

**THE EFFECT OF MIND MAPPING TECHNIQUE ON
WRITING SKILL OF STUDENTS HAVING
DIFFERENT LEARNING STYLE**

Thesis

Presented to

State Islamic Institute of Kediri

In Partial Fulfillment of the Requirements

For the Degree of *Magister* in English Language Education



By:

Iwan Setiawan

NIM. 22506027

**SCHOOL OF GRADUATE PROGRAM
STATE ISLAMIC INSTITUTE OF KEDIRI**

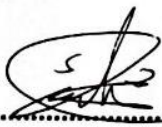
2024

APPROVAL

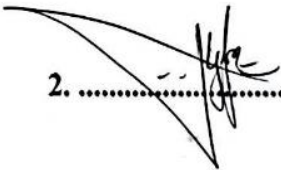
This is to certify that approved by thesis advisors for further approval by the board of examiners.

Advisors

1. Dr. Sri Wahyuni, M.Pd.
NIP. 198409092011012018

1. 

2. Dr. Ary Setya Budhi Ningrum, M.Pd.
NIP. 198204302008012011

2. 

Kediri, 21 November 2024

DECLARATION OF AUTHENTICITY

Herewith I,

Name : Iwan Setiawan

NIM : 22506027

Department : English Language Education

Title : The Effect of Mind Mapping Technique on Writing Skill of
Students Having Different Learning Style

Declare that:

1. This thesis is the sole work of the author. The results of the thesis are no elements of plagiarism of research work or scientific works that have been carried out or made by anyone else than those that are quoted in this text and mentioned in citation source and reference list.
2. If in the future, it turns out that the result of this thesis prove to contain elements of plagiarism and claims from other parties, I am willing to be processed according to the applicable laws and regulations

Kediri, 21 November 2024



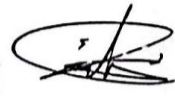
Iwan Setiawan

22506027

RATIFICATION

This is to certify that this thesis entitled *THE EFFECT OF MIND MAPPING TECHNIQUE ON WRITING SKILL OF STUDENTS HAVING DIFFERENT LEARNING STYLE* has been examined and approved by the Board of Examiners as the requirement for the degree of *Magister* in English Language Education.

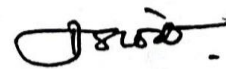
Board of Examiners

- | | | |
|---|---------------|---|
| 1. <u>Dr. Andriani, MM.</u>
NIP: 197301132003122001 | Chairman | () |
| 2. <u>Dr. Toyyibah, M.Pd.</u>
NIP: 197212202006042003 | Main Examiner | () |
| 3. <u>Dr. Sri Wahyuni, M.Pd.</u>
NIP: 198409092011012018 | Examiner | () |
| 4. <u>Dr. Ary Setya Budhi Ningrum, M.Pd.</u>
NIP: 198204302008012011 | Examiner | () |

Kediri, December 30th 2024

Acknowledged by

Director of Graduate Program



Prof. Dr. H. Moh. Asror Yusuf, M.Ag

NIP. 197506132003121004

ABSTRACT

Iwan Setiawan (22506027), 2024. *The Effect of Mind Mapping Technique on Writing Skill of Students Having Different Learning Style*. Thesis of Graduate Degree of English Language Education Department, State Islamic Intitute (IAIN) Kediri. Advisors: Dr. Sri Wahyuni, M.Pd. and Dr. Ary Setya Budhi Ningrum, M.Pd.

In teaching and learning process, English teachers not only understand how to present and explain material to, mainly writing, but also they should be able to create classroom situations that address the affective side of the classroom, such as knowing students' learning styles (visual, auditory, and kinesthetic style) and using technique which suits their learnig syle. Mind mapping is an alternative of teaching technique to teach writing skill. Therefore, this study was aimed to find empirical evidence of the effect of mind mapping technique on writing skill of students having different learning style. The researcher applied quantitative method with quasi-experimental design. The study was carried out in SMP N 16 Tulang Bawat. The population of the study was the eighth grade students which consisted of 108 students while the sample of the research was 2 classes (VIII A and VIII D) which consisted of 28 students of each classes. The reseach used test and questionnaire as the instrument to collect data. Then, the researcher used analysis of covariance (ANCOVA) to examine the data. The finding of the study revealed that 1) there was any significant effect of mind mapping on students writing skill. Mind mapping was more effective (mean = 81.82) to teach writing skill in experiment class based on students increased achivement after getting treatment than the students who taught with graphic organizers (67.46) in control class; 2) There was any significant effect of mind mapping technique on writing skill of students having visual learning style. Visual learners got higher score (mean = 85,86) than auditoryand kinesthetic learners. Then, kinesthetic students had better score (mean = 78,56) than auditory students (mean = 76,40); 3) There is any significant interaction between mind mapping technique and learning style on students' writing skill.

Keywords: Mind Mapping, Writing Skill, Learning Style

MOTTO

A chance will not come for someone who only waits for it.

A chance will come for someone who acts.

DEDICATION

I would like to dedicate this thesis to:

1. My beloved parents who always give me the best pray, motivation, and unlimited support.
2. My whole family and friends who always share happiness and kindness.
3. All people who have the best effort to share knowledge for one another.

