

**THE EFFECTIVENESS OF MIND MAPPING STRATEGY
IN TEACHING WRITING PROCEDURE TEXT
AT MTsN 2 PONOROGO**

THESIS



By

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ABSTRACT

GALING AYUNA CHOVIATI. 2022. *The Effectiveness of Mind Mapping Strategy in Teaching Writing Procedure Text At MTsN 2 Ponorogo.* Thesis, English Education Department, Faculty of Tarbiyah and Teachers Training, State Institute for Islamic Studies of Ponorogo. Advisor Dr. Dhinuk Puspita Kirana, M.Pd.

Keywords: *Writing, Procedure Test, Mind Mapping, Effectiveness*

Writing is one of the four basic skills in learning language. The way to communicate your thoughts through writing is a great way to get your ideas out there. Since writing provides an opportunity to explore new information, to use that information and to transcribe it into a paragraph, many functions are associated with writing activity one of writing is procedure text. Therefore, the teacher needs interesting techniques to make students more active in teaching writing. One of the techniques is Mind mapping is one of the techniques which can be implemented in teaching and learning process because of the simple way to apply this technique. It can help students produce and compose their ideas together.

The objective of this research is to find out whether students who using mind mapping technique get better writing achievement than those who are not by using mind mapping technique at the nine graders of MTsN 2 Ponorogo in the academic year 2021/2022.

The researcher applied a quantitative design. In this research, the population was the nine graders of MTsN 2 Ponorogo. The sample was 50 students. The IX E class as the experimental class and the IX D as the control class. Both of them consists of 25 students. The data were gathered through the test. This research was conducted by applying the following procedures giving the pre-test, applying the treatment, and giving a post-test.

From the calculation above, the result of this research shows that t-test was 4,068 and t-table of $df 48 = 2.000$. That means value of output t-test showed that was higher than t-table ($4,068 > 2.000$). So that, H_0 was rejected and H_a was accepted. That can be given conclusion that "there is a significant difference effectiveness in teaching writing between students who are taught using mind mapping technique and who are not taught by using mind mapping technique at MTsN 2 Ponorogo".



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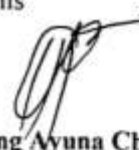
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CHAPTER I

INTRODUCTION

This chapter deals with the general background of the study, the scope of limitation of the study, research problem, research objective, significance of the study, and organization of the study.

A. Background of The Study

Writing is one of the four basic skills in learning language. The way to communicate your thoughts through writing is a great way to get your ideas out there. In terms of teaching language, writing is considered one of the four essential skills. Writing is an essential part of language development. Because writing is a productive skill and because it is an act of communication, writing can transfer the message in the written form to the readers. Since writing provides an opportunity to explore new information, to use that information and to transcribe it into a paragraph, many functions are associated with writing activity.

In teaching writing for Senior High School students, the students must be exposed to several kinds of writing practice. According to Celce, teaching writing to native English speakers (NES) at the high school and college levels primarily focused on the text it's means that the teacher should focus on the text that will be taught and based on literary text.¹ They are supposed to be able to write short passages of different kinds of texts, one of them is writing procedure text.

¹ Celce-Murcia Marine, *Teaching English as a Second or Foreign Language* (United State of America: Inc. Thomson Learning, 2001) p. 219

Anderson define procedure text as a piece of text that gives us instruction in doing something.² The purpose of this text is to explain how something can be done. It means that procedure text is a text that helps us to do something or gives us instructions how to get things done. The examples of procedure text are directions, recipes, instructions manuals, and a journal plan. The indicators of students' mastery in writing procedure text are students can write the procedure text in well-organized generic structure and use the correct grammatical features.

The ability to write procedural texts includes fluency, grammar, content, vocabulary and general structures of writing such as spelling, and the ability to apply pre-grammatical features and language components. Sometimes students need to learn how to start writing but don't have know what to write. They may have difficulties with sentence structure, how the sentences are related, and the student cannot organize the steps to write the procedure.

To explore the students' imagination to make a good composition in writing, we need to use techniques. One of technique writing is mind mapping. Mind mapping has first introduced by Tony Buzan according to Fajri said that Buzan is the original promoter of mind mapping and coined the term mental literacy.³ Buzan said mind mapping is an expression of radiant thinking and is therefore a function of the human mind and a powerful graphic technique which provides a universal key to unlock the potential of the brain.⁴ Mind

² M. Anderson and Kathy Anderson, *Text Types in English 2* (Macmillan: Macmillan Education Australia PTY LD, 1997) p. 50

³ A. Fajri K, *Improving Students' Writing Skill by Mind Maps* (Unpublished Thesis. Surakarta: Sebelas Maret University, 2011) p.18

⁴ T Buzan and B Buzan, *The mind map book* (New York: Dutton, 1993) p. 53

mapping is one of the techniques which can be implemented in teaching and learning process because of the simple way to apply this technique.

The application of this strategy is using test. The test is an instrument or tool used to find out how students' ability to produce procedural texts by applying the Mind mapping method. The test was carried out twice, namely by pre-test and post-test to students. Pre-test is used to measure how students' ability to produce procedure text before applying the Mind Mapping method, while the post-test is used to measure how students' ability to produce procedural texts after using the Mind Mapping method.

Based on the above description, the teacher can use a method or technique that is appropriate and interesting to the students to solve the problem of the writing instructional procedure. Techniques can be used to solve problems in the text of a procedure that teaches student how to create mind map techniques.

That is way, the researcher chooses mind mapping to be applied in MTsN 2 Ponorogo to know how effective this technique in writing procedure text because of English teacher in those school not apply this technique in support student writing procedure text. Student can use the technique to support and improve their writing skill especially in procedure text in order to help student in thinking more systematically to get an idea, arranging sentence and making a procedure text.

Based on the statements above, the researcher would like to conduct a research title *“The Effectiveness of Mind Mapping in Teaching Writing Focused on Procedure Text at MTsN 2 Ponorogo”*.

B. Research Questions

Do students who are taught by using mind map have better writing achievement than those who are not taught by using mind map?

C. Research Objectives

To know how the students who are taught by using mind map have better writing achievement than these who are not taught by using mind map.

D. Scope And Limitation Of The Study

To avoid a deviation of the discussion, this study is focused on some concerns identify as follows:

1. The subject of this study is the nine Graders of MTsN 2 Ponorogo in academic year 2022/2023.
2. The object of this study is the effectiveness of mind mapping in teaching writing procedure text.
3. The material in teaching writing is procedure text using mind mapping technique.

E. Significances Of The Study

The result of this study is expected to give both theoretical and practical contribution.

1. Theoretical:

The result of this study hopefully can show or attest how is the effectiveness of mind mapping in the teaching and learning process, especially in the teaching writing procedure text based on the theory from Buzan”.

2. Practically:

Practically, the research of the study can be useful for:

c. The teachers

Teachers can use this technique to support when teaches writing skill use the simple way. Teacher will be easier to teach writing

procedure text. In order students will more interesting and motivated in teaching learning process.

d. The students

Students can use this technique to support and improve their writing skill especially in procedure text in order to help student in thinking more systematically to get an idea, arranging sentence and making a procedure text.

e. School

The research is useful for the school in terms of improving quality of students, particularly in the skill concern, writing. In order it can be a contribution and reference in technique on teaching writing.

f. Researcher

The research can give general knowledge of how the technique can enhance students' writing skill. For other researcher, the research also can be used as the foundation for the next research.

F. Organization of the Study

The writer organizes the process of this research report systematically. This study covers five chapters in which the organization of the study. The first chapter involves the background of the study, scope, and limitation of the study, research question, research objectives, significant of the study, and organization of the study. In the background of the study, the writer describes some problems in teaching writing procedure text. The writer also explains the importance of teaching-learning procedure text and the difficulties of learning procedure text.

The second chapter covers previous research findings, theoretical background, conceptual framework, and hypothesis. In this chapter, the writer gives about the definition of writing, the purpose of writing, the process of writing, the component of writing, the definition of procedure text include the generic structure, the definition of mind mapping technique, the advantages and the implementation of mind mapping technique in teaching writing.

The third chapter is research methodology. This chapter consists of research design, population and sample, data collection instrument, the technique of data collection, and technique of data analysis.

The fourth chapter is research findings. This chapter involves the research location, data description, data analysis, and interpretation and discussion.

The last chapter involves a conclusion and suggestion. This chapter, the writer conclude and give the suggestion based on her research.



CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter discusses previous related studies, literature review, conceptual framework, and hypothesis.

A. Previous Research Study

The writer has found some previous studies which related to this study.

The first study from Suaeni entitled “Improving Students’ Skill in Writing Procedure Text through Picture Sequence: A Classroom Action Research at the Ninth Grade of MTs Negeri Tangerang 2 Pamulang”⁵. Classroom Action Research was used as a method in this study which is adopted from Kemmis and McTaggart design. The study was conducted in two cycles and three meeting in each meeting. The data collection techniques used in this study includes some points; observation sheet, interview guideline, and test. The result of study showed that there was improvement of the students’ skill in writing procedure text through picture sequence. The most of students gradually gained good scores at the second cycle. The score of Minimum Mastery Criteria Kriteria Ketuntasan Minimal (KKM) of English lesson was 75 (seventy five). Students mean score in preliminary study was 60.72, mean score in post-test 1 was 75.34, and mean score in post-test 2 was 81.53. So, Picture Sequence can improve students’ descriptive writing ability.

The second study from Erni darwati that entitled “Applying Mind Mapping Strategy to Improve Student Writing Ability in Descriptive Text Classroom Action Research at The Second Grade of SMP Al-Mizan

⁵ Suaeni, *Improving Students’ Skill in Writing Procedure Text Through Picture Sequence: A Classroom Action Research at the Ninth Grade of MTs Negeri Tangerang 2 Pamulang*, (Skripsi, Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University, Jakarta, 2015

PandegelangBanten”⁶. The objective of this study is to find empirical evident how mind mapping strategy improves students’ ability in writing descriptive text. Classroom Action Research was used as a method in this study which is adopted from Kemmis and McTaggart design. The study was conducted in two cycles and three meeting in each meeting. The data collection techniques used in this study includes some points; interview, observation, test, and documentation. To know the students improvement in writing descriptive text, the writer used pretest and post-test. The result shows that there was improvement of the students’ achievement in writing descriptive paragraph of the students’ achievement in writing descriptive paragraph. Most of students gradually gained good scores at the end of each cycle. The score of Minimum Mastery Criteria-Kriteria Ketuntasan Minimal (KKM) of English lesson was 70 (seventy). Students mean score in preliminary study was 57.04, mean score in post-test 1 was 65.90, and mean score in post-test 2 was 73.40. So, Mind Mapping can improve students’ descriptive writing ability.

