IMPROVING STUDENTS WRITING SKILL BY USING MIND MAPPING TECHNIQUE AT SEVENTH GRADE OF MTS AlKHAIRAAT PUSAT PALU

THESIS

Presented as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd) at the Faculty of Tarbiyah and Teaching Training State Islamic University Datokarama Palu

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STATEMENT OF THE THESIS AUTHENTICITY

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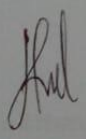

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APPROVAL PAGE

This thesis entitled: **"Improving Students Writing Skill By Using Mind Mapping Technique at Seventh Grade of MTs AlKhairaat Pusat Palu"** researcher by **Nurhildayanti**, NIM. 19.1.16.0075, a student of English Tadris Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University Datokarama Palu, after having thorough observation and careful correction, each supervisor decides that the thesis has met all the requirements needed and therefore it can be submitted for examination.

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iii

LEGALIZATION

This thesis entitled: **"Improving Students Writing Skill By Using Mind Mapping Technique at Seventh Grade of MTs AlKhairaat Pusat Palu"** which has been examined in front of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 20 May 2025, has met all the criteria for scientific papers. Therefore, it can be accepted as a requirement for obtaining Bachelor's Degree (S.Pd) in English Study Program.

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iv

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The researcher

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viii

TABLE OF CONTENTS

COVER PAGE ..... **i**
STATEMENT OF THE SKRIPSI AUTHENTICITY ..... **ii**
APPROVAL PAGE ..... **iii**
LEGALIZATION ..... **iv**
ACKNOWLEDGMENTS ..... **v**
TABLE OF CONTENTS ..... **ix**
LIST OF TABLES ..... **xi**
LIST OF APPENDICES ..... **xii**
ABSRTRACT ..... **xiii**

CHAPTER I INTRODUCTION

A. Background of the Research 1
B. Problem of the Research 3
C. Objective and Significance of The Research 3
D. Outline of the Research 4

CHAPTER II REVIEW OF LITERATURE

A. Previous Researches 6
B. Theoretical Review 9
C. Conceptual Framework 20
D. Research Hypothesis 21

CHAPTER III RESEARCH METHODOLOGY

A. Approach and Research Design 22
B. Population and Sample 23
C. Variable of the Research 24
D. Operational Definition 25
E. Instrument of the Research 26
F. Technique of data Collection 27
G. Technique of Data Analysis 29

CHAPTER IV FINDINGS AND DISCUSSION

A. Research Findings 35
B. Discussions of the Research 52

CHAPTER V CONCLUSSION AND SUGGESTION

A. Conclussions 54
B. Suggestion 55

REFERENCES

APPENDICES

CV

LIST OF TABLES

Table **Page**

Table 2.1 Previous Study 6
Table 2. 2 Conceptual Framework 20
Table 3. 1 Quasi Experimental 22
Table 3. 2 Population of the Research 23
Table 3. 3 Scoring Rubric of Writing Skill by Weigle 28
Table 4. 1 The Results of Pre – Test for Experimental Class 35
Table 4. 2 The Results of Post – Test for Experimental Class 37
Table 4. 3 Deviation and Square Deviation for Experimental Class 39
Table 4. 4 The Results of Pre – Test for Control Class 41
Table 4. 5 The Results of Post – Test for Control Class 43
Table 4. 6 Deviation and Square Deviation for Control Class 46
Table 4. 7 The Mean Score and Deviation of Experimental Class 48
Table 4. 8 The Mean Score and Deviation of Control Class 48

LIST OF APPENDICES

Appendix

Appendix 1 Pre Test

Appendix 2 Post Test

Appendix 3 Lesson Plan

Appendix 4 Improvement Before and After Treatment

Appendix 5 Pre-Test and Post-Test Validity sheet

Appendix 6 Appointment Letter for Supervisor

Appendix 7 Letter of Appointment of Proposal Assessment Team

Appendix 8 Proposal Seminar invitation

Appendix 9 Attendance List of Proposal Seminar

Appendix 10 Permission Letter of Research

Appendix 11 Letter of Research Completion

Appendix 12 Invitation to Attend Thesis Examination

Appendix 13 Seminar Card

Appendix 14 Consultation Book

Appendix 15 Documentation

Appendix 16 T Table

Appendix 17 Curriculum vitae (CV)

ABSTRACT

Name : Nurhildayanti

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Title : Improving Students Writing Skill By Using Mind Mapping Technique at Seventh Grade of MTs AIKhairaat Pusat Palu

This research was conducted to address the difficulties faced by students in writing, primarily caused by their limited vocabulary and grammar mastery, as well as a lack of interest and practice and students have difficulty in describing or writing down their ideas in text especially in English To overcome these challenges, the researcher implemented the mind mapping technique to examine its effectiveness in improving students' writing skills.

This research employed a quantitative method using a quasi-experimental design, involving two groups: an experimental group and a control group, each consisting of seventh-grade students from MTs AlKhairaat Pusat Palu. A total of 64 students were selected through purposive sampling. The data were collected using pre-tests and post-tests. The findings of this research answered the research question by showing that the mind mapping technique can significantly improve students' writing skills. This was evidenced by the comparison between the pre-test and post-test scores of the experimental group, which showed a substantial increase after the treatment.

The results showed a significant improvement in the writing skills of the experimental group. The average pre-test score was 61.57, while the post-test score increased to 83,17. This indicates that the use of mind mapping was effective in enhancing students' writing skills. The statistical analysis supported the hypothesis, with the t-test value (2.449) exceeding the t-table value (1.999) at the 0.05 significance level.

The implication of this research is that English teachers, particularly at the junior high school level, should consider integrating mind mapping as a teaching technique in writing instruction. This technique helps students to brainstorm ideas, structure their thoughts, and organize them coherently before writing. By visually mapping out their ideas, students become more confident in expressing themselves through written text. Furthermore, the use of mind mapping can increase student engagement, especially for those who previously struggled with writing due to lack of vocabulary or grammatical difficulties.

In conclusion, the mind mapping technique proved to be an effective to technique improve writing skills among seventh-grade students.

CHAPTER I

INTRODUCTION

A. Background of the Research

Many kinds of writing are applied as a subject matter at schools in Indonesia. Writing needs some elements to complete the information, like vocabulary and grammar. The teaching and learning process in junior high school can be successful if it is supported by the students' motivation. They should be interested in English lesson as it is one of the primary subjects which is taught in this grade of school until collage. Their motivation in writing also should be increased to practice them telling ideas through the words, in English language. On the other hand, writing is a way to tell ideas and opinion of someone who wants to explain others about some things.

Some techniques are applied to improve the students' writing skill, such as mind mapping technique. Mind mapping technique helps students in calling their ideas before they start writing in paragraph form. Using mind mapping technique, students are expected can improve their ability in writing skill, primarily writing descriptive text. It seems like what Hedge said in her book entitled "Writing", she stated that using mind-map before writing can make us have ideas like we make a construction in building.[1]

In addition, writing is a tool for communicating to other people which has purpose to present information whether it is useful or not for the reader. In this

[1] Tricia Hedge, Writing, (Oxford: Oxford University Press, 1988), p. 30.

case, writing is useful to help students tell their ideas through the words. Besides they tell the ideas, they also must have three significances in their school.[2]

Firstly, teacher teaches grammatical structures, idioms, and vocabulary that are been learning by the students who unconsciously remember them when they write. Secondly, students can explore their ideas when they write and can be a good explorer of the words finding. Lastly, the students are interested in learning something new, new language, to be written on their writing.

English is useful to help teachers in Indonesia who want to increase their knowledge of educative information from international sources. It can be techniques of teaching, strategies of learning process. In some schools, teachers should have suitable method and technique in teaching foreign language based on the needs of the subject matter in the school. Moreover, approaches in teaching foreign language need to be applied so that teacher knows what the students' need.

Based on preliminary observation, the teacher said that students in MTs AlKhairaat Pusat Palu still have problems in their writing. It is because of their English vocabulary and grammar mastery are still poor, students are less practice, students have difuculty in describing or writing down their ideas in text especially in English, and they do not interest in learning English subject because students very afraid if they writing word or sentences still have mistaken.

[2] Ann Raimes, Techniques in Teaching Writing, (Oxford: Oxford University Press, 1983), p. 3

Based on the explanation above, the researcher conducted a research entitled "Improving students writing skill by using mind mapping technique at seventh grade of MTs AlKhairaat Pusat Palu".

B. Problem of the Research

Based on the background above the problem of the research formulated as follows: can mind mapping technique improve students writing skill at seventh grade of MTs AlKhairaat Pusat Palu?

C. Research Objectives

This research aimed to find out whether the use of mind mapping technique can improve students' writing skill at seventh grade of MTs AlKhairaat Pusat Palu or not.

D. Research Significance

The significance of this research can be useful for:

1. For the Teachers
    a. Knowing suitable methods and techniques in teaching English
    b. Knowing the way of improving students' ability in English writing skills
2. For the Students
    a. Knowing the characteristics of writing skill
    b. Understanding the generic structures, language features, and tenses.

E. Outline of the Research

At this point, the writer explains about outline of the research. This research consists of three chapters as follows:

1. Chapter I Introduction

   This chapter presents the background of the research, the research problem, objectives, significance of the research, and the systematic outline of the thesis. It explains the rationale behind choosing the topic and the relevance of mind mapping in improving writing skills.

2. Chapter II Literature Review

   This chapter discusses relevant theories and previous studies related to writing skills and the mind mapping technique. It includes a theoretical review, a conceptual framework, and the formulation of research hypotheses based on reviewed literature.

3. Chapter III Research Method

   This chapter consists of approach and design of the research, population and sample of the research, variable of the research, operational of the research, instrument of the research, technique of the research, technique of data collection and technique of data analysis.

4. Chapter IV Findings and Discussion

   This chapter presents the results of the research, including statistical analysis of the pre-test and post-test data. It also discusses the effectiveness of the mind mapping technique in improving students' writing skills based on the findings.

5. Chapter V Conclusion and Suggestion

   This final chapter concludes the research by summarizing the key findings and drawing conclusions based on the analysis. It also provides

suggestions for teachers, students, and future researchers regarding the use of mind mapping in teaching writing.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

There are a few studies which discus about mind mapping.

Table 2.1 Previous Research

No	Name and Title	Result of the Research	The Difference	The Similarities
1	Alma Januar Putra, entitled: Improving Students' Ability in Learning Simple Future Tense Through Mind Map (An Action Research at the Eleventh Grade of Office Administration Class of Purnama Mandiri Vocational High Shool, Pondok labu, Jakarta)[3]	The results show that there were 90.26% of students who passed the minimal mastery level criterion (KKM) of learning achievement. The high percentages of the result convinced that mind mapping could help students to improve their	The researcher used CAR (Classroom Action Research) as method in her research, and the researcher was found that mind map can improve his students' ability in learning simple future tense. In this research the researcher used quantitative method and	The similarity in this study with previous research is that it implementing of the mind mapping technique in learning especially in writing skill.

[3] Alma Januar Putra "Improving Students' Ability in Learning Simple Future Tense Through Mind Map (An Action Research at the Eleventh Grade of Office Administration Class of Purnama Mandiri Vocational High Shool, Pondok labu, Jakarta"

		ability in learning simple future tense.	design of the research is quasi experimental.	
2	Riswanto, entitled: The Use of Mind Mapping Technique in the Teaching of Writing at SMAN 3 Bengkulu.[4]	The result of this research same as Alma Januar Putra found in his research, The result showed that students who were taught writing through mind map have higher writing score than those who were not. Therefore, the hypothesis which is accepted is the alternative hypothesis (H1); there is a significant positive improvement on the students' writing achievement between the pre-	The researcher chose senior high school to be used as an object in his research and The sample was taken by a purposive sampling technique. This research used a quasi experimental design with two groups, namely a group taught with mind mapping technique and a group that was not. This research used pre-test and post-test to measure the difference in learning outcomes between the two	The similarity in this study with previous research is using the pretest and post test to measure students' writing ability.

[4] Riswanto " The Use of Mind Mapping Strategy in the Teaching of Writing at SMAN 3 Bengkulu", *International Journal of Humanities and Social Science*, Vol 2, No. 2.

		test and the post test score.	groups. In this research, the researcher used the sample is taken purposive sampling but the researcher choose the object of the research is MTs AlKhairaat Pusat Palu especially the seventh grade as the sample.	
3	Rizki Lutfiah, entitled: Improving Students' Ability in Writing Recount Text Using Mind-Mapping Technique.[5]	The analyzing result of observing and interviewing show that the students were motivated in teaching and learning process during the implementation of mind-mapping technique.	In designing the activity phase of Classroom Action Research (CAR) the researcher used Kurt Lewin's Model. She conducted two cycles which consist of planning, acting, observing and reflecting. After conducting cycles, she found that students' pre-	The similarity in this study with previous research is that it implementing of the mind mapping technique.

