

**THE EFFECT OF MIND MAPPING IN TEACHING WRITING SKILL ON
RECOUNT TEXT FOR THE EIGHTH-GRADE STUDENTS
AT MTsN 2 KOTA KEDIRI**

THESIS



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2025**

**THE EFFECT OF MIND MAPPING IN TEACHING WRITING SKILL ON
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THESIS

Presented to

State Islamic University Syekh Wasil of Kediri

**In partial fulfillment of the requirements
for the degree of *Sarjana* in Education Departement**

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**THE EFFECT OF MIND MAPPING IN TEACHING WRITING SKILL ON
RECOUNT TEXT FOR THE EIGHTH- GRADE STUDENTS
AT MTsN 2 KOTA KEDIRI**

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RATIFICATION SHEET

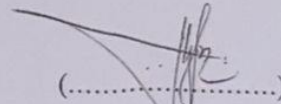
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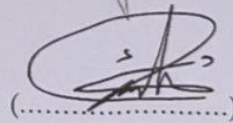
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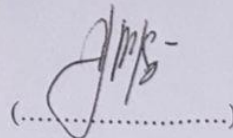
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MOTTO

Badai petir di atas kepala tapi Tuhan terima kasih ‘tuk hari ini’Hindia, “*Perseverance (In the Face of Grief)*” (2025)

“In every step I take, my parents’ prayers are my greatest strength.”

DECLARATION OF AUTHENTICITY

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I hereby declare that I have prepared this thesis based on my research and that I do not plagiarize other people's research. I also include references from materials that I have quoted from previous researchers and authors. The work contained in this thesis has not been previously submitted for examination. I also agree that the thesis may be tested for plagiarized content with the help of plagiarism software. I make a statement that, as the only person who is responsible for the thesis, if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of Sarjana (S1) in English Education Department Study Program, State Islamic University (UIN) of Kediri.

Kediri, 18th December 2025

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DEDICATION

In the name of Allah, the Most Gracious and the Most Merciful.
With profound gratitude and deep affection, this thesis is dedicated to:

1. All praise and gratitude are devoted to Allah SWT, the Lord of the worlds, and peace and blessings be upon Prophet Muhammad SAW. By His grace, mercy, and guidance, I have been able to complete this thesis successfully.
2. **My beloved father, Wiji Sudarsono (ALM)** , and **my devoted mother, Nuriyah, S.Pd.**, whose unconditional love, endless prayers, and unwavering encouragement have shaped my path and strengthened every step of my academic journey. I am forever indebted to your sacrifices and support.
3. **My dear sister, Lailatul Ramadhani**, for her constant care, protection, and for always providing a comforting space to share my thoughts. Thank you for being my anchor in times of uncertainty.
4. **My sister, Intani Tirta Hidayah, and my brother, Afrizal Andi Hakim**, for their readiness to stand by my side and protect me whenever challenges arise. Your support means more than words can express.
5. **My honorable advisors**, Dr. Sri Wahyuni, M.Pd., and Yogi Rohana, M.Pd., whose guidance, patience, and insightful feedback have been invaluable throughout the completion of this thesis. I truly appreciate your dedication and mentorship.
6. **To myself**, thank you for the courage to persevere, the patience to endure hardships, and the strength to overcome every challenge that has led me to reach this milestone.
7. **My dear friends:** Nanda,Via, Marshella, Yunika and Alvira thank you for your companionship, willingness to help during moments of confusion, and for being a source of motivation and strength during this academic journey.

8. To all individuals whose names are not mentioned yet have contributed to the completion of this thesis, please accept my sincere appreciation for your prayers, encouragement, and kindness.
9. **Last but not least**, Elvyan Rama Indra Prayoga, a person of great significance in my life, thank you for your thoughtful support, valuable time, and continuous encouragement throughout the research and writing process of this thesis.

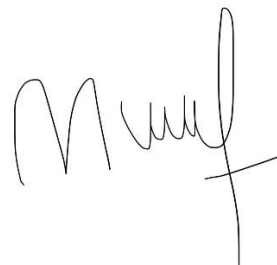
ACKNOWLEDGEMENTS

Alhamdulillah rabbil ‘alamin. Endless praise and gratitude be to Allah SWT for His continuous blessings, guidance, and strength that enabled me to complete this thesis. Peace and salutation are always upon Prophet Muhammad SAW, who brought enlightenment to humanity through knowledge and faith. With great honor, I would like to express my sincere appreciation to everyone who has supported me throughout this academic journey. My deepest gratitude is especially dedicated to:

1. **Dr. Wahidul Anam, M.Ag**, Rector of the State Islamic University of Syekh Wasil Kediri.
2. **Prof. Dr. Hj. Munifah, M.Pd**, Dean of the Faculty of Tarbiyah, State Islamic University of Syekh Wasil Kediri.
3. **Dr. Sri Wahyuni, M.Pd** and **Yogi Rohana, M.Pd**, my respectful advisors, for their patience, invaluable suggestions, and continuous encouragement throughout the process of writing this thesis.
4. All lecturers of the English Language Education Department, State Islamic University of Syekh Wasil Kediri, who have dedicatedly shared their knowledge, expertise, and inspiration throughout my years of study.

