THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE TO ENHANCE STUDENTS' NARRATIVE TEXT WRITING SKILL AT THE 8th GRADE OF SMPN 5 TANGGUL

THESIS

By:

Binuril Hidayatillah
SRN: T20186020

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING

DECEMBER 2023

THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE TO ENHANCE STUDENTS' NARRATIVE TEXT WRITING SKILL AT THE 8th GRADE OF SMPN 5 TANGGUL

THESIS

Presented of Stated Islamic University of Kiai Haji Achmad Siddiq Jember
In partial fulfillment of the requirements for Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic and Language Education Department
English Education Program

By:

BINURIL HIDAYATILLAH
NIM: T20186020

Approved by Advisor

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

H. Moch. Imam Machfudi, SS, M. Pd, PH.D
197001262000031002

THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE TO ENHANCE STUDENTS' NARRATIVE TEXT WRITING SKILL AT THE 8th GRADE OF SMPN 5 TANGGUL

THESIS

It has been examined and approved by the board examiners in partial fulfillments
Of requrements for the bachelor degree of education (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic and Language Education Department
English Education Program

Day : Monday
Date : December, 11th 2023

The Board of Examiners

Chairman	Secretary
Dewi Nurul Qomariah, SS. M.	Sandi Ferdiansyah, M.Pd
197901272007102003	19850319201903 1004

Members:

1. Dr. Suparwoto Sapto Wahono, M. Pd ( )
2. H. Moch. Imam Machfudi, Ph.D ( )

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Dean of Faculty of
Tarbiyah and Teacher Training

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
REPUBLIK INDONESIA

Dr. H. Abdul Mu'is, S.Ag., M.Si
NIP. 197304242000031005

MOTTO

وَمَا كُنتَ تَتْلُوا مِن قَبْلِهِۦ مِن كِتَٰبٍ وَلَا تَخُطُّهُۥ بِيَمِينِكَ ۖ إِذًا لَّٱرْتَابَ ٱلْمُبْطِلُونَ

"And you (Muhammad) have never read a book before (the Qur'an) and you have not (ever) written a book with your right hand; if (you have read and written), surely those who deny it will doubt." (QS. Al-Ankabut: 48)*

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

*Muhammad Muhsin, *"The Holy Qur'an English Translation of the Meaning and Commentary King and Fand Holy Qur'an Printing Complex"*(Saudi Arabia: Ri'asatIdarat, 2000),p. 635.

DEDICATION

I would like to express my deepest gratitude and dedication to my family, whose unwavering support and encouragement have been the cornerstone of my academic journey.

1. First and foremost, I want to thank my loving parents. Their boundless love, sacrifices, and constant belief in me have been my greatest source of strength. My parents, Umi Hafifah and Misnali, have not only provided me with a solid foundation but also inspired me with their own hard work and dedication. I owe the successful completion of this thesis to their guidance and encouragement.
2. I would also like to extend my appreciation to my siblings, who has been my pillars of support throughout this endeavor. Their understanding, patience, and motivation have been invaluable in helping me stay focused and determined.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

ACKNOWLEDGEMENT

Alhamdulillahi Rabbil Alamin. All praise be Allah SWT, the single power, the lord of the universe, master of the Day of Judgement, God all mighty, Peace is upon prophet Muhammad SAW, the super chief and true inspiration of global-wide revolution.

This thesis is for achieving the undergraduate degree of English Education Department, Faculty of Tarbiyah and Teaching Training, State Islamic University of KH. Achmad Siddiq Jember. The thesis entitled "The Implementation of Mind Mapping Technique to Enhance Students' Narrative Text Writing Skill at the 8th grade of SMPN 5 Tanggul".

The research would not complete without help, support, and also a suggestion from the concerned. Therefore, in this opportunity, the writer would like to be thankful to:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM as a Rector of State Islamic University of KH. Achmad Siddiq Jember who has given me opportunity to study in this university.
2. Dr. Abdul Mu'is, S.Ag., M. Si as the Dean of Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty.
3. Nurrudin, M.Pd. I, the Head of Languages Islamic Education and Language Department.
4. Dewi Nurul Qomariyah, S.S.M. Pd as the Head of English Education Department who has permitted me to finished this research

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

5. H. Moch. Imam Machfudi, SS, M. Pd, PH. D, as the advisor who has given help, support, and patience to finished this research.
6. Siti Juariyah, S.Pd. as the English teacher, for her cooperation and help during the research
7. All students of VIII SMPN 5 Tanggul Jember for being cooperative to be my research subject
8. My beloved mother and father who never stop praying for me and inspiring me to do my best
9. All my friends who always cares of my condition and gave me help during the research until now

Jember, November 15th 2023

The researcher

Binuril Hidayatillah
T20186020

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

ABSTRACT

Binuril Hidayatillah, 2023: *The Implementation of Mind Mapping Techniques to Enhance Stuudents' Narrative Text Writing Skill at the 8th Grade of SMPN 5 Tanggul*

Key words: *Writing skill, narrative text, mind mapping*

The aim of this research was to examine the implementation of mind mapping to enhance the students' writing skill of narrative text at SMPN 5 Tanggul and to describe the students' responses to the implementation of mind mapping to enhance the students' writing skill of narrative text at SMPN 05 Tanggul 2023/2024 Academic year. Based on an interview with English teacher, the students' writing skill was still low. Teaching and learning activities with rigid and quiet classroom conditions then cause students to feel bored and sleepy in class. After discussing with the English teacher, we decided to implement Mind mapping technique to enhance students' writing skill of narrative text. Mind mapping is a creative and effective way to represent ideas, concepts, and relationships between different pieces of information. Mind mapping technique could boost creativity and give motivation while learning English.

The research questions of this research were: (1) How did the teacher implement mind mapping to enhance the students' writing skill of narrative text at SMPN 05 Tanggul (2) How did students' respond the implementation of mind mapping technique to enhance the students' writing skill of narrative text at SMPN 05 Tanggul. The objectives of the research were to describe the implementation of mind mapping to enhance the students' writing skill of narrative text at SMPN 05 Tanggul and to describe the students' responses to the implementation of mind mapping to enhance the students' writing skill of narrative text at SMPN 05 Tanggul.

The approach used in this research was qualitative. The design used in this research was qualitative descriptive. The researcher conducted this research at the 8th grade students of SMPN 5 Tanggul which consisted of 22 students. to collect the data, the researcher used observation, interview, and document review.

According to observation, interview, and document review, it was concluded that students initially responded positively to the Mind Mapping technique when applied to learning narrative text writing. This enthusiasm played a crucial role in alleviating boredom and enhancing their overall learning motivation. The students perceived the Mind Mapping technique as a time-saving tool in understanding the material.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

TABLE OF CONTENS

COVER ..... **i**

ADVISOR APPROVAL SHEET ..... **ii**

EXAMINERS APPROVAL SHEET ..... **ii**

MOTTO ..... **iv**

DEDICATION ..... **v**

ACKNOWLEDGEMENTS ..... **vi**

ABSTRACT ..... **viii**

TABLE OF CONTENS ..... **ix**

LIST OF APPENDIXES ..... **xi**

CHAPTER I INTRODUCTION **1**

A. Background of Study 1

B. Research Question 7

C. Research Purpose 7

D. Significance of the Research 7

E. Scope of the Research 8

F. Definition of Key Term 8

CHAPTER II LITERATURE REVIEW **10**

A. Previous Research 10

B. Theoretical Framework 16

1. Writing 16

2. Analytical Narrative Text 20

3. Mind Mapping 25

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER III RESEARCH METHOD 33

A. Research Design 33

B. Research Location 34

C. Research Subject 35

D. Data Collection Technique 36

E. Data Analysis Technique 40

F. Validity of the Data 41

G. Research Step 42

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Description of Research object 46

B. Data Presentation and Analysis 48

1. The implementation of Mind Mapping in Writing Text 49

2. The students' response to the implementation of Mind Mapping in writing narrative text 70

C. Discussion of Findings 76

1. The implementation of Mind Mapping technique to enhance students writing skill of narrative text 76

2. The students' response to the implementation of Mind Mapping in writing narrative text 82

CHAPTER V CONCLUSION 85

A. Conclusion 85

B. Suggestion 86

REFERENCES 88

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF APPENDIXES

Appendix 1 : Research Matrix

Appendix 2 : Lesson Plan

Appendix 3 : List of Irregular verbs

Appendix 4 : Learning materials

Appendix 5 : Mind Mapping Assessment Rubric

Appendix 6 : Data Collection Instrument

Appendix 7 : Interview

Appendix 8 : Result of Interview

Appendix 9 : Documentation of research activities

Appendix 10 : Students' Attendance List of 8th grade

Appendix 11 : Journal of Research

Appendix 12 : Research permit application letter

Appendix 13 : Letter of completion of research

Appendix 14 : Declaration of authenticity

Appendix 15 : Biodata of researcher

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER 1

INTRODUCTION

This chapter comprises the points related to the topic of the research namely, background of the research, problem of the research, objective of the research, significance of the research, limitation of the research and definition of key terms.

A. Background of Study

English language proficiency plays a pivotal role in both education and the professional sphere. In the realm of education, English serves as a universal medium through which knowledge is exchanged, enabling students to access a wealth of resources, academic literature, and online courses. Proficiency in English not only facilitates comprehension of complex subjects but also enhances critical thinking and effective communication skills, enabling students to engage in meaningful discussions and debates. Moreover, in the modern job market, English fluency is often considered a fundamental skill.[2] Many international companies operate in English, and a command of the language is crucial for collaborating with colleagues, negotiating contracts, and presenting ideas to a global audience. Job seekers with strong English skills tend to have a competitive advantage, as they can navigate multicultural work environments, seize international opportunities, and contribute effectively to their organizations on a global scale.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[2] Hashemi, S. A. (2011). "The use of critical thinking in social science text books of high school: A field study of Fars province in Iran". International Journal of Instruction, 4(1), 63-78

The teaching and acquisition of language forms the fundamental basis for other areas of study. It can support to express themselves clearly and effectively, not only for language subjects but also social studies, science, and mathematics. Besides, language teaching and learning helps students to develop strong comprehension skills, be it reading comprehension or listening comprehension which are essential for interpreting complex text in other subjects. In science, students require to be able to know deeply about concepts and theories, which require a strong grasp of language and vocabulary. For learning languages including English, there are several skills, namely receptive and productive skills.[3] Receptive skills include listening and reading. While productive skills include speaking and writing. Both are very important to develop in the process of learning English.

Writing is an essential productive skill that every student must possess. Developing strong writing skills can be a challenge, but it is an achievable feat with the right approach. To improve your writing skills, start by identifying the students' strengths and weaknesses. Consider your grammar and spelling, your sentence structure, and your ability to convey your message effectively. Practice writing regularly, and seek feedback from teachers or peers to help you identify areas for improvement. Additionally, read widely and critically, paying attention to the writing style and techniques used by other authors. Developing strong writing skills would not only improve your academic

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[3]Kang, S. (2018). "The relationship between receptive and productive vocabulary knowledge: A case study of Korean EFL learners". The Journal of Asia TEFL, 15(3), 715-727.

performance but also prepare you for success in your future career. Writing is necessary for junior high school students because it shares their ideas and provides challenges for students. Even, the importance of writing to save our knowledge was elaborated in the Hadith below:

قَيِّدُوا العِلمَ بالكِتابِ

Meaning: "tie knowledge with writing" [4]

What is meant by qayyidul 'ilma is strengthen and memorize and take care not to let go. Knowledge if it continues to be heard, the heart will find it difficult to remember. Knowledge is bound and guarded. If the heart often forgets, the knowledge will slowly disappear. That is why it is important to take notes. Allah has also taught His servants to take notes because it is beneficial for them.

Based on basic competencies, students are confronted with different types of texts such as paraphrase texts, descriptive texts, narrative texts, and procedural texts. Students must be able to master several text types, one of which is narrative text. Write simple stories or tell stories or write narrative texts about Cinderella, Snow White, Robin Hood, Hansel, and Gretel, etc. This is included in the Core Competencies (KD) of the 2013 syllabus.[5]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

In several schools the delivery of material in teaching and learning activities seems boring for the students. The feeling of boredom is a common experience among students in various teaching and learning activities at

[4] Abd Allah ibn ʻAbd al-Rahman ibn Al-Fadl ibn Bahram ibn ʻAbd al- Shamad, Sunan al-Darimi dalam CD al-Hadith al-Sharif. Hadith nomor: 497. Shahih, muttasil, satu sanad
[5] Ministry of education and culture of Indonesia, 2013. 226.

school. Studies have found that students' boredom is associated with a lack of engagement in the learning process and can lead to negative outcomes such as poor academic performance and disinterest in school. For example, a study by Pekrun et al found that students' boredom was related to lower motivation, which in turn impacted their academic achievement.[6] Similarly, a study by Vodanovich and Rupp found that boredom in the classroom was related to higher levels of absenteeism and lower levels of academic engagement.[7] To address this issue, educators can use strategies such as incorporating interactive and hands-on activities, incorporating student choice, and providing feedback to increase engagement and decrease boredom in the classroom. This is because there are still many teachers who do not have the ability to innovate and be creative in the process of teaching and learning activities in the classroom. Teaching and learning activities with rigid and quiet classroom conditions then cause students to feel bored and sleepy in class. Therefore, innovation and creativity are needed in the learning process so that it can create pleasant classroom conditions.[8] An example of the innovation and creativity of teachers by replacing new style learning to attract the attention of students. By learning English using mind mapping, this is a new learning style at SMPN 5 Tanggul.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[6] Pekrun, R., Elliot, A. J., & Maier, M. A. (2017). "Achievement goals and achievement emotions: Testing a model of their joint relations with academic performance". Journal of Educational Psycology, 109(2), 251-265

[7] Vodanovich, S. J., & Rupp, D. E. (2009).: "A Boredom at work neglected concept. Human Resource Management Review", 19(2), 88-98

[8] Sherly Kurnia Dafani, "isu isu dalam dunia pendidikan", https://www.ampenanews.com/2021/12/isu-isu-dalam-dunia-pendidikan-di-indonesia.html (10 Desember 2021).

