each individual. According to Ary (2010:236) states that reliability refers to the consistency of test scores obtained from a test. 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 Alhikmah Tanon.

3. Normality

According to Mahdiani (2016:7) 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 26 program to test the normality of the data.

4. Homogeneity

Homogeneity test aims to test the equality some samples (Sugiono, 2006:77). According to Sudjana (1996:280) 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:

$$F = \frac{\text{Bigger Variant}}{\text{Smaller Variant}}$$

Where:

F: Frequency

The hypotheses in homogeneity:

$F_{value} \leq F_{table}$, means both of variants are homogeneity

$F_{value} \geq F_{table}$, both of variants are homogeneity

If calculation result of F is lower than F_{table} by 5% degree of significance so H_0 , are accepted, it is mean both groups have same variant.

G. The Technique of Data Analysis

To find out whether there is a significant effectiveness of mind mapping technique to improve narrative writing skill at eight grade of MTs Alhikmah Tanon. 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 Alhikmah Tanon.
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 taught students in the experimental class using mind mapping in writing narrative text and also taught students in the control class by without mind mapping. The researcher made five meetings for each classes, wheter experiment of control classes.
6. After the treatment was given in experiment class and also in control class, in experiment class a 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.

H. 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 Alhikmah Tanon.
2. Collected the data of the students' test result.
3. Gave score the students' test result by using the formula:

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

Where:

F: 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

$$M_x = \frac{\sum FX}{N}$$

Where :

M_x : Mean

F_x : Total Result Product Between Each Score With Frequency

N : Number of case

- b. Median

$$M_{dn} = \frac{1 + \frac{1}{2}N - f_{kb} \times i}{f_i}$$

Where:

M_{dn} : Median

N : Number of case

F_{kb} :cumulatif frequency located in under interval contain median

F_i : Authentic frequency (frequency of score contain median)

i : Interval class

- c. Modus

$$M_o = \frac{1 + f_a \times i}{f_a + f_b}$$

Where:

M_o : 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

$$SD = \sqrt{\sum fx^2}$$

Where:

SD: Standard Deviation

i : Interval

N : Number of students

e. Standard Error

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

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:

$$t_0 = \frac{M_1 - M_2}{SE_{m_1 - m_2}}$$

Description:

$M_1 - M_2$: The difference of two means.

$SE_{M_1 - M_2}$: The standard error of the difference between two means.

By the criteria:

If $t_{test} \geq t_{table}$, H_a was accepted and H_0 was rejected.

If $t_{test} \leq t_{table}$, H_a was rejected and H_0 was accepted.

If the result of test was higher than t_{table} it means that H_a was accepted

but if the result of t_{test} was lower than t_{table} it mean that H_0 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_a was accepted and H_0 was rejected.
If $t_{test} \leq t_{table}$: H_a was rejected and H_0 was accepted.
8. Gave discussion to clarify the research finding about result of this study.
9. Interpretation the result analyzing.
10. Gave conclusion.

H_a is accepted if $t_o > t\text{-table}$ or there is significant effectiveness of mind mapping to teach narrative writing at eight grade of Mts Alhikmah Tanon.

H_0 is accepted if $t_o < t\text{-table}$ or there is no significant effectiveness of mind mapping to teach narrative writing at eight grade of

Mts Alhikmah Tanon

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. The Data Description

In this research, 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 effectiveness 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 Thursday, 17 January 2023 in the VIII A room. In this case, the students asked to write a narrative text considered of the title that they interested of legend 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 26.0 program as follows:

Table 4. 1
The Calculation of Median, Mean, Standart Error of Mean,
Mode, and Standart Deviation.

Statistics		
Experimen		
N	Valid	29
	Missing	0
Mean		44.45
Std. Error of Mean		1.060
Median		45.00
Mode		45
Std. Deviation		5.711
Variance		32.613
Skewness		.009
Std. Error of Skewness		.434
Kurtosis		-.160
Std. Error of Kurtosis		.845
Range		22
Minimum		33
Maximum		55
Sum		1289
Percentiles	10	35.00
	25	40.00
	50	45.00
	75	47.50
	90	54.00

Based on the calculation above, it showed that the highest score of pre-testof experimental class was 55 and the lowest score was 33. Then, the result of mean was 44.45, the median was 45.00 ,the standard error of mean was 1.060 , the mode was 45 and the last standard deviation was 5.711. 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	ABD	50
2	AS	55
3	AFO	50
4	AK	40
5	AZF	45
6	AB	40
7	AM	45
8	Amc	45
9	AN	45
10	APP	45
11	ANZ	40
12	BPY	45
13	BNP	50
14	DM	54
15	DMP	44
16	EI	40
17	FH	45
18	FOF	40
19	FH	43
20	FTQ	45
21	FA	54
22	IM	53
23	LWP	44
24	MSJ	45
25	MK	40
26	MAF	45
27	MH	33
28	MIM	34
29	MIK	35
Total		1289
Mean		44,45
Highest		55
Lowest		33

It also calculated the data calculation of pre-test score of Experimental class by used SPSS 26 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 26 Program.