B. Literature Review

1. Nature of Writing

Writing is a skill to transfer ideas, experiences, and feeling into a written form⁷. In this case, the students are expected to be able to express their ideas, feeling, and thoughts in written language and spread their creativity. Writing is a process of creating, organizing, writing, and

⁶ Erni Darwati, *Applying Mind Mapping Strategy to Improve Student Writing Ability in Descriptive Text: Classroom Action Research at the Second Grade of SMP Al-Mizan PandegelangBanten*, (Skripsi, Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University, Jakarta, 2013).

⁷ Uci Mulyani, Muhd. Al-Hafizh, Teaching junior high school students to write recount text through wikis media. *Journal of English Language Teaching*, Vol 1, No 1 (2012), p.225

polishing⁸Therefore, writing is never a one-step action; it is a process that has several steps. The first step of the process, we create ideas. In the second step, we organize the ideas. In the third step, we write a rough draft. The final step, we polish our rough draft by editing it and making revisions.

Futhermore, Langan says writing is a way to communicate with others and a means of discovery⁹. It means that writing is a way of communicating in a written form and a series of activities of finding one's ideas to encode. Writing is more than a medium of communication but also is a way of originating, exploring, finding and developing one's thoughts. Writing is a way of arguing with ourselves, a form of keeping ourselves honest by discovering precisely what we believe and finding out whether we are justified in understanding it.

From the elaboration above, the writer synthesizes that writing is a way of thinking of someone to express the ideas, feelings and thoughts that are used for communicating to the readers in written form and has steps.

2. Writing Process

The writing process is the process of writing which has several stages to help the writers in making sentences without having to revise several times. By knowing the process of writing stages, the writer can make the writing more effective, they can improve their confidence in the writing process. There are 4 steps about writing process as follows¹⁰

⁸ Alice Oshima, Ann Hogo, Writing academic English, (New York: Pearson Education, 2006), p.265

⁹ John Langan, College Writing Skill with Readings. (McGraw Hill: McGraw Hill Company, 2007), p.15.

¹⁰ Jeremy Harmer, How to Teach Writing. (London: Pearson Education Ltd, 2004) p.4-6

- a. Planning : Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what theyere going to say.
- b. Drafting : We can refer to the first version of a piece of paper as a draft. This "go" at a text is often done on the assumption that it will be amended later.
- c. Editing (reflecting and revising) : Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions.
- d. Final version : Once writers have edited their draft, making the changes they consider to be necessary, they produce their last release.

3. Text

What will we think about if we deal with the word “text”? All of us know this word is actually familiar in our life but not everyone actually understand about meaning of this word. In general sense, text is any form of written material. However, in any instance of living language that plays some part in a context of situation, we shall call it text. It may be spoken or written, can be word or a thick as a book. Therefore, a text has nothing to do with form or size. Second, a text is not isolated words or sentences being put together. On the other hand, it constitutes meaningful message that a person tries to communicate through his issue of certain acceptable structure. Actually, it has something to do with meanings, forming a stretch of language working together as unified whole.

From this explanation, we can consider that a text is a language that is functional. It means that language in a text serves a certain

function. This function is the one that finally differentiates and determines our choice of words to construct a text.

Meanwhile, as we use language for various purposes, numerous types of texts are resulted. These different types of texts are often labeled 'genre', types of texts that vary across culture.

In conclusion, it can be said that text is a meaningful and purposeful stretch of language, either spoken or written, represented through the use of words, the appropriate way they arranged (grammar), and the structure of which is affected by the purpose it has.

4. Procedure text

As far as we concern, there are many text types in English. Gerot and Wignell (1995:192-219)¹¹ mention they are narrative, recount, procedure, descriptive, explanation, hortatory exposition, analytical exposition. One of them is procedure text. Anderson and Anderson (1997:50)¹² define procedure text as a piece of text that gives us instruction in doing something.

The purpose of this text is to explain how something can be done. It means that procedure text is a text that helps us to do something or gives us instructions how to get things done. The examples of procedure text are directions, recipes, instructions manuals, and itineraries. Gerot and Wignel (1994:86)¹³ state that the social function of procedure text is to describe how something accomplished through a sequence of action or

¹¹ Gerot and Wignell, *Making Sense Of Functional Grammar* (Gerd Stabler, 1995:192-219)¹¹

¹² Anderson and Kathy Anderson, *Text Types in English 2* (Macmillan: Macmillan Education Australia PTY LD, 1997) p.50

¹³ Gerot and Wignell, *Making Sense Of Functional Grammar* (Gerd Stabler, Sydney:1994:86)

steps. It can be said that in constructing a procedure text, the writer should write the actions in chronological order.

Generic structure of the procedure text consist of three points.

They are:

- 1) Goal The goal of procedure text is an introductory statement giving the aim or goal. The goal may be the title of the text or sometimes it can be an introductory paragraph.
- 2) Materials Materials are the list of materials that will be needed for completing the procedure. The materials can be a list of or a paragraph. This part may be left out in some procedure.
- 3) Steps There are series of steps listed in chronological order that should be done to achieve the goal. A procedure consists of a series of steps which shows how to achieve some goals.

The simplest procedure is a short series of simple imperative clauses centered on well-known action verbs and everyday objects. As procedures become more specialized and more technical, they become more demanding for language learners. The steps may include constraints which have to be met in order to carry out the instructions successfully. Simple constrain may be expressed as circumstances of manner or place e.g. carefully, near the edge. More complicated constraint might be expressed as conditional clauses¹⁴.

When we read about the instruction on how to make a handicraft, cook an instant noodle or an instruction, we have just read a kind text named procedure text. Anderson and Anderson define procedure texts as a piece of

¹⁴ S.Freeze And H.Joyce, *Text-Based Syllabus Design* (Sydney: /Macquire University,1989)P. 87-88.

text that gives us instruction in doing something. The purpose of this text is to explain how something can be done. It means that procedure texts is a text that helps us to do something or gives us instruction how to get things done. The examples of procedure text are directions, recipes, instructions manuals, and itineraries¹⁵.

Procedure text is to describe how something is accomplished through a sequence of action or steps⁹. The simplest procedure is a short series of simple imperative clauses centered on well-known action verbs and everyday objects. As procedures become more specialized and more technical, they become more demanding for language learners. The steps may include constraints which have to be met in order to carry out the instructions successfully. Simple constrain may be expressed as circumstances of manner or place e.g. Carefully, near the edge. More complicated constraint might be expressed as conditional clauses e.g. if the metal is cool¹⁶.

From the elaboration above, the writer synthesizes that procedure text is Procedure text is a text that explains or helps us how to make or use something. Text procedure aims to provide guidance on the steps/methods/ways of doing things¹⁷. The function of procedure text is explaining how something through a series of actions or phases. The main

¹⁵ M Anderson and Kathy Anderson, *Text Types in English 2*, (Macmillan: Macmillan Education Australia PTY LD, 1997) p.50.

¹⁶ S. Freez and H. Joyce, *Text-Based Syllabus Design* (Sydney: Macquire University, 1989) p. 87-88.

¹⁷ Ratu Dea Mada and Eva Fachriyah, *Po(w)der Method to Increase Writing Skill of Procedure Text for Students Grade 2 in Technical Information Unsera Banten*, *International Journal of English and Education*, Vol.6, Issue.3, July (2017), p.82.

procedure text is to give manual that structurally in order, so people can use or do things right based on the instrument.

5. Generic Structure of Procedure Text.

The procedure text has some generic structure, such as¹⁸ :

- a. An introductory statement that gives the aim or goal. This may be the title of the text or an introductory paragraph.
- b. A list of material that will need for completing the procedure: This may be a list or a section and This step may be left out in some processes.
- c. A sequence of steps in the order they need to be done: First, numbers can be used to show first, second, third, and so on. Second, the order is usually essential; such word as now, next, and after this can be used. Third, typically, the steps begin with a command such as add, stir, or push.

Whereas According to Wardiman the characteristic of procedural text are¹⁹ :

- a. Goal/purpose: to give information about what we need. It means, to make procedure text the critical thing that we need is the goal or the title to make clear what we need.
- b. Materials: In this part, we have to indicate what we will need to make something. It means that we can know our content and ingredients that we need in this section.

¹⁸ Siti Aimah, Demonstration as a Medium in the Teaching of Writing Procedure Text: An Action Research via <http://jurnal.unimus.ac.id> accessed on 7th January 2020 at 7.00 am

¹⁹ A. Wadirman, M.B. Jahur and M. Sukirman Djusma, English in Focus for Grade VII Junior High School (SMP/MTs) (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008) p.134.

c. Steps: In this part, we have to indicate how something is accomplished through a sequence of actions or phases. It means that we can know the steps to make something in this section.

From the explanation above the researcher concludes that the procedure text is the text that has the specific characteristics includes the purpose, material and steps do something to make them easier to accomplish something. They are essential things that should we know.

6. Mind Mapping

Mind mapping is a visual form of note-taking that extends an overview of a topic and its complex information, allowing students to understand, create new ideas, and build connections.²⁰ Through the use of colors, images, and words, mind mapping encourages students to begin with a central idea and expand outward to more in-depth sub-topics²¹. A mind mapping is used to generate, visualize, structure, and classify ideas, and as an aid to studying and organizing information, solving the problem, making a decision and writing²². Mind maps help us to visually take in the ordering and classification of information, whether it is facts, data, or ideas that we are trying to break apart²³. The Mind Mapping can be applied to every aspect of life, where improved learning and clearer thinking will enhance human performance²⁴.

²⁰ Tamil Selvi and G. Chandrahoman, Case Study on Effective Use of Mind Map in Engineering Education, Technology for Education, (2018) p.2

²¹ <http://www.inspiration.com/visual-learning/mind-mapping> (accessed on December 19,2018)

²² Willis, CL, Mind maps as active learning tools,Journal of computing sciences in colleges. 2006. Volume: 21 Issue: 4

²³ Jhon S Rhodes, Mind Maps (US: Fast Publishing, 2013) p.10

²⁴ <https://mindmapusa.com/what-are-mind-maps/> (accessed on December 19,2018)

From this opinion, we can conclude that mind mapping is a creative thinking instrument which reflects natural work brain. Mind mapping enables the brain to use all pictures and their association in a radial design. When we use mind mapping by making a keyword or main topic, we can also produce other ideas related to. Moreover, we can free our mind to generate everything in our brain so that lots of ideas will be automatically more and more improved. Therefore would make us more comfortable in constructing a text from those related ideas.

7. The Function of Mind Mapping

The function of mind mapping can help us to plan, communicate, be more creative, save time, solve problems, concentrate, organize and clarify our thoughts, remember better, study faster and more efficiently²⁵.

Mind Maps are also useful for²⁶ :

- a. Brainstorming - individually and as a group. It is because mind mapping can become exercises that challenge students to express all their ideas visually rather than using words.
- b. Summarizing information and note-taking. Mind maps are ideal for summarizing information, such as that found in books. With branches as the main concepts, we can flesh out thoughts and ideas with our notes and structure them for easy comprehension.