Preliminary observations at SMPN 5 Tanggul showed that the school adopts the syllabus of 2013. The common learning methods of English teachers are, lectures question and answer methods. It was repeated in every meeting. As a result, the student who had low motivation and less confident kept more silent and got boredome because the learning process was monotomous, passivity, lack of interest and form introverted resistance to teaching conditions by students. It was one in line with the study conducted with approximately 4000 Norwegian high school students, Øia discovered that 25% of the students experience boredom at school. The implication is that excessive exposure to theoretical content in school may contribute to this feeling. In an another study among approximately 2000 Norwegian middle school students Thuen & Bru found that every fourth student experienced schoolwork as uninteresting, boring and meaningless.[9]

So, this method has less or the greatest effect on improving students' English writing ability. However, at SMPN 5 Tanggul there are many grades 8 students who do not achieve a passing grade because their English still has weaknesses, especially in writing. Based on the results of interviews with SMPN 5 Tanggul English teachers. Students have difficulty writing student activities. Students find it harder to come up with ideas when writing narrative text, and students find it harder to organize and develop ideas in writing. When using mind mapping techniques, students use not only the left but also

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[9] Gül Özerk."Academic Boredom: An Underestimated Challenge in Schools", International Electric Journal of Elementary Education. Vol.13 (September, 2020), 118.

the right brain. It is well known that the left brain recognizes words, while the right brain is responsible for language learning. Mind maps can also solve students' boredom while studying. Using mind maps, students will be more creative in composing paragraphs.

There are several reasons who choosing SMPN 5 Tanggul to be used as a research site, the first the school has used the mind map method so that it helps researchers in developing this method for the use of narrative texts. Second, the situation and conditions were known because the researcher practiced field experiences at school. Third, it is possible to obtain permission to conduct research in schools.

Although students have different learning styles and characteristics, Teachers must provide new learning methods or techniques in order to increase students' enthusiasm for learning.

Based on previous studies they have found similar results, almost showing that there are significantly different effects of the use of mind mapping on different subjects and objects. For all the above researchers have examined the mapping of thoughts on student writing. Most of the results of previous research, mind mapping has been successful in teaching learning to write. The difference from this research is that the place, research methods, skill problems. The similarity of the previous study with this study is the same but different variables in the research problem and in the population and sample.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

B. Research Questions

Based on the background elaborated above, the focus of the research can be drawn as follows:

1. How did the teacher implement mind mapping technique to enhance the students' writing skill in narrative text at SMPN 05 Tanggul 2023/2024 academic year?
2. How did students respond the implementation of mind mapping technique to enhance the students' writing skill in narrative text at SMPN 05 Tanggul 2023/2024 academic year?

C. Research purposes

1. To examine the implementation of mind mapping to enhance the students' writing skill in narrative text at SMPN 05 Tanggul 2023/2024 academic year.
2. To describe the students' responses to the implementation of mind mapping to enhance the students' writing skill in narrative text at SMPN 05 Tanggul 2023/2024 academic year.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

D. Significance of the research

The benefits of this writing can be expected as follows:

1. The author of this study is expected to provide new experiences for writer about mind mapping techniques.
2. The result of this study is expected to provide information about techniques and can be applied in English subjects in Narrative texts.
3. This research is expected to provide new knowledge for further research

E. Scope of the research

1. Research variable

   In this research, the researcher limits the scope of study. The study only stress on two variables mentioned are mind mapping and writing ability, and the research subject is the second-grade students of SMPN 5 Tanggul.

2. Indicator variable

   The indicator of mind mapping consists of the aspect of implementing the mind mapping. The aspects of mind mapping adapted from Rustler are follow: who, create, usage, why, and technique.[10]

   While, the indicator of writing ability, includes students writing score from students' writing test of five writing components adapted from Jacobs et al as cited in Weigle which is content, organization, vocabulary, language use, mechanic.[11]

F. Definition of key terms

Operational definition provides the simply definition of the variables discussed in this research. The operational definition in this research is:

1. Mind mapping

   Mind mapping is a writing technique that uses brain management principles to unlock hidden potential and capacity in the brain. It helps in taking effective, efficient, creative, interesting, and easy notes by mapping our thoughts.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[10] Rustler, F. *Mind Mapping for Dummies* (England: Willey, 2012), 48.
[11] Weigle, S.C. *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), 116.

2. Writing ability

Writing is a way to record thoughts and experiences, allowing people to communicate various messages to readers, whether they are close or far away, familiar or unknown. The skill of writing is the ability to express ideas, thoughts, and feelings using written symbols, making it easier for others to understand the conveyed message.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presented a review of related literature. It consisted of relevant previous studies, theoretical and conceptual framework.

A. Previous research

Several researches have been conducted relating to this research. These several researches have findings as follow,

1. Sheira Ayu Indrayani in 2014 entitled "The Effectiveness of Using Mind Mapping in Improving Students' Reading Comprehension of Narrative Text". In this research Sheira Ayu Indrayani used quantitative approach and the type was experimental research. The results of the study showed that mind mapping techniques are effectively used in teaching to understand readings from narrative texts. Therefore, teaching understands readings from narrative texts using effective mind mapping techniques.
2. Syahrur Ramadhan, Regina, Urai salam in 2015 entitled "Teaching Reading Through Mind Mapping Strategy in Narrative Text for Reading Comprehension". In this research Syahrur Ramadhan, Regina, Urai salam used is a Pre-Experimental Research. this research focuses on reading comprehension. The results of this study prove that students' learning achievement in reading narrative text comprehension is good and it turns out that they have a good spirit and understanding in reading comprehension through this technique. that is, the teaching and learning process is very effective in the understanding of narrative texts.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

3. Leyly Khairani Zahra in 2014 entitled "The Effectiveness of Using Mind Mapping Technique on Students' Reading of Narrative Text". In this research Leyly Khairani Zahra used the quasi-experimental design. The objective of this study was to find out the empirical evidence about the effectiveness of using mind mapping techniques on students' reading of narrative text. The research findings of this study reached the conclusion that there was no significance difference of students' reading skill between the experimental class and the control class.
4. Aulia Sintya Dewi in 2019 entitled "The Effectiveness of Mind Mapping to Improve Students' Ability in Identifying Supporting Details of Narrative Text at Mts YPM 1 Wonoayu". In this research Aulia Sintya Dewi used quasi experimental design which analyze about the effectiveness of mind mapping in students' ability to identify supporting details in Narrative text. So, it can

   mind mapping is effective because there is improvement of students' score eventhough the improvement is not significance.
5. Widya Yuliani, Dwi Anggani Linggar Bharati, Warsono in 2019 entitled "The Effectiveness of Brainstorming and Mind Mapping to Teach Writing Narrative Text for Student with Extrovert and Introvert Personalities". This research used 2x2 factorial experimental designs. The finding of this research indicates that brainstorming technique was more effective than mind mapping technique to students with extrovert personality. It means that brainstorming technique is more effective to the students with

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

extrovert personality, while mind mapping technique is effective to the students with introvert personality.

6. Katrina Kaba Leiru, Leni Amelia Suek, Marcelinus Akoli, Zantty O. Padahana in 2023 entitled "The Implementation of The Mind Mapping Method in Teaching Writing Narrative Text for Eight Graders of SMP Negeri 2 Waikabubak". This study aimed to assess the impact of using mind mapping on improving narrative writing skills among eighth-grade students at SMP Negeri 2 Waikabubak. The research utilized test, questionnaire, and observation data, employing Classroom Action Research (CAR) with one cycle. The findings revealed a significant enhancement in students' narrative writing abilities using the mind mapping approach. The pre-test average score was 63.6 (below average), with only 20% passing, while the post-test average was 88.25 (very good), with 90% of students passing. Interviews highlighted three main writing challenges: carelessness, first language influence, and translation. Most students enjoyed using the mind mapping method and believed it improved their writing skills. This study suggests continued implementation of the mind mapping approach to enhance English learning and writing skills.
7. Megawati, Yuliwati, Eka Rista Harimurti in 2021 "The Effect of Mind Mapping Technique and Vocabulary Mastery on Students' Writing Skill". This research examined how the mind mapping technique and vocabulary mastery impact students' writing skills. The study involved 40 fourth-grade

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

English Education students at STKIP Kusuma Negara Jakarta and employed an experimental approach. Results showed that implementing the mind mapping technique significantly improved writing skills (F=290.285, sig.=0.000<0.05), while vocabulary mastery also played a significant role (F=91.401, sig.=0.000<0.05). Additionally, an interaction effect was observed between the mind mapping technique and vocabulary mastery (F=5.274, sig.=0.028<0.05), suggesting combined benefits. In conclusion, using the mind mapping technique enhances writing skills, especially for those with strong vocabulary mastery.

Table 2.1
The Similarities and Differences Between Previous Research and Current Research

No	Author and Title	Similarities	Differences
1	2	3	4
1	Sheira Ayu Indrayani in 2014 entitled "*the effectiveness of using mind mapping in improving students' reading comprehension of narrative text*".	Both used mind mapping as the technique to teach writing. this research and the previous research were conducted in senior high school.	• This research used a qualitative approach while the previous research used quasi-experimental. • This research focused on writing ability while the previous research focused on reading comprehension. • This study involved students in grade VIII junior high school, the previous research used students in grade 2 of senior high school.
2	Syahrur Ramadhan, Regina, Urai salam in 2015 entitled "*teaching reading through*	Both used mind mapping the tecnique to teach writing. this research and the previous research were conducted in senior high school.	• This research used a quantitative approach while the previous research used pre-experimental. • This research focused on writing ability while the previous research focused on

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

	mind mapping strategy in narrative text for reading comprehension".		reading comprehension. • This study used students in grade VIII junior high school, the previous research used students in grade X senior high school.
3	Leyly Khairani Zahra in 2014 entitled "*the effectiveness of using mind mapping technique on students' reading of narrative text".*	Both used mind mapping as my method to teach writing this research and the previous research was conducted in senior high school.	• This research used a quantitative approach while the previous research used quasi experimental design. • This research focused on writing while the previous research focused on reading of narrative text. • This study used students in grade VIII junior high school the previous research used students' senior high school.
4	Aulia Sintya Dewi in 2019 entitled "*the effectiveness of mind mapping to improve students' ability in identifying supporting details of narrative text at Mts ypm 1 wonoayu".*	Both used mind mapping as my teaching method in this study and both also did a research site in junior high school	• This research used a quantitative approach while the previous research used quasi experiment design. • This research focused on writing while the previous research focused on identifying supporting details of narrative text.
5	Widya Yulianti, Dwi Anggrani Linggar Bharati, Warsono in 2019 entitled "*the effectiveness of brainstorming and mind mapping to teach writing narrative text for student with extrovert and introvert personalities".*	Both used mind mapping as my teaching method in this study and both also did a research site in junior high school	• This research used a quantitative approach while the previous research focused on quasi experimental design. • This research focused on writing ability in narrative text while the previous research focused on to teach writing narrative text for student with extrovert and introvert personality.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

6	Katrina Kaba Leiru, Leni Amelia Suek, Marcelinus Akoli, Zantty O. Padahana in 2023 entitled *"The Implementation of the Mind Mapping Method in Teaching Writing Narrative Text for Eight Graders of SMP Negeri 2 Waikabubak"*	• Both the research use mind mapping as the technique to teach English learning material. • Both of the research teach writing narrative text.	• The previous research used Classroom Action Research (CAR) while this current research will use qualitative study.
7	Megawati, Yuliwati, Eka Rista Harimurti in 2021 *"The Effect of Mind Mapping Technique and Vocabulary Mastery on Students' Writing Skill"*.	• Both the research use mind mapping as the technique to teach English learning material. • Both of the research teaches writing narrative text.	• The previous research used Quantitative study while this current research will use qualitative study.