		Experimen			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33	1	3.4	3.4	3.4
	34	1	3.4	3.4	6.9
	35	1	3.4	3.4	10.3
	40	6	20.7	20.7	31.0
	43	1	3.4	3.4	34.5
	44	2	6.9	6.9	41.4
	45	10	34.5	34.5	75.9
	50	3	10.3	10.3	86.2
	53	1	3.4	3.4	89.7
	54	2	6.9	6.9	96.6
	55	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

The table above showed that the result of pre-test of experimental class by used SPSS 26 program. It showed there were 1 students who got score 33 (3.4%). There were 1 students who got score 34 (3.4%). There were 1 students who got score 35 (3.4%). There were 6 students who got scores 40 (20.7%). There were 1 students who got score 43 (3.4%). There were 2 students who got score 44(6.9 %). There were 10 students who got score 45 (34.5%). There were 3 students who got score 50 (10.3%). There were 1 students who got score 53 (3.4%). There were 2 students who got score 54 (6.9 %). There were 1 students who got score 55 (3.4%).

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

The pre-test was conducted on Friday, 20 January 2023 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 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 26 program as follows:

Table 4. 4
The Calculation Of Mean, Median, Standard Error of Mean, Mode, And Std. Deviation.

Statistics		
Cont		
N	Valid	28
	Missing	0
Mean		42.75
Std. Error of Mean		.982
Median		43.50
Mode		40 ^a
Std. Deviation		5.197
Variance		27.009
Skewness		-.087
Std. Error of Skewness		.441
Kurtosis		1.363
Std. Error of Kurtosis		.858
Range		24
Minimum		30
Maximum		54
Sum		1197
Percentiles	10	34.80
	25	40.00
	50	43.50
	75	45.00
	90	50.40
a. Multiple modes exist. The smallest value is shown		

Based on the calculation above, it showed that the highest score of pre-test of control class was 54 and the lowest score was 30. In order the result of mean was 42.75, the median was 43.50 ,the standard error of mean was 0.982 , the mode was 40 and the last

standard deviation was 5.197. 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	AR	40
2	ASS	45
3	AA	45
4	AAK	50
5	AW	30
6	ANZ	35
7	AZA	33
8	A	44
9	CVR	43
10	DEAZ	43
11	GMS	44
12	HUA	43
13	IMK	54
14	IN	54
15	KSN	44
16	LZ	40
17	LF	45
18	LA	40
19	LAC	45
20	MH	40
21	NNA	40
22	NT	45
23	NZS	45
24	NA	40
25	NHS	40
26	Nr	45
27	NAD	45
28	PNA	40
Total		1197
Mean		42,75
Highest		54
Lowest		30

It also calculated the data calculation of pre-test score of Control Class by used SPSS 26 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 26 Program.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	3.6	3.6	3.6
	33	1	3.6	3.6	7.1
	35	1	3.6	3.6	10.7
	40	8	28.6	28.6	39.3
	43	3	10.7	10.7	50.0
	44	3	10.7	10.7	60.7
	45	8	28.6	28.6	89.3
	50	1	3.6	3.6	92.9
	54	2	7.1	7.1	100.0
	Total	28	100.0	100.0	

The table above showed that the result of pre-test of control class by used SPSS 26 program. It showed there were 1 students who got score 30 (3.6%). There were 1 students who got score 33 (3.6%). There were 1 students who got score 35 (3.6%). There were 8 students who got scores 40 (28.6%). There were 3 students who got score 43 (10.7%). There were 3 students who got score 44 (10.7%). There were 8 students who got score 45 (28.6%). There were 1 students who got score 50(3.6%). There were 2 students who got score 54 (7.1%).

2. 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 Thursday, 24 January 2023 in the VIII A 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 analyzed 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 26 program as follows:

Table 4. 7
The Calculation of Mean, Meddian, Standard Error of Mean, Mode, and Standard Deviation.

Statistics		
Experimen		
N	Valid	29
	Missing	0
Mean		69.14
Std. Error of Mean		.836
Median		70.00
Mode		70 ^a
Std. Deviation		4.502
Variance		20.266
Skewness		-.665
Std. Error of Skewness		.434
Kurtosis		-.656
Std. Error of Kurtosis		.845
Range		15
Minimum		60
Maximum		75
Sum		2005
Percentiles	10	62.00
	25	65.00
	50	70.00
	75	72.00
	90	75.00
a. Multiple modes exist. The smallest value is shown		

Based on the calculation above, it showed that the highest score of post- test of experimental class was 75 and the lowest score was 60. In order the result of mean was 69,13 , the median was 70 ,the standard error of mean was 0.836, the mode was 70 and the last standard deviation was 4.502. Next, it was presented on these following table:

Table 4. 8
The Post-Test Score of Experimental Class

Experimental class		
NO	Students' initial names	The score
1	ABD	70
2	AS	65
3	AFO	70
4	AK	70
5	AZF	75
6	AB	70
7	AM	75
8	Amc	72
9	AN	74
10	APP	72
11	ANZ	65
12	BPY	62
13	BNP	72
14	DM	73
15	DMP	71
16	EI	72
17	FH	70
18	FOF	68
19	FH	66
20	FTQ	60
21	FA	72
22	IM	75
23	LWP	64
24	MSJ	72
25	MK	63
26	MAF	60
27	MH	64
28	MIM	73
29	MIK	70

Total	2005
Mean	69,13
Highest	75
Lowest	60

It also calculated the data calculation of pre-test score of Experimental class by used SPSS 26 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 26 Program.

		Experimen			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	6.9	6.9	6.9
	62	1	3.4	3.4	10.3
	63	1	3.4	3.4	13.8
	64	2	6.9	6.9	20.7
	65	2	6.9	6.9	27.6
	66	1	3.4	3.4	31.0
	68	1	3.4	3.4	34.5
	70	6	20.7	20.7	55.2
	71	1	3.4	3.4	58.6
	72	6	20.7	20.7	79.3
	73	2	6.9	6.9	86.2
	74	1	3.4	3.4	89.7
	75	3	10.3	10.3	100.0
	Total	29	100.0	100.0	

The table above showed that the result of post-test of Experimental class by using SPSS 26 program. It showed there was 2 students who got score 60 (6.9%). There was 1 students who got score 62 (23.4%). There was 1 students who got score 63 (3.4%). There were 2 students who got scores 64 (6.9%). There were 2 students who got score 65 (6.9%). There was 1 student who got score 66 (3.4%). There were 1 students who got score 68 (3.4%). There were 6 students who got score 70 (20.7%). There were 1 students

who got score 71 (3.4%). There were 6 students who got score 72 (20.7%). There were 2 students who got score 73 (6.9%). There were 1 students who got score 74 (3.4%). There were 3 students who got score 75 (10.3 %).

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

The pre-test was conducted on Friday, 27 January 2023 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 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 26 program as follows:

Table 4. 10
The Calculation of Mean, Median, Standard Error of Mean, Mode, and Standard Deviation.

Statistics		
Control		
N	Valid	28
	Missing	0
Mean		66.04
Std. Error of Mean		.956
Median		64.00
Mode		63 ^a
Std. Deviation		5.059
Variance		25.591
Skewness		.453
Std. Error of Skewness		.441
Kurtosis		-1.350
Std. Error of Kurtosis		.858
Range		15
Minimum		60
Maximum		75
Sum		1849
Percentiles	10	60.00

	25	62.00
	50	64.00
	75	70.00
	90	73.20
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 75 and the lowest score was 64. In order the result of mean was 66.03, the median was 64 ,the standard error of mean was 0.956 , the mode was 70 and the last standard deviation was 5.058. Next, it was presented on these following table:

Table 4. 11
The Post-Test Scores of Control Class.

Experimental class		
NO	Students' initial names	The score
1	AR	70
2	ASS	75
3	AA	70
4	AAK	65
5	AW	63
6	ANZ	72
7	AZA	75
8	A	73
9	CVR	70
10	DEAZ	73
11	GMS	72
12	HUA	65
13	IMK	62
14	IN	63
15	KSN	70
16	LZ	63
17	LF	60
18	LA	61
19	LAC	61
20	MH	61
21	NNA	60
22	NT	60
23	NZS	65

24	NA	63
25	NHS	62
26	Nr	63
27	NAD	62
28	PNA	70
Total		1849
Mean		66.03
Highest		75
Lowest		60

It also calculated the data calculation of pre-test score of Experimental class by used SPSS 26 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 26 Program.

		Control			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	3	10.7	10.7	10.7
	61	3	10.7	10.7	21.4
	62	3	10.7	10.7	32.1
	63	5	17.9	17.9	50.0
	65	3	10.7	10.7	60.7
	70	5	17.9	17.9	78.6
	72	2	7.1	7.1	85.7
	73	2	7.1	7.1	92.9
	75	2	7.1	7.1	100.0
	Total	28	100.0	100.0	

The table above showed that the result of post-test of Control class by using SPSS 26 program. It showed there were 3 students who got score 60 (10.7%). There was 3 students who got score 61(10.7%). There was 3 students who got score 61(10.7%). There were 5 students who got scores 63 (17.9%). There were 3 students who got score 65 (10.7%). There was 5 student who got score 70 (17.9%). There were 2 students who got score 72 (7.1%). There

were 2 students who got score 73 (7.1%). There were 2 students who got score 75 (7.1%).

Table 4. 13
The Scores Description of Pre-Test and Post-Test of Experimental Class and Control Class.