[5] Rizki Lutfiah, "Improving Students' Ability in Writing Recount Text Using Mind-Mapping Technique" UIN Syarif Hidayatullah Jakarta: Fakultas Ilmu Tarbiyah dan Keguruan.

			test and post-test results were higher than the first cycle. In this research the design of this research was quasi experimental, the possible causes and effects between the treated group (experimental group) and not treated (control group). and the focus of the text taught is descriptive text	

B. Theoretical Review

1. Definition of Language

Language is a tool of communication has an important role to reveal an intention to someone else. People will be able to express their through and feeling by using language. Language, communication and life cannot be separated.

Language can be applied in many aspects, such as education, society, politics, economics and culture.[6]

Language a system of conventional spoken manual (signed) or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves.

2. Language Skill

In Indonesia, English is a foreign language. Learning a foreign language is an integrated process that the learner should study the four basic skills in English namely:

a. Listening

Listening is one of the forms of communication that people do daily. Research had showed that adults spend 45% - 55% of their daily life communication by listening which is more than any other form of communication such as speaking.[7]

b. Speaking

Speaking is identified to be difficult to learn, where speaking is very important in human life. By speaking, people can communication with other someone usually face some trouble in social interaction like he or she cannot understand what others say but he or she not able to communication it.

[6] Nursyamsi, 2006): 1

[7] Owen Hargie, Skilled Interpersonal Interaction, Theory, and Practice (London: Routladge, 2011): 177.

c. Reading

Reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them.[8] Reading is a way of sharing another person's insight, joys, sorrow, or creative endeavors.

d. Writing

Writing is the hardest skill. Writing is related with making text activities, such as: generating and arranging ideas, and developing ideas in sentence, such as: create the ideas organize the ideas drafting, revising. After that, to produce a good writing query standards, it must fulfill all of the components standards, those are: grammar, paragraph, content, the writing process, purposes and mechanics.[9]

3. Language Components

a. Vocabulary

Vocabulary was basic to learn English. It is reason why vocabulary is very important to teach for students. Vocabulary is component could be tool increase all the skills of English. Without vocabulary students could not improve their ability to communicative with foreign people, read English literature, erote English literature.

b. Pronunciation

Pronunciation is the language feature the most readily identifies speakers as non-native. Since it can identify us an non-native, we do not need to pronounce

[8] Anter Nancy, *Critical Reading for College and Beyond,* (New York: Mc Graw Hill): 5

[9] Allce Oshlma and Ann Hogue, *Introduction to Academic Writing* (USA: Person Education Inc, 2012): 15.

like the way native speaker do. However, we need to be minimally intelligible while speaking.

c. Grammar

Grammar is a branch of linguistic that deal with the form and structure of words. Grammar is one of the oldest fields of study, as well as one of the most durable. Even Plato can be labeled an early grammarian, because he was responsible for dividing the sentence into subject and verb.[10]

4. Definition of Mind Mapping

Mind mapping is actually about using our mind to think about what the importance information should be in the writing is. Mind mapping is a technique used in starting the writing. It can be said as a planning of writing. Besides her, Tony Buzan, a famous British psychologist, developed mind mapping as a learning technique.[11] This technique was introduced as a note taking technique. For all his attempts in developing mind mapping, Buzan has given a very useful technique to be learnt and used by students in a learning process.

Eppler defines a mind mapping is a multicolored and image-centered, radial diagram that represents semantic or other connections between portions of learned material hierarchically.[12] Mind mapping has been used for individual note taking during the class by the students. Several studies have already highlighted the beneficial use of mind mapping for the purpose of note taking.

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[10] Laurie E,Rozakis, *The Complete Idiot's Guide to Grammar and Style, Second Edition*.

[11] Wen-Cheng Wang, Chung-Chieh Lee, and Ying-Chien Chu, "A Brief Review on Developing Creative Thinking in Young Children by Mind Mapping," International Business Research Vol. 3, No. 3 (July 2010), p.234

[12] Martin J. Eppler, "A Comparison Between Concept Maps, Mind Maps, Conceptual Diagrams, and Visual Metaphors as Complementary Tools for Knowledge Construction and Sharing," Information Visualization (2006), p. 203

According to Buzan, mind mapping has a natural organizational structure that radiates from the center and use lines, symbols, key words, color and images according to simple, brain-friendly concepts.[13] A mind mapping converts a long list of monotonous information into a colorful, memorable and highly organized diagram that works in line with your brain's natural way of doing things. It can be used to generate ideas, take notes, develop concepts and ideas, and improve memory.

In conclusion, mind map is a graphic way of showing main idea from the center radiates out the related ideas use lines, symbols, key words, color and images. It is helpful for visual learners as they are illustrative tools that assist with managing thought, directing learning, and making connections. Although it was popularized as a note taking technique, mind mapping technique is also very useful in writing. Mind map helps a writer to develop his or her ideas. Some research shows that mind mapping helps students develop many skills such as dynamic thinking, critical thinking, recall and more coherent writing.

5. The Function of Mind Mapping

The function of mind mapping technique is explained by Hedge that "This technique can be used to explore almost any topic."[14] The function of mind mapping is also admitted as a draft of writing before it is revised and edited and become the final project. Besides that, it is useful to throw away any unimportant information. Mind mapping is also used to call some ideas that come to our mind

[13] Tony Buzan, Buku Pintar Mind Map, (Jakarta: Gramedia Pustaka Utama, 2005), p.

[14] Riswanto and Pebri Prandika Putra, "The Use of Mind Mapping Strategy in the Teaching of Writing at SMAN 3Bengkulu, Indonesia" International Journal of Humanities and Social Science, Vol. 2 No. 21 (November: 2012), p.62

but it is difficult to be explained through the sentence directly. The function of mind mapping is not only for the existence of writing itself, but also for the specific purpose. For instance, we want to write some ideas about the things or topics, to make it simple, we can use this technique to look important vocabularies that is going to be written in our writing about general things or topics. It is expected can help us to write sufficiently based on the importance of writing itself.

Buzan stated that we can use mind mapping for planning, communicating, being more creative, saving time, problem solving, remembering, faster learning and so on. Mind mapping can be used by anyone who wants to remember things easily and in a more organized way and also by anyone who wants to simplify a difficult concept. Note-taking can be turned to a more enjoyable activity by using the mind mapping.[15]

Mind mapping is a powerful tool for assisting any form of writing. In some studies, there was found that most participants of the research attributed their improvement in writing to the use of mind mapping. The written works produced by using mind mapping have more relevant details and better organized and connected. Mind mapping also raised the performance of students all level of ability as they became more efficient in generating and organizing ideas for writing. There is also a positive attitude toward using mind mapping as pre writing activity.[16]

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[15] Tony Buzan, Buku Pintar Mind Map, (Jakarta: Gramedia Pustaka Utama, 2005), p.6
[16] www.ThinkBuzan.com/Mind Mapping: Scientific Research and Studies

A Mind mapping can help you think with greater clarity to explore relationships between ideas and elements of an argument and to generate solutions to problems. It puts a new perspective on things by allowing you to see all the relevant issues and analyze choices in light of the big picture.

6. Steps in Using Mind Mapping

In applying mind mapping technique the researcher used the theory by Walker, his stated someone can just write idea in the center circle with subordinating ideas are written on the lines that extend form the circle. The steps are presented in the following explenations:

a. Start with a central concept

   The concepts must be firm so it is broad enough to be explored with the mind maps and also it has to be narrow enough not to cause the writer ends up with multiple mind maps.

b. Write down the different ideas related to the concept

   Write down the words that come mind as they related to the central concept and underline the words.

c. Use image and symbols in place words

   use images and symbols instead of words whenever possible. Very basic stick figure or simple symbols can be used.

d. Use shapes to group sets words or images

   Use shapes to show a relationship between words or imaged. For example, if the researchers are exploring a specific are of the central

topics, they can put all those words and images in squares. The mean goal is to give the mind map in interesting look

e. Incorporate colors to show relationships

The colors should be used in addition to shapes, symbols and creativity is needed in using colors.

There are five simple steps to make a mind map. Students need to decide the main concept first then associate it with the ideas following the concept.

7. Definition of Writing Skill

The definition of writing is often similar to speaking. It is because both skills are as productive skill. However, writing is the activity that is continued to the next activities after the writing itself or it can be said that writing is an ongoing process.[17] In writing, we have to decide about what the topic which we are going to write is. Because of the writing is the process in continuity so when we write, we have to think about the draft, revise, and rewrite and draft, revise, and rewrite again until it is clear.

On the other hand, like what Meyers said in his book entitled Gateways to Academic Writing, "Writing is not easy. It takes study and practice to develop this skill. It is important to note that writing is a process, not a product".[18] Writing is a way that the writer uses to talk to the others through the paper. Differ to speaking,

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[17] Alice Oshima and Ann Hogue, *Introduction to Academic Writing, Second Edition,* (New York: Longman, 1997), p. 2

[18] Alan Meyers, Gateways to Academic Writing, (New York: Pearson Education, 2005), p. 2

in the process of doing it, the writer and the reader cannot meet like what the speakers and listeners do. They only can inter-act each other by the time that the writer finishes the writing.

Writing is not only through the words but also media. The primary message can be produced by picture, graphics, and even sound.[19] We often do this way based on our needs. To whom we want our writing be read become the important thing we decide. The successful of our writing can be decided by the readers.

From all those statements, the definitions of writing can be concluded as a process with a must in having final product named writing itself. All steps of the process of writing actually should support the ideas, can be implied or stated, and follow the rules of writing clearly. Then, having enough ability in changing the ideas into written form is needed by the writers so that their readers can easily understand the message of what the writing is about. Effectively, different receiver of writing produces different understanding about information that is written. Finally, the suitable methods and techniques used in writing can make readers enjoy to the writing with additional information for specific reason, such as media, graphics, and pictures because they can be understood easily.

8. The Process of Writing

There are six areas of the writing process, even though writers do different things when they write, most successful writers turn their attention to these areas:

[19] Andrea A. Lunsford, The Saint Martin's Handbook, (Boston: R.R. Donnelley & Sons Company, 2010), p. 23.

a. Generating ideas, establishing purpose, and identifying audience is the actions that firstly have to do before starting to write. Ideas is needed to build the writing then. Purpose should be decided to make writing be clear to what purpose is written. Then, identifying audience should also be paid attention to which the writing will be read. All of these three first actions are important before starting writing well.

b. Ordering ideas we may have many ideas we want to share, but we also have to remember that the ideas will affect our quality of writing itself. Therefore, ordering ideas is needed to make sense our writing whether it is nice or not.

c. Writing the first draft, if we compare writing to building construction that should have some planning, writing also has planning and it is called as draft. Writing the first draft is definitely important because it can throw away non-useful sentence of writing.

d. Revising (improving content, organization, and the expression of ideas), it is very suitable way to develop our writing into large topic, but not out of the topic. In revising, we also have to pay attention to the existence of our writing and what our writing contains of. It can be said that better revising, our writing will be better too.

e. Correcting errors (correcting errors in grammar, spelling, capitalization, and punctuation), we need to correct any grammar, spelling, capitalization, and punctuation that becomes our writing not well. Parts of speech

and grammar, indeed, gives more effects of audience's mind when they read our writing. Fortunately, we have this area to make our writing better.

f. Proofreading (making corrections in the final copy), is done by us as a writer so that the idea included does not make changes and the purpose of writing is still achieved to the reader.[20]

9. The Purposes of Writing

The writer's reason for writing usually called as purpose, which can be stated or implied. There are two kinds of purpose:

a. The General Purpose consists of four purposes; to inform, to persuade, to express, and to entertain.[21] In writing to inform, we usually use these purposes when we write information to inform others based on the specific reasons. Then, in writing to persuade usually used when the writer wants to persuade the readers to do the things that should be done. In writing to express, it is about the writing which consists of some expressions should be drawn in the text so that the readers can get information about what to be expressed. The last, in writing to entertain, surely, we find it in narrative text such as novel which its content consists of the stories entertaining the readers.

b. The specific purpose may be implied or stated. The implied specific purpose used in the literature and the stated specific purpose used in the expository writing for being easily in understanding the texts. It can be on the first sentence of a paragraph or on the last sentence of a paragraph. In other words,

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[20] Barbara Fine Clouse, The Student Writer, Sixth Edition, (New York: Mc.Graw Hill, 2004), pp. 27—29