Based on previous studies they have found similar results (see table 2.1), almost showing that there are significantly different effects of the use of mind mapping on different subjects and objects. For all the above researchers have examined the mapping of thoughts on student writing. Most of the results of previous research, mind mapping has been successful in teaching learning to write. The difference from this research is that the place, research methods, and the material used. The similarity of the previous study with this study is the same but different variables in the research problem and in the population and sample

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

B. Theoretical Framework

1. Writing

a. Definition of writing

Writing is an essential factor of language.[12] Writing is used as a tool to communicate or convey thoughts, ideas, and facts in easy and clear language. It means that writing is a way to express ideas that come from human thought through lettering. The ideas produce based on writer's knowledge, experience, and activity that was done. Writing is also an activity, both physically and mentally which helps the writers express their ideas into words in meaningful form.[13] So that, the readers can catch the meaning or purpose of the writing that has made.

Writing is described as a difficult skill due to consist of some aspect that needs to understand in written work.[14] Writing is also considered as a productive skill and a useful tool for the learning process.[15] Writing is not just drawing a variety of spelling symbols, but it involves a complex process that requires us to use certain appropriate vocabulary and grammar rules to organize the sentences.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[12] Satya Sri Durga and Rao, *Developing Students' Writing Skills in English* - A Process Approach (India: Journal sof Research Scholars and Professionals of English Language Teaching, 2018)
[13] Puput Septiani, "*Improving Students' Writing Skill by Using Four Square Writing Technique* (A Collaborative Classroom Action Research)" (Undergraduate Thesis, Islamic University of Raden Intan Lampung, 2018),13.
[14] Heti Sukma Wati," *The Influence of Using Problem Based Learning towards Students Writing Ability on Analytical Exposition Text*" (Undergraduate Thesis, State University of Raden Intan Lampung, 2021), 10.
[15] Shagia Afrin, *Writing Problems of Non-English Major Undergraduate Students in Bangladesh*: An Observation (Journal of Social Sciences, 2016), 104.

When we write, not only do we need to keep the purpose of writing in mind, but we also need to think about the facts, opinions, or ideas that are relevant to our aims and think about how to organize them in the composition.[16] According to Brown, the ability to write is necessary for reaching employment in numerous walks of life and is simply taken for granted in literary cultures.[17] However, writing is not only expressing ideas in written language on a piece of paper but it also has to complete some requirements to arrange a good text. So, as student should have the competency to write, they should improve their writing skills to have good writing skills to meet their academic needs and workplace requirements.

b. Types of writing

According to Brown, there are four types of writing performance, those are:

1) Imitative

Imitative is a fundamental ability of writing. It is a type to create written language in which the students should reach the basic tasks of writing letters, words, punctuation, and very brief sentences. This type includes the power to spell correctly and learners are attempting to master the mechanics of writing.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[16] Muthoharoh, The Use Small Group Discussion, 6.
[17] Douglas Brown, Language Assessment: Principles and Classroom Practices (Amerika: Pearson Education, 2004), 220.

2) Intensive (Controlled)

In this type students have to produce a text using correct vocabulary, collocations and idioms, and correct grammatical rules up to the long of sentence. Meaning and context are things important to determine appropriateness and correctness but most of the assessment tasks on the result of writing focus more on the form of writing.

3) Responsive

For assessment tasks in this type, students are required to write at a limited level of discourse, connecting the sentences become a paragraph and creating an arrangement of two or three paragraphs logically.

4) Extensive

This type implies the success of management in all writing strategies and processes for all aims, up to the length of an essay, paper, a major research project report, or even a thesis. In this type, writers focus on the aim of writing, organizing, and developing ideas logically, including complete explanations to support ideas, demonstrating syntactic and lexical variety and in many cases, engaging in the process of multiple drafts to reach a final product.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Focus on the grammatical form is limited to occasional revising or proofreading of a draft.[18]

In this research, the researcher chose intensive writing as the type of writing. By choosing intensive writing, the students produce language to show their understanding in grammatical, vocabulary, and generic structure of a text.

c. Aspect of writing

Nova Chahyany, Eva Nurchurifiani, and Purna Wiratno stated that writing learning process needs specific skills to be successful in writing such content, organization, grammar, vocabulary, and mechanic.[19]

1) Content

Content is a media to express the knowledge, understandable, idea, and information to elaborate the topic. This aspect needs to consider by the writer, whether the writer's knowledge, understanding, idea, and information of many details relevant to the material and topic or not.

2) Organization

The organization is the ability to arrange the ideas into sentences, the sentences into paragraphs, and the paragraphs into a text in a logical order and cohesion. The writing must consist of an introduction, body, and conclusion.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[18] Douglas Brown, Language Assessment, 220.
[19] Chahyany, et al., The Influence of Small Group Discussion, *3*.

3) Vocabulary

Vocabulary is one of the most important components of language. Through vocabulary, the writer can convey the ideas in writing. But the writer has to pay attention in choosing whether the vocabulary is appropriate to use or not.

4) Grammar

Grammar is a component of language which is part of the study of what forms or structures are possible in a language.

5) Mechanic

Mechanic refers to capitalization, punctuation, and spelling. It is an aspect that should be focused of learning to write in English.

In this research, the researcher uses all the aspects of writing and adjusted with the material that the students had learned. Exactly for grammar, not all the grammars will assess but only the material of grammar that needed in the text.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

2. Analytical Narrative Text

a. Definition of Narrative Text

Narrative text is one of text types that the events are given in chronological order. Anderson stated that narrative text is a text which tells a story and has purpose to entertain the reader.[20]. Narrative text comes from writer's real experience or imagination; however, a

[20] Mark Anderson and Kathy Anderson, *Text Types in English* (South Yara: Macmillan Education Australia, 1998), 3

narrative text can be a fiction, nonfiction, or combination of both. Coffman and Red stated that narrative text has several common components including setting, plot, resolution, or we can call is as story ending.[21] Something that makes a narrative text become a narrative is the events that is provided in the text. In the other hand, Aviv stated that narrative text is kind of text which contains a story and problem it will be ended by a resolution. Writer takes conclusion about the definition of Narrative text as a story that presented in chronological order, it consists of several components including problem and its solving which has purpose to entertain the reader, narrative text become an attractive text for people because it is tell an interesting story that make people who feel enjoy and make their own imagination through the story.

b. Purpose of Narrative Text

According to Barbara Clouse the purposes of Narrative Text are:[22]

1) To entertain
2) To express feelings
3) To relate experience
4) To teach a lesson
5) To persuade

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[21] Gerry A Choffman and Melissa D Reed, "The true story of narrative text: from theory to practice". *Emporia state university, Kansas*. Vol. 32 No.1, Summer 2010, 5
[22] Barbara Fine Clouse, *The Student Writer* (New York: The McGraw-Hill, 2006), 186

Barbara added that "A narrative text become important because it is a story that can entertain, instruct, clarify, and persuade. It can show us how the world works, how people behave, and how event unfold." Alexander Mongot stated that the purposes of narrative text are to entertain or amuse the reader and to deal with actual or vicarious experience in different ways.[23] Narrative text is an interesting text that should be read by reader in purpose to amuse the reader and will get new value from the text. It is very useful for students which must learn about a moral value in their life, so they can learn it from narrative text that they read and learn in school besides they learn a moral value they also can be persuaded by the text in doing something better implicit.

c. Generic Structure of Narrative Text

Every text has their own generic structure, especially for Narrative text here are the generic structure of narrative text that is mentioned by Alexander Mongot on his book:

1) Orientation, it is also called as introduction of the story. This part will explain about who is the actor, when it happens, where it happens etc.
2) Complication, it shows what is happening in the story, it also will show the problem that is exist in the story.
3) Resolution, it shows how the actor solve the problem and it also will tell the ending of the story.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[23] Alexander Mongot Jaya, *English Revolution* (Magelang: EL-Rachma, 2008), 33

Another explanation about the generic structure of narrative text as bellow:[24]

1) Orientation or introduction of story, it will explain what is story about, who is the participant, where the place setting, and when it happens.
2) Complication or Problem, in this paragraph there will be a core of the narrative text because it will explain the problem that is happening. The problems that arise can be distinguished as:
   a) Natural Conflict, it arises because of the actor stories dealing with the forces of nature.
   b) Social Conflict, it arises because the actors are facing each other.
   c) Psychological Conflict, it arises when dealing with the actors of the story itself. The contradiction between good and bad, between greed and tolerance.
3) Resolution, the problem in the narrative text will be solved in this part it can be closed with happy ending, or not slightly ended tragically.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

We all know each text have special structure, especially narrative text, because a narrative text is told about story so there will be a conflict that make reader will be curious with the ending of the story, the ending itself will show or explain about how the

[24] Mislaini, "Improving Students' Reading Comprehension of Narrative Text by Using Fable" *English Study Program University of Pasir Pengairan*. 2015, 4

character solve the conflict or the problems that was arise. To make reader easy to know the story about and who the characters are there will be an orientation at the first paragraph of narrative text, it is such an introduction the story for the reader. In order to make the explanation of generic structure clear, here the example of narrative text includes its generic structure.

Orientation:

Once, a cap seller was passing through a jungle. He was very tired and needed to rest. Then, the stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his head.

Complication:

The cap seller had a sound sleep for one hour. When he got up, the first thing he did was to look into his bag. He was startled when he found all his caps were not there. When he locked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each of the monkeys is wearing a cap of on its head. They had evidently done it to imitate him. He decided to get his caps back by making a humble request to the monkeys. In return, the monkeys only made faces of him. When he begun to make gesture, the monkey also imitate him.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Resolution:

At last, he found a clever idea. “Monkeys are a great imitator.” he thought. So, he took off his own cap and threw it down on the ground. And as he had expected, all the monkeys took of the caps and threw the caps down on the ground. Quickly, he stood up and collected the case, put them back into his bag and went away.

3. Mind mapping

a. Definition of mind mapping.

A mind mapping is a structure consisting of pictures, words, and lines made for the purpose of organizing information.[25] a main idea is depicted in the middle then there are words that are drawn from main topic. Every word and idea are connected to the main topic like a branch.

Scott states in his book that the thought mapping method is more effective because the process uses both sides of the human brain. So, mind mapping can help students easily develop their writing skill.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Mind Mapping is popularized by Tony Buzzan, he stated that mind mapping is a creative note taking technique in a visualization and graphic to make people easy to get and understand information. Kaufman explains that Mind Mapping is a non-linear diagram that makes us easy to capture key thoughts and connections between idea in

[25] Tony Buzan – Barry Buzan, *The Mind Map Book* (New York: Dutton 1990) 59- 61.

a visual format. Mind Mapping is a diagram to represent takes, words, concepts, or items linked to or arranged around a central concept or subject. Other definition of Mind Mapping is a visual form of note taking that shows an overview of a topic and its information, it is showed in colourful formation. From definitions above, it tends to be reasoned that Mind Mapping offers people to get easy information about some topics by making a visualization diagram. Mind Mapping is a method to optimize learning and understanding of how each element of complex structures are connected. There are four essential characteristics of Mind Mapping:[26]

1) The Subject of attention is crystalized in a central image.
2) The main themes of the subject radiate from the central image as branches.
3) Branches comprise a key image of key word printed on an associated line. Topics of lesser importance are also represented as branches attached to higher level branches.
4) The branches form is a connected modal structure.

Mind Mapping also can be enhanced and enriched through colour, pictures, codes, and dimension to add interest and beauty. It has purpose to increase creativity, memory and specifically the recall of information.[27] That is why many people use mind mapping as a technique when they want to create something or make an easy way to

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[26] Tony Buzan – Barry Buzan. 59
[27] Tony Buzan – Barry Buzan. 60

remember what they want to do, because the subject of attention is crystalized in the central image and it also supports by the branches which mention the key of the information that would make user easy to remain the content.

b. The Purpose of Mind Mapping.

Here are several specific purposes of Mind Mapping as stated below:[28]

1) Mind Mapping can activate whole brain.
2) Mind Mapping can fix the mental tangled.
3) Mind Mapping lets us focus on main explanation.
4) Mind Mapping can help to show the relationship on each separated information parts.
5) Mind Mapping gives clear description entirely and explicitly.
6) Mind Mapping lets us to group the concept and help us to compare it.