²⁵ Tony Buzan, *The Ultimate Book of Mind Maps*, (UK: HarperCollins Publisher, 2006), p.5

²⁶ Tze Kiong Tee, Suriane Mohamed, and Azman M.N.A, *Buzan Mind Mapping: An Efficient Technique for Note-Taking*, (World Academy of Science, Engineering, and Technology International Journal of Social, Management, Economics, and Business Engineering Vol:8 No:1, 2014), p.29.

- c. Consolidating information from different research sources. We can combine our notes and information from various sources into a single mind mapping.
- d. Thinking through complex problems. Mind Maps prioritize the most critical aspects of our problem, focusing our mind. The use of colours and images stimulate our brain, meaning that we are engaged and ready to solve the problem.
- e. Presenting information in a format that shows the overall structure of our subject. Thus, mind maps store information in a form that is easy to remember and quickly reviewed by our brain.
- f. Studying, retaining, and recall information. A mind map makes use of mental triggers (such as pictures, colours, and connections) to help our brain memorize things more easily.

Based on Michael Michalko in his book *Cracking Creativity*, mind map help us to²⁷:

- a. Active the whole brain. It is because mind mapping brings together our left brain (words, logic, numbers, linearity) and right brain (curves, colour, creativity, images, space), which dramatically increases our mind power. By using both cortical sides simultaneously, we are maximizing our brain's potential.
- b. Be more focused on the topic. It is because mind mapping helps us divide our topics into smaller, more accessible parts. We can see and

²⁷ Michael Michalko, *Cracking Creativity*, (New York: Ten Speed Press, 2001) p.20

monitor all different destinations in just one page. So we can focus more on the topic.

- c. Show the connection between the parts of the separated information. Mind mapping shows how the information fits, concretely, and visually. Mind mapping visually illustrates the relationships and connections between pieces of information.
- d. Give a bright and detail image. The use of colours, detailed images, and keywords helps make learning more exciting and enjoyable so that we become more motivated to remember essential information.
- e. Have long term memory. It is because mind maps only contain keywords. This means that information to remember is driven by short words and easy to remember with meaning. So that with mind mapping remembering is more comfortable and have long term memory.

Based on the function of mind mapping above, it can be concluded that the mind map helps the students in many aspects, which makes them more comfortable in the learning process. Therefore, students will think creatively in visualizing the ideas in their writing.

8. The Procedure of Mind Mapping

Generally, there are some steps in making a mind map; first, Create a central idea. Second, add branches to the map and add keywords and color code the branches. Next, Include visual signifiers (e.g. images)²⁸.

²⁸ <https://www.ayoa.com/how-to-mind-map/>(accessed on December 19,2018)

Based on Tony Buzan in his book Mind maps for kids, there are some steps in making mind maps:

- a. Use a blank sheet of unlined paper and some colored pens. Make sure the paper placed sideways.
- b. Draw a picture in the middle of the page that sums up the main subject.
The picture represents the main topic.
- c. Draw some thick curved, connected lines coming away from the picture in the middle of the page, one for each of the main idea about the subject.
The central branches represent the main sub-topic.
- d. From each of the ideas, draw other connected lines, spreading the branches of the tree. Add the thoughts on each of these ideas. These additional branches represent the details²⁹.

Therefore, the steps involved in creating a mind map summarized as follows: Therefore, the steps involved in creating a mind map summarized as follows:

- a. Determine your central image or concept
- b. Create the basic structure for organizing your ideas: these are the main Branches and are known as the Basic Organizing Ideas (BOIs), and are represented by branches radiating outwards from the central concept.
- c. Put down keywords associated with the BOIs, which should sit on smaller ranches connected to the main branch.
- d. Revisit the mind map, putting things in order, and numbering the branches³⁰.

²⁹ Tony Buzan, Mind Maps for Kids (London: HarperCollins Publishers, 2005) p.10.

³⁰ 5 <https://www.emeraldgrouppublishing.com/learning/studykills/mindmaps.htm>

9. Mind Mapping Strategy

In using mind mapping strategy we try to apply mind mapping method in the process of teaching learning writing a text in the classroom activity. Before doing writing activity students should have good understanding about the characteristics of the text that will be written (procedure text), otherwise they will face some difficulties to reach the purposes of writing activity or in producing a text.

For that reason, teacher and students should cooperate while the process of writing activity was in progress. Here is the explanation about creating mind mapping based on Tony Buzan statement that is described in website ([http:// www.emeraldinsight.com/ learning/ study_skills/ mind_maps. html](http://www.emeraldinsight.com/learning/study_skills/mind_maps.html)). The steps involved in creating a mind map may be summarized as follows:

- 1) Determine your central image or concept.
- 2) Create the basic structure for organizing your ideas: these are the main branches and are known as the Basic Organizing Ideas (BOIs), and are represented by branches radiating outwards from the main concept.
- 3) Put down keywords associated with the BOIs, which should sit on smaller branches connected to the main branch.
- 4) Revisit your mind map, putting things in order, and numbering the branches. If necessary, revise it on another piece of paper. In this teaching method, students are ordered to make a main topic which is appropriate with the material studied in the form of noun phrase into a box.

From the main topic made, then students should be able to find other related ideas into small elements or in detail sections. Firstly, the main topic will be specified as a title of the text then it will be divided into three parts based on the generic structure of the procedure text (general purpose, materials and sequence of steps). Following this, they draw it inside the box which is connected with the lines to the centre of the schema.

This strategy helps students quickly relate a central word or concept. The mind forms associations almost instantaneously and 'mapping' allows you to write your ideas quicker, using only words or phrases (<http://olc.spsd.sk.ca/DE/PD/instr/strats/mindmap/>³¹). When doing this activity, students are free to explore everything on their brain related to the topic they have discussed. Moreover it will help them to solve their problem in looking for appropriate words because when searching for the related ideas, they were also enriching their vocabularies that will be constructed to be a text later, in this case procedure text.

According to the generic structures of the text (goal, materials and sequence of steps), the main topic will be divided into three main parts. After that students are ordered to explore their ideas or thinking based on the main topic they have chosen. They have to pay attention in classifying their related ideas based on the generic structures of the text in the form of words, finding branches, developing into some topic sentences and finally those will be constructed to be a full text.

³¹ <http://olc.spsd.sk.ca/DE/PD/instr/strats/mindmap/>

It is almost the same as mind mapping method because it is viewed by lines and related ideas are created from the main topic. And the last step is choosing some appropriate topic sentences then arrange them to be a full procedure text.

10. Teaching Procedure Text Using Mind Mapping technique

In using mind mapping strategy, we try to apply mind mapping method in the process of teaching-learning writing a text in the classroom activity. Before doing writing activity, students should have a good understanding about the characteristics of the text that will be written (procedure text)³² otherwise, they will face some difficulties to reach the purposes of writing activity or in producing a text. For that reason, the teacher and students should cooperate while the process of writing activity was in progress.

The procedures of teaching procedure text by using Mind Mapping technique are: First, the teacher explains about procedure text, including schematic structure, linguistic features. Second, the teacher introduces the mind-mapping technique and its function to help the student in their writing lesson. Third, the teacher gives a topic to discuss, and by guiding several questions about the item given, the teacher shows the student how to make a mind map about the subject. Then, the teacher provides paper to the student and asks the student to make their mind map. The last of the first meeting, the teacher collects students' mind-map design.

³² Anderson and Kathy Anderson, *Text Types in English 2* (Macmillan: Macmillan Education Australia PTY LD, 1997) p.50

The last of the first meeting, the teacher collects students' mind-map design. The next meeting, the teacher asks the student to make a procedure text-based their mind-map designs. The students should be able to explore or generate their ideas, develop the main topic and find the branches from the related concepts.

According to the generic Structures of the text (goal, materials and sequence of steps), the main topic will be divided into three main parts. After that students are ordered to explore their ideas or thinking based on the main topic they have chosen. They have to pay attention in classifying their related ideas based on the generic structures of the text in the form of words, finding branches, developing into some topic sentences. While students are making their composition, the teacher goes around the class check students' composition and helps them if they have problems in their procedure text and finally those will be constructed to be a full text. The teacher can asks several student to read their composition in front of the class and they have to submit their text. And the last after learning activity, the teacher gives score³³ to students and evaluates the teaching learning activity.

11. The Advantages of Mind Mapping

There is some benefit of using mind mapping. The advantage of using mind mapping is enabling students to visualize the ideas which make them easy in exploring what they think. Besides, Tony Buzan explains the advantages of mind mapping as follow:

³³ E-book: Brown, Douglas. Language assessment Principles and Classroom Practices, (San Francisco: Longman, 2004), 244

- a. The centre or main idea is more clearly defined.
- b. The relative importance of each idea is clearly indicated. More important ideas will be nearer the centre and less important ideas will be near the edge.
- c. The links between the key concepts will be immediately recognisable because of their proximity and connection.
- d. Recall and review will be both more effective and more rapid.
- e. The nature of the structure allows for the easy addition of new information without messy scratching out or squeezing in, etc.
- f. Each map made will look and be different from each other map. This will aid recall.
- g. In the more creative areas of note making such as essay preparations etc, the open-ended nature of the map will enable the brain to make new connections far more readily³⁴.

Based on the advantages of mind mapping, it can be concluded that students will think creatively in visualizing ideas in their writing through mind maps and helping them organize their writing. Besides, mind maps help students in many aspects that make it more comfortable in the learning process.

C. Conceptual Framework

Writing is one of the skills that students need to become a master in English. There are various types of text which should be learned by the students; one of the types of text is a procedure. Procedure text is a text that

³⁴ Tony Buzan, Use Your Head, (London, Book Club Associates, 2005) p.91-92

is designed to describe how something is accomplished through a sequence of actions or steps.

Unfortunately, many students have problems in learning procedure text. One of the difficulties faced by students is explaining the steps. The students have to express the steps from the first step to the last. The students usually forget the steps when they practice on procedure texts. It is because they are generally taught in English procedure texts without using any media.

By considering the problems above, mind mapping technique may be a solution. Here the main reason why mind-mapping solve the issues is mind map allows students to be more creative, plan better, save time, communicate well. So that, mind mapping technique might be appropriate to be used in the writing process as a prewriting step, especially in writing procedure text which the students need to arrange the steps of the writing procedure. It helps students to collect their ideas and the words to write before they write the procedure text.