		Statistics			
		Pre_EX	Pre_CONT	Post_EX	Post_CONT
N	Valid	29	29	28	28
	Missing	0	0	1	1
Mean		44.45	69.14	42.75	66.04
Std. Error of Mean		1.060	.836	.982	.956
Median		45.00	70.00	43.50	64.00
Mode		45	70 ^a	40 ^a	63 ^a
Std. Deviation		5.711	4.502	5.197	5.059
Variance		32.613	20.266	27.009	25.591
Range		22	15	24	15
Minimum		33	60	30	60
Maximum		55	75	54	75
Sum		1289	2005	1197	1849
Percentiles	10	35.00	62.00	34.80	60.00
	25	40.00	65.00	40.00	62.00
	50	45.00	70.00	43.50	64.00
	75	47.50	72.00	45.00	70.00
	90	54.00	75.00	50.40	73.20

a. Multiple modes exist. The smallest value is shown

Based on the result of this research in Class A as the experimental class, the highest of pre-test score was 55 and the lowest was 33 with sum of the score was 1289, mean was 44.45 and standard of deviation was 5.711. Then, class A 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.

- c. 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		improvement	No	Control Class		Improve ment
	Pre-Test	Post-Test			Pre-Test	Post-Test	
1	50	70	20	1	40	70	30
2	55	65	10	2	45	75	30
3	50	70	20	3	45	70	25
4	40	70	30	4	50	65	15
5	45	75	30	5	30	63	33
6	40	70	30	6	35	72	37
7	45	75	30	7	33	75	42
8	45	72	27	8	44	73	29
9	45	74	29	9	43	70	27
10	45	72	27	10	43	73	30
11	40	65	25	11	44	72	28
12	45	62	17	12	43	65	22
13	50	72	22	13	54	62	8
14	54	73	19	14	54	63	9
15	44	71	27	15	44	70	26
16	40	72	32	16	40	63	23
17	45	70	25	17	45	60	15
18	40	68	28	18	40	61	21
19	43	66	23	19	45	61	16
20	45	60	15	20	40	61	21
21	54	72	18	21	40	60	20
22	53	75	22	22	45	60	15
23	44	64	20	23	45	65	20
24	45	72	27	24	40	63	23
25	40	63	23	25	40	62	22
26	45	60	15	26	45	63	18
27	33	64	31	27	45	62	17
28	34	73	39	28	40	70	30
29	35	70	35				
Total	1289	2005	716	Total	1197	1849	652
Mean	44.45	69.13		Mean	42.75	66.03	
Minimum	33	60		Minimum	30	60	
Maximum	55	75		Maximum	54	75	

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 44.45 and 69.13, then, from the mean of pre and post-test of control class was 42.75 and 66.03. Next, the highest score of pre and post-test of experimental class was 55 and 75 and the lowest was 33 and 60. Then, the highest score of pre and post-test of control class was 54 and 75 and the lowest was 30 and 60. 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 26 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		Unstandardized Residual
N		28
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.01402186
Most Extreme Differences	Absolute	.153
	Positive	.153
	Negative	-.128
Test Statistic		.153
Asymp. Sig. (2-tailed)		.093 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the calculation data above by used SPSS 26 program, it showed that the asymptotic significance of experimental class and the control class was 0,093. The normality of experimental and control class was discussed with Kolmogorov- smirnov with level of significance 5% ($\alpha=0.05$). Then, the asymptotic significance of experimental and control class was $0,093 \geq \alpha=0.05$. 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		Unstandardized Residual
N		28
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.96347214
Most Extreme Differences	Absolute	.173
	Positive	.173
	Negative	-.115
Test Statistic		.173
Asymp. Sig. (2-tailed)		.031 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the calculation data above by used SPSS 26 program, it showed that the normality of experimental and control class was discussed with Kolmogorov-smirnov with level of significance 5% ($\alpha=0.05$). Because the asymptotic significance of experimental class and control class was $0.031 \geq \alpha=0.05$. 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				
	Levene Statistic	df1	df2	Sig.
nilai_post	1.808	1	55	.184

Based on the data above, it showed that the significance was 0.184.

It means that the significance of levene test statistic was higher than 0.05 ($0.184 \geq 0.05$).

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
Y1	4.501	0.835
Y2	5.058	0.956

Based on the data calculation above, it could be seen that the mean of experimental class was 72.50, the standard deviation was 4.501, then the standard error of mean was 0.835. While in the control

class, the mean calculation was 63.50, the standard deviation was 5.058 and the standard error of mean was 0.956.

The next step, it was calculated the standard error of the differences mean between Y1 and Y2 as follows: Standard error of the differences mean between Variable I and Variable II.