Knowing the explanation above, mind mapping is expected to help students be better in learning processes. By enacting the entire brain activities, it can be sum up that mind mapping is relied upon to make students easy in identifying supporting details in a text that they read it would make them easy to remember the whole of story and the information that they must get from the story.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[28] Tony Buzan, *Buku Pintar Mind Map*, terjemah Susi Purwoko (Jakarta: Gramedia Pustaka Utama), 6

c. How to make Mind Mapping

Making Mind Mapping is easy, here are steps to make Mind Mapping:[29]

1) Starting from the focal point of blank paper.
2) Using picture or photograph as the focal of the idea, it will make students focus, concentrate, and feel intrigued by what they are mapping.
3) Using colours, it has same role as picture, our brain will stimulate idea through colourful form. In the other hand, it additionally will give mind map progressively alive and include innovative intuition energy for students.
4) Linking the main branches with focal picture and connecting within the supporting branches.
5) Make curve line not straight line, because the straight line can only make the brain bored.
6) Using only a keyword for each single line. It is used to give flexibility in making the mind map.
7) Using Picture, since every single picture has thousand implications as same as focal picture.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

It is easy to make mind mapping, students who want to make mind mapping only need a paper and pen or colouring pencil to make the mind mapping more attractive and make them easy to remember the

[29] Tony Buzan. 15-16

information, then they must write or draw the main information or the title of text if they want to find the information from some text. Then students should make a line as the branches to support the main information, they can make only a word or a picture to fill each branch.

d. The Advantages of Mind Mapping

On Tony Buzan's Book, he stated that there are several advantages of Mind Mapping which are explained bellow:[30]

1) Main Idea is more unmistakably characterized as it is displayed on the focal point of paper using a picture or colour.
2) The significance of idea is obvious to see, since the branches of idea which is nearer to the main idea or the centre make them more important than other branches which is drew far from the main idea.
3) The form of tree branches makes it easy to recognize the connection of every idea. It is because for every branch there will be one word as a keyword to represent the idea.
4) Recalling and reviewing the information will be increasingly powerful and progressively quick because there are only keywords that guide to some information. Look at a keyword will save more time than must read one long complete sentence. Tony Clelford

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[30] Tony Buzan – Barry Buzan. 91-92

also mentioned the advantages of Mind Mapping, it is mentioned as:

a) It is quick, it means that we can record more in the same amount of time.
b) We can easily add idea or link later. It helps us to concentrate on information structure and relationship between idea rather than disconnected facts.
c) Using mind mapping we can see other connections and similarities in the information that we received.
d) Make sketches to make our mind mapping more memorable than conventional note.

Knowing the explanation above we can conclude that using mind mapping is useful and save more time to help people in recalling or reviewing the information because there are only keywords that is mentioned in each branch. Users also would understand well the relation for each branch to the main topic in the centre, they also would know the important information from the branches that is close to the centre as the main topic that another branches that is far from the centre.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

e. Disadvantages of Mind Mapping

Beside the advantages Mind Mapping that was mentioned above, there are also researcher that was find the disadvantages of mind mapping as follow:

According to Tony Clelford there are several disadvantages of Mind Mapping:[31]

1) We cannot cut "chunks of note" to paste into an essay, but what information we do use from your mind map would sound like your own work idea.
2) We may want to redraw later, but that would help you to remember the material.
3) Our map can be personal it could be difficult for others to understand.

Carolien Hofland found the disadvantages of Mind Mapping as bellow:[32]

1) It can be awkward for students who make Mind Mapping for the first time, it because the students are not so much comprehend about mind mapping and what it is really going after.
2) Mind Mapping can be wasting time in the beginning, because the students need time to completely comprehend about mind mapping itself. Along these lines, it would take time at first until they master how to make mind mapping.
3) Mind Mapping is very personal because a mind mapping that was made by someone can be the best mind map yet it would not work at all for another person.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[31] Tony Clelford, Taking Note with Mind Map
[32] Carolien Hofland, *Mind Mapping in the EFL Classroom* (Fontys Teacher Training College Sittard, 2007) 31

Mind Mapping should be introduced clearly to students to make them understand well the mind mapping itself, because if the students have not understood well the mind mapping it would be confusing and wasting time for them in making mind mapping. In the other hand the disadvantage of mind mapping is it can only read and understand by the author itself, so other people who read it they may not understand the meaning of the mind mapping that the author have made, so it is very personal.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents information about how this research conducted. It consisted of explanations of the research design and procedure, research setting, data collection technique, data analysis technique, data analysis technique, and data.

A. Research Design

Qualitative research is an approach to get and understand the meaning of individual or groups from the researcher in a social problems or people. Miles, Huberman, and Saldana stated that qualitative research is a source of well-grounded, rich descriptions and explanations of the human process.[33] Qualitative research focuses on the process that is happening as well as the outcome or product. [34]The participants involved in this research follow the point of view in using induction force, focusing on the meaning of individual and the importance of translating situation complexity.

This study applies descriptive qualitative as a type. Cresswell argued that qualitative research is descriptive in nature because the researchers are interested in the process, meaning, and understanding gained through words or pictures.[35] In means that, the researcher would explain deeply in elaborating the goal, material, steps, and evaluation conducting in the classroom proved

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[33] Matthew B Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis*: A Method Sourcebook (London: Sage, 2014), 1
[34] John W. Cresswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches (Fourth Edition)* (Thousand Oaks: Sage Publication, 2014), 274.
[35] John W. Cresswell, Research Design: Qualitative and Quantitative Approaches (California: SAGE Publicitatitons, Inc, 1994), 16

by pictures and words. In this study, the researcher would describe the goal, material, steps, and evaluation of teaching mind mapping strategy at the eighth-grade students of SMPN 5 Tanggul in 2023/2024 academic year.

B. Research Location

The research location is the object of research in research activities conducted by researchers. This section is very important in determining the location of the research that would be determined for the purpose of searching for data according to the focus of the problem that has been determined. The research location also determines whether data can be collected and meets the data requirements needed in this study. There are so many considerations that must be understood such as time, cost, and effort also need to be considered. Of course, the research subjects were determined because there were gaps or uniqueness of the location in terms of activities carried out at that location, which was determined as a place to look for various data to support learning. So that research can be carried out in accordance with the objectives of the research process.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

This research was carried out at SMPN 5 Tanggul which is in Karya Budi street, Krajan, Selodakon, Tanggul subsdistrict, Jember regency, Jawa Timur 68155. This location was determined based on several considerations. First, the school has used the mind map method so that it helps researchers in developing this method for the use of narrative texts. Second, the situation and conditions were known because the researcher practiced field experiences at

school. Third, it is possible to obtain permission to conduct research in schools.

C. Research Subject

The research subjects were informants who were used as data sources to report data sources related to research questions. This description includes what data you want to obtain, who you want to be used as an informant or research subject, how the data is searched and captured so that its validity can be guaranteed. The data source is where the research data would be obtained and collected by the researcher. If the object is related to an educational institution, then the data source comes from the manager of the educational institution.

Subjects determined by purposive techniques were selected with certain considerations and objectives.[36] The informants of the research are as follows:

1. The Headmaster of SMPN 5 Tanggul

   To gain the school profiles, the data of classes, the researcher needs information from the headmaster. The researcher also should get permission to carry out the research in SMPN 5 Tanggul through the headmaster.

2. English Teacher

   In this study, an English teacher would be involved as research participant because she is one who knows the class condition while teaching and learning process in the class. The researcher chose English

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[36] Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R&D (Bandung: Alfabeta, 2015), 216

teacher to acquire data from the purpose, material applied, steps and evaluation.

3. The Students of VIII grade

In this study, the researcher used purposive sampling to pick the students for participants. Purposive sampling refers to a group of non-probability sampling techniques where units are selected because they have the characteristics you need in your sample. In this research, the researcher would use four students to attend the teaching and learning process. The reasons using these students; they are very active in class and brave to speak English in front of or even outside the classroom and students are smart in class and have quite a lot of vocabulary as well as easy to speak English. These four students often participate in competitions related to English. So, the researchers hope to find out and understand how well and fluently students speak English. Therefore, these students can help this research to obtain the data from the goal, material, step and evaluation according to their version.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

D. Data Collection Technique

There are several types of data collection can be utilized, they are interview, observation, personal experiences, document review and case studies.[37] In this study, the researcher earn the data from interview, observation, and document review.

[37] Larra, Porras, "Stakeholder Opposition in a Foreign Direct Investment: Case Bosnia‟s Pulp Mill in Uruguay", Master's Thesis, (December, 2016), 31.

1. Observation

Observation is the activity of giving total attention to the object of sensory research. It can also generate data to negate information provided in face-to-face meetings.[38] Observation is the basic data of doing research. The data cannot be proved without observation, all scientist work based on the data of observation. Observation of work as a tool for data collection is carried out by observing and writing systematically about the suspected problems. Observation is also used by researchers when researchers conduct preliminary studies. By making observations, researchers can see the teacher's techniques in teaching English and student activities in class. In this observation technique, the researcher uses a type of participant observation.

2. Interview

Sugiono asserted that interview is one of the data collection methods whom the researcher would be an interviewer and the participants would be informants to ask questions related to information want to earn by direct communication.[39] Thus, in carrying on interviews, the researcher has organized the instrument research in written questions that have prepared alternative answers. There are three kinds of interview; structured interview, unstructured interview, and semi- structured interview. The elaboration of each kind interviews can be seen as follows:

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[38] Baverly hankcock and friends, An introduction to Qualitative Research (Nottingham: The NIHP RDS, 2009), 18
[39] Sugiyono, Metode Penelitian Kualitatif (Yogyakarta: Ar Ruz Media, 2006), 137

a. Structured Interview

Structured interviews are used as data collection techniques, if the researcher or data collectors have known for sure about what information would be obtained. By Therefore, in conducting interviews, the data collector has prepared the instrument research in the form of written questions which alternative answers have been prepared

b. Unstructured Interview

Unstructured interview, is free interviews in which the researcher does not using interview guidelines that have been systematically and completely arranged for data collection. The interview guide used only as outlines problem to be asked.

c. Semi-Structured Interview

This type of interview is included in in-dept interview category, where in implementation is freer when compared with structured interviews. The purpose of This type of interview is to find problems more openly, where parties interviewees were asked for their opinions and ideas. In conducting interviews, researchers need to listen carefully and take notes stated by the informant. In this study, researchers used semi-structured interviews to create a flexible and relaxed situation, so that informants felt comfortable sharing their information with us. The researcher interviewed the English teacher and four students from the school. The teacher has taught at SMPN 05

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Tanggul for several years, he is very aware of the development of students there. First, students are very active in class and can speak English well. Second, students are smart in class and have quite a lot of vocabulary.

3. Document Review

Document review is the effort to collect data by investigating the written object.[40] Document review is obtained from the variable or things of the transcripts, photos, records or tapes, books, inscription and so on. The data collection tool is called documentation form or document recording form, while the source the data is in the form of notes or documents. Documentary method means data collection efforts by investigating written objects for examples in the form of pictures, videos, or even important notes as real evidence in the research process. This method was used to collect data dealing with geographical location, profile, lesson plan, documentation, or photos of teaching vocabulary and learning process in English subject. Here the following documents related to the research:

a. History of SMPN 05 Tanggul
b. Profile of SMPN 05 Tanggul
c. Vision and mission of SMPN 05 Tanggul
d. Data of the teachers of SMPN 05 Tanggul
e. Students' data of SMPN 05 Tanggul

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[40] Mundir, Metode Penelitian Kualitatif dan Kuantitatif (Jember: STAIN Jember Press, 2013), 86.

f. Lesson plan of SMPN 05 Tanggul

E. Data analysis Technique

This research used data analysis developed by Miles, Huberman, and Saldana which state that there are three stages in conducting data analysis process in qualitative research. Those stages are explained as follow;

1. Data Condensation

   Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data into the writer text (observation's note, interview transcript, and documents). In this process, the researcher managed the data or information to get the important points which related to the research. To get data that is relevant to the field. As for the data condensation, in this case the researcher writes a summary based on the results of data collection regarding the goals, materials, steps and evaluation of teaching writing skills through mind mapping technique. Then, the researcher simplifies the summary results again to continue at the data presentation stage.

2. Data Display

   In this process, the researcher managed the information and description of the data that have been obtained by the researcher to draw conclusion. The information and description of the data were about implementation of teaching writing skill through mind mapping technique which included the teaching goal, teaching materials, teaching step and teaching evaluation. The researcher displayed the data by using description

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

based on the field notes from interview and observation. The next stage, the researcher understands the data information that has been collected to be analyzed and corrected again whether the data is in accordance with what the researcher wants or the researcher acts again on the results of the data that has been presented related to goal, material, step, and evaluation of teaching speaking skill through the role play method at eight grade students of SMPN 05 Tanggul in 2023/2024 academic year.

3. Verifying Conclusion

The researcher had drawn the conclusion of the observation to know the implementation of teaching writing skill of narrative text through mind mapping technique at the eighth-grade students of SMPN 05 Tanggul in 2023/2024 academic year. The researcher has concluded the results of the research that found. At this stage in qualitative data analysis is with conclusion and verification. The initial conclusions put forward are still temporary, and

F. Validity of the Data

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Research validity is very important in research. Researchers can use triangulation as a technique for data validity and data authenticity.[41] Moleong explained that triangulation is a technique to check the validity of data using something else to compare the data.[42] The data obtained by researchers need to be processed more carefully so, does not deviate from the object of

[41] Nusa Putra, Metode Penelitian Kualitatif Pendidikan (Jakarta: Raja Grafindo Persada, 2012), 103

[42] Lexy J Moleong, Metodologi Penelitian Kualitatif (Bandung: PT Remaja Rosdakarya, 2008), 303.

research. For this purpose, a test was carried out data validity through triangulation. As for triangulation in research using triangulation of sources and techniques.