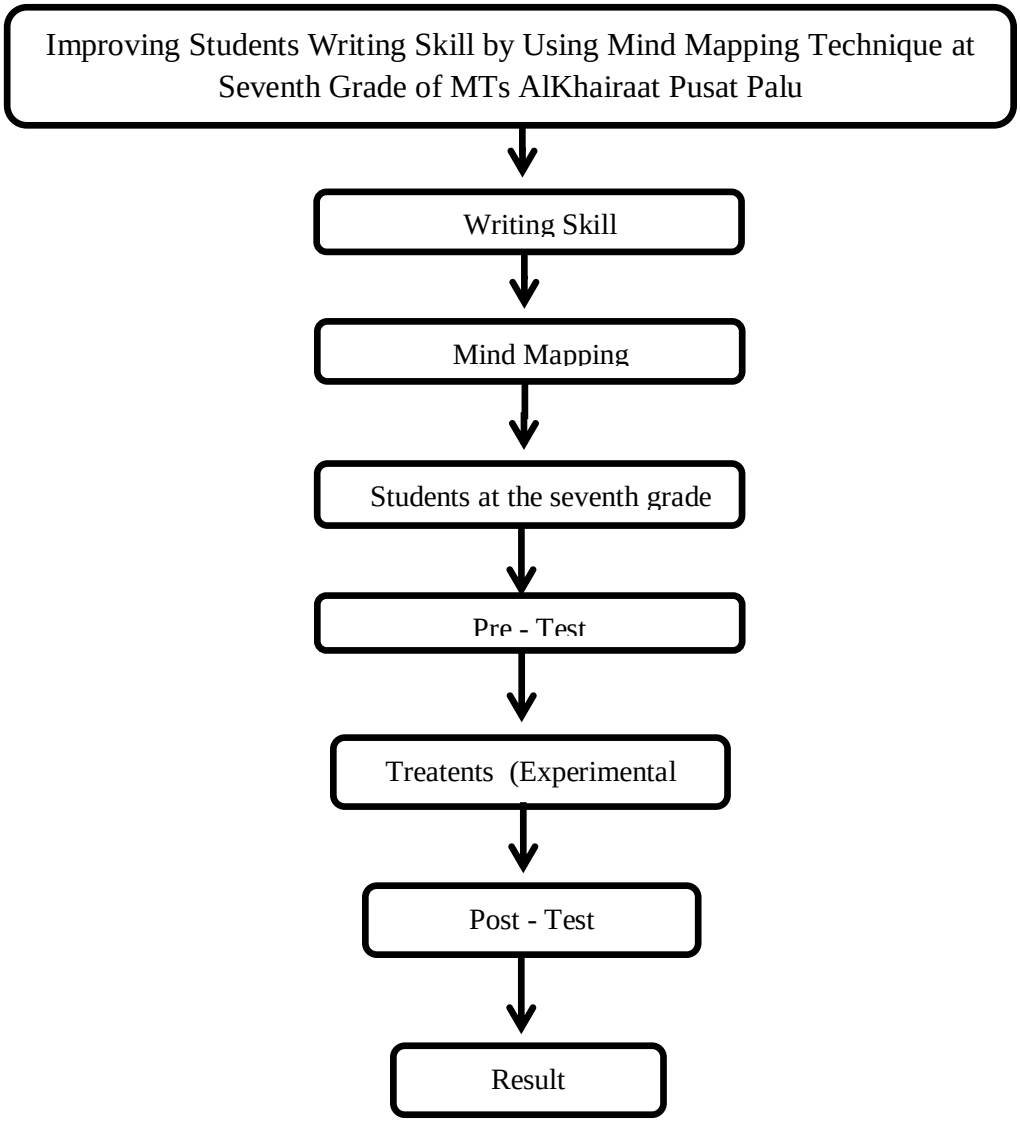
[21] Betty Mattix Dietsch, Reasoning and Writing Well, Fourth Edition, (New York: Mc.Graw Hill, 2006), p. 7

Martha Heasley Cox, in her book entitled Writing; Form, Process, and Purpose, stated that there are four purposes of writing. They are: To Inform, to Amuse, to Satirize, and to Persuade.

C. Conceptual Framework

The conceptual framework underlying in this research is given in the following:

Table 2. 2 Conceptual Framework



D. Research Hypothesis

Ha : If the value of T-test higher that the value of T-table, the alternative hypothesis is accepted meaning can improve students' writing skill by using mind mapping technique.

Ho : If the value of T-test is lower than the value of T-table, the null hypothesis is accepted meaning cannot improve students' writing skill by using mind mapping technique.

CHAPTER III

RESEARCH METHODOLOGY

A. Approach And And Design Of The Research

The approach of this research was quantitative approach. The quantitative approach can be interpreted as a research approach based on philosophy of positivism, used to research in a particular population or sample, data collection using research instrument, quantitative data analysis/statictics with the aim of testing the established hypothesis. Quantitative approach imposed a lot of using numbers, ranging from data collection, interpretation of data and the appearance of the results[22].

Furthermore, the design of this research was quasi experimental. Quasi experimental design is an experimental, the possible causes and effects between the treated group (experimental group) and not treated (control group).

The research design is presented in the following table:

Table 3. 1 Quasi Experimental[23]

E	**O_1**	**X**	**O_2**
C	**O_1**		**O_2**

[22]SuharsimiArikunto, *ProsedurPenelitianSuatuPendekatanPraktek* (Jakarta: Rineka Cipta, 2013), 130.

[23] Sugiyono, *Metode Penelitian Pendidikan: PendekatanKuantitaif, Kualitatif and R&D* (Bandung: Alphabeta, 2018), 76.

Where:

E = Experimental group

C = Control group

X = Treatment

O_1 = Pre –test

O_2 = Post –test

B. Population and Sample

1. Population

Population is the generalization region consisting of the subject or object that has certain qualities and characteristics set by the researcher to be studied and then withdrawn the conclusion[24]. In this research the researcher used the seventh grade of MTs AlKhairaat Pusat Palu as the population in this research.

Table 3. 2 Population of the Research

No	Class	Number of Students
1	Class A	30
2	Class B	30
3	Class C	33
4	Class D	31
5	Class E	32
6	Class F	30
7	Class C	30
	Total Number of Students	**216**

2. Sample

According to Sugiyono, samples are part of the number and characteristics of the population. When large population and researchers are unlikely to learn all of the existing population, for example due to limitations of funds, energy and

[24]Ibid., 117.

time, the researcher can use the samples taken from the population.[25] In this research, the researcher used purposive sampling, because not all samples have criteria that match the criteria studied, by setting considerations or criteria that must be met by the samples used in this research. This sample was taken from class VII C as the experimental class and class VII D as the control class.

C. Variable of the Research

Independent variable is variable that affect or are the cause of changes or the emergence of the dependent variable. Independent variable in this research is mind mapping technique. It is a method used by a teacher when teaching material. Dependent variable is a variable that is influenced or is the result, because of the independent variable. Dependent variable in this research is the students' writing skill.

D. Operational Definition

1. Improve

Improve is an innovative deep learning model designed to help students in develop their skills optimally is well increase student activity in learning. Improve is developed in Indonesia aims to make the learning process, efficient, effective and fun or society is often known as more active learning. Improve is learning with using an emphasis on the process of forming a concept and provide opportunities for students to play an active role in process.

[25]Ibid., 75.

2. Mind Mapping

Mind map is a graphic way of showing main idea from the center radiates out the related ideas use lines, symbols, key words, color and images. It is helpful for visual learners as they are illustrative tools that assist with managing thought, directing learning, and making connections. Although it was popularized as a note taking technique, mind mapping technique is also very useful in writing. According to Buzan, mind mapping has a natural organizational structure that radiates from the center and use lines, symbols, key words, color and images according to simple, brain-friendly concepts.[26] A mind mapping converts a long list of monotonous information into a colorful, memorable and highly organized diagram that works in line with your brain's natural way of doing things. It can be used to generate ideas, take notes, develop concepts and ideas, and improve memory.

The function of mind mapping technique is also admitted as a draft of writing before it is revised and edited and become the final project. Mind mapping is not only for the existence of writing itself, but also for the specific purpose. For instance, we want to write some ideas about the things or topics, to make it simple, we can use this technique is going to be written in our writing about general things or topics.

3. Writing Skill

Writing is among the most important skills that foreign language students need to develop. It is the last stage in learning languages after listening,

[26] Tony Buzan, Buku Pintar Mind Map, (Jakarta: Gramedia Pustaka Utama, 2005), p.5

speaking. Writing skill differs from other skills like speaking and listening.[27] In other words the researcher can say that writing indicator whether students have gained all skills before or have not. Before the students have to write, they should be able to listen, to speak, and to read.

E. Instrument of the Research

The instrument of the research used in this research that served as data collectors was tests. A test can be defined as a tool or procedure used to find out or measure something in atmosphere, based on predetermined method and rules.[28] Test is a measuring tool for students. In this regard, the test has a function to measure the level of development or progress that has been achieved by students after they have taken the teaching-learning process within a certain period of time.

F. Technique of Data Collection

The method of collecting data is a technique or method that the writer can use to collect data, and the data-gathering instruments are selected and used by writer in the activities to collect data so that the activity is systematic and easier[29].

1. Pre Test

Pre-test can be interpreted as an activity to test the level of students' knowledge of the material to be delivered. Pre-test is given with the aim of knowing the initial ability of students regarding the material to be delivered. Thus the teacher as a facilitator can determine the model and method or delivering

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[27] Henry Douglas Brown,*Teaching and Principles: An Interactive Approach to Language Pedadogy*, (San Francisco: Longman, 2001): 334.

[28]*Idem*,*ProsedurPenelitianSuatuPendekatanPraktik*(Jakarta: PT RinekaCipta, 2013), 67.

[29]Ridwan, *StatistikaUntukLembagadanInstansiPemeritah/Swasta* (Bandung: Alphabeta, 2004), 137.

lessons that will be applied in learning. Pre-test is a test carried out with the aim of knowing the extent to which the material or subject matter to be taught has been mastered by students.[30]

2. Treatment

After administering a pre-test to assess the students' writing abilities, the researcher then applied the treatment to the experimental class. Several steps of the treatment were as follows:

a. The researcher gives some motivation and explain how important to learn English before starting the material.
b. The researcher provided an explanation related to descriptive texts about a person and explained about mind mapping.
c. The researcher asked the students to identify adjectives based on what the researcher drew on the board.
d. The researcher provided worksheets for the students to complete in groups and present.
e. The researcher and students summarized the lesson related to the descriptive text about the person.

3. Post Test

Post-test is a form of final evaluation of a lesson. The purpose of the post-test is to determine the success of the learning process and to measure the mastery of students' competence in the material taught by the teacher. Post-test is a test

[30] Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Rajawali Pers, 1996), 69.

carried out to find out whether all the material that is classified as important can be mastered as well as possible by students.[31]

4. Scoring Rubric

Table 3. 3 Scoring Rubric of Writing Skill by Weigle[32]

Component of Writing	Scores	Indicators
Content	**4**	Relevant to the topic and easy to understand
	3	Rather relevant to the topic and easy to understand
	2	Relevant to the topic but is not quite easy to understand
	1	Quite relevant to the topic but is not quite easy to understand
Organization	**4**	Most of the sentences are related to the main ide
	3	Some sentences are related to the main idea
	2	Few sentences related to the main idea
	1	The sentences are unrelated to each other
Vocabulary & Mechanic	**4**	A few errors in choice of words, spelling and punctuation
	3	Some errors in choice of words, spelling and punctuation
	2	Occasional errors in choice of words, spelling and punctuation

[31]Ibid., 70.
[32] Sara Cushing Weigle, *Assesing Writing*, (Cambridge: Cambridge University, 2002) p.

	1	Frequent errors in choice of word, spelling and punctuation
Grammar	**4**	A few grammatical inaccuracies
	3	Some grammatical inaccuracies
	2	Numerous grammatical inaccuracies
	1	Frequent grammatical inaccuracies

In this research, the researcher was acted as instruments all at once data collectors. The procedure used in data collection :

1. The researcher determined the experimental group and control group by using mind mapping technique.
2. The researcher administered pre-test to experimental group and control group.
3. The researcher gave treatment to the experimental group for six meetings.
4. The researcher administered post-test to experimental group and control group.

G. Technique of Data Analysis

The following is the steps that the writer will conduct in analyzing data:

1. Determining the Standard Score

Standard score is raw score that has been converted into other forms based on their deviation from the mean value and are expressed in standard deviation units.