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

$$SEM1-SEM2 = \sqrt{0.835^2 + 0.956^2}$$

$$SEM1-SEM2 = \sqrt{0.697225 + 0.913936}$$

$$SEM1-SEM2 = \sqrt{1.611161}$$

$$= 1.26931516969$$

$$= 1.269$$

The calculation above showed that the standard error of the differences of the mean between experimental class (X_1 and X_2) was 1.269. Then it was calculated that the t_o formula to get the value of $t_{observed}$ as follows :

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

$$t_o = \frac{69.13 - 66.03}{1.269}$$

$$t_o = \frac{3.1}{1.458}$$

$$t_o = 2.12620027435$$

$$= 2.126.$$

With the criteria :

If t_{test} (observed) > t_{table} , H_a is accepted and H_o is rejected. If t_{test} (observed) < t_{table} , H_a 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:

$$DF = (N_1 + N_2) - 2$$

$$= (29 + 28) - 2 = 55.$$

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%	
Y ₁ – Y ₂	2.126	2.00	2.64	55

The description:

Y₁ = Experimental

Class Y₂ = 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 2.00 <2.126>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 Alhikmah Tanon and H_0 stating that mind mapping was not effective for teaching writing narrative text of the eight grade of MTs Alhikmah Tanon. It means that mind mapping was effective for teaching writing narrative text of MTs Alhikmah Tanon gave significance effect at 5% and 1% significance level.

b. Testing hypothesis used SPSS 26 Program

The result of t-test used SPSS 26 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 26 Program.

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Students writing	Experimen	29	69.13	4.501	.835
	Control	28	66.03	5.058	.956

Table 4. 21
The Calculation of T-Test by Used SPSS 26 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
Hasil Menulis	Equal variances assumed	1.808	.184	2.448	55	.018	3.10222	1.26733	.56243	5.64200
	Equal variances not assumed			2.443	53.764	.018	3.10222	1.26996	.55584	5.64859

Based on the data above, it concluded that the significance data was 0.184. 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 $\alpha = 0.05$ was higher than sig (2-tailed) or $0.05 > 0.01$ it means that the H_α was accepted and the H_o was rejected. The result of t_{test} was 2.448 and the mean difference between experimental and control class was 3.102 and the standard error differences of both classes was 1.267.

Table 4. 22
The Result of t_{test} Using Manual Calculation

Variable	T _{observed}	t _{table}		Df
		5%	1%	
Y ₁ – Y ₂	2.448	2.00	2.64	55

The interpretation the result of t_{test} using SPSS 26 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 $2.00 < 2.448 > 2.64$ 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 Alhikmah Tanon and H_o stating that mind mapping was not effective for teaching writing narrative text of the eight grade of MTs Alhikmah Tanon. It means that mind mapping was effective for teaching writing narrative text of MTs Alhikmah Tanon gave significance effect at 5% and 1% significance level.

C. Discussion

In this section the author explains about interpretation of research findings. That research was conducted to answer this question Is the use of mind mapping effective? to teach students narrative text in eighth grade MTs Alhikmah Tanon. Before conducting research, the author also conducted discussions with the teacher and students to obtain data related to the process of teaching and learning English.

In addition, it provides a pre-test to obtain initial quantitative data. This research is intended to improve students' writing skills using the mind mapping technique. The use of mind mapping techniques and various actions managed to improve students' writing skills, especially in narrative text. The students succeeded in making improvements in aspects of writing such as grammar, mechanics, fluency and organization. Positive change on writing ability can be seen in the pre-test and post-test scores which show significant improvement. Teaching materials and use of media are important factors that support students to understand the lesson better.

The use of mind mapping techniques has proven to be effective for improving students' ideas and their organization in writing texts. The writing contains a lot relevant and interesting ide. This is in line with Nadrizal (2021) that using Mind mapping can make it easier for students to develop ideas on a topic. The mind mapping technique also makes students more motivated teaching and learning process. Because the mind mapping technique is still new to them, the students want to know about the techniques and how to use them in writing texts.

Increased student motivation can be seen during teaching and learning process so that students are more active and Enthusiastic both in asking and answering questions and doing assignments. That students also show their enthusiasm and express their confidence when they write their narrative texts using mind mapping techniques. They are also more enthusiastic when drawing and coloring their mind maps for their narrative texts. This finding is in line with Buzan's statement (2009: 106) that visual maps (mind maps) are fun to develop, review, and memorize. Because visual maps are interesting and interactive, they maintain interest much longer than traditional narrative text.

Based on the analysis results above, there is a significant difference between post-test scores in the experimental class and controlled class. Both t-test results by using manual calculations and SPSS is The same. The results show that experimental class got a higher posttest score than the control class. Thus, there is a significant score measurement in the experimental class and controlled class. The data is $T_{ob} = 2.448$, $Df = 55$, $T_{tab} = 2.126$ The results report that the t-test is higher than t-table ($2.448 > 2.126$). Can be defined that teaching narrative text using mind mapping is more effective rather than teaching narrative texts. Since alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. In another words, teaching narrative text by using mind mapping gives positive influence on students eighth grade achievement of MTs Alhikmah Tanon.