1. Source Triangulation

   Source triangulation can be understood that the data obtained from primary source, should be compared with other sources. This comparison is carried out to provide reinforcement from the data obtained already available.[43]

2. Technique Triangulation

   Technique triangulation can be understood that data collection using the same data source but using different techniques. Initially, only using observation techniques, then it can also be confirmed through interviews.[44] In this study, data obtained through interview techniques with English teachers were compared with data obtained through observation and documentation techniques.

G. Research Steps

This section outlines the research implementation plan that would be carried out by researchers, starting from preliminary research, design development, actual research, and to writing reports. The research phase that was passed by the researcher in the research process was as follows;

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[43] Sugiono, Metode Penelitian: Kuantitatif, Kualitatif, dan R&D, 274
[44] Bachtiar S. Bachri, "Meyakinkan Validitas Data melalui Triangulasi pada Penelitian Kualitatif," Jurnal Teknologi Pendidikan 10, No.1 (April 2010): 57.

1. Pre-field Step

The pre-field stage is the stage where it is determined what must be done before a researcher enters the field of study object.

a. Developing Research Design

In compiling this plan, the researcher establishes the following: the title of the study, the reasons for the research, the focus of the study, the purpose of the study, the benefits of the study, the object of the study, the method used and the procedure to teach writing skill through mind mapping technique. The explanation below is the procedures of teaching narrative text through mind mapping:

1) Introduce the procedure of making mind mapping and review about narrative text. Later, tells the students about the advantage of using mind mapping in learning text, especially narrative text.
2) At the first meeting, divides the students into some groups which consist of 3-4 members in each. It is used to let the students learn first about making mind mapping together.
3) The teacher gives an example of making a mind map based on keywords and existing points such as: character: rabbit and goat theme: friendship problem: fighting over food and shelter setting of place and time: in the forest, in the garden. then the teacher gives an example of developing a story from the mind map. The teacher provides opportunities for the pupils to discuss with their group mates and asks students to ask questions that are not understood

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

4) In the next meeting the teacher asks students to bring a wider HVS paper, colour marker, or pencil colour per group.
5) The teacher gives the opportunity for each group to discuss important points of intrinsic elements to make a mind map and then develop it into a narrative story.
6) after all groups have finished developing their stories. assignments are collected and evaluated together in class.

b. Choosing Research Fields

Before conducting research, a researcher must first choose a research field. The chosen research field is eight grade students of SMPN 05 Tanggul 2023/2024 academic year.

c. Permit Processing

Before conducting research, researcher takes care of licensing in advance to the campus. Thus, researcher can immediately carry out the CVC stages of research after getting permission to conduct research at the site.

d. Assessing the State of the Field

After getting permission, researcher begins to explore and assess the field to know better the background of the research object. This is done to make it easier for researcher to dig up the data

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

e. Preparing Research Equipment

The researcher prepares the equipment needed in the study before plunging into the field starting from preparing notebooks, papers, and so on

2. Stage of Field Work

The next step is to carry out research. In carrying out this stage, the researcher collects the data needed by using several methods, including observations, interviews, and documentation

3. Data Analysis Stage

After all the data is collected, the researcher would analyze the whole data and then describe it in the form of a report and consult with the supervisor. This activity continues to be carried out by researcher so that the supervisor states the results of this study are ready to be tested

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER IV

FINDING AND DISCUSSION

In this section, the researcher explained the result of research process. The result is obtained from the result of interview, documentation, and observation to reply the research questions. The researcher explains the result of the research which is undertaken in SMPN 5 Tanggul in 2023/2024 academic year. The results of discussion are explained below:

A. Description of Research Objects

1. History of the school

SMPN 5 Tanggul was established in 2010. The location of SMPN 5 Tanggul is on Karya Budi Desa Selodokan Street Tanggul Subdistrict, Jember regency. This state junior high school was first established in 2009. At this time the Regional Technical Implementation UNIT (uptd) of the Tanggul 5 State Middle School Education Unit used the 2013 SMP learning curriculum guide. The Regional Technical Implementation UNIT (uptd) of the Tanggul 5 State Middle School Education Unit was under the auspices of the head school with the name Akhmad Fauzi and school operator Heru Iswanto.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Regional Technical Implementation UNIT (uptd) SMPN 5 Tanggul Education Unit is accredited grade B with a score of 75 (2015 accreditation) from BAN-S/M (National Accreditation Body) for Schools/Madrasahs. Now, Regional Technical Implementation UNIT (uptd) SMPN 5 Tanggul Education Unit is led by the school principal

named Akhmad Fauzi. Data on students and study groups for the last three years is as follows:

a. For the 2021/2022 academic year, the number of students in class VII is 40 students with 2 study groups, class VIII has 39 students with 2 study groups and class IX has 57 students in 2 study groups. So, the total number of students from classes VII, VIII and IX is 136 students in 6 study groups.

b. In the 2022/2023 academic year, the number of class VII students has increased to 44 students with 2 study groups, class VIII with 40 students with 2 study groups and class IX with 39 for 2 study groups. So, the total number of students from classes VII, VIII and IX is 123 students in 6 study groups.

c. In the 2023/2024 academic year, the number of class VII students has increased to 41 students with 2 study groups, class VIII with 44 students with 2 study groups and class IX with 40 for 2 study groups. So, the total number of students from classes VII, VIII and IX is 125 students in 6 study groups.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

2. The Data of educational and administrative staff

Education Personnel / TU	Amount	Information
Educators / Teachers	6	4 PPPK + 2 GTT SP
Librarian	1	PTT
Cleaning Personnel	1	PTT SP
Laboratories	0	PTT
Staf Tata Usaha	4	4 PTT SP

3. Vision

   The vision of SMPN 5 Tanggul is:

   "Achievement, noble character and culture based on IMTAQ"

4. Mission

   The mission of SMPN 5 Tanggul are:

   a. Creating a school curriculum that accommodates regional potential and follows developments in science and technology
   b. Realizing effective, innovative, and enjoyable teaching and learning activities
   c. Realizing the implementation of periodic and ongoing assessments
   d. Creating qualified and professional educators and educational staff
   e. Creating adequate facilities and infrastructure and optimizing their use
   f. Realizing student activities in academic and non-academic fields which include religious fields, sports and arts and culture
   g. Realizing community participation in efforts to improve the quality of schools, both physical and non-physical
   h. Realizing activities to form individuals who are religious, have noble morals, love the environment, culture, and love of nationality

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

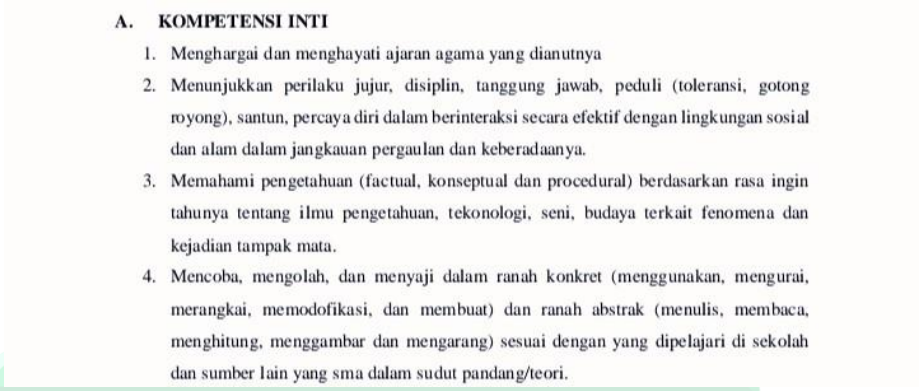
B. Data Presentation and Analysis

The finding was taken from the result of the observation of teaching learning process, interviews, and document reviews related to the research. Here the explanation:

1. The implementation of Mind Mapping in Writing Narrative Text

Before commencing the teaching and learning activities, the teacher formulated a lesson plan. The teacher clarified the learning goals and fundamental competencies that the students were expected to attain. These objectives included the analysis of the social function, text structure, and language features in narrative texts pertaining to experiences, as well as the presentation of narrative texts linked to those experiences.

The essential competency that students were required to attain is illustrated in the provided screenshot.



A. KOMPETENSI INTI

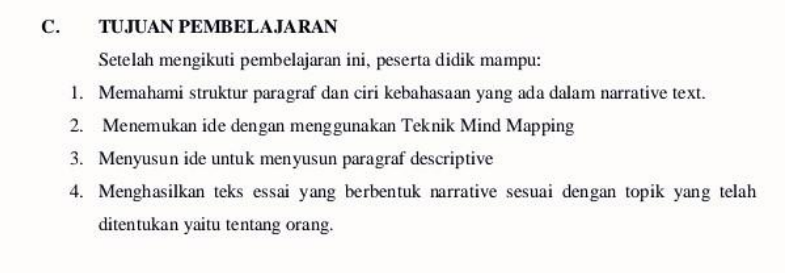
1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya.
3. Memahami pengetahuan (factual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, tekonologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodofikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sma dalam sudut pandang/teori.

UNIVERSITAS ISLAM NEGERI

Figure 4.1 Main competences

KIAI HAJI ACHMAD SIDDIQ
J E M B E R

According to the lesson plan, the learning activities had several purposes. It was captured below.



C. TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran ini, peserta didik mampu:

1. Memahami struktur paragraf dan ciri kebahasaan yang ada dalam narrative text.
2. Menemukan ide dengan menggunakan Teknik Mind Mapping
3. Menyusun ide untuk menyusun paragraf descriptive
4. Menghasilkan teks essai yang berbentuk narrative sesuai dengan topik yang telah ditentukan yaitu tentang orang.

Figure 4.2 The Picture of Learning Objectives

B. KOMPETENSI DASAR & INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
3.14 Memahami fungsi soail, struktur teks dan unsur kebahasaan dari teks narrative berbentuk fabel Indonesia dan legenda Indonesia sesuai dengan konteks penggunaanya.	3.14.1 Menjelaskan fungsi sosial dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaanya. 3.14.2 Menjelaskan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaanya. 3.14.3 Menjelaskan struktur teks dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaanya.
4.18 menangkap makna teks narrative lisan dan tulisan, berbentuk fabel Indonesia dan legenda Indonesia pendek dan sederhana penggunaanya.	4.18.1 Menggali informasi rinci dari teks narrative lisan dan tulisan berbentuk fabel pendek dan sederhana

The statement focuses on understanding the social function, text structure, and linguistic elements of Indonesian narrative texts in the form of fables and legends, according to their contextual use. Let's analyze each part of the statement using the 5W + 1H questions:

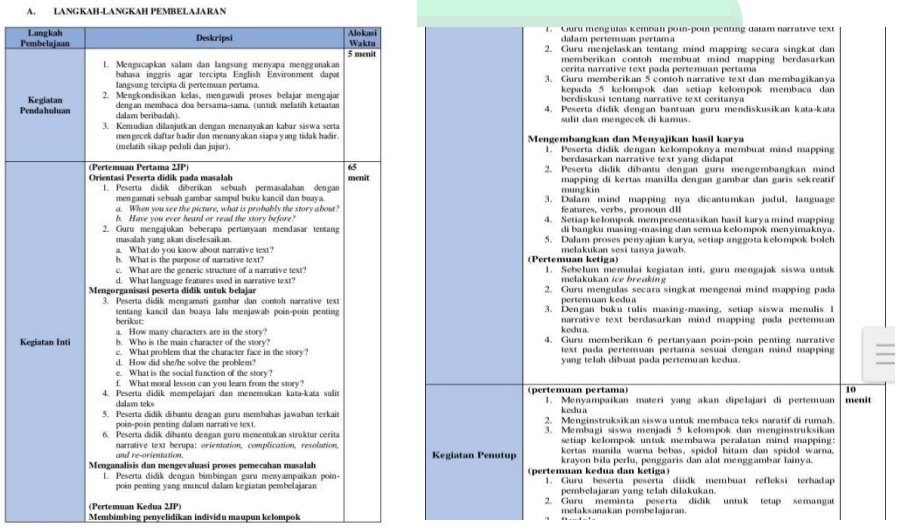
What: What is meant by the "social function" of Indonesian narrative texts in the form of fables and legends? What is meant by the "text structure" of these texts? What linguistic elements need to be understood in the context of Indonesian narrative texts in the form of fables and legends? Why: Why is it important to understand the social function of narrative texts? What are the benefits of understanding text structure and linguistic elements? Why is it necessary to capture the meaning of oral and written narrative texts in the form of Indonesian fables and legends? Where: Where can we find examples of Indonesian narrative texts in the form of fables and legends? Where is their contextual

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

use? When: When do we need to understand the social function, text structure, and linguistic elements of narrative texts? When is the right time to capture the meaning of oral and written narrative texts in the form of Indonesian fables and legends? Who: Who is the target audience for this statement? Who needs to understand the social function, text structure, and linguistic elements of narrative texts? Who will capture the meaning of oral and written narrative texts in the form of Indonesian fables and legends? How: How can one understand the social function, text structure, and linguistic elements of Indonesian narrative texts in the form of fables and legends? How can one employ strategies to capture the meaning of short and simple oral and written narrative texts in the form of Indonesian fables and legends.