D. Hypothesis

According to Frankel and Wallen, a hypothesis is a prediction, a statement of what specific results or outcomes are expected to occur. The hypothesis of a study should indicate any relationships expected between the variables (the factors, characteristics, or conditions) being investigated and be so stated that they can be tested within a reasonable period³⁵. From the explanation above, The writer determines some hypothesis to predict the

³⁵ Jack R. Frankel, *How to Design and Evaluate Research in Education* (Singapore: Mcgraw Hill, 2012), 20.

effectiveness of mind mapping in teaching writing Focused on procedure text at MTsN 2 Ponorogo, as follows:

1. Hypothesis (H₀) : There is no significant difference effectiveness in teaching writing focused on procedure text at MTsN 2 Ponorogo
2. Hypothesis (H_a) : : There is a significant difference effectiveness in teaching writing focused on procedure text at MTsN 2 Ponorogo

Hypothesis in this research is (H_a): There is a significant difference effectiveness in teaching writing focused on procedure text at MTsN 2 Ponorogo.



CHAPTER III

RESEARCH METHODOLOGY

The existence of the research method has a goal to guide the researcher to work systematically. The research methodology covers a set of research activities conducted by the researcher. It involves research design, population, sample, research instrument, data collection technique, and data analysis technique.

A. Research Design

In this research, the writer used quantitative research. According to Yuwono, quantitative research is concerned with testing hypotheses derived from theory and being able to assess the size of a phenomenon of interest.³⁶ The writer used quantitative research to investigate the effectiveness of mind mapping in teaching writing Focused on procedure text at MTsN 2 Ponorogo. Quantitative research has two kinds of design. They are experimental design and non-experimental design.

In this study, the writer used mind mapping technique as the independent variable and teaching writing as the dependent variable. The process in conducting this research is as follows:

1. Pre research step

The first step is preparation. The researcher will determine the experimental class and control class. Then, the researcher prepared of lesson plan and instrument to get the data.

³⁶ Dolar Yuwono, *Writing From Practice To Theory: Getting Smart and Creative to Write* (Yogyakarta: Magnum Pustaka Utama, 2016), 92.

2. Research step

The second step is acting. For this second step, the researcher will apply the treatment in experimental class. The researcher taught the class by using mind mapping technique.

3. Data analysis step

The third step is collecting data. The data which were collected will be analyzed by researcher.

B. Population and Sample

In this research, the writer collected population and sample to conduct the research as follows :

1. Population

According to Ary, Population is a big group which the generalization can be made. It is well defined as a whole subject, class of people, events, or objects.³⁷ The population of this research is the nine-grade students of MtsN 2 Ponorogo in the academic years 2022/2023. In MTsN 2 Ponorogo, there are eleven classes for nine-grade. Every class consists of 25 students, and a total all of students are 275 students. The writer chose the nine-grade students as the population because they had mind mapping in teaching writing materials about the procedure text.

2. Sample

The small group that is observed is called a sample. Sample is a portion of population.³⁸ Sample in a research study is the group on which

³⁷ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, Introduction to Research in Education 8th edition (USA: Wadsworth Cengage Learning, 2009), 148.

³⁸ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, Introduction to Research in Education 8th edition (USA: Wadsworth Cengage Learning, 2009), 148

information is obtained.³⁹ It means that sample is small group which is obtained of population. This study needs techniques to take the sample. The researcher uses cluster random sampling. Cluster random sampling is determined based on the sampling groups such as class and cluster sampling was easier in implementation at school. There are 25 students of nine-grade D class as experimental class. Then, there are 25 students of nine-grade D class as control class. So that, this sample of the research is 50 students.

C. Instrument of Data Collection

According to Creswell, an instrument is a tool for measuring, observing, or documentation quantitative data. The instrument may be in the form of a test, questionnaire, tally sheet, log, observational checklist, inventory, or assessment instrument.⁴⁰ In this research, the writer used a written test. The form of a test is an essay test. The test was divided into two parts: pre-test and post-test. The pretest was given to know students' achievement before getting the treatment. Post-test was given to know students' achievement after getting the treatment.

In quantitative research, the instruments of data collection should be agreed with validity and reliability. It is to quantify the instrument data collection from the essay test.

1. Validity test

Validity in quantitative research refers to whether one can draw meaningful and useful inferences from scores on particular instruments or

³⁹ Jack R. Frankel, *How to Design and Evaluate Research in Education* (Singapore: McGraw Hill, 2012), 91

⁴⁰ John W. Creswell. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th Edition. (Boston: Pearson Education, Inc., 2012), 151.

not. Validity means the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. It can be said that validity to know whether the instrument of our research is valid or not. Validity analysis is used to find out the r_{xy} , the consulted with r table with 5% significance level for product-moment with $N= 25$. Their index is 0,396. If the value of r_{xy} is higher than r table the item is valid. Besides, if the value of r_{xy} is lower than r table the item is not valid.

Table 3.1 Result of Validity from SPSS

		Correlations					
		X13	X14	X15	X16	X17	Total
X01	Pearson Correlation	1	,459*	,239	,150	,508**	,827**
	Sig. (2-tailed)		,021	,251	,474	,010	,000
	N	25	25	25	25	25	25
X02	Pearson Correlation	,459*	1	-,078	-,138	,269	,577**
	Sig. (2-tailed)	,021		,712	,511	,193	,003
	N	25	25	25	25	25	25
X03	Pearson Correlation	,239	-,078	1	-,039	-,317	,445
	Sig. (2-tailed)	,251	,712		,854	,122	,490
	N	25	25	25	25	25	25
X04	Pearson Correlation	,150	-,138	-,039	1	,131	,451*
	Sig. (2-tailed)	,474	,511	,854		,533	,024
	N	25	25	25	25	25	25
X05	Pearson Correlation	,508**	,269	-,317	,131	1	,661**
	Sig. (2-tailed)	,010	,193	,122	,533		,000
	N	25	25	25	25	25	25
Total	Pearson Correlation	,827**	,577**	,145	,451*	,661**	1
	Sig. (2-tailed)	,000	,003	,490	,024	,000	
	N	25	25	25	25	25	25

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3.2 Test Item Validity

Item	r “calculated”	r “tabel	Explanation
Organization	0,827	0,396	Valid
Content	0,577	0,396	Valid
Grammar	0,445	0,396	Valid
Mechanic	0,451	0,396	Valid
Style	0,661	0,396	Valid

Based on the result of statistical correlation, it indicates that “r” calculated higher than “r” table (0,396). It means that the test is valid.

2. Reliability test

Reliability refers to the consistency of score, that is, an instrument’s ability to produce “approximately” the same score for an individual over repeated testing or across different ratters.⁴¹ According to Mujis, The reliability data will be measured with SPSS because it most commonly used statistical data analysis software. The instruments reliable if alpha is more than r table, if alpha is under the r table the instrument is unreliable.⁴² It can be concluded that reliability is used to measure an instrument of the test from the research whether consistent if the instrument is used repeatedly.

In this research, the writer used SPSS for windows. It can help the writer to know instruments of the test is reliable or not. Ridwan argues that Criteria of reliability instrument can be classified into 5 classes as follows:⁴³

- 1) If the cronbach alpha score 0.00 – 0.20: less reliable

⁴¹ Marguerite G, Lodico. et. al. *Methods in Educational Research: From Theory to Practice*. (USA: A Wiley Imprint, 2006), 87.

⁴² Daniel, Mujis. *Doing Quantitative Research in Education with SPSS* (California: Sage Publication, 2004), 85

⁴³ Riduwan, Atkon. *Metode dan Teknik Menyusun Tesis*, (Bandung: Alfabeta, 2004), 120.

- 2) If the cronbach alpha score 0.21 – 0.40: rather reliable
- 3) If the cronbach alpha score 0.41 – 0.60: enough reliable
- 4) If the cronbach alpha score 0.61 - 0.80: reliable
- 5) If the cronbach alpha score 0.81 – 1.00: very reliable

The calculation of the relibility using SPSS program as follows;

Table 3.3 Result of Reliability From SPSS

		N	%
Cases	Valid	25	100,0
	Excluded ^a	0	,0
	Total	25	100,0

a. Listwise deletion based on all variables in the procedure.

Cronbach's Alpha	N of Items
,455	5

Table 3.4 Test Item Reliable

r “=alpha”	r “table”	Explanation
0,445	0,396	Reliable

From the calculation on the table, it can be seen that the reliability of students’ reliability instrument is 0.445. Then, the “r” table on the significance of a 5% is consulted with the value of the reliability. The value of the “r” table is 0.396. It shows that the value of the “r” index reliability is 0,445 > “r” table (0,396) so the test is reliable.

D. Data Collection Technique

In this research, there are steps to collect data such as follows :

1. Documentation

Documentation is a note of facts or information that will be processed in the research's activity. Documentation was a piece of written or printed material that provides a record of evidence or event an agreement, ownership, identification, etc.⁴⁴

Documentation of this research is taken from school. It about the school's history, location, vision, mission. Besides, the writer also collects data from the result of a test that is given to students, the teacher's lesson plan, and photographs of the teaching learning-process.

2. Test

Fraenkel stated that a test measures an individual knowledge or skill in a given area or subject.⁴⁵ Arikunto also stated that a test is a series of questions or other instruments which are used to measure the individual or group skill, knowledge, intelligence, capability, or talent.⁴⁶ In this study, the writer uses a written test with an essay test form.

There are two tests in this research consist of pre-test and post-test. The researcher uses pre-test and post-test with mind mapping and not used it. Pre-test is to know the students' writing procedure text before is given treatment. By the pre-test, differences between before and after the treatment are known. Post-test is given after getting treatment. Both of experimental and control class was given pre-test and post-test. The result of

⁴⁴ Suharsimi. Arikunto, *Prosedur Penelitian Suatu Pendekatan* (Jakarta: Rineka Cipta), 193.

⁴⁵ Jack R. Frankel, *How to Design and Evaluate Research in Education* (Singapore: Mcgraw Hill, 2012), 127.