Kediri, 18th December 2025

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ABSTRACT

Mutiara Naura Tamsyida. (2025). *The Effect of Mind Mapping in Teaching Writing Skill on Recount Text for the Eighth-Grade Students at MTsN 2 Kota Kediri*. Thesis. Department of English Language Education. Faculty of Tarbiyah. State Islamic University Syekh Wasil of Kediri. Advisor: (I) Dr. Sri Wahyuni, M.Pd., (II) Yogi Rohana, M.Pd.

Keywords: *Writing skill, teaching writing, recount, mind mapping, outline.*

Writing is a crucial linguistic skill that enables students to convey information and communicate ideas effectively in written form. However, many eighth-grade students still experience difficulties in organizing and developing ideas when writing recount texts. These problems often result in unclear content and poorly structured writing. Therefore, this study aims to investigate the effect of the mind mapping technique on students' recount text writing skills among eighth-grade students at MTsN 2 Kota Kediri.

This study employed a quasi-experimental design involving two classes, each consisting of 36 students. Class VIII-G was assigned as the experimental group, while Class VIII-K served as the control group. The research was conducted over six meetings, including a pre-test in the first meeting, four treatment sessions, and a post-test in the final meeting. The experimental group was taught using the mind mapping technique, whereas the control group received instruction through the outlining technique. Students' writing performance was assessed based on content, text structure, and language features.

The results indicated that the experimental group achieved greater improvement than the control group, with a higher post-test mean score (86.56) compared to that of the control group (75.61). The Mann–Whitney U test revealed a statistically significant difference between the two groups, as shown by an Asymptotic Sig. (2-tailed) value of 0.005, which is lower than the 0.05 significance level. Therefore, the null hypothesis (H_0), which states that there is no significant difference in recount text writing skills between the two teaching approaches, is rejected. These findings confirm that mind mapping is more effective than outlining in improving students' ability to organize ideas and produce coherent recount texts.

TABLE OF CONTENT

COVER THESIS	2
APPROVAL PAGE	3
RATIFICATION SHEET	3
MOTTO	5
DECLARATION OF AUTHENTICITY	6
DEDICATION.....	7
ACKNOWLEDGEMENTS.....	9
ABSTRACT.....	10
TABLE OF CONTENT.....	11
LIST OF TABLES`	xiii
LIST OF APPENDICES.....	xiv
CHAPTER I INTRODUCTION.....	Error! Bookmark not defined.
A. Background Of the Research	Error! Bookmark not defined.
B. Research Question.....	Error! Bookmark not defined.
C. Research Objective.....	Error! Bookmark not defined.
D. Research Hypothesis	Error! Bookmark not defined.
E. Scope and Limitations.....	Error! Bookmark not defined.
F. Significance of the Research.....	Error! Bookmark not defined.
G. Definition of Key Terms	Error! Bookmark not defined.
CHAPTER II REVIEW OF RELATED LITERATURE.....	Error! Bookmark not defined.
A. Writing	Error! Bookmark not defined.
B. Teaching Writing	Error! Bookmark not defined.
C. Recount Text	Error! Bookmark not defined.
D. Mind Mapping.....	Error! Bookmark not defined.
E. Outline.....	Error! Bookmark not defined.
F. Relevant Previous Study	Error! Bookmark not defined.
CHAPTER III RESEARCH METHOD	Error! Bookmark not defined.
A. Research Design.....	Error! Bookmark not defined.
B. Research variable	Error! Bookmark not defined.
C. Population and Sample.....	Error! Bookmark not defined.
D. Research Instrument.....	Error! Bookmark not defined.