To find out the standard score, the research needs to know the mean and standard deviation of population because the formula for calculating the standard

scores is to subtract the observed value with the population mean and then divide by the standard the deviation.

The following is the formula for calculating the standard score is[33]:

$$\text{Standard Score} = \frac{Obtained\ Score}{Maximum\ Score} \text{ X } 100$$

2. Determining Mean Score

Mean score is an average value obtained from the total number of scale values divided by the number of sample. The results is obtained from the sum of all existing values from each data, then divided by the number of existing data.

The following is the formula for calculating determining mean score:[34]

$$M = \frac{\Sigma \text{ x } N}{N}$$

Where :

M = The mean score

Σ x = The sum of score

N = The number of students

3. Determining Mean Deviation

Mean deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value. The mean deviation is

[33]SuharsimiArikunto, *ProsedurPenelitian* (Jakarta: RinekaCipta, 2012), 278.
[34]Ibid., 278.

the best measure of speared, because it describes the magnitude of the spread of each unit of observation.[35]

The following is the formula for calculating determining standard deviation is:[36]

a. The formula will be used for experimental class :

$$Mx = \frac{\Sigma x}{N}$$

b. The formula will be used for control class :

$$My = \frac{\Sigma y\, NN}{N}$$

Where:

Mx and My = The mean deviation

Σ x and Σ y = The sum of deviation

N = The number of students

4. Determining Square Deviation

Square deviation is a frequently used measure of the differences between values (sample or population value). Square deviation represents the square root of the predicted values and observed values or the quadratic mean of these differences. Square deviation is accuracy, to compare forecasting errors of different models for particular dataset and not between datasets, as it is scale-dependent.[37]

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[35]Imam Gozali, *AplikasiAnalisisMultivariete Dengan Program IBM SPSS*, 23 (Semarang, 2016).

[36]Arikunto, *Prosedur*, 279.

[37]Koehler and Anne Burns Hyndman, Rob J, "Another Look at Measures of Forecast Accuracy," *International Journal of Forecastin* 22 (2006): 680.

The following is the formula for calculating determining square deviation is:[38]

a. The formula will be used for experimental class:

$$\Sigma x^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{N}$$

b. The formula will be used for control class:

$$\Sigma y^2 = \Sigma y^2 - \frac{(\Sigma x)^2}{N}$$

Where:

Σx^2 and Σy^2 = The square deviation

Σx^2 and Σy^2 =The sum of square deviation

$\Sigma x^2$and Σy^2 = The sum of deviation

N = The number of students

5. Finding Out T-test Value

T-test is one of the statistical tests used to test the truth or falsity of the hypothesis which states that between two mean samples taken at random from the same population, there is no significant difference.[39] So it can also be said that the definition of the T-test is an inferential statistical test method used to determine whether there is a significant difference between the mean of two data groups that may be related in certain features.

[38]Arikunto,*Prosedur,* 279.
[39]AnasSudjiono, *PengantarStatistikPendidikan* (Jakarta: Rajawali Press, 2010).

The following is the formula for calculating finding out t-test value:[40]

$$t = \frac{Mx - My}{\left(\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right)\left(\frac{1 + 1}{Nx + Ny}\right)}$$

Where:

t = The value of t-test

Mx = The mean deviation of experimental class

My = The mean deviation of control class

Σx^2 = The square deviation of experimental class

Σy^2 = The square deviation of control class

Nx = The number of students in experimental class

Ny = The number of students in control class

6. Testing Hypothesis

This technique aims to find out the value of t between the experimental class given the treatment and the control class that is not given treatment. The statistical tests used to test the alternative hypothesis truth or fallacy, which states that there is a significant difference between two samples randomly taken from the same population.

[40]Arikunto, *Prosedur*.

CHAPTER IV

FINDINGS AND DISCUSION

This chapter present and discusses the finding of the research. This research conducted to investigate the research problem.

A. Research Findings

This research was held at MTs Alkhairaat Palu. This research finding is answering the problem statement the formulated before. The researcher presents the answer to the problem statement contained in this chapter. The researcher gave the students tests which consisted of pre - test and post - test. The pre - test was given in the first meeting and the post - test was given in the last meeting.

1. Scoring classification Pre-test and Post-test in Experimental Class

In this research the experimental class is VII C which consisted of 33 students.

To calculate students' test the researcher used the following formula:

$$\text{Score} = \frac{X}{N} \text{ X } 100$$

Where:

X : Students writing score

N : Maximum score

The results of pre – test and post – test for experimental are presented on the following table:p

Table 4. 1 The Results of Pre – Test for Experimental Class

No	Initial	Component of Writing				Total	Score
		C	O	V&M	G		
1	FH	3	3	2	2	10	62,5
2	GRJ	2	3	2	1	8	50
3	SPF	3	3	2	2	10	62,5
4	MAF	4	3	3	3	13	81,3
5	NNCB	3	3	2	3	11	68,8
6	K	3	2	1	2	8	50
7	HK	2	2	3	2	9	56,3
8	KA	3	3	3	2	11	68,7
9	LM	3	3	3	3	12	75
10	ZZL	3	3	2	2	10	62,5
11	ASA	3	3	3	2	11	68,8
12	AA	3	3	3	2	11	68,8
13	FRT	3	3	1	2	9	56,3
14	ZN	3	3	1	2	9	56,3
15	TANR	3	3	3	2	11	68,8
16	AA	3	3	3	2	11	68,8
17	MRR	3	3	3	2	11	68,8
18	ZA	3	3	3	2	11	68,8
19	NTN	3	4	3	3	13	81,3
20	ARI	3	3	2	2	10	62,5
21	TDA	3	3	3	2	11	68,8
22	SNP	3	2	2	1	8	50
23	NS	3	2	3	2	10	62,5
24	NS	2	2	1	1	6	37,5
25	JS	3	2	2	2	9	56,3
26	BP	3	2	3	2	10	62,5
27	ARI	3	3	3	2	11	68,8
28	AT	3	3	2	1	9	56,3
29	K	4	3	3	3	13	81,3
30	AIG	3	2	2	1	8	50
31	FA	3	2	2	1	8	50
32	PAS	3	2	1	1	7	43,8
33	NM	2	2	1	1	6	37,5
						325	2032,1

Where:

C : Content

O : Organization

V and M : Vocabulary & Mechanic

G : Grammar

Based on the results of pre – test of the experimental class which is presented on the table 4.1, the researcher found the highest score was 81 only two students and the lowest score is 50. It showed the students' writing skills in the pre – test of the experimental class was low

Furthermore the researcher needs to know the mean scores of the pre – test in the experimental class by using following formula:

$$\Sigma \frac{\Sigma X1}{N1}$$

$$= \frac{2032,1}{33}$$

$$= 61,57$$

Where :

X_1 : Mean score of experimental class

ΣX_1 : Sum score of experimental class

n_1 : Number of students of experimental class

Based on calculating above the results indicate that the mean score of pre – test in experimental class was 61,57.

Table 4. 2 The Results of Post – Test for Experimental Class

No	Initial	Component of writing				Total	Score
		C	O	V & M	G		
1	FH	4	4	3	3	14	87,5
2	GRJ	4	4	3	3	14	87,5
3	SPF	4	4	3	4	15	93,8
4	MAF	4	4	4	4	16	100
5	NNCB	4	4	3	4	15	93,8
6	K	4	4	3	3	14	87,5
7	HK	4	3	3	4	14	87,5
8	KA	4	4	3	4	15	93,8
9	LM	4	3	3	3	13	81,3
10	ZZL	3	4	3	3	13	81,3
11	ASA	4	4	4	3	15	93,8
12	AA	3	3	3	2	11	68,8
13	FRT	4	3	3	2	12	75
14	ZN	4	3	3	3	13	81,3
15	TANR	3	3	3	3	12	75
16	AA	4	3	3	3	13	81,3
17	MRR	4	4	3	4	15	93,3
18	ZA	4	4	3	4	15	93,8
19	NTN	4	3	4	3	14	87,5
20	ARI	4	3	3	2	12	75
21	TDA	4	3	3	2	12	75
22	SNP	4	4	3	3	14	87,5
23	NS	3	3	3	2	11	68,8
24	NS	4	3	3	2	12	75
25	JS	4	3	3	3	13	81,3
26	BP	4	3	3	3	13	81,3
27	ARI	4	3	4	4	15	93,8
28	AT	3	3	3	2	11	68,8
29	KNS	4	4	4	4	16	100
30	AIG	4	3	3	3	13	81,3
31	FA	3	3	3	3	12	75
32	PAS	3	3	3	2	11	68,8
33	NM	3	3	3	2	11	68,8
						439	2744,7

Where:

C : Content

O : Organization

V and M : Vocabulary & Mechanic

G : Grammar

Based on the results of post – test of the experimental class which is presented on the table 4.2, the researcher found the highest score was 100 and the lowest score is 75. It showed the students' writing skills in the post – test of the experimental class was good.

Furthermore the researcher needs to know the mean scores of the pre – test in the experimental class by using following formula:

$$\Sigma \frac{\Sigma X1}{N1}$$

$$= \frac{2744,7}{33}$$

$$= 83,17$$

Where :

X_1 : Mean score of experimental class

ΣX_1 : Sum score of experimental class

n_1 : Number of students of experimental class

Based on calculation above the results indicate that the mean score of post – test in experimental class was 84,08. It showed that the mean score of post – test in experimental class had effectiveness progress from 61,57 (Pre – test) to 83,17 (Post – test).

The mean score of the experimental class had been found, then continued to calculate the standard deviation of pre – test and post – test for two classes which presented in the following:

Table 4. 3 Deviation and Square Deviation for Experimental Class

No	Name	Test Score		X	X2
		Pre – Test	Post - Test		
1	FH	62,5	87,5	25	625
2	GRJ	50	87,5	37,5	1.406
3	SPF	62,5	93,8	31,3	979
4	MAF	81,3	100	18,7	349
5	NNCB	68,8	93,8	25	625
6	K	50	87,5	37,5	1.406
7	HK	56,3	87,5	31,2	973
8	KA	68,7	93,8	25,1	630
9	LM	75	81,3	6,3	39,7
10	ZZL	62,5	81,3	18,8	353
11	ASA	68,8	93,8	25	625
12	AA	68,8	68,8	0	0
13	FRT	56,3	75	18,7	349
14	ZN	56,3	81,3	25	625
15	TANR	68,8	75	6,2	38,3
16	AA	68,8	81,3	12,5	156
17	MRR	68,8	93,8	25	625
18	ZA	68,8	93,8	25	625
19	NTN	81,3	87,5	6,2	38,3
20	ARI	62,5	75	12,5	156
21	TDA	68,8	75	6,2	38,3
22	SNP	50	87,5	37,5	1.406
23	NS	62,5	68,8	6,3	39,7
24	NS	37,5	75	37,5	1.406
25	JS	56,3	81,3	25	625
26	BP	62,5	81,3	18,8	353

27	ARI	68,8	93,8	25	625
28	AT	56,3	68,8	15,5	240
29	KNS	81,3	100	18,7	349
30	AIG	50	81,3	31.3	979
31	FA	50	75	25	625
32	PAS	43,5	68,8	25,3	640
33	NM	37,5	68,8	31.3	979
	Total	**2032,1**	**2744,7**	**715,9**	**18.928**

The number of deviation was 715,9 and the number of square deviation was 18,928. The mean score deviation of experimental class was calculated by the following formula:

$$\Sigma \frac{\Sigma X1}{N1}$$

$$= \frac{715,9}{33}$$

$$= 21,69$$

The mean deviation of experimental class was 21,69 it is on the basis of the mean score deviation. The sum square deviation of experimental class was calculated by the following formula:

$$SS_1 = \Sigma x^2{}_1 - \frac{(\Sigma x_1)2}{n_1}$$

$$= 18.928 - \frac{(715,9)2}{33}$$

$$= 18.928 - \frac{512.512}{33}$$

$$= 18.928 – 15.530$$

$$= 3.398$$

Where:

S_1 : Sum squares in experimental class

Σx^2_1 : Sum squared scores in experimental class

n^1 : Number of students in experimental class

Based on the calculation above the sum squared of deviation in experimental class was 3.398.

2. Scoring classification Pre-test and Post-test in Control Class

In this research the control class is VII D which consisted of 31 students.