⁴⁶ Suharsimi. Arikunto, *Prosedur Penelitian Suatu Pendekatan* (Jakarta: Rineka Cipta), 193.

the test is calculated by using a scoring rubric for writing. The scoring rubric for writing to calculate the test from Brown & Bailey, as follows;⁴⁷

Table 3.5 Analytic Scale for Rating Composition Task

ASPECT	SCORE	PERFORMANCE DESCRIPTION
Organization	Excellent to good 18-20	Appropriate title, effective Introductory paragraph, topic is state leads o body: transitional expressions used: arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalization; conclusion logical and complete.
	Good to adequate 15-17	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some idea aren't fully developed; sequence is logical but transitional expressions may be absent or misused.
	Adequate to fair 12-14	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problem of organization interfere
	Unacceptable-not 6-11	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or

⁴⁷ E-book: Brown, Douglas. Language assessment Principles and Classroom Practices, (San Francisco: Longman, 2004), 244.

		illogical; in adequate effort at organization.
	College-level 1-5	Absence of introduction or conclusion; no apparent organization of body; no severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).
Logical development to ideas: Content	Excellent to good 18-20	Essay addressed the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
	Good to adequate 15-17	Essay addressed the issue but misses some points; ideas could be more fully developed; some extraneous material is present.
	Adequate to fair 12-14	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.
	Unacceptable-not 6-11	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; in adequate effort in area of content.
	College-level work 1-5	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully
Grammar	Excellent to good 18-20	Native-like fluency in English grammar, correct use of relative clause, preposition, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences
	Good to adequate 15-17	Advanced proficiency in English grammar, some grammar problems don't influence communication,

		although or run on sentence.
	Adequate-fair 12-14	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentence or fragment present.
	Unacceptable-not 6-11	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentence.
	College-level work 1-5	Severe grammar problems interfere greatly with the messages; reader can't understand what the writer was trying to say; unintelligible sentence structure.
Punctuation, spelling, and mechanics	Excellent to good 18-20	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat.
	Good to adequate 15-17	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
	Adequate to fair 12-14	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	Unacceptable-not 6-11	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.
	College-level 1-5	Complete disregard for English writing

		conventions; paper illegible; obvious capitals missing, no margins, and server spelling problem.
Style and quality of expression	Excellent to good 18-20	Precise vocabulary usage; use of parallel structures concise; good register.
	Good to adequate 15-17	Attempts variety; good vocabulary; no wordy; register OK; style fairly concise
	Adequate to fair 12-14	Some vocabulary misused; lack awareness of register; may be too wordy.
	Unacceptable 6-11	Poor expression of ideas; problems in vocabulary; lack variety on structure.
	College-level work 5-1	Inappropriate use of vocabulary; no concept of register or sentence variety.

E. Data Analysis Technique

1. Normality test

Normality test is a test to know the data of pre-test and post-test are distributed whether normal or not. The data is called normal if the result of the calculation indicates participants are in the middle. In this research, the writer used SPSS programs for windows to investigate the normality testing.

2. Homogeneity test

Homogeneity test is used to know the similarity of the populations. Homogeneity test is used to know before we compare several groups. In this research, the researcher will use SPSS 26 version program for windows to calculate the homogeneity test.

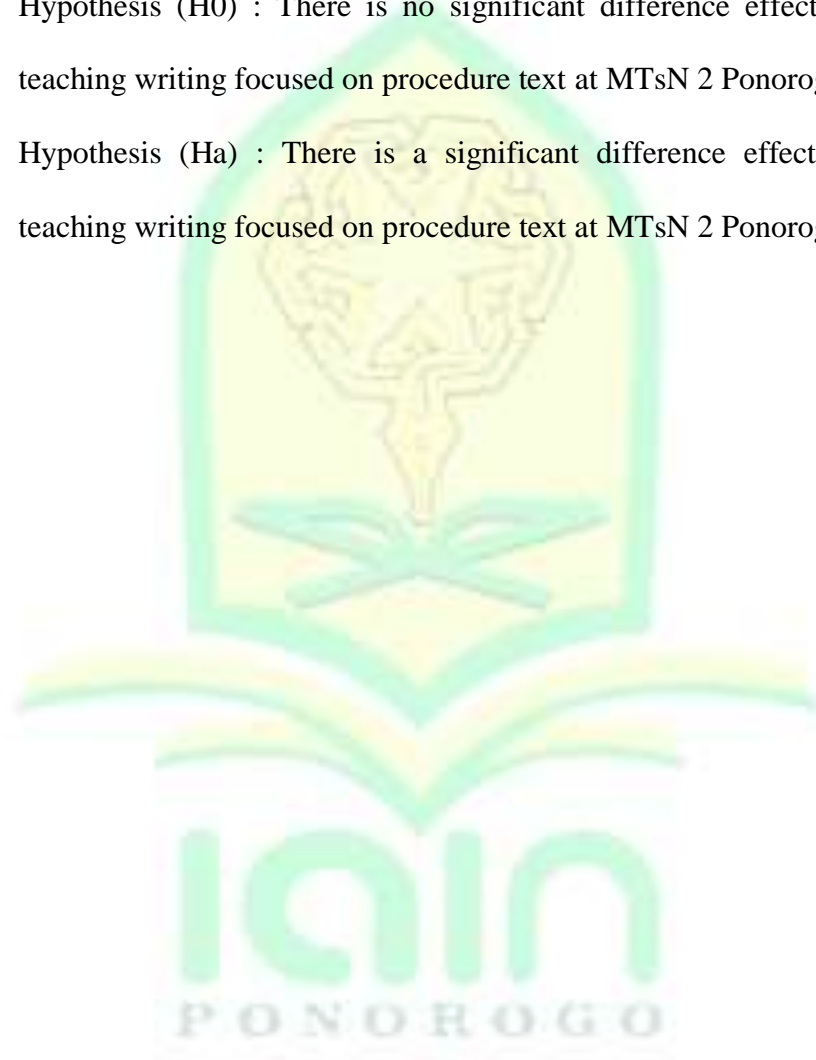
3. Hypothesis testing

Hypothesis testing is to know the result of this research about the sample. The writer used SPSS 26.0 to analyze t-Test. Criteria of hypothesis testing can be determined as follows :

If $t\text{-value} < t\text{-table}$, H_0 is accepted and H_a is rejected.

If $t\text{-value} > t\text{-table}$, H_a is accepted and H_0 is rejected.

- a. Hypothesis (H_0) : There is no significant difference effectiveness in teaching writing focused on procedure text at MTsN 2 Ponorogo
- b. Hypothesis (H_a) : There is a significant difference effectiveness in teaching writing focused on procedure text at MTsN 2 Ponorogo.



CHAPTER IV

FINDING AND DISCUSSION

A. Research Location

This survey was conducted at the MTsN 2 Ponorogo.

1. Historical Background of MTsN 2 Ponorogo

Madrasah Tsanawiyah Negeri (MTsN) 2 Ponorogo is an Islamic Junior High Schools located in Ponorogo. Located on Jl. Ki Ageng Mirah no. 79 Kelurahan Japan, Kecamatan Babadan, Kabupaten Ponorogo. established 1980 under Decree of the Minister of Religion of the Republic of Indonesia Number 27 of 1980 dated May 31, 1980, Since the launch of MTsN 2 Ponorogo, has seen change in leadership as follows;

Table 4.1 Leadership figures at MTsN 2 Ponorogo

1	H. Muslim, BA
2	Drs. Abdullah
3	H. Kustho, BA
4	Drs. Sumardi Al Basyari
5	Drs. H. Imam Asngari, SH, MPd.
6	Drs. H. Sutarto Kerim
7	Drs. Moch Haris, M Pd. I
8	Drs. Tarib, M.Pd. I

Under the leadership of the above character of the madrasah, the madrasah Tsanawiyah Negeri 2 Ponorogo has shown improvement in its existence and quality of religious character education. Madrasah Tsanawiyah Negeri 2 Ponorogo hopes that, based on Imtaq's stability, they will be able to make a better contribution to the Islamic Syar and scientific and technological progress. Along with time, this madrasah continues to make efforts to improve its quality. One of the effort to improve the quality

of education and teaching at Madrasah Tsanawiyah Negeri Ponorogo is the development of Madrasah facilities and infrastructure. By sharing of quality improvement programs, madrasahs can improve the form of educational services for all students, both regular, special intelligence and special talents; as well as being able to optimize all the potential as a Ponorogo State Madrasah Tsanawiyah (MTsN) students. To realize the above ideals, all existing components are always unite vision, mission unity, strive to create a conducive atmosphere and ensure that the teaching and learning process goes according to the common aspirations.

2. Vision, Mission, Purposes and Objectives of MTsN 2 Ponorogo

a. Vision

The Establishment Indonesian Muslim Persons That Have Precious, Global, Intelligent, Skilled and Environmental Views.

Indicator

- 1) Obedient to carry out the teachings of Islam, especially his five daily prayers and other acts of worship.
- 2) Act in an Islamic manner in daily life according to the noble values of noble morals, including getting used to doing good deeds.
- 3) Increasing the results of student achievement in various fields in each year including the following events that exist.
- 4) Recognize the importance of a culture of clean and healthy living with environmental insight.

b. Mission

- 1) Fostering Islamic attitudes and behaviors as well as national cultural values in life.
- 2) Developing standard international curriculum for Mathematics also Natural Sciences subjects, English and Arabic by adopting or adapting a curriculum from developed countries as a reference for developing an international standard curriculum.
- 3) Carry out learning by utilizing different sources (multi assets) and based on information and communication technology (ICT).
- 4) Conduct the learning process in an active, innovative, creative, effective, cooperative, communicative, and inspirational manner.
- 5) cultivate a spirit of concern for the social environment, physical environment, and cultural environment.
- 6) Fostering a spirit of competition in various competencies for all madrasa citizens.
- 7) Developing the potential and creativity of Madrasah citizens who are superior and able to compete at the regional, national, and international levels.
- 8) Implementing Madrasah Based Management (MSBM) professionally manner and leading to standardized management of quality education by involving all madrasah citizens and other related institutions in the form of an MOU.
- 9) Establish partnerships with superior schools/madrasahs and tertiary institutions to assist in the development of institutions, human

resources, curriculum, and teaching-learning activities in the form of an MOU.

c. Purposes

- 1) The expected objectives of the implementation of education at Madrasah Tsanawiyah Negeri Ponorogo are:
- 2) Meet the needs of students who have specific characteristics in terms of cognitive development and effectiveness.
- 3) Fulfill the basic rights of students by their own educational needs.
- 4) Fulfill the intellectual interest and future perspectives of students.
- 5) Meet the needs of students' self-actualization
- 6) Considering the role of students as a community asset and the community's need for role filling.
- 7) Prepare students as future leaders
- 8) Producing higher quality outputs and outcomes for MTsN Ponorogo.
- 9) Give students who have above-average abilities the opportunity to complete the learning program faster

d. Objectives

- 1) Availability of classrooms for expansion of new student admissions
- 2) The availability of activity spaces for student self-development (GOR and student dormitories)
- 3) Sufficient toilets and the need for clean water (adding water tendons).
- 4) Availability of adequate access to communication and information (internet)
- 5) The availability of rooms for offices and madrasah administration.

- 6) Increasing the ability of students as members of the community in establishing reciprocal relationships in the social, cultural, and natural surroundings that are imbued with Islamic teachings.

B. Data Description

The objective of this research is to find out whether there are significant difference the effectiveness of mind mapping in teaching writing focussed on procedure text between students who are taught and who are not taught by using mind mapping at MTsN 2 Ponorogo. The population was used in this research was the nine graders of MTsN 2 Ponorogo in the academic year of 2022/2023. The researcher take two class as a sample. that consists of 50 students. The IX D class is the experimental class and the IX E class is the control class.