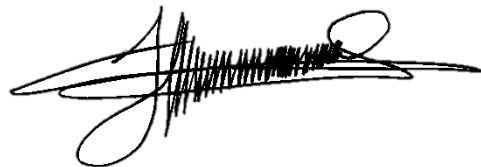
ACKNOWLEDGEMENT

In the name of Allah the most gracious and the most merciful, all praises belong to Allah the Almighty, the lord of Universe. Through His guidance and blessing, the researcher has completed the thesis as an academic requirement to finish Master Degree at English Language Education Department, State Islamic Institute (IAIN) Kediri.

Then, Sholawat and Salam always are presented to the last messenger of Allah, Prophet Muhammad who has inspired and lightened many people up all around the world.

Also thanks to Dr. Sri Wahyuni, M.Pd. and Dr. Ary Setya Budhi Ningrum, M.Pd. as my advisors for giving me guidance, suggestion, motivation, and support to complete this thesis. Finally, the researcher realizes that this thesis is not perfect. Therefore comments, criticisms, and suggestions will be very much appreciated.

Kediri, 21 November 2024

A handwritten signature in black ink, consisting of a series of loops and a dense, scribbled middle section, followed by a long horizontal stroke.

Iwan Setiawan

22506027

TABLE OF CONTENT

APPROVAL SHEET	i
DECLARATION OF AUTHENTICITY	ii
RATIFICATION SHEET	iii
ABSTRACT.....	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii
LIST OF TABLE	x
LIST OF APPENDIX	xii
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Research Problem	6
C. Objective of the Research	6
D. Hypothesis of the Research	7
E. Scope and Limitations of the Research	7
F. Significance of the Research	8
G. Definition of the Key Terms	9
H. Framework of Thinking	10
CHAPTER II THEORITICAL FRAMEWORK	12
A. Concept of Writing	12
B. Concept of Descriptive Text	17
C. Concept of Mind Mapping Technique	19
D. Concept of Graphic Organizer	23
E. Concept of Learning Style	25

F. Previous Related Study	29
CHAPTER III RESEARCH METHOD	32
A. Research Design	32
B. Research Population and Sample	33
C. Research Procedures	33
D. Research Instrument	35
E. The Validity and Reliability of the Research Instruments	38
F. Data Collection Technique	42
G. Data Analysis Technique	42
CHAPTER IV FINDING	
A. Research Finding	45
CHAPTER V DISCUSSION	63
B. Research Discussion	63
CHAPTER VI CONCLUSION AND SUGGESTION	69
A. Conclusion	69
B. Suggestion	70
REFERENCES	72
APPENDIXES	78

LIST OF TABLE

Table 3.1	Research design	33
Table 3.2	Population of the research	33
Table 3.3	Scoring rubric of writing skill	35
Table 3.4	Characteristic of learning style	38
Table 3.5	The validity test of learning style instrument	39
Table 3.6	The validity test of rubric assessment of writing test	41
Table 3.7	The reliability of learning style instrument	41
Table 3.8	The reliability of rubric assessment of writing test	41
Table 4.1	The Result of the Pre-test	45
Table 4.2	The Result of the Post-test	46
Table 4.3	The data analysis design of the research variables	48
Table 4.4	The Data Description of Post-Test between Experiment and Control Class	48
Table 4.5	Reliability of Raters of Experimental Group	49
Table 4.6	Summary of the Result of the Scoring Reliability Analysis of Each Components	50
Table 4.7	Reliability of Raters of Control Group	50
Table 4.8	Summary of the Result of the Scoring Reliability Analysis of Each Components	51
Table 4.9	The Result of Normality Test	51
Table 4.10	Test of Homogeneity of Variances	52
Table 4.11	Test of Homogeneity Regression	53
Table 4.12	Tests of Covariate Linearity	54
Table 4.13	Hypothesis Testing	55
Table 4.14	The Comparison between Experimental and Control Group	56
Table 4.15	Hypothesis Testing - Tests of Between-Subjects Effects	58
Table 4.16	The Comparison between Experimental and Control Group	59

Table 4.17	Hypothesis Testing - Tests of Between-Subjects Effects	60
Table 4.18	The Comparison between Experimental and Control Group of Auditory Students	60
Table 4.19	Hypothesis Testing - Tests of Between-Subjects Effects	61
Table 4.20	The Comparison between Experimental and Control Group of Kinesthetic Students	62
Table 4.21	The Comparison of NGain of Students' Learning Styles on the Writing Skills Taught by Mind Mapping	63
Table 4.22	The correlation between mind mapping and learning style in teaching writing	64

LIST OF APPENDIXES

Appendix 1	Writing test sheet	78
Appendix 2	Questionnaire	80
Appendix 3	Lesson plan	85
Appendix 4	Mind mapping	101
Appendix 5	Pre-test score of experiment class	104
Appendix 6	Pre-test score of control class	105
Appendix 7	Post-test score of experiment class	106
Appendix 8	Post-test score of control class	107
Appendix 9	Students' learning style of experiment class	108
Appendix 10	Students' learning style of control class	109
Appendix 11	Sample of the students writing test	110
Appendix 12	Documentation	112
Appendix 13	Research letter	115
Appendix 14	Consultation sheet	116