To calculate students' test the researcher used the following formula:

$$\text{Score} = \frac{X}{N} \text{ X } 100$$

Where:

X : Students writing score

N : Maximum score

The results of pre – test and post – test for experimental are presented on the following table:

Table 4. 4 The Results of Pre – Test for Control Class

No	Initial	Component of Writing				Total	Score
		C	O	V & M	G		
1	MRJ	3	3	3	2	11	68,8
2	AS	2	2	2	2	8	50
3	QRI	2	2	3	2	11	56,3
4	P	3	2	2	2	9	56,3
5	A	3	3	3	2	11	68,8
6	H	3	2	3	2	10	62,5
7	DFW	3	2	3	2	10	62,5
8	ZZ	2	2	1	1	6	37,5
9	Z	2	2	2	1	7	43,8

10	MTQ	3	3	3	2	11	68,8
11	AR	2	2	2	1	7	43,8
12	ZAN	3	2	2	2	9	56,3
13	RZ	3	3	2	1	9	56,3
14	W	3	3	2	2	10	62,5
15	N	3	3	3	2	10	62,5
15	AF	3	3	3	2	10	62,5
17	MAB	2	2	1	1	6	37,5
18	MAG	2	2	2	1	7	43,8
19	MT	2	2	2	1	7	43,8
20	AA	3	3	2	2	10	62,5
21	M	3	3	3	2	11	68,8
22	F	3	3	3	2	11	68,8
23	AM	2	2	2	1	7	43,8
24	RP	2	2	1	1	6	37,5
25	FFH	2	2	1	1	6	37,5
26	F	2	2	2	1	7	43,8
27	R	3	2	2	3	10	62,5
28	R	3	3	2	3	11	68,8
29	MR	3	2	2	2	9	56,3
30	MSH	3	2	2	2	9	56,3
31	ID	2	2	1	1	6	37,5
						270	1688,4

Where:

C : Content

O : Organization

V and M : Vocabulary & Mechanic

G : Grammar

Based on the results of pre – test of the control class which is presented on the table 4.4, the researcher found the highest score was 68 and the lowest score is 37. It showed the students' writing skills in the pre – test of the control class was low

Furthermore the researcher needs to know the mean scores of the pre – test in the control class by using following formula:

$$\Sigma \frac{\Sigma X1}{N1}$$

$$= \frac{1688,4}{31}$$

$$= 54,46$$

Where :

X_1 : Mean score of control class

ΣX_1 : Sum score of control class

n_1 : Number of students of control class

Based on calculating above the results indicate that the mean score of pre – test in control class was 54,46.

Table 4. 5 The Results of Post – Test for Control Class

No	Initial	Component of Writing				Total	Score
		C	O	V & M	G		
1	MRJ	3	3	3	2	11	68,8
2	AS	4	4	3	4	15	93,8
3	QRI	3	3	3	1	10	62,5
4	PAA	3	3	3	3	12	75
5	AZ	4	4	3	3	14	87,5
6	MH	4	3	3	2	12	75
7	DFW	4	3	2	2	11	68,8
8	ZZ	3	3	2	2	10	62,5
9	Z	2	2	2	1	7	43,8
10	MTQ	4	3	3	2	12	75
11	AR	2	2	2	1	7	43,8

12	ZAN	2	3	3	2	10	62,5
13	RZ	4	4	3	2	13	81,3
14	WF	3	3	2	2	10	62,5
15	NAF	3	2	3	2	10	62,5
15	AF	3	2	2	2	9	56,3
17	MAB	3	3	2	1	9	56,3
18	MAG	3	1	2	1	7	43,8
19	MT	3	2	3	2	10	62,5
20	AA	3	3	3	2	11	68,8
21	M	4	4	3	3	14	87,5
22	MFR	4	4	3	2	13	81,3
23	AM	4	4	3	3	14	87,5
24	RP	3	3	2	2	10	62,5
25	FFH	3	3	2	2	10	62,5
26	F	2	3	2	1	8	50
27	R	3	3	2	2	10	62,5
28	R	4	4	3	3	14	87,5
29	MR	4	4	4	4	16	100
30	MSH	3	3	3	2	11	68,8
31	ID	3	3	2	2	10	62,5
						340	2125,6

Where:

C : Content

O : Organization

V and M : Vocabulary & Mechanic

G : Grammar

Based on the results of post – test of the control class which is presented on the table 4.5, the researcher found the highest score was 100 and the lowest score is 50. It showed the students' writing skills in the post – test of the control class was good.

Furthermore the researcher needs to know the mean scores of the post – test in the control class by using following formula:

$$\Sigma \frac{\Sigma X1}{N1}$$

$$= \frac{2125,6}{31}$$

$$= 68,56$$

Where :

X_1 : Mean score of control class

ΣX_1 : Sum score of control class

n_1 : Number of students of control class

Based on calculation above the results indicate that the mean score of post – test in control class was 68,56. It showed that the mean score of post – test in control class had effectiveness progress from 56,47 (Pre – test) to 68,56 (Post – test).

The mean score of the control class had been found, then continued to calculate the standard deviation of pre – test and post – test for two classes which presented in the following:

Table 4. 6 Deviation and Square Deviation for Control Class

No	Initial	Test Score		X	X2
		Pre – Test	Post - Test		
1	MRJ	68,8	68,8	0	0
2	AS	50	93,8	43.8	1.918
3	QRI	56,3	62,5	6,2	38,3
4	PAA	56,3	75	18,7	349
5	AZ	68,8	87,5	18,7	349
6	MH	62,5	75	12,5	156
7	DFW	62,5	68,8	6,3	39,7
8	ZZ	37,5	62,5	25	625
9	Z	43,8	43,8	0	0
10	MTQ	68,8	75	6,2	38,3
11	AR	43,8	43,8	0	0
12	ZAN	56,3	62,5	6,2	38,3
13	RZ	56,3	81,3	24,7	610
14	WF	62,5	62,5	0	0
15	NAF	62,5	62,5	0	0
16	AF	62,5	56,3	6,2	39,7
17	MAB	37,5	56,3	18,8	353
18	MAG	43,8	43,8	0	0
19	MT	43,8	62,5	18,7	349
20	AA	62,5	68,8	6,3	39,7
21	M	68,8	87,5	18,7	349
22	MFR	68,8	81,3	12,5	156
23	AM	43,8	87,5	43,7	1.909
24	RP	37,5	62,5	25	625
25	FFH	37,5	62,5	25	625
26	F	43,8	50	6,2	39,7
27	R	62,5	62,5	0	0
28	R	68,8	87,5	18,7	349
29	MR	56,3	100	43,7	1.909
30	MSH	56,3	68,8	12,5	156
31	ID	37,5	62,5	25	625
	Total	**1750,9**	**2125,6**	**449,3**	**11.685**

The number of deviation was 449,3 and the number of square deviation was 11,685. The mean score deviation of control class was calculated by the following formula:

$$\Sigma \frac{\Sigma X1}{N1}$$

$$= \frac{449,3}{31}$$

$$= 14,49$$

The mean deviation of control class was 14,49 it is on the basis of the mean score deviation. The sum square deviation of experimental class was calculated by the following formula:

$$SS_1 = \Sigma x^2{}_1 - \frac{(\Sigma x_1)2}{n_1}$$

$$= 11.685 - \frac{(449,3)2}{31}$$

$$= 11.685 - \frac{201.870,49}{31}$$

$$= 11.685 - 6.511,95$$

$$= 5.174$$

Where:

S_1 : Sum squares in control class

$\Sigma x^2{}_1$: Sum squared scores in control class

n^1 : Number of students in control class

Based on the calculation above the sum squared of deviation in control class was 5.174.

Table 4. 7 The Mean Score and Deviation of Experimental Class

The Test of Experimental Class	Mean Score	Mean Deviation	Sum Squared Deviation
Pre – Test	61,57	21,69	3.398
Post – Test	83,17		

This table shows that the students' writing skill in which the mean score in pre – test was 61,57 (low). In the post – test, the mean score of the students improved up to 83,17 (increase) and the mean deviation was 21,6, which the sum squared deviation was 3.398.

Table 4. 8 The Mean Score and Deviation of Control Class

The Test of Control Class	Mean Score	Mean Deviation	Sum Squared Deviation
Pre – Test	54,46	14,49	5.174
Post – Test	68,56		

This table shows that the students' writing skill improved in which the mean score in pre-test was 54,46 (low). In the posttest, the mean score of the students not really improved 68,56 (low) and the mean deviation was 14,49 which the sum squared deviation was 5.176.

After calculating the mean score and deviation score of experimental class and control class, the researcher calculated the t-test value to see if there was a comparison between the experimental class and the control class of using mind mapping is effectiveness.

To calculate the score for experimental and control class, t-test was find out t-table informed whether the alternative hypothesis accepted or rejected. The equation was presented as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{S_1 + S_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{21{,}69 - 14{,}49}{\sqrt{\left(\frac{3.398 + 5.174}{33 + 31 - 2}\right)\left(\frac{1}{33} + \frac{1}{31}\right)}}$$

$$t = \frac{7{,}2}{\sqrt{\left(\frac{8.572}{62}\right)(0{,}0625)}}$$

$$t = \frac{7{,}2}{\sqrt{(138{,}258)(0{,}0625)}}$$

$$t = \frac{7{,}2}{\sqrt{8.641}}$$

$$t = \frac{7{,}2}{2.939}$$

$$t = 2.449$$

Where :

t = Test of Significance

x_1 = Mean score of the experimental class

x_2 = Mean score of the control class

SS_1 = The sum square of the experimental class

SS_2 = The sum of control class

N_1 = The total number of the experimental class

N_2 = The total number of control class

The calculation above showed that the score of experimental class and control class by using t-test was (2.449). Then based on significant difference between the experimental and control class above, the writer used the level of significant 0.05 of (2 –tailed) test.

The t-table obtained in the following:

Experimental class n_1 : 33

Control class n_2 p: 31

Degree of freedom (df) : $n_1 + n_2 - 2$

: 33 + 31- 2

: 62

Level of significant : 0.05

62 : 1.999

The degree of freedom (62) can be seen in the following list on t-table value with the level significant 0.05 or 5% 2.449. The results indicated that t-test

value (2.449) is higher than t-table value (1.999). It means that the alternative hypothesis (H_a) was accepted, in a sense that using mind mapping in improving students' writing skill.

B. Discussion of the Research

The teaching and learning process is an interaction between teachers with learners in a teaching to realize a predetermined goal. A teacher must be good at choosing the method to be used according to the designated goals of learning. So there will be the optimal teaching process.

The support of learning media expected learners can be motivated in learning, learners more enthusiastic to perform activities in learning so as to improve the learning outcomes. In this research the researcher used quasi – experimental design. The population in this research, was the seventh grade of MTs Alkhairaat Pusat Palu in academic years 2024/2025. Then the researcher took two classes as a sample, one as experimental class and the other was control class. The totaling numbers of students from two classes were 64 students. The experimental class consisted of 33 students and the control class consisted of 31 students.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter consists of conclusion and suggestion of the research

A. Conclusion

Based on the results of data analysis and hypothesis testing conducted in Chapter IV, it can be concluded that the application of mind mapping technique has a significant effect on improving the writing skill of seventh-grade students at MTs Alkhairaat Pusat Palu. This is evidenced by a comparison of pre-test and post-test results between the experimental class, which was given treatment using mind mapping technique, and the control class, which was not given treatment. The average post-test scores of the experimental class showed a higher increase compared to the control class. Additionally, the statistical test results show that the t-test value of 2.449 is higher than the t-table value of 1.999 at a significance level of 0.05 with a degree of freedom (df) of 62. Therefore, the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. This means that the answer to the research question in this research is that mind mapping technique can significantly improve students' writing skill. This technique has a positive impact on the writing learning process because it helps students organize their ideas and express them in a more structured and easily understandable written form

Therefore, looking at the research results and the evidence connected with the field situation and theory, the researcher concluded that online accent reduction software not effectively improve the students' writing at the seventh grade of MTs Alkhairaat Pusat Palu. The writer hopes that students more improve their writing a the success of the process of developing students' writing skill.

B. Suggestion

Based on the conclusion above, the researcher proposes some suggestion such as:

1. For teachers

The mind mapping could significantly to improve students' writing at the seventh grade of MTs Alkhairaat Pusat Palu. So it is strongly suggested for English teacher to be applied in teaching writing in the classroom.

2. For the students

The students should take part actively in learning process, do not be shy and afraid to learn English especially in writing. The students should learn more every time and also students suggested to pay attention of their learning English, especially in writing.

3. For the next researcher

The writer hopes that the research will be useful as a reference to other who conducted and develop a similar research.