1. Research Schedule

There were four meetings in teaching-learning process of experimental class (IX D). First, there was a pre-test. Then there were two treatment (first treatment and second with mind mapping) and the final meeting after testing. Also, in control class (IX E), there were four meetings in teaching and learning process, the first was given pre-test to students. Then, there were twice of treatment (first treatment and second treatment using teachers' lecturing) and last of meeting was given post-test. The schedule for this research shown in the table:

Table 4.2 Experimental Class (IX D)

Date	Activity
October, 03 th 2022	Pre-Test
October, 03 th 2022	First Treatment
October, 10 th 2022	Second Treatment
October, 17 th 2022	Post-Test

Table 4.3 Control Class (IX E)

Date	Activity
October, 06 th 2022	Pre-Test
October, 06 th 2022	First Treatment
October, 13 th 2022	Second Treatment
October, 20 th 2022	Post-Test

2. Research Procedures

Before conducting treatment, the researcher gave a pre-test for both of the classes. This activity was aimed to determine the writing effectiveness of student in both classes before the researcher gave treatment. The form of test was written test. The test focused on procedural texts. After gave a pre-test, the researcher conduct treatment.

In the experimental class, the researcher taught students using mind mapping technique. In teaching procedural text using the mind mapping technique. First, the researchers divided the students into several groups, one group consists of six participants. Second, the researcher gave the students table consist 3 columns to write their idea within 5 minutes. Third, students organize their idea to be procedures. In the control class, the researcher did not give treatment to the students using mind mapping technique. In the control class, the researcher taught the students by using lecturing strategy like normally or using teacher method. The materials of

both in the classes were the same, but the differences both of classes was a strategy used in the teaching-learning process.

After conducting pre-tests and treatments, researchers gave post-test to the both of classes. This activity was aimed to know the students' writing achievement of both classes after the researcher gave treatment. The test form and test focus were same in the pre-test.

3. The Result of Students Pre-Test in Experimental Class

The researcher used written test to get data. It was used to analyze students' writing effectiveness. Students had to write a procedural text. The table below shows the students' writing effectiveness before they were taught by using mind mapping technique. There are scores of students:

Table 4.4
Result of Student's Pre-Test Score in Experimental Class

Name	Score (Organization, Content, Grammar, Mechanic, Style)					Total
	Organizatio n	Content	Grammar	Mechanic	Style	
1	10	5	20	15	10	66
2	8	20	20	7	5	60
3	5	17	8	5	10	45
4	12	15	7	9	23	66
5	14	25	9	13	7	68
6	5	17	8	5	10	45
7	11	10	10	10	9	50
8	6	9	12	16	12	55
9	10	9	5	15	11	50
10	12	6	9	12	16	55
11	12	16	12	9	6	55
12	9	12	16	12	9	58
13	8	20	20	7	7	62
14	11	10	10	10	9	50
15	10	5	20	15	9	65
16	20	8	20	7	5	60
17	10	5	15	20	14	75
18	9	5	10	10	15	65

19	20	8	20	7	5	60
20	8	20	7	7	20	62
21	7	23	8	7	20	65
22	20	8	20	7	11	66
23	20	15	20	20	10	85
24	20	20	7	8	5	60
25	8	7	23	7	20	65
Total						1513
Mean						60,52

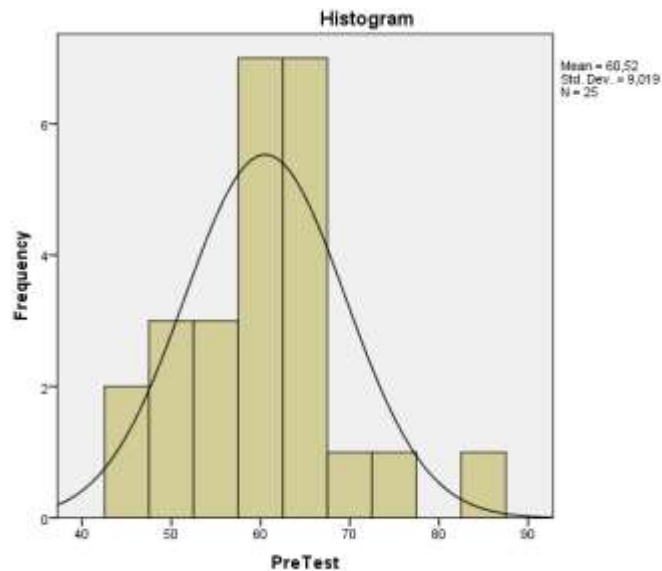
The table 4.4 above shows that the highest score of the pre-test is 85, while the lowest score of the pre-test is 45. The total score of the pre-test is 1513, with the mean score of the pre-test is 60,52.

Table 4.5
Frequency Distribution of Pre-Test in Experimental Class

Pre-Test				
	Frequency	Percent	Valid Percent	Cumulative Percent
45	2	8,0	8,0	8,0
50	3	12,0	12,0	20,0
55	3	12,0	12,0	32,0
58	1	4,0	4,0	36,0
60	4	16,0	16,0	52,0
62	2	8,0	8,0	60,0
65	4	16,0	16,0	76,0
66	3	12,0	12,0	88,0
68	1	4,0	4,0	92,0
75	1	4,0	4,0	96,0
85	1	4,0	4,0	100,0
Total	25	100,0	100,0	

The table 4.5, it can be showed that there who various score on the students' writing. There were 8.0% from 2 students gained score 45, 12.0% from 3 students gained score 50, 12.0% from 3 students gained score 55, 4.0% from 1 student gained score 58, 16.0% from 4 students gained score

60, 8.0% from 2 students gained 62, 16.0 % from 4 students gained score 65, 12.0% from 3 students gained score 66, 4.0% from 1 student gained score 68, 4.0% from 1 student gained score 75, 4.0% from 1 student gained score 85. Based on the table 4.5, the histogram showed below :



Figures 4.1 Histogram of Pre-Test in Experimental Class

The histogram 4.1 showed, that stated $M= 60.52$ and $SD= 9.019$ to determine the category for students' writing effectiveness was good, medium or low, the researcher grouped the score by using standard as follows:

- a. Pre-test score less than $M - 1. SD$ ($60.52 - 9.019 = 51.501$) for category low
- b. Pre-test score between $M - 1. SD$ ($60.52 - 9.019= 51.501$) to $M + 1. SD$ ($62.52 + 9.019= 69.539$) for category medium.
- c. Pre-test score more than $M + 1. SD$ ($60.52 + 9.019 = 69.539$) for category good.

The result had showed the categorized are the pre-test score which is less than 51.501 is categorized low, the pre-test score which is between 51.501 to 69.539 is categorized into medium, the pre-test score which is more 69.539 is categorized good.

4. The Result of Students' Post-test Score in Experimental Class

The table below showed the students' writing effectiveness after the students were taught by using mind mapping technique. The scores of students were:

Table 4.6
Result of Student's Post-Test Score in Experimental Class

Name	Score (Organization, Content, Grammar, Mechanic, Style)					Total
	Organization	Content	Grammar	Mechanic	Style	
1	20	14	30	5	9	78
2	14	30	20	9	5	78
3	30	14	12	9	5	70
4	29	12	9	5	14	77
5	15	30	14	5	9	73
6	32	5	9	15	14	75
7	9	15	32	14	5	75
8	9	5	14	32	5	65
9	5	14	9	15	32	75
10	30	15	5	9	14	73
11	15	14	9	5	32	75
12	5	9	15	14	27	70
13	8	14	15	27	9	73
14	15	14	9	5	32	75
15	18	32	5	9	14	78
16	30	15	5	9	14	73
17	29	12	9	5	14	77
18	30	15	5	9	14	73
19	14	32	18	9	7	80
20	30	15	5	9	14	73
21	18	32	5	9	14	78
22	14	32	9	15	18	88
23	7	9	14	32	18	80
24	14	5	15	30	9	73

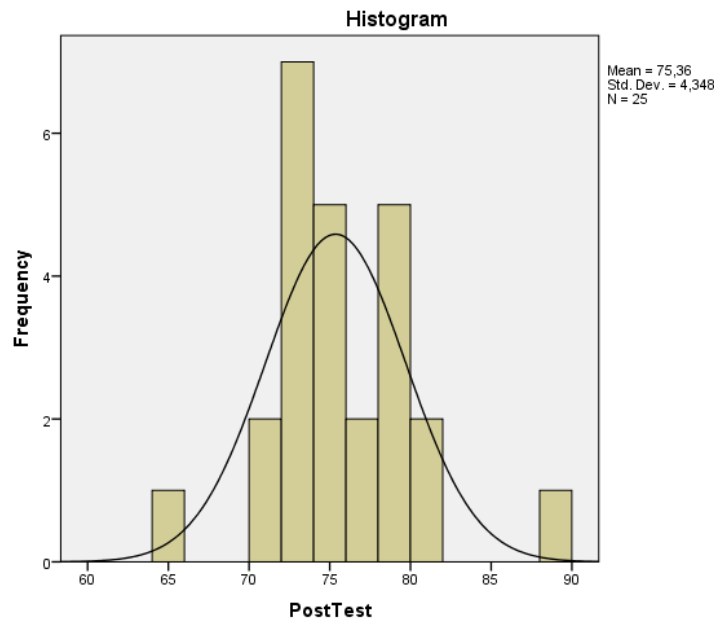
25	7	8	14	32	18	79
Jumlah						1884
Mean						75,36

The table above shows that the highest score of the post-test is 88, while the lowest score of the post-test is 65. The total score of the post-test is 1884, with the mean score of the post-test is 75,36.

Table 4.7
Frequency Distribution of Post-Test in Experimental Class

Post-Test				
	Frequency	Percent	Valid Percent	Cumulative Percent
65	1	4,0	4,0	4,0
70	2	8,0	8,0	12,0
73	7	28,0	28,0	40,0
75	5	20,0	20,0	60,0
Valid 77	2	8,0	8,0	68,0
78	4	16,0	16,0	84,0
79	1	4,0	4,0	88,0
80	2	8,0	8,0	96,0
88	1	4,0	4,0	100,0
Total	25	100,0	100,0	

The table 4.7, it can be showed that there who various score on the students' writing. There were 4.0% from 1 student gained score 65, 8.0% from 2 students gained score 70, 28.0% from 7 students gained score 73, 20.0% from 5 students gained score 75, 8.0% from 2 student gained score 77, 16.0% from 4 students gained score 78, 4.0% from 1 student gained 79, 8.0% from 2 students gained score 80, 4.0% from 1 student gained 88. Based on the table 4.7, the histogram showed below :



Figures 4.2 Histogram of Post-Test in Experimental Class

The histogram 4.2 showed, that stated $M = 75.36$ and $SD = 4.348$ to determine the category for students' writing achievement was good, medium or low, the researcher grouped the score by using standard as follows:

- a. Post-test score less than $M - 1. SD$ ($75.36 - 4.348 = 71.012$) for category low
- b. Post-test score between $M - 1. SD$ ($75.36 - 4.348 = 71.012$) to $M + 1. SD$ ($75.36 + 4.348 = 79.708$) for category medium.
- c. Post-test score more than $M + 1. SD$ ($75.36 + 4.348 = 79.708$) for category good.