Figure 4.3. the picture of Basic Competencies

The preparation mentioned was connected to the learning activities outlined in the lesson plan.



A. LANGKAH-LANGKAH PEMBELAJARAN

Langkah Pembelajaan	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	1. Mengucapkan salam dan langsung menyapa menggunakan bahasa inggris agar tercipta English Environment dapat langsung tercipta di pertemuan pertama. 2. Mengkondisikan kelas, mengawali proses belajar mengajar dengan membaca doa bersama-sama. (untuk melatih ketaatan dalam beribadah). 3. Kemudian dilanjutkan dengan menanyakan kabar siswa serta mengecek daftar hadir dan menanyakan siapa yang tidak hadir. (melatih sikap peduli dan jujur).	5 menit
Kegiatan Inti	**(Pertemuan Pertama 2JP)** **Orientasi Peserta didik pada masalah** 1. Peserta didik diberikan sebuah permasalahan dengan mengamati sebuah gambar sampul buku kancil dan buaya. *a. When you see the picture, what is probably the story about?* *b. Have you ever heard or read the story before?* 2. Guru mengajukan beberapa pertanyaan mendasar tentang masalah yang akan diselesaikan. a. What do you know about narrative text? b. What is the purpose of narrative text? c. What are the generic structure of a narrative text? d. What language features used in narrative text? **Mengorganisasi peserta didik untuk belajar** 3. Peserta didik mengamati gambar dan contoh narrative text tentang kancil dan buaya lalu menjawab poin-poin penting berikut: a. How many characters are in the story? b. Who is the main character of the story? c. What problem that the character face in the story? d. How did she/he solve the problem? e. What is the social function of the story? f. What moral lesson can you learn from the story? 4. Peserta didik mempelajari dan menemukan kata-kata sulit dalam teks 5. Peserta didik dibantu dengan guru membahas jawaban terkait poin-poin penting dalam narrative text. 6. Peserta didik dibantu dengan guru menentukan struktur cerita narrative text berupa: *orientation, complication, resolution, and re-orientation.* **Menganalisis dan mengevalusi proses pemecahan masalah** 1. Peserta didik dengan bimbingan guru menyampaikan poin-poin penting yang muncul dalam kegiatan pembelajaran **(Pertemuan Kedua 2JP)** **Membimbing penyelidikan individu maupun kelompok**	65 menit
Kegiatan Penutup	**(pertemuan pertama)** 1. Menyampaikan materi yang akan dipelajari di pertemuan kedua 2. Menginstruksikan siswa untuk membaca teks naratif di rumah. 3. Membagi siswa menjadi 5 kelompok dan menginstruksikan setiap kelompok untuk membawa peralatan mind mapping: kertas manila warna bebas, spidol hitam dan spidol warna, krayon bila perlu, penggaris dan alat menggambar lainya. **(pertemuan kedua dan ketiga)** 1. Guru beserta peserta diidk membuat refleksi terhadap pembelajaran yang telah dilakukan. 2. Guru meminta peserta didik untuk tetap semangat melaksanakan pembelajaran.	10 menit

	1. Guru menguas kemnan poin-poin penting dalam narrative text dalam pertemuan pertama 2. Guru menjelaskan tentang mind mapping secara singkat dan memberikan contoh membuat mind mapping berdasarkan cerita narrative text pada pertemuan pertama 3. Guru memberikan 5 contoh narrative text dan membagikanya kepada 5 kelompok dan setiap kelompok membaca dan berdiskusi tentang narrative text ceritanya 4. Peserta didik dengan bantuan guru mendiskusikan kata-kata sulit dan mengecek di kamus. **Mengembangkan dan Menyajikan hasil karya** 1. Peserta didik dengan kelompoknya membuat mind mapping berdasarkan narrative text yang didapat 2. Peserta didik dibantu dengan guru mengembangkan mind mapping di kertas manilla dengan gambar dan garis sekreatif mungkin 3. Dalam mind mapping nya dicantumkan judul, language features, verbs, pronoun dll 4. Setiap kelompok mempresentasikan hasil karya mind mapping di bangku masing-masing dan semua kelompok menyimaknya. 5. Dalam proses penyajian karya, setiap anggota kelompok boleh melakukan sesi tanya jawab. **(Pertemuan ketiga)** 1. Sebelum memulai kegiatan inti, guru mengajak siswa untuk melakukan *ice breaking* 2. Guru mengulas secara singkat mengenai mind mapping pada pertemuan kedua 3. Dengan buku tulis masing-masing, setiap siswa menulis 1 narrative text berdasarkan mind mapping pada pertemuan kedua. 4. Guru memberikan 6 pertanyaan poin-poin penting narrative text pada pertemuan pertama sesuai dengan mind mapping yang telah dibuat pada pertemuan kedua.

figure 4.4 the Picture of Learning Activities

The teacher initiated the class by greeting, praying, and communicating with the students before engaging in the learning process. Subsequently, she inquired about the material. Following this, the teacher provided motivation and guidance for students to read, observe, and identify important elements within a text related to narrative text. Afterwards, students shared information about their personal experiences.

a. 1st Meeting

1) Pre- activity

The teaching process commenced in the first lesson on Wednesday at 07.00 a.m. Prior to the lesson, the teacher prepared materials for facilitating the learning process, including text examples, a whiteboard, and a marker. The teacher positioned themselves at the front of the class, while the researcher sat behind the students, actively observing and documenting activities, and situations throughout the class. Before, the teacher introduced the researcher to the students as observer in this research.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

In this first lesson and first meeting of teaching English with the researcher being observer, when the bell was ringing, actually not all the students had entered the class. There were only a half of students who were still outside to buy some snacks even still talked with their friends, but until several minutes the teacher succeed to come all the students in.

Prior to the commencement of the class, the teacher-initiated proceedings with a greeting. The teacher communicated in writing with the students, receiving positive responses. The teacher utilized a combination of languages, including Bahasa and English. However, it was noted that a majority of the students did not fully comprehend the English language used by the teacher. Following this, attendance was checked before the lesson officially began.

2) Main-activity

Entering the main-activity, the teacher opened it by showing cover of the book entitled "The Mousedeer and the Crocodile" to the students. The teacher asked for attention of the students to answer the teacher's questions. First, the teacher asked about "when you see the picture, what is probably the story about?" and "have you ever read or heard the story in the book, television or YouTube before?" Some of the students raised their hands and answered it enthusiastically and the rest looked confused about what the teacher talked about. Later, the teacher repeated the questions and used bilingual to make all the students understood, after the students understood the questions, most of them answered the questions but not all of them answered it in English.

The students named Farhan, Amelia and Aprilia answered all the questions correctly. But there were also three of students named Olivia, Khoirul and Ulfa who just quiet in the corner. They

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

sat behind, but the teacher tried to ask one of them, Olivia. She seemed like want to answer the questions but afraid to speak English, and the teacher remained them to be brave and they may speak Indonesia first then the teacher could help them to translate. Afterwards, the teacher let the student named Amelia to answer the second question. She was really brave although she still could not answer it full of English. Amelia said "the story tells about, when the Mouse Deer like to cross the river to take fruits, but the river full crocodiles and the Mousedeer thinking. The Mouse Deer very smart, he lying to the crocodile that the Mouse Deer are asked by the Lion King for counting the total of crocodiles because tonight, all animals di invite to come to the party. Emm so that, in that way the Mouse Deer can jump in the back of crocodiles and until the cross of river to eat the fruits." Amelia answered it haltingly but she kept to continued her answer. The teacher gave compliment to Amelia such as "good job" and asked all the students to give applause.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Next, the teacher told the students that they would learn about Narrative text. But, before explaining more about Narrative text, the teacher asked some questions about Narrative text. The teacher told that if the students have read and learned the next topic on the book about Narrative text, the students might answer these questions. The teacher asked about what do they know about

narrative text, what is the purpose of narrative text, what are the generic structure of a narrative text and what language feature used in narrative text. One of the students named Mely answered "narrative text is the story about fabel Miss". The others said "narrative text is fiction Miss". Then, the teacher gave compliment "Excellent" to the students. Here, the teacher still noticed about the students who were passive in the corner about their opinion. Then the student named Ulfa tried to answer using Indonesian "Is it okay to use Indonesian first, Miss? Narrative text is the story about animals and plants that can talk". Then the teacher really appreciated the students' effort when they learned to brave while answering the questions. The teacher still gave compliment to the students although some of them answered it wrong.

The teacher provided an overview of the standard framework and linguistic elements employed in Narrative Text. Specifically, three generic structures of Narrative Text: orientation, complication, resolution, and re-orientation(optional) were discussed. Subsequently, the teacher delved into the language features associated with Narrative Text, focusing on the use of simple past tense and time conjunctions. The teacher also gave the examples of the tittles included narrative text.

After ensuring that there were no further inquiries from the students, the teacher illustrates these concepts, an example of

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Narrative Text was presented. Here, the teacher asked the students to find difficult word and wrote down to their own books later discussed with the teacher. Before, the students had been given the list of irregular verbs, so the students could see the meaning and its changes in past tense and past participle forms. After all the meaning was clear and the students understood, the teacher inquired again about the important points of the story such as how many characters are in the story? who is the main character of the story? what problem that the character face in the story? how did she/he solve the problem? what is the social function of the story? And what moral lesson can you learn from the story? to the students. The students were helped by the teacher to answer those questions of the main points and found out the structure of the narrative text such as orientation, complication, resolution and re-orientation.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Figure 4.5 The Picture of the book entitled "The Story of the Mouse Deer with Crocodiles"

3) Post-activity

10 minutes before the bell rang, the teacher talked about the material would be learned in the next meeting. The teacher divided class to be five groups, each group should bring the materials such as colour marker, ruler, manila paper, and other utensils. Before the teacher ended the meeting, she remined the topic that the students had just learned, it was Narrative text. The teacher asked the students about several main points in narrative text included the definition of narrative text, the example of narrative text, generic structures, past verbs and others. The teacher hoped that the students would learn more and repeat the material again at their home. When the bell was ringing, the teacher ended the class by greeting and praying.

b. 2nd meeting

1) Pre-activity

As usual, English was the first lesson on Wednesday at 07.00 am. After the bell was ringing, the students came to the class quickly and sat on the chairs and tables based on the group divided in the first meeting. Later, the teacher opened the class by greeting, praying, and checking the attendance list. The teacher also did small talk with the students about what were they breakfast and what did they feel right now. Afterwards, the teacher inquired about the materials covered in the previous week, with some

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

students providing correct answers. Following this warm-up, she proceeded to explain to the students that the upcoming lesson would focus on narrative Text, utilizing the Mind Mapping technique.

2) Main- activity

In the second meeting of main activity, the teacher started it by asking the questions related to narrative text. It could be the plus point to the students who could answer it correctly. The teacher also ensured that the students had understood about narrative text then she could continue the learning material related to narrative text, it was Mind Mapping technique.

Afterwards, the teacher set the table of each group and asked the students to gather with their groups. On the white board, the teacher explained about Mind Mapping technique, its relation with narrative text and why they should learn narrative text using this mind mapping technique.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Once the teacher confirmed there were no additional questions from the students, they proceeded to illustrate a basic Mind Map on the whiteboard according to the story of Mouse Deer and Crocodiles on the last meeting. Within the Mind Map, the instructor outlined the definition, generic structure, language features, and purpose of Mind Mapping. Following this, an

illustrative example of a Narrative Text in Mind Map format was presented by the teacher.

The teacher's utilization of the Mind Mapping technique in teaching the steps of writing a narrative text is detailed in the interview script below.

> *"Regarding the teaching process of writing narrative text using the Mind Mapping technique by the teacher, the steps involve students in determining the main idea that they would tell. The teacher then asks students to make branches by recording sub-chapters such as 5W + 1H, activity details, the end of the story, and the author's feelings. Students then arrange sentences and paragraphs to form narrative text. After that, students collect their texts to be checked by the teacher, and in the final stage, they make revisions if they find spelling or arrangement errors."*[45]

Table 4.1
The Steps of Teaching Mind Mapping Technique by Douglas Brown

No	Steps of Teaching Mind Mapping Technique	Percent	
		Yes	No
1	The teacher explains to the students about the components to write narrative text	√	
2	The teacher explains the correlation between writing narrative text with mind mapping	√	
3	The teacher puts a picture and draws mind map with the students on the white board	√	
4	The teacher makes writing narrative based on the mind mapping in the white board	√	
5	The teacher explains and uses the relevant media for the process	√	
6	The teacher asks the students to write narrative text based on their mind mapping and gives limitations on the task.	√	
7	The teacher asks the students to implement the laws of mind mapping		√
8	The teacher asks the students to think critically and gives problem solving about difficult material.		√

[45] Interview with English teacher on November, 6th 2023

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

The teacher clarified the correlation between composing narrative texts and Mind Mapping, particularly emphasizing the integration of 5W+1H questions. The teacher elucidated that employing these questions aids students in organizing the narrative of the text effectively. While illustrating the concept with a mind map, the teacher incorporated images, although they were not positioned as the central idea.