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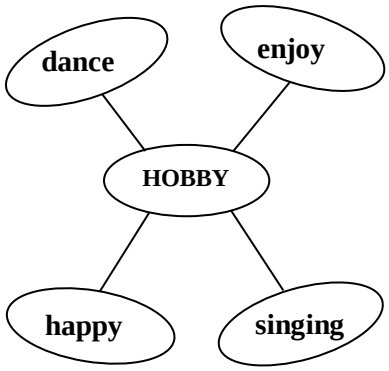
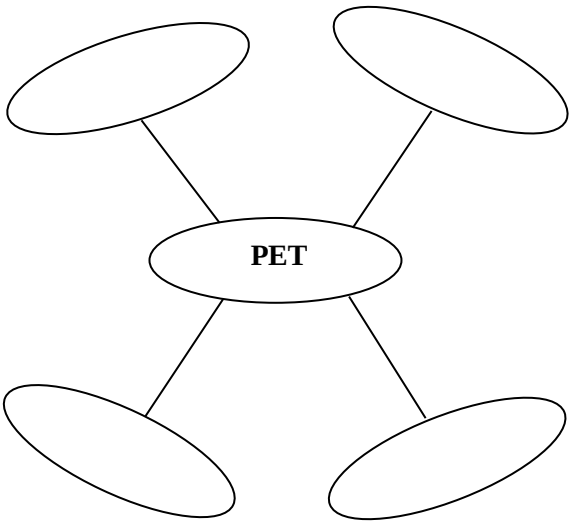
A P P E N D I C E S

APPENDIX 1: PRE – TEST

1. **Complete the blanks like the example below!**

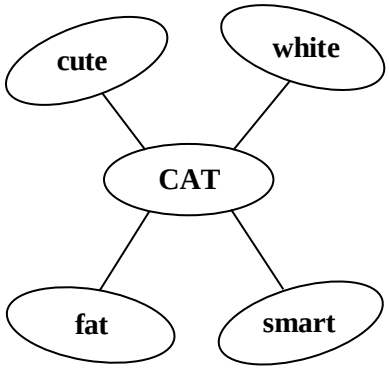


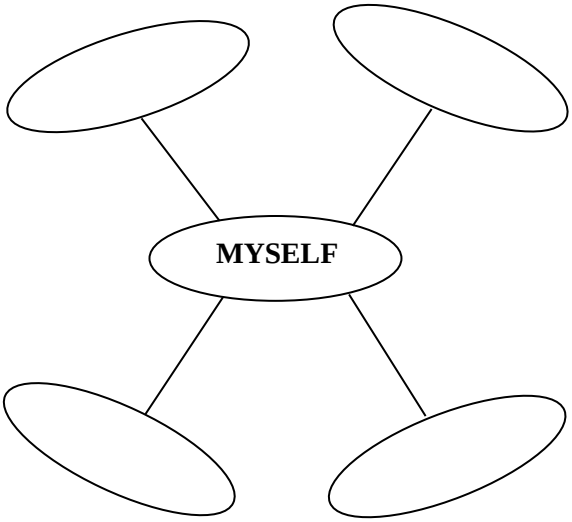


2. **Write Your Sentences in the Below!**

APPENDIX 2: POST – TEST

1. **Complete the blanks like the example below!**





2. **Write Your Sentences in the Below!**

Appendix 3 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah **: MTs Al – Khairaat Pusat Palu**

Mata Pelajaran **: Bahasa Inggris**

Kelas/Semester **: VII/Ganjil**

Materi **: Teks Deskriptif**

Tema **: People (Orang)**

Alokasi Waktu **: 2 x 40 Menit**

Pertemuan **: 1 & 2 (Pertama dan Kedua)**

A. KOMPETENSI DASAR

Kompetensi Dasar	Indikator Pencapaian
3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulisan dengan memberi dan meminta informasi terkait dengan teks deskriptif baik itu berupa orang, hewan dan benda, sangat pendek dan sederhana sesuai dengan konteks penggunaanya	4.4 Teks Deskriptif
	4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulisan dengan memberi dan meminta informasi terkait dengan teks deskriptif baik itu berupa orang, hewan dan benda
	4.4.2 Menyusun teks deskriptif lisan dan tulis, sangan pendek dan sederhana, terkait berupa orang, hewan dan benda, memperhatikan fungsi sosial, struktur teks, dan kebahasaan secara benar dan sesui konteks.

B. Tujuan Pembelajaran

Peserta didik diharapkan dapat:

1. Mengidentifikasi kata sifat seseorang, dengan benar
2. Menggunakan kalimat simple present tense dengan benar
3. Mengidenifikasi seseorang berdasarkan ciri fisiknya dengan benar

C. Metode, Media dan Sumber Belajar

1. Pendekatan/Model/Metode : Cooperative Learning/Mind Mapping
2. Alat/ Media Pembelajaran, : Papan Tulis, Handphone, Video Gambar/foto
3. Sumber Belajar : Buku Pembelajran Bahasa Inggris .

D. Langkah – Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Penduluan	➢ Guru memberikan salam. ➢ Guru mengecek kehadiran. ➢ Guru menyampaikan materi yang akan dipelajari.	10 Menit
	➢ Siswa mengamati dan menyimak penjelasan dari guru terkait dengan materi teks deskriptif tentang seseorang, serta ungkapan meminta informasi tentang teks deskriptif mengenai seseorang ➢ Guru menggunakan mind mapping sebagai metode dalam menjelaksan materi teks deskriptif kepada siswa ➢ Siswa menentukan kata sifat	

Inti	berdasarkan apa yang digambar/ditulis guru dipapan tulis mengenai teks deksriptif - Guru memberikan penguatan terkait kata sifat dan ungkapan meminta dan memberi informasi terkait teks deksriptif mengenai seseorang - Guru memberi kesempatan kepada siswa untuk bertanya tentang informasi apa yang ingin mereka ketahui terkait dengan teks deskriptif - Guru memberikan LKPD dengan beberapa gambar.foto mengenai orang tersebut, kemudian memilih salah satu untuk dibuatkan mind mapnya untuk dikerjakan dalam kelompok sesuai minatnya. Kelompok terdiri dari 5 orang siswa - Siswa mengumpulkan informasi tentang gambar/foro yang mereka pilih - Siswa mempresentasikan hasil diskusi kelompok mereka - Guru dan siswa menyimpulkan pelajaran terkait dengan teks deskriptif mengenai orang tersebut.	60 Menit

	diskusi kelompok mereka - Guru dan siswa menyimpulkan pelajaran terkait dengan teks deskriptif mengenai orang tersebut.	
Penutup	- Guru meyampaikan informasi terkait pembelajaran yang akan dipelajari dipertemuan berikutnya. - Guru menutup kegiatan pembelajaran dengan berdo'a.	10 Menit

E. Penilaian Hasil Pembelajaran

1. Penilain Sikap
   a. Teknik : Observasi
   b. Bentuk Instrumen : Jurnal Perkembangan Sikap (Terlampir)
2. Penilaian Pengetahuan
   a. Teknik : Penugasan tertulis
   b. Bentuk Instrumen : Essai
3. Penilaian Keterampilan
   a. Teknik : Tes Tertulis
   b. Bentuk Instrumen : Menulis teks deskriptif berdasarkan mind map

Palu, 1 Juli 2023

Mahasiswa (Peneliti)

Nurhildayanti

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah **: MTs Al – Khairaat Pusat Palu**

Mata Pelajaran **: Bahasa Inggris**

Kelas/Semester **: VII/Ganjil**

Materi **: Teks Deskriptif**

Tema **: Pets (Peliharaan)**

Alokasi Waktu **: 2 x 40 Menit**

Pertemuan **: 3 & 4 (Pertama dan Kedua)**

A. KOMPETENSI DASAR

Kompetensi Dasar	Indikator Pencapaian
3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulisan dengan memberi dan meminta informasi terkait dengan teks deskriptif baik itu berupa orang, hewan dan benda, sangat pendek dan sederhana sesuai dengan konteks penggunaanya	4.4 Teks Deskriptif
	4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulisan dengan memberi dan meminta informasi terkait dengan teks deskriptif baik itu berupa orang, hewan dan benda
	4.4.2 Menyusun teks deskriptif lisan dan tulis, sangan pendek dan sederhana, terkait berupa orang, hewan dan benda, memperhatikan fungsi sosial, struktur teks, dan kebahasaan secara benar dan sesui konteks.

B. Tujuan Pembelajaran

Peserta didik diharapkan dapat:

1. Mengidentifikasi kata sifat terkait hewan atau peliharaan dengan benar
2. Menggunakan kalimat simple present tense dengan benar
3. Mengidenifikasi hewan atau peliharaan berdasarkan ciri fisiknya dengan benar

C. Metode, Media dan Sumber Belajar

1. Pendekatan/Model/Metode: Cooperative Learning/Mind Mapping
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3. Sumber Belajar : Buku Pembelajran Bahasa Inggris .

D. Langkah – Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Penduluan	➢ Guru memberikan salam. ➢ Guru mengecek kehadiran. ➢ Guru menyampaikan materi yang akan dipelajari.	10 Menit
	➢ Siswa mengamati dan menyimak penjelasan dari guru terkait dengan materi teks deskriptif tentang hewan atau peliharaan serta ungkapan meminta informasi tentang teks deskriptif mengenai hewan atau peliharaan ➢ Guru menggunakan mind mapping sebagai metode dalam menjelaksan materi teks deskriptif kepada siswa	

Inti	- Peserta didik menentukan kata sifat berdasarkan apa yang digambar/ditulis guru dipapan tulis mengenai teks deksriptif - Guru memberikan penguatan terkait kata sifat dan ungkapan meminta dan memberi informasi terkait teks deksriptif mengenai hewan atau peliharaan. - Guru memberi kesempatan kepada siswa untuk bertanya tentang informasi apa yang ingin mereka ketahui terkait dengan teks deskriptif - Guru memberikan LKPD dengan beberapa gambar.foto mengenai hewan atau peliharaan kemudian memilih salah satu untuk dibuatkan mind mapnya untuk dikerjakan dalam kelompok sesuai minatnya. Kelompok terdiri dari 5 orang siswa - Siswa mengumpulkan informasi tentang gambar/foro yang mereka pilih - Siswa mempresentasikan	60 Menit

	▪ Guru dan siswa menyimpulkan pelajaran terkait dengan teks deskriptif mengenai hewan atau peliharaan	
Penutup	▪ Guru meyampaikan informasi terkait pembelajaran yang akan dipelajari dipertemuan berikutnya. ▪ Guru menutup kegiatan pembelajaran dengan berdo'a.	10 Menit

E. Penilaian Hasil Pembelajaran

1. Penilain Sikap
   a. Teknik : Observasi
   b. Bentuk Instrumen : Jurnal Perkembangan Sikap (Terlampir)
2. Penilaian Pengetahuan
   a. Teknik : Penugasan tertulis
   b. Bentuk Instrumen : Essai
3. Penilaian Keterampilan
   a. Teknik : Tes Tertulis
   b. Bentuk Instrumen : Menulis teks deskriptif berdasarkan mind map

Palu, 1 Juli 2023

Mahasiswa (Peneliti)

Nurhildayanti

Lembar Kerja Peserta Didik

(Pertemuan 1 dan 2)

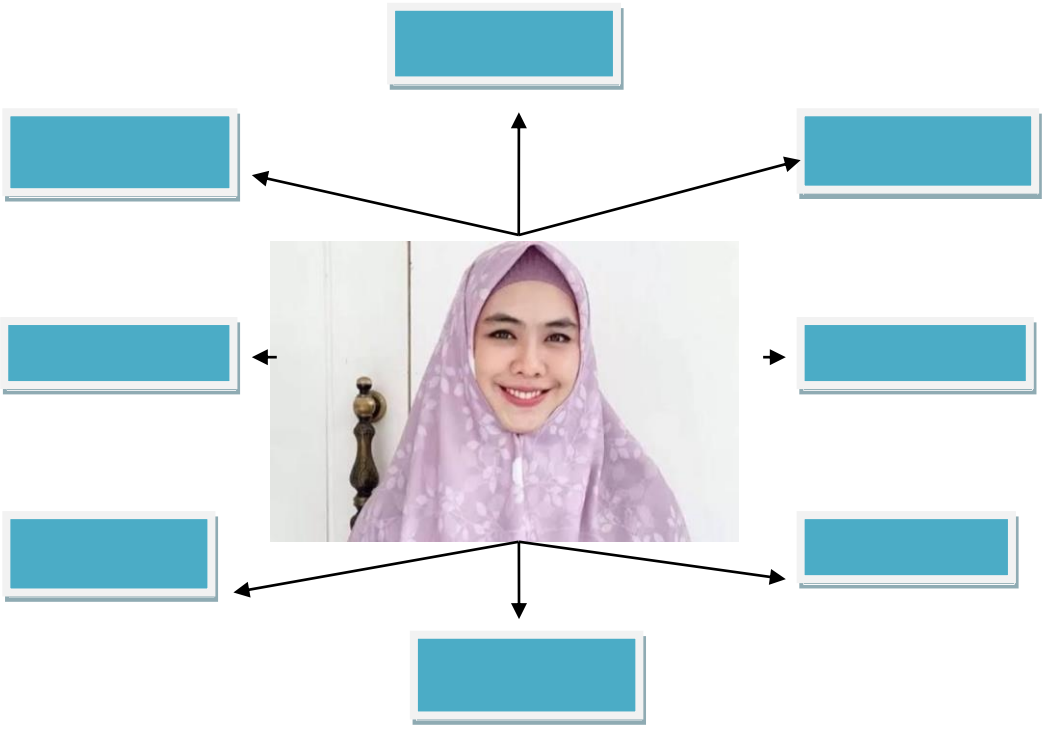
Tujuan : Menentukan kata sifat yang tepat untuk menggambarkan penampilan fisik seseorang dengan menggunakan mind map

Nama Anggota :

1. **……**
2. **……**

Kelas :

Hari dan Tanggal :



Lembar Kerja Peserta Didik

(Pertemuan 3 dan 4)

Tujuan : Buatlah mind map dan deskripsikan berdasarkan kata sifat yang anda temukan dengan menggunakan simple present tense!