The result had showed the categorized are the post-test score which is less than 71.012 is categorized low, the post-test score which is between 71.012 to 79.708 is categorized into medium, the post-test score which is more 79.708 is categorized good.

5. The Result of Students' Pre-Test Score in Control Class

The table below showed the students' writing effectiveness before gave treatment in control class. The scores of students were:

Table 4.8
Result of Student's Pre-Test Score in Control Class

Name	Score (Organization, Content, Grammar, Mechanic, Style)					Total
	Organization	Content	Grammar	Mechanic	Style	
1	12	15	15	9	6	57
2	10	7	11	12	7	47
3	20	15	7	8	20	70
4	12	14	15	6	9	56
5	18	7	15	20	8	68
6	20	15	15	11	20	81
7	7	12	10	10	10	49
8	13	12	6	9	15	55
9	20	20	8	7	15	70
10	11	10	12	7	7	47
11	12	12	12	9	6	51
12	5	5	6	10	8	34
13	20	20	12	15	7	74
14	12	15	7	17	20	77
15	15	12	8	20	17	78
16	18	7	15	10	10	60
17	15	15	18	7	10	65
18	18	8	15	10	15	61
19	15	6	12	9	15	57
20	25	15	14	11	20	86
21	20	20	8	7	15	70
22	12	14	15	8	9	58
23	14	12	10	5	9	52
24	10	10	10	7	12	49
25	12	13	9	6	15	54
					Total	1526
					Mean	61,04

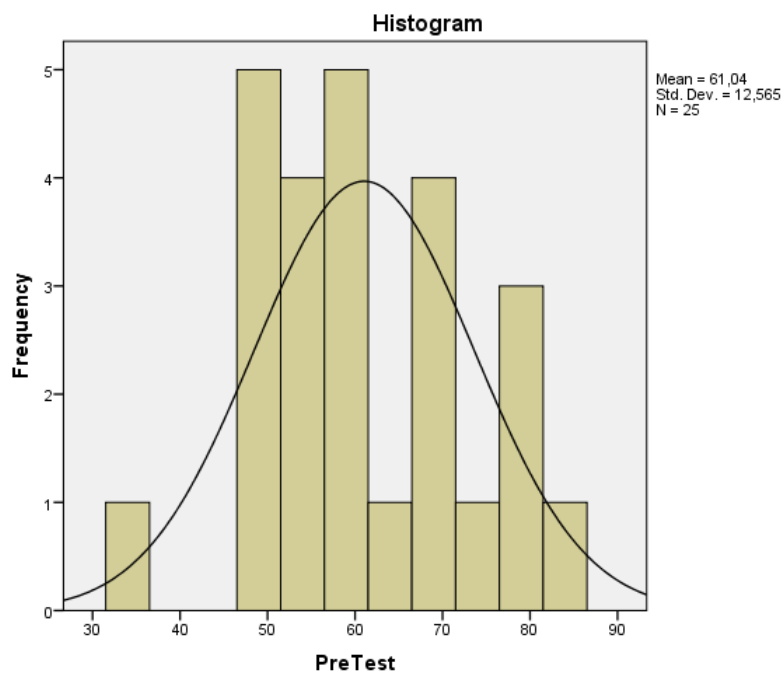
The table 4.8 above shows that the highest score of the pre-test is 86, while the lowest score of the pre-test is 34. The total score of the pre-test is 1526, with the mean score of the pre-test is 61,04.

Table 4.9
Frequency Distribution of Pre-Test in Control Class

Pre-Test				
	Frequency	Percent	Valid Percent	Cumulative Percent
34	1	4,0	4,0	4,0
47	2	8,0	8,0	12,0
49	2	8,0	8,0	20,0
51	1	4,0	4,0	24,0
52	1	4,0	4,0	28,0
54	1	4,0	4,0	32,0
55	1	4,0	4,0	36,0
56	1	4,0	4,0	40,0
57	2	8,0	8,0	48,0
58	1	4,0	4,0	52,0
Valid 60	1	4,0	4,0	56,0
61	1	4,0	4,0	60,0
65	1	4,0	4,0	64,0
68	1	4,0	4,0	68,0
70	3	12,0	12,0	80,0
74	1	4,0	4,0	84,0
77	1	4,0	4,0	88,0
78	1	4,0	4,0	92,0
81	1	4,0	4,0	96,0
86	1	4,0	4,0	100,0
Total	25	100,0	100,0	

The table 4.9, it can be showed that there who various score on the students' writing. There were 4.0% from 1 student gained score 34, 8.0% from 2 students gained score 47, 8.0% from 2 students gained score 49, 4.0% from 1 students gained score 51, 4.0% from 1 student gained score 52, 4.0% from 1 student gained score 54, 4.0% from 1 student gained 55, 4.0% from 1 student gained score 56, 8.0% from 2 students gained 57. 4.0% from 1 student gained score 58, 4.0% from 1 student gained 60, 4.0% from 1

student gained score 61, 4.0% from 1 student gained 65, 4.0% from 1 student gained score 68, 12.0% from 3 students gained 70, 4.0% from 1 student gained score 74, 4.0% from 1 students gained 77, 4.0% from 1 student gained score 78, 4.0% from 1 students gained 81, 4.0% from 1 student gained score 86. Based on the table 4.9, the histogram showed below :



Figures 4.3 Histogram of Pre-Test in Control Class

The histogram 4.3 showed, that stated $M = 61.04$ and $SD = 12.565$ to determine the category for students' writing achievement was good, medium or low, the researcher grouped the score by using standard as follows:

- a. Pre-test score less than $M - 1. SD$ ($61.04 - 12.565 = 48.475$) for category low

- b. Pre-test score between $M - 1. SD$ ($61.04 - 12.565 = 48.475$) to $M + 1. SD$ ($61.04 + 12.565 = 73.605$) for category medium.
- c. Pre-test score more than $M + 1. SD$ ($61.04 + 12.565 = 73.605$) for category good.

The result had showed the categorized are the pre-test score which is less than 48.475 is categorized low, the pre-test score which is between 48.475 to 73 is categorized into medium, the pre-test score which is more 73 is categorized good.

6. The Result of Students' Post-Test Score in Control Class

The table below showed the students' writing achievement after gave treatment in control class. The scores of students were:

Table 4.10
Result of Student's Post-Test Score in Control Class

Name	Score (Organization, Content, Grammar, Mechanic, Style)					Total
	O	C	G	M	S	
1	15	11	17	15	11	66
2	11	11	15	15	20	69
3	15	15	11	11	11	60
4	5	7	5	15	2	34
5	13	11	15	11	11	58
6	25	15	14	18	10	82
7	15	11	15	11	11	59
8	13	11	11	10	11	53
9	25	15	18	14	11	83
10	8	11	13	10	4	46
11	13	11	11	11	11	54
12	7	9	5	15	2	38
13	15	11	17	15	10	65
14	16	10	17	15	20	78
15	17	16	11	20	15	79
16	17	15	11	11	15	67
17	15	11	15	17	13	68
18	8	10	17	15	20	70
19	11	15	11	11	15	61

20	20	25	20	20	25	90
21	24	15	18	14	11	82
22	13	11	17	15	10	63
23	13	13	11	11	11	56
24	8	9	5	15	2	39
25	15	5	12	14	5	51
Total						1571
Mean						62,84

The table 4.10 above shows that the highest score of the post-test is 90, while the lowest score of the post-test is 34. The total score of the post-test is 1571, with the mean score of the post-test is 62,84.

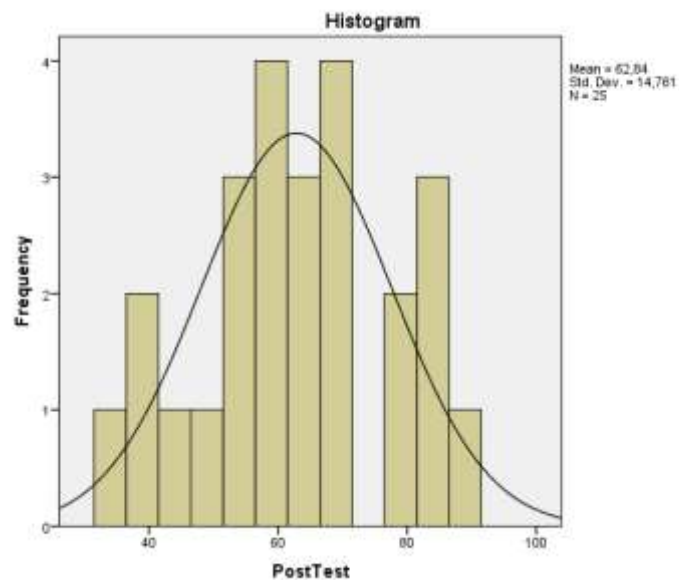
Table 4.11
Frequency Distribution of Post-Test in Control Class

Post-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
34	1	4,0	4,0	4,0
38	1	4,0	4,0	8,0
39	1	4,0	4,0	12,0
46	1	4,0	4,0	16,0
51	1	4,0	4,0	20,0
53	1	4,0	4,0	24,0
54	1	4,0	4,0	28,0
56	1	4,0	4,0	32,0
58	1	4,0	4,0	36,0
Valid 59	1	4,0	4,0	40,0
60	1	4,0	4,0	44,0
61	1	4,0	4,0	48,0
63	1	4,0	4,0	52,0
65	1	4,0	4,0	56,0
66	1	4,0	4,0	60,0
67	1	4,0	4,0	64,0
68	1	4,0	4,0	68,0
69	1	4,0	4,0	72,0
70	1	4,0	4,0	76,0

78	1	4,0	4,0	80,0
79	1	4,0	4,0	84,0
82	2	8,0	8,0	92,0
83	1	4,0	4,0	96,0
90	1	4,0	4,0	100,0
Total	25	100,0	100,0	

The table 4.9, it can be showed that there who various score on the students' writing. There were 4.0% from 1 student gained score 34, 4.0% from 1 student gained score 38, 4.0% from 1 student gained score 39, 4.0% from 1 student gained score 46, 4.0% from 1 student gained score 51, 4.0% from 1 student gained score 53, 4.0% from 1 student gained 54, 4.0% from 1 student gained score 56, 4.0% from 1 student gained 58. 4.0% from 1 student gained score 59, 4.0% from 1 student gained 60, 4.0% from 1 student gained score 61, 4.0% from 1 student gained 65, 4.0% from 1 student gained score 63, 4.0% from 1 student gained 65, 4.0% from 1 student gained score 66, 4.0% from 1 student gained 67, 4.0% from 1 student gained score 68, 4.0% from 1 student gained 69, 4.0% from 1 student gained score 70. 4.0% from 1 student gained score 78, 4.0% from 1 students gained 79, 8.0% from 2 student gained score 82, 4.0% from 1 students gained 83, 4.0% from 1 student gained score 90. Based on the table 4.9, the histogram showed below :



Figures 4.4 Histogram of Post-Test in Control Class

The histogram 4.4 showed, that stated $M = 62.84$ and $SD = 14.761$ to determine the category for students' writing achievement was good, medium or low, the researcher grouped the score by using standard as follows:

- a. Post-test score less than $M - 1. SD$ ($62.84 - 14.761 = 47.079$) for category low
- b. Post-test score between $M - 1. SD$ ($62.84 - 14.761 = 47.079$) to $M + 1. SD$ ($62.84 + 14.761 = 76.601$) for category medium.
- c. Post-test score more than $M + 1. SD$ ($62.84 + 14.761 = 76.601$) for category good.