Following the explanation of the mind map and providing examples, the teacher instructed the students to craft their own narrative text using the mind map technique. The teacher constrained the students' tasks to three segments, encompassing orientation, complication, and resolution. Additionally, the teacher emphasized the importance of incorporating the seven rules for creating mind maps in the subsequent assignments.

The teacher prompted students to engage in critical thinking and problem-solving regarding challenging materials. This phase was highlighted by communicative discussions between the teacher and students, particularly addressing the difficulties encountered while creating the Mind Mapping example on the whiteboard. For instance, the teacher provided guiding questions to assist students in populating the branches of the Mind Map.

From the provided information, it is evident that the teacher effectively implemented the steps for teaching the Mind Mapping

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

strategy in writing narrative text, although not flawlessly. The modification occurred in the step where the teacher generates a narrative text based on the Mind Mapping on the whiteboard. This phase was altered by the teacher, who opted to reverse the process. Instead of creating a narrative text based on the Mind Mapping on the whiteboard, the teacher utilized a pre-existing complete narrative text as a guide to construct a mind map. The rationale behind this modification was the belief that students would gain a better understanding of the technique through this approach.

Table 4.2
Rules of Making a Mind Mapping by Buzan

No	Rules of Making a Mind Map	Present	
		Yes	No
1.	Start in the centre	√	
2.	Draw an image for central idea	√	
3.	Use more than one colour		√
4.	Connect the central image and its branches	√	
5.	Draw or write the branches in curved		√
6.	Use one key word per line	√	
7.	Draw images	√	

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

According to the observation sheet, the teacher opted to instruct students on creating a mind map from an existing narrative text rather than initiating the process with mind mapping first. Evidently, the teacher took deliberate steps to facilitate the students' comprehension of the Mind Mapping technique. In employing the Mind Mapping technique for narrative text writing, the teacher adhered to several rules.

a) Begin from the central point

Initiating the Mind Mapping exercise, the teacher illustrated the concept by sketching a substantial tree trunk at the focal point of the whiteboard, and inscribed the story title within using a whiteboard marker. Subsequently, students were guided to articulate their central idea, namely the title of their personal narrative text. The teacher underscored the importance of commencing the Mind Mapping activity from the centre of their papers.

b) Illustrate a picture for the main concept

Following the inscription of the story title, the teacher elucidated the subsequent guideline, which involved sketching an image or picture to represent the central idea. Emphasizing that a relevant image would enhance the effectiveness of Mind Mapping, the teacher highlighted that a closely related picture facilitates easier visualization of events in their narrative text. However, despite underscoring the significance of images, the teacher inadvertently omitted providing an example on the whiteboard.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

c) Utilize multiple colours for diversity

During the Mind Mapping demonstration, the teacher employed a diverse range of board markers instead of sticking to a single colour. Specifically, a whiteboard marker was

utilized for the main idea, a blue board marker for the initial branches, and a red board marker for the more intricate branches.

d) Establish connections between the central image and its associated branches

Upon writing the title in the centre of the whiteboard, the teacher proceeded to encircle it with six branches, each adorned with a single word: 'Who', 'What', 'Where', 'When', 'Why', and 'How' (5W+1H), all delineated in blue board marker. The rationale behind this was explained—breaking down each branch would guide students in structuring their narratives. The exploration commenced with the 'Who' branch, as the teacher encouraged students to discern the characters in the tale "Holiday at the Beach." To maintain order, students were instructed to raise their hands before sharing their responses, documented in red board marker. Some students grappled with the instructions, prompting the teacher to intervene with supplementary guidance questions. For instance, the query "Who was involved in the story" was suggested for the 'Who' branch. Similar prompts were given for other branches, such as "When did the activity happen?" for the 'When' branch. Each student's contribution was noted in interconnected branches stemming from the initial six.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

e) Create curved lines for drawing or writing the branches

The teacher deliberately crafted curved connectors for each branch, steering away from straight lines to infuse a dynamic and engaging quality into the Mind Mapping process. This deviation from conventional straight lines was motivated by a desire to prevent the Mind Mapping from appearing monotonous, with the overarching goal of enhancing its visual appeal.

f) Employ a single keyword on each line.

The teacher recommended a concise approach to Mind Mapping, urging students to confine each line to a single word or phrase. This guideline aimed to enhance the effectiveness of Mind Mapping by minimizing verbosity. However, the teacher extended an exception to students who struggled with vocabulary retention. In such cases, students were granted permission to use more than one word in their mind maps, an effort to prevent spelling mistakes and support their understanding.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

g) Create images

In the demonstration of Mind Mapping, the teacher enriched the example by incorporating visual elements, sketching images alongside the branches. While encouraging students to include images in their own mind maps, the teacher

clarified that, if faced with difficulties, students could opt for words or phrases as substitutes. Checking for comprehension, the teacher asked if any students still had uncertainties or questions following the Mind Mapping illustration. With clarity established, students were entrusted with the task of crafting their personal narrative text using the Mind Mapping technique.

Highlighting the importance of creative expression, the teacher informed students they had the freedom to fashion their mind maps in any shape, employing a spectrum of colours and images. As students delved into discussions about the assigned task, the classroom buzzed with heightened activity. The teacher actively assessed individual progress by approaching each student. The class concluded promptly, but before dismissal, the teacher reminded students to complete their assignments, underscoring that submissions would be due at the next session.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

In the outlined process, the teacher adeptly navigated the steps of teaching the Mind Mapping strategy for writing narrative texts, exhibiting proficiency with room for a slight modification. Notably, the teacher deviated from the conventional sequence by altering the step involving the creation of a narrative text based on the mind map on the whiteboard. Instead, the teacher opted to reverse this stage,

utilizing a pre-existing narrative text as a reference to construct the mind map. This adjustment was driven by the teacher's belief that such an approach would enhance the students' comprehension of the technique.

Commencing the Mind Mapping session, the teacher initiated by illustrating the story's title at the centre of the whiteboard. The teacher proceeded to emphasize the importance of incorporating images or pictures to convey the central idea. However, there was a lapse in providing a corresponding example on the whiteboard. Throughout the demonstration, a diverse array of coloured board markers was employed, designating the main idea with a whiteboard marker, the initial branches with a blue board marker, and the more intricate branches with a red board marker.

Following the central title inscription on the whiteboard, the teacher encircled it with six branches, each adorned with a single word in blue board marker: 'Who, What, Where, When, Why, and How' (5W+1H). The teacher underscored the necessity of breaking down each branch to facilitate the students' narrative creation. Notably, the connectors for each branch were drawn in curved lines, a deliberate choice aimed at enhancing the visual appeal and mitigating monotony in the mind map.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

The teacher recommended a succinct approach, encouraging students to limit each line to one word or phrase in order to enhance the effectiveness of Mind Mapping and avoid excessive wording. However, the teacher granted an exception to students who struggled with vocabulary retention, permitting the use of more than one word in their mind maps to prevent spelling errors. Emphasizing the visual aspect, the teacher directed students to incorporate images into their mind maps, though they were allowed to substitute words or phrases if using images posed a challenge.

Due to the students' struggle in grasping the fundamental concepts of the text and their difficulty in making inferences or identifying the main idea, the teacher found it necessary to individually guide each student to elucidate the content. As time constraints loomed, the teacher appeared pressed for time during discussions with the students, leading to a hurried pace. Unfortunately, this time pressure left the teacher with insufficient time to offer feedback on the material

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

3) Post activity

Before the bell rang, the teacher reviewed the material of narrative text written in mind mapping by the students. The teacher also motivated the students to learn hard more. The time showed at

08.20 am. So, the teacher ended the class by greeting and the leader led for praying together.

c. 3rd meeting

1) Pre-activity

In this last meeting of the observation research and learning process through mind mapping technique, the students looked more enthusiastic with the learning process. It could be seen when the teacher and observer came to the class, some of the greeted the teacher first and one of the students said *"hari ini kita gambar-gambar apalagi Miss?"* but there were three of them who looked like not excited with the class.

After starting the class by greeting, praying and checking the attendance list, the teacher with the observer invited all the students at the class to do ice breaking like penguin dancing so that the students who were really quiet and not excited could be more powerful.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

2) Main-activity

Entering the main activity, the students were asked to write and arrange narrative text according to the story given in the last meeting and their own mind mapping. But here, the students were not divided into 5 groups but they have to do it by herself/himself.

At first, the teacher reminded the students again about the systematic or structure of narrative text and most of them

remembered it all. Afterwards, the teacher led the students to read irregular verbs on the paper given starting from the base form, past form to past participle and its meaning, then the students followed it. Next, they were given 60 minutes to do it.

The teacher walked around the students who were doing the task, while the researcher monitored all students and their activities in the class. Most of the students were focus with their own writing and arranged their writing fluently. Some of them looked like thinking so hard and three students in the corner looked very confused. Then the teacher approached three students, asked them and sometimes she helped to remind the past form and the structure of narrative text.

45 minutes passed, there were a half of class who finished their task and collected their writing to the teacher on the front table. 15 minutes later the rest collected it all. Some of them complained that they forgot the past form. But overall, they looked very happy because they could complete the writing task.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

3) Post-activity

In the last session, the researcher said thanks to all students who had participated the class completely. Here for the last day of the research, the researcher invited the students to sing English song together on the LCD projector so the students could sing using English subtitles in order to release the boredom during the

class and kept muscles from tensing. After the bell rang, the teacher ended the class by greeting and the leader led praying together.

2. The students' response to the implementation of Mind Mapping in writing narrative text

Following the execution of the teaching and learning process, the researcher conducted interviews with students to gather information regarding their reactions to the incorporation of Mind Mapping in writing narrative texts. As per the teacher, students expressed confusion during the implementation of this technique, as evidenced in the provided script.

> *"In fact, the mind mapping technique was given during the previous descriptive text learning materials and when working on individual projects. However, now we are trying to apply this mind mapping technique in narrative text learning material which is definitely more difficult because there are more sentence structures and we have to use past tense verbs and the class is divided into 5 groups, so each group member works together so that they can become peer tutors. their own friends."*[46]

The text provided is an interview excerpt that has been translated by the researcher which was conducted to assess student responses after introducing mind mapping in writing narrative texts at SMPN 5 Tanggul.

Excerpt 1

T : Yes, one of the media that is used in teaching narrative text is Mind Mapping
S1 : Yes, the teacher used Mind Mapping in writing narrative text.[47]

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

[46] Interview with English Teacher on November, 6th 2023
[47] Interview number 7 with English Teacher on November, 6th 2023

According to the teachers and students interviewed, the teaching and learning process of writing narrative texts involves the application of certain techniques, especially aimed at students who lack motivation. The identified technique used in this context, as revealed in the interviews, is Mind Mapping.

Excerpt 2

T : The process of instructing narrative text writing through Mind Mapping involves the following steps, as outlined by the teacher:

1. *The teacher prompts all students to identify the main idea of the story they plan to narrate.*
2. *Students create branches by noting sub-chapters, including elements such as the 5W+1H, activity details, and the story's conclusion.*
3. *Students then formulate sentences and paragraphs to develop the narrative text.*
4. *Once completed, students gather their texts for assessment by the teacher.*
5. *In the event of comments or feedback from the teacher, students engage in a revision process to refine their work.*[48]

In the interview discussed earlier, it was revealed that the teacher employed a five-step process when implementing the Mind Mapping technique for teaching narrative text writing. These steps include: determining the main idea, creating branches, composing sentences and paragraphs, submitting the work to the teacher for evaluation, and revising the text based on any comments or feedback provided by the teacher.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[48]Interview number 11 with English Teacher on November, 6th 2023

Excerpt 3

S1: Generally, I spend a lot of time digesting the lesson material taught by the teacher, but I often have difficulty understanding it well. This is different from the Mind Mapping approach.
S2: This approach helps me understand the material quickly, so that my time is not wasted in understanding this material.
S3: This technique doesn't take up much of my time in understanding the material, especially since this is English material which I think is quite difficult. However, this technique really helped me.[49]

Based on the provided scripts, students believe that the Mind Mapping technique is effective in saving time when comprehending narrative text materials. Typically, students find it challenging to grasp English materials and require a significant amount of time. However, with this technique, students feel that they can understand the material without investing as much time.

Excerpt 4

Q : While not all students may express enthusiasm or enjoyment for this technique, the Mind Mapping approach proves beneficial for students in learning writing, particularly in the case of narrative texts, as it enhances their understanding of the material.
S1: I don't know why, but with this technique, I become more focused on learning English.
S2: My level of learning focus increases with the use of this technique, perhaps because the use of color makes the process of learning English more enjoyable.
S5: The use of color in mind maps eliminates my boredom. Usually during English lesson I often feel bored and even tend to feel sleepy, but with the use of colors learning becomes more fun.
S4: I feel very enthusiastic when using mind maps to learn narrative. didn't feel bored at all. Overall, I became more focused on studying.[50]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[49] Interview number 7 with the students on November, 4th 2023
[50]Interview number 9 with the students on November, 4th 2023

According to the interview, the Mind Mapping technique proves to be beneficial for students in writing narrative texts. It aids in their comprehension of the material and enhances their focus on learning to write narrative texts. The colourful nature of the Mind Mapping technique, as indicated in the interview scripts, prevents boredom among students and contributes to a more engaging learning experience.