Nama Anggota :

1. **……**
2. **……**

Kelas :

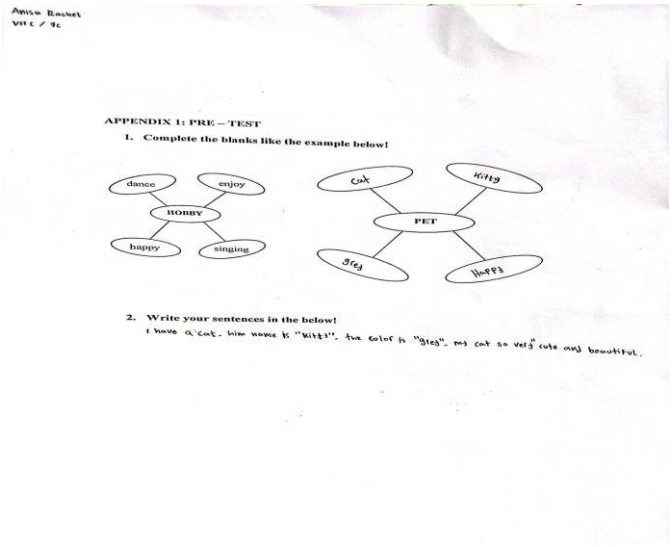
Hari dan Tanggal :

Jawaban:

It is…..

Appendix 4 Improvement Before and After Treatment

Pre test


Amisa Rachel
VII C / 9c

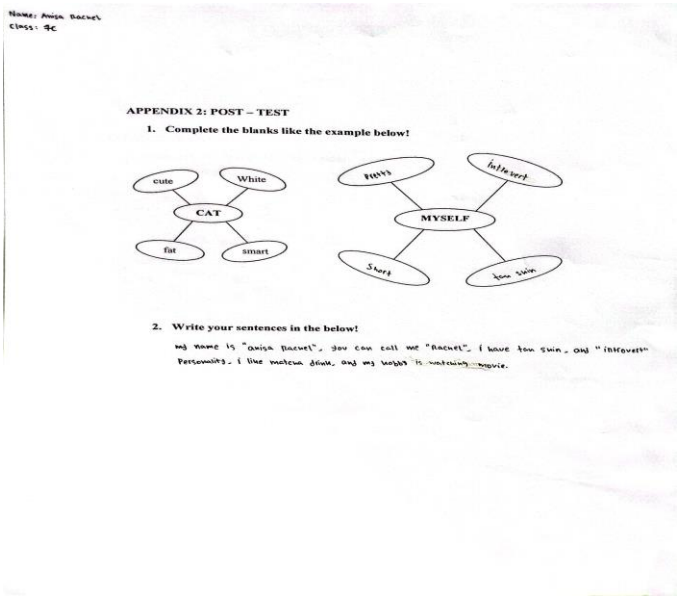
APPENDIX 1: PRE – TEST

1. Complete the blanks like the example below!

2. Write your sentences in the below!

I have a cat. Him name is "Kitty". The color is "grey". My cat so very cute and beautiful.

Post test


Name: Amisa Rachel
Class: 9c

APPENDIX 2: POST – TEST

1. Complete the blanks like the example below!

2. Write your sentences in the below!

My name is "Amisa Rachel", you can call me "Rachel". I have ten twin. and "introvert" Personality. I like matcha drink. and my hobby is watching movie.

The research revealed a significant improvement in students writing skills after the application of the mind mapping technique**.** Prior to the treatment, students in the experimental group showed low writing performance, with an

average pre-test score of 61.57**.** This indicated limited vocabulary use, poor grammar accuracy, and challenges in organizing ideas in written form.

After receiving the treatment using the mind mapping technique over six meetings, students demonstrated clear progress. The average post-test score increased to 83.17, showing that students were better able to generate ideas, organize content, and write with improved vocabulary and grammar.

The difference between the pre-test and post-test mean scores **(**an increase of 21,60 points**)** proves the effectiveness of mind mapping in supporting the writing process. In contrast, the control group, which did not receive the treatment, showed only a slight increase from 54.47 to 68.56**,** indicating that traditional methods were less effective.

Furthermore, the t-test value (2.449) being greater than the t-table value (1.999) at a 0.05 significance level confirms that the improvement in the experimental group was statistically significant

Pre-Test and Post-Test Validity Test Format

Name : Fitriwijsih, S.S., S.Pd., M.Hum
Position : English Lecturer
Age :
Information :

1. Very Valid
2. Valid
3. Less Valid
4. Invalid
5. Very invalid

Test Number	Score pre-test					Description
	1	2	3	4	5	
1		✓				
2		✓				

Test Number	Score post-test					Description
	1	2	3	4	5	
1		✓				
2		✓				

Palu, 20 July 2024
Validator

Fitriwijsih, S.S., S.Pd., M.Hum
19850622 201503 2002

Pre-Test and Post-Test Validity Test Format

Name : Hj. Zaitun Panjeran. S.Pd
Position : English teacher
Age :
Information :

1. Very Valid
2. Valid
3. Less Valid
4. Invalid
5. Very invalid

Test Number	Score pre-test					Description
	1	2	3	4	5	
1		✓				
2		✓				

Test Number	Score post-test					Description
	1	2	3	4	5	
1		✓				
2		✓				

Palu, 22 July 2024
Validator

Hj. Zaitun Panjeran, S.Pd
Nip. 19700812 200212 2001

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 1989 TAHUN 2022

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Menimbang :
a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No 61 Tahun 2021, tentang Universitas Islam Negeri Datokarama Palu;
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

M E M U T U S K A N

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

KESATU : Menetapkan saudara :
1. Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
2. Rabaniyah Istiqamah, S.Pd.,M.Pd.
sebagai Pembimbing I dan II bagi Mahasiswa :

Nama	:	Nurhildayanti
NIM	:	191160075
Program Studi	:	Tadris Bahasa Inggris
Judul Skripsi	:	THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE TO IMPROVE STUDENT'S WRITING SKILL OF THE SEVENTH GRADE AT SMP NEGERI 5 PALU

KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2022

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada tanggal : 4 Januari 2023

Dekan,

Dr. H. Askar, M.Pd
NIP. 196705211993031005

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 2598 TAHUN 2023

TENTANG
PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Menimbang :
a. bahwa penulisan karya ilmiah dalam bentuk skri psi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan tim penguji proposal skripsi untuk menguji proposal skripsi mahasiswa pada ujian seminar proposal;
b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No. 61 Tahun 2021, Tentang Universitas Islam Negeri Datokarama Palu.
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 529/Un.24/KP.07.6/11/2023 masa jabatan 2023-2027

M E M U T U S K A N

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU

KESATU : Menetapkan Tim Penguji Proposal Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :

1. Penguji	:	Fitriningsih, S.S., S.Pd., M.Hum.
2. Pembimbing I	:	Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
3. Pembimbing II	:	Rabaniyah Istiqomah, S.Pd., M.Pd.

untuk menguji Proposal Skripsi Mahasiswa

Nama	:	Nurhildayanti
NIM	:	191160075
Jurusan	:	Tadris Bahasa Inggris (TBIG-3)
Judul Proposal	:	Improving Students Writing Skill by Using Mind Mapping Technique at Seventh Grade of MTs Al-Khairaat Pusat Palu

KEDUA : Tim Penguji Proposal Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam proposal skripsi yang diujikan;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2023

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila dikemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 14 November 2023
Dekan,

Dr. Saepudin Mashuri, S.Ag., M.Pd.I
NIP. 19731231 200501 1 070

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor : 7070/Un.24/F.I/PP.00.9/11/2023 Palu, 14 November 2023
Sifat : Penting
Lamp : -
Hal : **Undangan Menghadiri Seminar Proposal Skripsi**

Kepada Yth.

1. Dr. Hj. Nur Asmawati, S.Ag., M.Hum. (Pembimbing I)
2. Rabaniyah Istiqomah, S.Pd., M.Pd. (Pembimbing II)
3. Fitriningsih, S.S., S.Pd., M.Hum. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama	:	Nurhildayanti
NIM	:	19.1.16.0075
Jurusan	:	Tadris Bahasa Inggris (TBIG)
Judul Skripsi	:	Improving Students Writing Skill by Using Mind Mapping Technique at Seventh Grade of MTs Al-Khairaat Pusat Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal	:	Jum'at, 20 November 2023
Waktu	:	09.00 Wita - Selesai
Tempat	:	Lt. 1 Rektorat UIN Datokarama Palu

Wassalamu'alaikum warahmatullahi wabarakatuh

a.n Dekan
Ketua Jurusan TBIG

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 19690214 199203 1 013

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:
a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
c. 1 rangkap untuk Ketua Jurusan
d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
f. 1 rangkap untuk ditempel pada papan pengumuman.
g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 2022/2023

Pada hari ini Jum'at, tanggal 20 November 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama	:	**Nurhildayanti**
NIM	:	**19.1.16.0075**
Program Studi	:	**Tadris Bahasa Inggris (TBIG)**
Judul Proposal	:	**Improving Students Writing Skill by Using Mind Mapping Technique at Seventh Grade of MTs Al-Khairaat Pusat Palu**
Tgl / Waktu Seminar	:	**20 November 2023/09.00 Wita**

NO.	NAMA	NIM	SEM / PRODI.	TTD	KET.
1.	Aulia Putri	21101093	5/Pai		
2.	Nadia Fadilla	21101038	5/Pai		
3.	Ria Hasan	21101037	5/Pai		
4.	Rara	21101053	5/Pai		
5.	muthmainnah djamaluddin	21101060	5/Pai		
6	Nur Arisa	17116010	TBI		

Palu, 14 November 2023

Pembimbing I,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Pembimbing II,

Rabaniyah Istiqomah, S.Pd., M.Pd.
NIDN. 2028119103

Penguji

Fitriningsih, S.S., S.Pd., M.Hum.
NIP. 19850622 201503 2 002

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690214 199203 1 013

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
جامعة داتوكاراما الإسلامية الحكومية بالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
Jl. Trans Palu-Palolo Desa Pombewe Kec. Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165
Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor : 1845 /Un.24/F.I/PP.00.9/04/2024 Palu, 29 April 2024
Lampiran : -
Hal : **Izin Penelitian Untuk Menyusun Skripsi**

Yth. MTs Al- Khairaat Pusat Palu

Di
Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama	:	Nurhildayanti
NIM	:	191160075
Tempat Tanggal Lahir	:	Borong, 11 April 2000
Semester	:	X (Sepuluh)
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Jl. Sungai Malino
Judul Skripsi	:	IMPROVING STUDENTS WRITING SKILL BY USING MIND MAPPING TECHNIQUE AT SEVENTH GRADE OF MTS AL-KHAIRAAT PUSAT PALU
No. HP	:	083847576547

Dosen Pembimbing :
1. Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
2. Rabaniyah Istiqamah, S.Pd., M.Pd

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikan, atas perkenannya diucapkan terima kasih.