The result had showed the categorized are the post-test score which is less than 47.079 is categorized low, the post-test score which is between 47.079 to 76.601 is categorized into medium, the post-test score which is more 76.601 is categorized good.

C. Data Analysis

1. The Result of Assumption Test

a. Normality test

A normality test was used to check whether the distribution of responses to the instruments was normal. In this study, the formula used to test the normality of the data was the Kolmogorov-Smirnov test, because the sample who < 30 students for each class. If the value of p is greater than 0.05, the data is normal. If it is below 0.05, the data deviate significantly from the normal distribution.

The researcher used the Kolmogorov-Smirnov formula and the calculation by using SPSS for Windows. The result of the calculation as follows:

Table 4.12
Normality Test of Control Class One-Sample Kolmogorov-Smirnov Test

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Result of Study	Pre-Test Experiment	,152	25	,141	,946	25	,203
	Post-Test Esperiment	,174	25	,050	,929	25	,082
	Pre-Test Control	,116	25	,200*	,975	25	,772
	Post-Test Control	,088	25	,200*	,976	25	,792

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the Table 4.13 above, we know that the Experimental class tailed of the class was 0.050, we can conclude that the data for this research was normal because the value was higher than 0.05 (0.050 > 0.05). And then, Normality Test of Control Class One-Sample Kolmogorov-Smirnov Test it showed that tailed of the class was 0.200. It

can be concluded that the data of this research was normal because the value was higher than 0.05 ($0.200 > 0.05$).

b. Homogeneity test

Homogeneity tests are used to determine the similarity of the populations. Homogeneity tests are used to know before we compare several groups. In this research, the researcher will use SPSS 26 version program for Windows to calculate the homogeneity test.

Table 4.13
Homogeneity Test Of Experimental And Control Class

Test of Homogeneity of Variance					
	Levene Statistic	df1	df2	Sig.	
Result of Study	Based on Mean	20,748	1	48	,000
	Based on Median	20,881	1	48	,000
	Based on Median and with adjusted df	20,881	1	29,578	,000
	Based on trimmed mean	20,749	1	48	,000

Based on the above table of homogeneity tests, it showed that the data was 0.000. It can be concluded that the variant of the data are not homogeneous because the value of a statistic is empty ($0.000 > 0.05$).

c. Hypothesis test

After testing for normality and homogeneity, researchers tested the hypothesis. The researchers used t-test to analyze the data with the SPSS program. The result of the data calculation as follows:

Table 4.14
Mean Score of Experimental and Control Class

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Result of Study	Post-Test Experiment	25	75,36	4,348	,870
	Post-Test Control	25	62,84	14,761	2,952

From the table above, the data showed that the experimental and control classes contained a total of 50 students. The mean of experimental class was 75.36, while the control class average was 62.84. From this, we can be concluded that there were differences in the mean of post-test of students between experiment and control class. Furthermore, to prove whether the difference was significant or not, we need to interpret the following output of “Independent Sample Test”.

Table 4.15
Calculation of t-Test Independent Sample Test

	Levene 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	
Result of Study	20,748	,000	4,068	48	,000	12,520	3,078	6,332	18,708	
Equal variances assumed										
Equal variances not assumed			4,068	28,134	,000	12,520	3,078	6,217	18,823	

Referring to the table above, it is obtained that the value of the t is 4,068 with the degree of freedom (df) is 48. The writer used his 5%

significance level. In the significance table, we can see that the degrees of freedom (df) is 48 and the value of degree significance of 5%, is 2,000. If it is compared with the value of degree significance of 5 %, the result is $2,000 < 4,068$. This means that there is a significant difference in the students' writing effectiveness before and after the class using the mind mapping technique. H_0 was rejected and H_a was accepted.

D. Discussion

On October 3th, 2022, the researcher gave pre-test in experimental class and On October 6, 2022 in the control class. The researcher gave a test to collect a data or scores of pretest before students received treatment. After conducting pre-test, the researcher gave treatment in the class for a second meeting on 13/10 2022, and 10/10/2021 for experimental class. The researcher taught procedure text by using mind mapping technique for experimental class. Also, in control class, the researcher gave treatment in the class for a second meeting on 10 October 2022, and on 13 October 202. The researcher taught procedure text by using lecturing strategy like normally or using teacher method. After giving pre-test and treatment, the researcher gave a post-test. The researcher gave a test for taken a data or score of post-test after the students were given treatment. Both classes had post-tests. The researcher performed post-test on 20 October 2022 in experimental class and 17 October 2022 for the control class.

So researchers responded to the hypothesis that mind mapping technique is effectively for teaching writing at nine graders of MTsN 2 Ponorogo in the

2022/2023 school year. To make this interpretation, researchers compared the results of a t-test on the data to a t-table. If t-test is higher than t-table, it means H_0 was rejected and H_a was accepted. As seen in the table shows that there is a difference between students who were taught using the mind-mapping technique and the students not being taught by using mind mapping technique.

There are two hypotheses of this research:

1. Null Hypothesis (H_0): There is no significant difference in the effectiveness in teaching writing between students who are taught using mind mapping technique and who are not taught by using mind mapping technique at MTsN 2 Ponorogo.
2. Alternative Hypothesis (H_a): There is a big difference in feeling when teaching writing between students who were taught using the mind mapping technique and who were not taught the using mind mapping technique at MTsN 2 Ponorogo.

From the calculation above, the result of this research shows that t-test was 4,068 and t-table of $df\ 48 = 2.000$. That means value of output t-test showed that was higher than t-table ($4,068 > 2.000$). So that, H_0 was rejected and H_a was accepted. That can be given conclusion that "there is a significant difference effectiveness in teaching writing between students who are taught using mind mapping technique and who are not taught by using mind mapping technique at MTsN 2 Ponorogo".

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

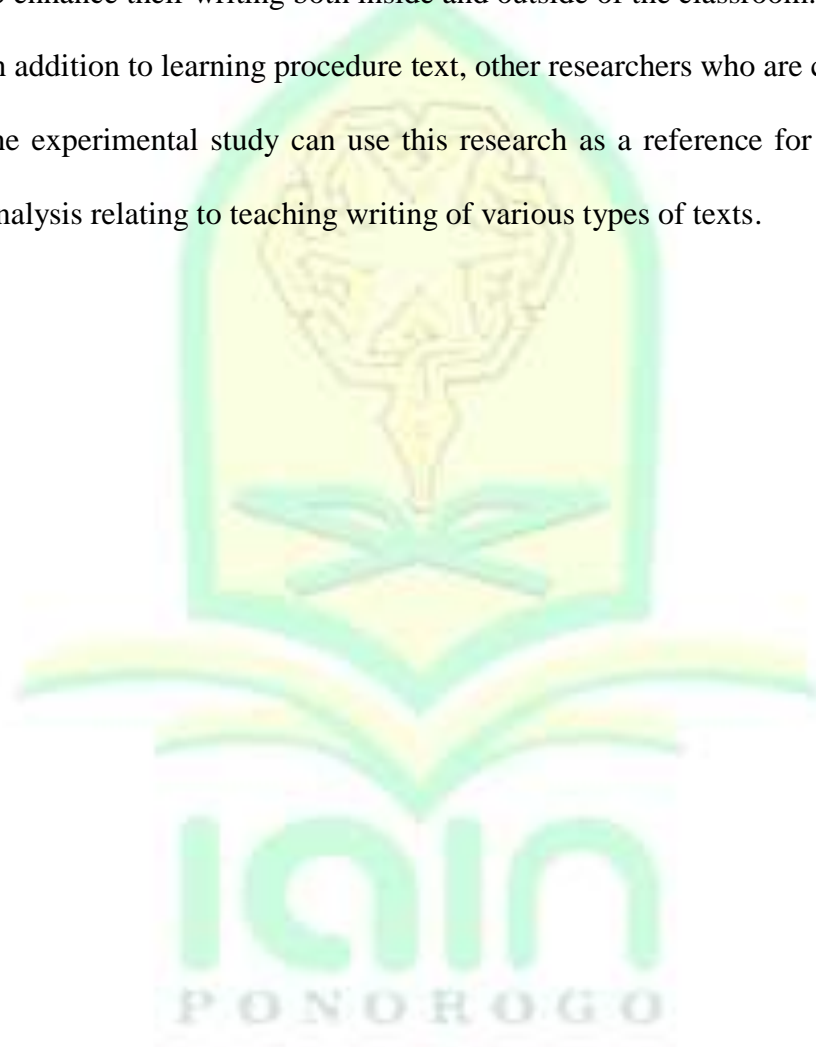
This study examined the effectiveness of mind mapping techniques in teaching learning to write in grade nine MTsN 2 Ponorogo. Based on the data analysis of the results obtained from the writing performance of the student in the experimental and control classes, it was concluded that the contribution of the mind mapping technique in the writing is significantly contributed to the students' writing achievement. The researchers concluded that there is a significant difference in performance in teaching writing between students who were taught using the mind mapping technique and who are not taught by using mind mapping technique. The mind mapping technique has been proven to be an effective technique for improving student' procedural text writing skills. The t index is 4,068, which is significantly higher than the t (2,000) by 5%.

B. Suggestions

Based on the above conclusions, the researcher would like to recommend the following:

1. English teachers should use the mind mapping techniques as an alternative method of learning writing to junior high school students, as it has been demonstrated to have an impact on the acquisition of writing skills.
2. In order for the students to write the material more easily and with greater interest, they should be habituated to employing the mind mapping technique. To improve their writing abilities, students need to practice a lot.

3. Since both the teacher and the students play important parts in a student's success in a subject, it is important to understand that learning is a two-way process that is both teacher-centered and student-centered. In other words, students need to engage in the teaching-learning process more actively. Additionally, it is advised that the students maintain their passion and work to enhance their writing both inside and outside of the classroom.
4. In addition to learning procedure text, other researchers who are conducting the experimental study can use this research as a reference for additional analysis relating to teaching writing of various types of texts.



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