CHAPTER V

CONCLUSION

In this chapter, it presented the conclusion and suggestion which were derived 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 Alhikmah Tanon”. Based on the data of this research, there were significance result between writing narrative text of experimental and control class by using SPSS 26 program it found that the $t_{observed} = 2.448$ it was higher than t_{table} .

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, students should pay attention whoever the teacher teach them theyshould 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 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 Alhikmah Tanon. 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 Alhikmah Tanon, 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 Alhikmah Tanon. 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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APPENDICES

Appendix 1 List Name of Students

List Name of Students in Control Class

NO	NAMA	Initial
1	Aisyah Rahmawati	AR
2	Amelya Suwsant Salsabila	ASS
3	Amilia Agustin	AA
4	Ananda Audya Kasih	AAK
5	Anis Widya	AW
6	Anisa Nur Zayah	ANZ
7	Anisa Zahra Aulia	AZA
8	Annisa	A
9	Chelsea Valencia Ramadhani	CVR
10	Desti Erlina Aulia Zahra	DEAZ
11	Gisma Mailani Savitri	GMS
12	Hzaritsah Umam Alhamdani	HUA
13	Ismi Marwiyatul Khoiriyah	IMK
14	Istia Nengsih	IN
15	Khansa Sastra Negara	KSN
16	Lailatu Zahra	LZ
17	Lilis Faulina	LF
18	Luna Ardila	LA
19	Lubna Azzahro Cakdiyah	LAC
20	Muthik Hidayati	MH
21	Nabila Nurul Aska	NNA
22	Nabila Tafrijiyah	NT
23	Nabila Zahrotus Sita Al Azar	NZSA
24	Nadia Anatasya	NA
25	Nadia Hulwatu Syifa	NHS
26	Nafiaturrohmah	N
27	Natasya Aulia Devi	NAD
28	Putri Nur Azizah	PNZ

List Name of Students in Experimental Class

NO	NAMA	Initial
1	Adimas Bagus Erlangga	ABE
2	Agung Subekti	AS
3	Ahmad Fadlan Oktavian	AFO
4	Ahmad Khoirudin	AK
5	Ahmad Zhidan Faroh Khaqiqi	AZFK
6	Akbar Bumantoro	AB
7	Ali Maksum	AM
8	Ali Muchtar	AM2
9	Amir Nashrudin	AN
10	Andika Putra Pratama	APP
11	Angga Nur Zain	ANZ
12	Bimantara Prawira Yoga	BPY
13	Bisma Nosa Perdana	BNP
14	Dava Maulana	DM
15	Dimas Maulana Prasetya	DMP
16	Ergi Istiawan	EI
17	Farel Herdiansyah	FH
18	Farendra Okta Finza Utama	FOFH
19	Farhan Hakim	FH
20	Fauzan Taufiq Qurrohman	FTQ
21	Fikri Alamsah	FA
22	Ikhwan Maulana	IM
23	Latief Wahyu Pratama	LWP
24	M. Syahadaten Jibrailiyanto	MSJ
25	Mahsun Kamawie	MK
26	Muhammad Alvin Faiz	MAF
27	Muhammad Hibatulloh	MH
28	Muhammad Ikhsan Maulana	MIM
29	Muhammad Izzul Khaq Anugraha	MIKA

Appendix 2

The Post-Test Score of Experimental Class

Experimental class		
NO	Students' initial names	The score
1	ABD	70
2	AS	65
3	AFO	70
4	AK	70
5	AZF	75
6	AB	70
7	AM	75
8	Amc	72
9	AN	74
10	APP	72
11	ANZ	65
12	BPY	62
13	BNP	72
14	DM	73
15	DMP	71
16	EI	72
17	FH	70
18	FOF	68
19	FH	66
20	FTQ	60
21	FA	72
22	IM	75
23	LWP	64
24	MSJ	72
25	MK	63
26	MAF	60
27	MH	64
28	MIM	73
29	MIK	70
Total		2005
Mean		69,13
Highest		75
Lowest		60

The Post-Test Scores of Control Class.

Experimental class		
NO	Students' initial names	The score
1	AR	70
2	ASS	75
3	AA	70
4	AAK	65
5	AW	63
6	ANZ	72
7	AZA	75
8	A	73
9	CVR	70
10	DEAZ	73
11	GMS	72
12	HUA	65
13	IMK	62
14	IN	63
15	KSN	70
16	LZ	63
17	LF	60
18	LA	61
19	LAC	61
20	MH	61
21	NNA	60
22	NT	60
23	NZS	65
24	NA	63
25	NHS	62
26	Nr	63
27	NAD	62
28	PNA	70
Total		1849
Mean		66.03
Highest		75
Lowest		60

APPENDIX 3 The Test Instruction

Instruction Pre-Test of Experimental Class and Control Class

1. Write Your Name and Your Class Above
2. Make a paragraph Narrative Text contain (orientation, resolution, reorientation) based on topic “Legenda in your Village”.