Wassalam,
Dekan,

Dr. Saepudin Mashuri, S.Ag.,M.Pd.I
NIP. 197312312005011070

MAJELIS PENDIDIKAN ALKHAIRAAT
MADRASAH TSANAWIYAH ALKHAIRAAT PUSAT PALU
SULAWESI TENGAH
STATUS AKREDITASI A SK.NO.1346/BAN-SM/SK/2021
Alamat: JALAN : SIS. ALJUFRIE NO. 36 TELP.(0451) 4011303 KOTA PALU KODE POS : 94223
NSM: 121272710002 NPSN: 60728895

SURAT KETERANGAN PENELITIAN

Nomor : 122/MTs.Alkh.02/IX/2024

Yang bertanda tangan di bawah ini

Nama	: Dra. Hj. Saihun Aldjufrie, M.Pd.I
NIP	: 19681208 199803 2 001
Jabatan	: Kepala Madrasah

Dengan Ini Menyatakan :

Nama	: **Nurhildayanti**
NIM	: 191160075
Semester	: XI
Tempat/Tanggal Lahir	: Borong, 11 April 2000
Program Studi	: Pendidikan Bahasa Inggris
Program Jenjang	: Sarjana (S1)
Alamat	: Jalan Sungai Malino

Benar Telah melaksanakan penelitian./observasi/wawancara di Madrasah Tsanawiyah Alkhairaat Pusat Palu dengan Judul "IMPROVING STUDENTS WRITING SKILL BY USING MIND MAPPING TECHNIQUE AT SEVENTH GRADE OF MTs ALKHAIRAAT PUSAT PALU" Tanggal 23 Juli 2024 sampai dengan 24 Agustus 2024.

Demikian surat keterangan ini dibuat dengan sesungguhnya, untuk dapat digunakan sebagaimana perlunya:

Palu, 4 September 2024
Kepala Madrasah,

Dra. Hj. Saihun Aldjufrie, M.Pd.I
Nip. 19681208 199803 2 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
جامعة داتوكاراما الإسلامية الحكومية بالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Trans Palu-Palolo Desa Pombewe Kecamatan Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165
Website : www.uindatokarama.ac.id email : humas@uindatokarama.ac.id

Nomor : 1438 /Un. 24/F.I/PP.00.9/05/2025 Sigi, 19 Mei 2025
Sifat : Penting
Lampiran : -
Perihal : **Undangan Menghadiri Ujian Skripsi.**

Yth. Bapak/Ibu Tim Penguji Skripsi
Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu
1. Hijrah Syam, S.Pd., M.Pd.
2. Fitriningsih, S.S., S.Pd., M.Hum.
3. Fatima, M.Pd.
4. Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
5. Rabaniyah Istiqamah, M.Pd

Assalamualaikum wr.wb.

Dalam rangka pelaksanaan Ujian Munaqasyah Mahaiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama	:	Nurhildayanti
NIM	:	191160075
Program Studi	:	Tadris Bahasa Inggris
Judul Skripsi	:	IMPROVING STUDENTS WRITING SKILL BY USING MIND MAPPING TECHNIQUE AT SEVENTH GRADE OF MTS ALKHAIRAAT PUSAT PALU

dengan hormat kami mohon kesediaanya untuk menguji Skripsi tersebut, yang akan dilaksanakan pada :

Hari/tanggal	:	Selasa, 20 Mei 2025
Jam	:	13.00 s/d Selesai
Ruang Sidang	:	Ruang Sidang D
Tempat	:	Gedung FTIK Lt. 3 Kampus II

Demikian, atas kehadirannya diucapkan terima kasih.

Wassalam,

a.n. Dekan
Sekretaris Jurusan Tadris Bahasa Inggris

Hijrah Syam, S.Pd., M.Pd
NIP. 198605042023212052

Catatan Bagi Peserta Ujian Skripsi :
1. **Berpakaian Hitam Putih , Almamater dan Kopiah (Pria).**
2. **Berpakaian Hitam Putih , Almamater (Wanita).**

FOTO 3x4	KARTU SEMINAR PROPOSAL SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU	NAMA	Nurhidayanti
		NIM	19UC0025
		PROGRAM STUDI	TBI

No	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Jum'at 2 Desember 2022	Ahmad Ramdi Abdirobbi	Implementasi kurikulum Merdeka belajar dalam pembelajaran Pendidikan Agama Islam di SMPN 3 Palu	1. Drs. Rusli Takunas, M.Pd.I 2. Dr. Arifuddin M. Arif, S.Ag., M.Ag	
2	Jum'at 13 Januari Desember 2023	Maulidya Aziza Fahimu	improving students reading comprehension skills by using the dediserta method at X IPA 3 grade SMA Negeri 2 Sigi	1. Rusun S.Pd. M.Pd M.Sc. Phd 2. Moh Syafri M. Pd.	
3	Senin, 16 Januari Desember 2023	Hafidatunnisa	The effect of english animated movies on the improvement students vocabulary mastery at the eleventh grade of MAN 1 Parigi	1. Ruslin S.pd., M.pd., M.sc., P.hd 2. Hijrah Syam S.pd., M.pd.	
4	Senin, 16 January 2023	Ardiana	Analisis soal tes pilihan Ganda level Hots mata pelajaran Bahasa Arab di MTS. politani Maccirimae Tikke kec. tikke Raya kab. pasangkayu	1. Dr. Muhammad Idhan, S.Ag., M.Ag 2. Muhammad Nur Asmawi. S.Ag. M.Pd.I	
5	Senin, 16 Januari 2023	Vita annis Dela Puspita	Taukid dan maknanya didalam Al-Qur'an Sebah Yusuf (Analisis Nahwu dan Psikologi)	1. Dr. Mohamad Idhan, S.Ag., M.Ag 2. Muhammad Nur Asmawi, S.Ag M.Pd.I	
6	Selasa, 17 Januari 2023	Siti Nur Fathonah	using Podcasts as a medium of instruction to improve the speaking skills of grade IX students at SMP Negeri 1 Palu	1. Dr. Abdul Gafur Marzuki, S.Pd., M.Pd. 2. Moh. Tamrin Am. S. Pettawali S.S, M.Pd	
7	Selasa, 21 Februari 2023	Wiwi Witria Wanti	model kemampuan kepala sekolah dalam meningkatkan kompetensi profesional guru di SMP 5 Sigi	1. Dr. Hamlan, M. Ag 2. Drs. Muhammad Nur Korompot, M.Pd	
8	Kamis, 28 ~~Kamis, 28~~ maret, 2024	Ayu Rizky	Penggunaan Media pembelajaran loose Part untuk mengembangkan kreatifitas anak di TK Negeri Bantaran dengga	1. Kasmiati, S.Ag., M.Pd.I 2. Dr. HJ. Marwany, S. Ag., M. Pd	
9	Kamis, 28 maret, 2024	Jihan fahira U Hamzah	Penerapan metode pembiasan dalam meningkatkan kemampuan menghafal surat surat pendek TK Negeri 1 Sinu	1. Hikmatur Rahma, Lc., M.Ed. 2. Hildawati, S.Pd.I., M.Pd.I	
10				1. 2.	

Catatan : *Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi*

Buku Konsultasi Pembimbingan Skripsi

JURNAL KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI

Nama : Nurhildayanti
NIM : 19116007S
Program Studi : Tadris Bahasa Inggris
Judul : The Implementation of mind mapping Technique To improve students writing skill At Seventh grade Of MTS Alkhairaat Pusat Palu
Pembimbing I : Dr. Hj Nur Asmawati, S.Ag., M.Hum
Pembimbing II : Rabaniyah Istiqamah, S.Pd., M.Pd

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
	22 Mei 2023	I	Revise the background	
		II	Revise the theoretical framework	
		III	Revise the research methodology	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
	6 Juli 2023	II	Revise the Conceptual framework	
			* Add the pre-test & post-test	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
	3 Agustus 2023		- consider re write Title improving SWS xlot implementation	
	31 Agustus 2023		Find the xlxl Theory connect with background problem.	
	15 September 2023		- Use SPSS program consider	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
1.	25 September 2024		- Revise chapter 4	
	28 oktober 2024		- Revise the results ~~dof~~ data	
	14 november 2024		- create abstract	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
	26 November 2024	I	Clarity the objective. Empirical Evidence!	
	16 Desember 2024		The novelty of study.	
			Alternative hypothesis show in chapter II	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan

DOCUMENTATION

Table Distribution of T-table

DF	Cl Two tail test				
	0,2	**0,1**	**0,05**	**0,02**	**0,01**
	Cl One tail test)				
	0,1	**0,05**	**0,025**	**0,01**	**0,005**
1	3,078	6,314	12,706	31,821	63,657
2	1,886	2,920	4,303	6,965	9,925
3	1,638	2,353	3,182	4,541	5,841
4	1,533	2,132	2,776	3,747	4,604
5	1,476	2,015	2,571	3,365	4,032
6	1,440	1,943	2,447	3,143	3,707
7	1,415	1,895	2,365	2,998	3,499
8	1,397	1,860	2,306	2,896	3,355
9	1,383	1,833	2,262	2,821	3,250
10	1,372	1,812	2,228	2,764	3,169
11	1,363	1,796	2,201	2,718	3,106
12	1,356	1,782	2,179	2,681	3,055
13	1,350	1,771	2,160	2,650	3,012
14	1,345	1,761	2,145	2,624	2,977
15	1,341	1,753	2,131	2,602	2,947
16	1,337	1,746	2,120	2,583	2,921
17	1,333	1,740	2,110	2,567	2,898
18	1,330	1,734	2,101	2,552	2,878
19	1,328	1,729	2,093	2,539	2,861
20	1,325	1,725	2,086	2,528	2,845
21	1,323	1,721	2,080	2,518	2,831
22	1,321	1,717	2,074	2,508	2,819
23	1,319	1,714	2,069	2,500	2,807
24	1,318	1,711	2,064	2,492	2,797
25	1,316	1,708	2,060	2,485	2,787
26	1,315	1,706	2,056	2,479	2,779
27	1,314	1,703	2,052	2,473	2,771
28	1,313	1,701	2,048	2,467	2,763
29	1,311	1,699	2,045	2,462	2,756
30	1,310	1,697	2,042	2,457	2,750
31	1,309	1,696	2,040	2,453	2,744
32	1,309	1,694	2,037	2,449	2,738
33	1,308	1,692	2,035	2,445	2,733

34	1,307	1,691	2,032	2,441	2,728
35	1,306	1,690	2,030	2,438	2,724
36	1,306	1,688	2,028	2,434	2,719
37	1,305	1,687	2,026	2,431	2,715
38	1,304	1,686	2,024	2,429	2,712
39	1,304	1,685	2,023	2,426	2,708
40	1,303	1,684	2,021	2,423	2,704
41	1,303	1,683	2,020	2,421	2,701
42	1,302	1,682	2,018	2,418	2,698
43	1,302	1,681	2,017	2,416	2,695
44	1,301	1,680	2,015	2,414	2,692
45	1,301	1,679	2,014	2,412	2,690
46	1,300	1,679	2,013	2,410	2,687
47	1,300	1,678	2,012	2,408	2,685
48	1,299	1,677	2,011	2,407	2,682
49	1,299	1,677	2,010	2,405	2,680
50	1,299	1,676	2,009	2,403	2,678
51	1,298	1,675	2,008	2,402	2,676
52	1,298	1,675	2,007	2,400	2,674
53	1,298	1,674	2,006	2,399	2,672
54	1,297	1,674	2,005	2,397	2,670
55	1,297	1,673	2,004	2,396	2,668
56	1,297	1,673	2,003	2,395	2,667
57	1,297	1,672	2,002	2,394	2,665
58	1,296	1,672	2,002	2,392	2,663
59	1,296	1,671	2,001	2,391	2,662
60	1,296	1,671	2,000	2,390	2,660
61	1,296	1,670	2,000	2,389	2,659
62	1,295	1,670	1,999	2,388	2,657

CURRICULUM VITAE

Personal Detail:

Name : Nurhildayanti

Place/Date of Birth : Borong, 11 Aplil 2000

Gender : Female

University : UIN Datokarama Palu

Majoring : English Department

Citizenship : Indonesia

Religion : Islam

Register Number : 19.1.16.0075

Address : Jl. Sungai Malino, Palu Barat, Sulawesi Tengah

Phone Number : +6283847576547

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Parents Detail:

Father : Ahmad Bajo

Mother : Farida

Phone Number : -

Address : Rana Loba, Borong, Nusa Tenggara Timur

Formal Education:

1. MI Borong (2007-2012)
2. SMP Negeri 1 Borong (2012)
3. SMP Negeri 3 Kota Bima (2012-2015)
4. SMA Negeri 3 Kota Bima (2015-2018)

Organizations:

1. Was a member of the Muslim women's study group Fight for Jannah 2020
2. Was a design admin of Muslim women's study group Fight for Jannah 2020