1.	Pre-Test	Error! Bookmark not defined.
2.	Post-Test.....	Error! Bookmark not defined.
E.	Treatment procedure	Error! Bookmark not defined.
F.	Data Collection Method	Error! Bookmark not defined.
1.	Pre-Test	Error! Bookmark not defined.
2.	Treatment	Error! Bookmark not defined.
3.	Post-Test.....	Error! Bookmark not defined.
G.	Data Analysis Method.....	Error! Bookmark not defined.
1.	Descriptive Analysis	Error! Bookmark not defined.
2.	Inter-rater reliability	Error! Bookmark not defined.
3.	Assumption Testing	Error! Bookmark not defined.
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION		Error! Bookmark not defined.
A.	Research Findings	Error! Bookmark not defined.
1.	The Result of Pre-Test	Error! Bookmark not defined.
2.	The Result of Post-Test.....	Error! Bookmark not defined.
3.	Inter-Rater Reliability	Error! Bookmark not defined.
4.	The Fulfilment of the ANCOVA Assumption	Error! Bookmark not defined.
5.	Testing Hypotheses of Mann Whitney U	Error! Bookmark not defined.
B.	Discussion	Error! Bookmark not defined.
CHAPTER V CONCLUSION AND SUGGESTION		Error! Bookmark not defined.
A.	Conclusion	Error! Bookmark not defined.
B.	Sugesstion	Error! Bookmark not defined.
1.	For Teachers.....	Error! Bookmark not defined.
2.	For Students	Error! Bookmark not defined.
3.	For Future Researchers	Error! Bookmark not defined.
REFERENCES		Error! Bookmark not defined.

LIST OF TABLES

Table 3.1 The Data Collection Method	44
Table 3.2 The Schedule of Treatment Procedure.....	49
Table 3.3 The Activity of Treatment Procedure	49
Table 3.4 Interpretation of Coefficient Value	55
Table 4.1 Summary of Pre-Test	59
Table 4.2 Summary of Post-Test	61
Table 4.3 Inter-Rater Pre-Test of The Experimental Class	62
Table 4.4 Inter-Rater Pre-Test of The Control Class	63
Table 4.5 Inter-Rater Post-Test of The Experimental Class	64
Table 4.6 Inter-Rater Post-Test of The Control Class	64
Table 4.7 Normality of The Pre-Test	66
Table 4.8 Normality of The Post-Test	67
Table 4.9 Homogeneity of The Pre-Test	68
Table 4.10 Homogeneity of The Post-Test	69
Table 4.11 Results From The Mann Whitney Test Data Post-Test	71

LIST OF APPENDICES

<i>Appendix 1 Teaching Module Of Experiment Class</i>	<i>83</i>
<i>Appendix 2 Teaching Module Of Control Class</i>	<i>105</i>
<i>Appendix 3 Blue Print Of Pre-Test And Post-Test Class.....</i>	<i>123</i>
<i>Appendix 4 Rubric Score</i>	<i>124</i>
<i>Appendix 5 Work Sheet For Pre Test Of Experimental And Control Class</i>	<i>126</i>
<i>Appendix 6 Work Sheet For Post Test Of Experimental And Control Class</i>	<i>127</i>
<i>Appendix 7 Total Score Of Pre Test Experimental And Control by rater 1</i>	<i>128</i>
<i>Appendix 8 Score Pre Test Of The Experimental By Rater 1</i>	<i>129</i>
<i>Appendix 9 Score Pre Test Of The Experimental By Rater 2</i>	<i>130</i>
<i>Appendix 10 Score Pre-Test Of The Control By Rater 1</i>	<i>131</i>
<i>Appendix 11 Score Pre-Test Of The Control By Rater 2.....</i>	<i>132</i>
<i>Appendix 12 Total Score post-Test Of The Experiment And Control.....</i>	<i>133</i>
<i>Appendix 13 Score Post-Test Of The Experimental By Rater 1.....</i>	<i>134</i>
<i>Appendix 14 Score Post-Test Of The Experimental By Rater 2.....</i>	<i>135</i>
<i>Appendix 15 Score post-Test Of The control By Rater 1</i>	<i>136</i>
<i>Appendix 16 Score post-Test Of The Control By Rater 2</i>	<i>137</i>
<i>Appendix 17 Documentation.....</i>	<i>138</i>
<i>Appendix 18 Student Writing Perfomance of Pre Test Experimental Class.....</i>	<i>139</i>
<i>Appendix 19 Student Writing Perfomance of Pre Test Control.....</i>	<i>141</i>
<i>Appendix 20 Student Writing Perfomance of Post Test Experimental Class.....</i>	<i>143</i>
<i>Appendix 21 Student Writing Perfomance of Post Test Control Class.....</i>	<i>145</i>
<i>Appendix 22 Research Permit Letter</i>	<i>147</i>
<i>Appendix 23 Curriculum Vitae.....</i>	<i>150</i>