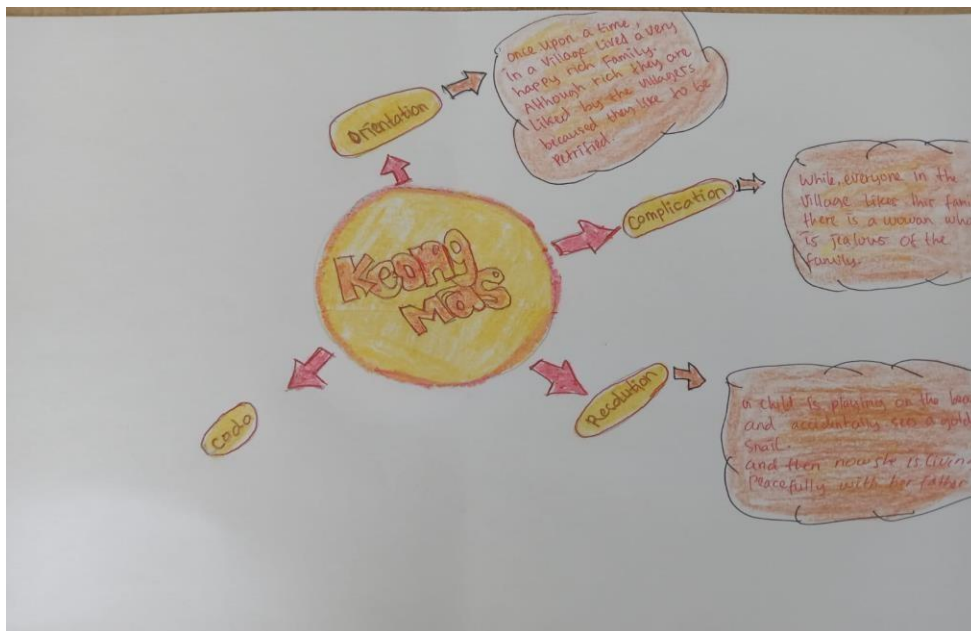
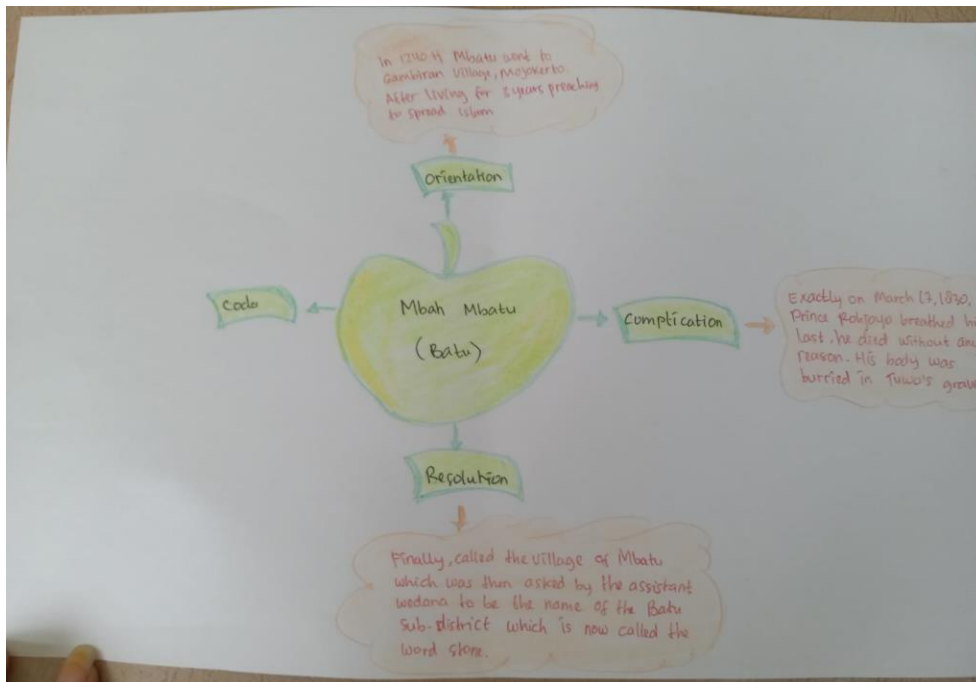
The Test Instruction

Instruction Post -Test of Experimental Class

1. Write Your Name and Your Class Above
2. Buatlah paragraph narrative yang telah di buat kemarin dengan menggunakan metode yang telah di pelajari. Sekreatif mungkin.

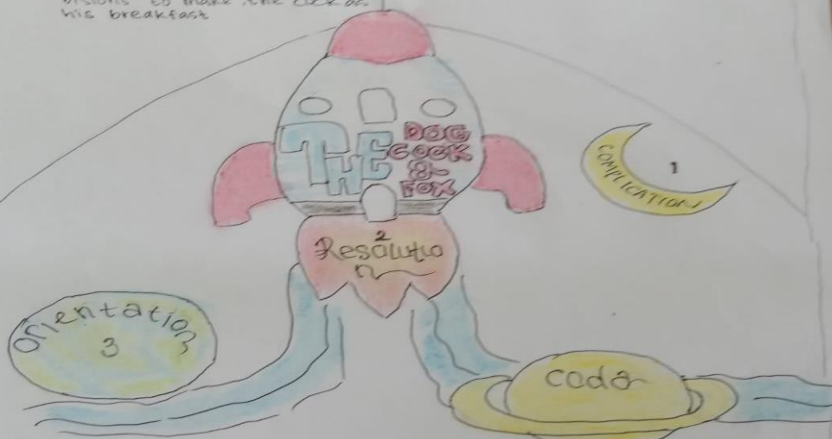
APPENDIX 4

Post-test Experimental class



1. The cock forgot just where he was. He crowed and awakened the fox. The fox had visions to make the cock of his breakfast

2. The cock deceived the fox and the dog seized him rapidly



3. A dog and cock, who were the best of friend, decided to leave their farm as they wanted to travel and see the world.

#AGGS MENING

APPENDIX 5

POST TEST CONTROL CLASS

No. _____
Date: _____

At once, the Princess turned into a statue, knowing this Bandung bondowoso regretted and he went away into a far land, from then people called the temple, Prambanan Temple and the princess statue, Rara Jonggrang statue

Amanat/pesan dari cerita tersebut ialah

= "Kita sebagai manusia hendaknya berbuat baik dan menghindari perbuatan yang jahat"

Hal ini dikarenakan apabila kita berbuat jahat maka kita juga akan mendapat balasan berupa liwat dari kejahatan yang sebelumnya transkate:

"We as humans should do good and avoid evil"

This is because if we do evil then we will also get many times the reward of the previous crime

Nama: Shafika Khasulilla
No. _____
Date: _____

The legend of prambanan temple

Once, there was a beautiful javanese princess whose name was Rara Jonggrang, Rara Jonggrang whose beauty was very famous in the land was the daughter of Prabu Bata and evil king

One day, a handsome young man with super natural power named Bandung bondowoso deposed and killed Prabu Bata, on seeing princess Rara Jonggrang's beauty, Bandung bondowoso fell in love with her and wanted marry her

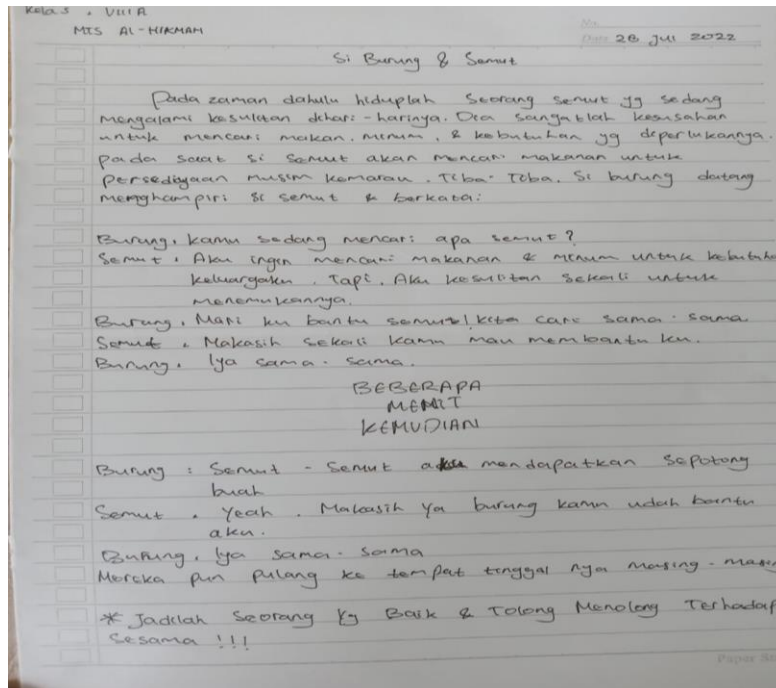
Meanwhile, Princess Rara Jonggrang fell sad due to her death father she did not want to marry Bandung because he had killed her father but she was also afraid of Bandung, so to refuse politely, she made condition "I will marry you but you have to build one thousand temples in one night as a wedding gift", requested Rara Jonggrang Bandung bondowoso agreed with the condition, he led the spirit of the demons Bandung bondowoso started building the temples, approaching midnight the work would nearly be done, Rara Jonggrang knew and thought "What should I do? Bandung bondowoso is smarter than I thought I would lose against Bandung"

Suddenly she got an idea she woke up all the women in the palace and ordered them to make noisy sounds of grinding rice so that the rooster thought that it had already been dawn. Bandung bondowoso got frustrated because he failed completing one thousand temple

The Princess Rara Jonggrang has deceived me! Following his anger he cursed Rara Jonggrang "You have been cheated. Now the thousand temple is you"

APPENDIX 6

APPENDIX PRE-TEST Experimental Class



APPENDIX 7 DOCUMENTASI