Excerpt 5

> *S1: By using this technique I can quickly understand narrative material, because it uses a branch-like structure.*
> *S3: This technique really helps me understand the material easily and quickly. By using this technique, I can memorize material or vocabulary easily.*
> *S5: Applying the mind map technique really helped me understand the material taught by the teacher when teaching writing narrative texts.*
> *S4: Mind mapping makes it easier for me to quickly understand various materials, including definitions, types of text, structure, or grammar used.*[51]

The interview indicates that students can grasp the teacher's explanations more easily and quickly using Mind Mapping. This is particularly evident in their understanding of the definition, structural elements, language features, and vocabulary related to the material.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[51] Interview number 8 with English Teacher on November, 6th 2023

Table 4.3
Table of Findings

No	Research Focus	Research Findings
1	2	3
2	How was the implementation of mind mapping to enhance the students' writing skill of narrative text at SMPN 05 Tanggul 2023/2024 academic year?	The teaching process was observed over three meetings, focusing on the implementation of the Mind Mapping technique for teaching narrative text in an English class. First Meeting (Pre-activity, Main-activity, post-activity): Pre-activity: The teacher prepared materials and initiated the class with greetings. The main activity involved introducing the narrative text topic through a story about a Mouse Deer and Crocodiles. The teacher discussed generic structures and language features of narrative texts, involving students in discussions and interactions. The post-activity included assigning tasks for the next meeting. Second Meeting (Pre-activity, Main-activity): Pre-activity: The class began with greetings, prayer, and a review of the previous week's materials. The teacher used small talk to engage students. The main activity focused on introducing the Mind Mapping technique for narrative text. The teacher illustrated the technique on the whiteboard and guided students in creating their own Mind Maps. Third Meeting (Pre-activity, Main-activity, post-activity): Pre-activity: Students showed enthusiasm, and an ice-breaking activity was conducted. Greetings, prayer, and attendance check followed. The main activity involved students individually writing and arranging a narrative text based on the Mind Map created earlier. The teacher provided guidance, especially to struggling students. The post-activity included a closing thanksgiving and an English song session. Throughout the observation, the teacher effectively implemented the Mind Mapping technique, although there were slight modifications in the sequence. The teacher emphasized key elements such as starting from

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

		the central idea, using colors, and connecting branches. Students actively participated, with some challenges noted among a few students in grasping certain concepts. Despite time constraints, the teacher managed to encourage student engagement and comprehension. Overall, the teacher demonstrated adaptability, effective communication, and a commitment to engaging students in the learning process, emphasizing both linguistic and creative aspects of narrative text writing.
3	How was the students' responses to the implementation of mind mapping to enhance the students' writing skill of narrative text at SMPN 05 Tanggul 2023/2024 academic year?	The study focuses on the implementation of Mind Mapping in teaching narrative text writing at SMPN 5 Tanggul. The teaching process involves a five-step approach, including identifying the main idea, creating branches, composing sentences, submitting work for evaluation, and revising based on feedback. According to interviews with both teachers and students, the Mind Mapping technique helps students who struggle with motivation and enhances their understanding of narrative text materials. Some students initially express confusion, but overall, the technique is seen as effective in saving time for comprehension. Students highlight that Mind Mapping makes learning English more enjoyable and prevents boredom, leading to increased focus and enthusiasm for the subject. The colourful nature of Mind Mapping contributes to a more engaging learning experience. Additionally, students find the technique helpful in quickly grasping and memorizing narrative material, including definitions, text types, structure, and language features. Overall, despite varying levels of enthusiasm, the Mind Mapping approach is deemed beneficial for learning narrative text writing, facilitating comprehension, and improving focus among students.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

C. Discussion of Findings

In this section, the investigator examined the results obtained through the analysis of observational field notes, lesson plans, and interviews conducted with both the teacher and students. The various tools employed aimed to elucidate the application of the Mind Mapping technique in teaching narrative text to eight grade students at SMPN 5 Tanggul. The subsequent discussion outlines the students' perspectives on the effectiveness of the Mind Mapping technique in teaching writing narrative text to eight grade students at SMPN 5 Tanggul.

1. The Implementation of Mind Mapping technique to enhance students writing skill of narrative text

The initial research finding, which pertains to the application of the Mind Mapping technique in teaching writing narrative text, was analyzed using the teaching steps outlined by H. Douglas Brown.[52] And the mind map creation rules established by Buzan.

In the first meeting, the teacher explained about narrative text deeply while the post activity she reviewed the material and practiced reading the changes of verbs in base form, past form, past participle form and its meaning. Afterwards, in the second meeting, the teacher still ensured the comprehension of their knowledge about narrative text and practiced to make Mind Mapping so that the students could understood the material given. The students' capacity to respond to the teacher's inquiries

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[52] Brown, H. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* New York: Pearson Education. 2001. P. 342

regarding the narrative text material serves as an indication of their understanding of the content.

This finding is connected to a previous study conducted by Aulia Sintya Dewi, where it was observed that the teacher employed 5W+1H questions to elucidate the relationship between writing paraphrases and Mind Mapping.[53] The teacher emphasized that utilizing these questions assisted students in structuring their text retelling. While the teacher incorporated images into the example Mind Mapping, they were not positioned as central ideas. Instead of generating narrative text directly on the whiteboard, the teacher adopted an inverse approach, arguing that this method enhanced students' comprehension of the technology. In the teaching-learning-writing process, the teacher utilized a whiteboard and coloured markers, employing Mind Mapping strategies to facilitate the explanation of the material. Consequently, it can be concluded that this technique plays a significant role in the overall process.

The students expressed satisfaction when utilizing the Mind Mapping technique for narrative text writing activities, contributing to their ease in composing narrative texts. This aligns with findings from Widya Yuliani and friends' previous study, where students reported increased happiness and interest after the implementation of the Mind Mapping technique. During the initial session, it was observed that the

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[53] Dewi, Aulia Sintya. "*The Effectiveness of Mind Mapping to Improve Students' Ability in Identifying Supporting Details of Narrative Text at Mts YPM 1 Wonoayu*". (Surabaya: UIN Sunan Ampel Surabaya.2019).44.

students lacked familiarity with the Mind Mapping technique, experiencing confusion.[54] The teacher addressed this by providing an example narrative text titled "The Mousedeer and Crocodiles" and offering explanations about narrative text. Subsequently, the students demonstrated joy and engagement in the class when responding to questions related to narrative text definitions, generic structure, and language features, actively participating by raising their hands.

In the previous study conducted by Aulia Sintya Dewi, the implementation of Mind Mapping involved five distinct steps. The teacher initiated the process by prompting all students to identify the main idea of the story they intended to narrate. Subsequently, students created branches by detailing sub-chapters, incorporating elements such as 5W+1H, activity details, and the conclusion of the story. Following this, students translated these ideas into sentences, shaping paragraphs that eventually formed the narrative text. The next step involved students gathering their written text for evaluation by the teacher, who provided feedback. In response to comments or feedback, students revised their work accordingly.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

During the initial implementation of this technique, students initially experienced confusion. However, once they began expressing their ideas, the students found the process enjoyable and engaging. They

[54] Yulianti, Widya, et al. "The Effectiveness of Brainstorming and Mind Mapping to Teach Writing Narrative Text for Students with Introvert and Extrovert Personalities", English Education Journal, Vol. 9 No. 2, (December, 2019), 463.

quickly grasped the material, and the technique proved to be a source of interest, preventing boredom among the students.

Buzan outlines seven steps in creating Mind Maps. These steps involve starting in the centre of a blank paper with a central image representing the topic, utilizing multiple colours throughout the map, connecting lines starting from the central image, incorporating curved lines rather than straight ones, using a keyword on each line, and incorporating images.

Buzan outlines seven steps in creating Mind Maps.[55] These steps involve starting in the centre of a blank paper with a central image representing the topic, utilizing multiple colours throughout the map, connecting lines starting from the central image, incorporating curved lines rather than straight ones, using a keyword on each line, and incorporating images. In connection with these principles, the teacher initiated the Mind Mapping process by drawing a large tree trunk in the centre of the whiteboard and inscribing the story title on the trunk using a whiteboard marker. Although the importance of images to the central idea was explained, the teacher omitted providing a specific example on the whiteboard. The teacher employed different coloured markers, using the whiteboard marker for the main idea, the blue marker pen for the first branch, and the red marker for advanced branches.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[55] Tony Buzan. "*Buku Pintar Mind Map"*. (Jakarta: Gramedia Pustaka Utama. 2005).11

The teacher, following the principles of Buzan's mind map creation, illustrated the process by drawing six branches around a circle on the whiteboard. Each branch was associated with a specific word: "who," "what," "where," "when," "why," and "how" (5W+1H), and these words were inscribed on a blue blackboard. The teacher emphasized the importance of breaking down each branch to facilitate the students in developing their stories. To enhance visual appeal and prevent monotony, the teacher used curved lines to connect the branches, aligning with Buzan's recommendation for creating engaging mind maps. These steps and strategies align with the findings of Aulia Sintya Dewi's research.[56]

Teachers actively promote the practice of using only one word or phrase per line in Mind Mapping to enhance effectiveness and conciseness. However, an exception is made for students who may struggle to recall certain vocabulary; in such cases, multiple words are allowed in the mind map to prevent spelling errors in the text. The teacher emphasized the importance of incorporating pictures into the mind map as examples, while also acknowledging that students who find it challenging can opt for words or phrases instead. This aligns with the findings of Dewi Aulia Sintyai's research.[57]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[56] Dewi, Aulia Sintya. "*The Effectiveness of Mind Mapping to Improve Students' Ability in Identifying Supporting Details of Narrative Text at Mts YPM 1 Wonoayu*". (Surabaya: UIN Sunan Ampel Surabaya.2019). 59.
[57] Dewi, Aulia Sintya. "*The Effectiveness of Mind Mapping to Improve Students' Ability in Identifying Supporting Details of Narrative Text at Mts YPM 1 Wonoayu*".(Surabaya: UIN Sunan Ampel Surabaya.2019). 64

The teacher in the given explanation is observed to adhere to the principles of creating a mind map as outlined by Buzan. However, during the process of teaching Mind Mapping techniques to students, some modifications were made. For instance, students were granted the flexibility to use both text and pictures in a single line, and they were allowed to include more than two words in a line. This adjustment was motivated by the belief that it would contribute to more accurate learning and expose students to a broader vocabulary.

Despite these modifications, there are suggestions for improvement. It is recommended that the teacher consider enlarging the fonts and images, as well as thickening the shadows, for enhanced visibility and clarity. Additionally, it is noted that after emphasizing the importance of using pictures or images as central ideas, the teacher overlooked providing specific examples on the whiteboard. Providing such examples could further support students in understanding and applying the concept.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

In summary, the teacher effectively instructed students on the steps of Mind Mapping for narrative text writing. The provision of a well-explained example of Mind Mapping, detailing each step, further enhanced the learning experience. Despite some adaptations made during the teaching process to meet the students' needs, the adjustments were responsive and aimed at optimizing understanding. The active involvement of students in the learning process is evident, as they

consistently seek further clarification, demonstrating their grasp of the technique. Moreover, the teacher's adept guidance in the collaborative creation of mind maps with students allows for direct oversight of their work and corrections, contributing to a more effective learning experience.

2. The students' response to the implementation of Mind Mapping in writing narrative text

Next, addressing the second research questions, how do students perceive the utilization of the Mind Mapping technique in composing narrative text? The researcher administered interviews to students to obtain authentic insights into their views on writing proficiency when employing the Mind Mapping technique. The outcomes of these interviews revealed the impact of using Mind Mapping in narrative text composition. The criteria for addressing the second research question were established by Buzan,[58] and they encompassed:

a. Save Time

Based on the interview data, students expressed a keen interest in and perceived time savings when using the Mind Mapping technique for composing narrative text. This aligns with the fourth advantage of Mind Mapping identified by Buzan. In terms of learning motivation, among the six samples surveyed, five students reported an increase in their motivation when utilizing the Mind Mapping technique, while one student disagreed. The students noted that they

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[58] Buzan T. "*the Ultimate Book of Mind Maps*". (London: Harper Collins Publisher Ltd.2005). 98

believed this approach facilitated a more efficient understanding of narrative text material, ultimately saving them time

b. Focus on Learning

The majority of students find that Mind Mapping significantly aids their comprehension of the narrative text learning materials. Among the respondents, 4 students affirmed this statement, while 2, serving as a sample, expressed disagreement. All students unanimously believe that Mind Mapping effectively combats boredom during the teaching and learning process, as evidenced by their positive responses. Despite some students facing challenges in understanding the intricacies of narrative text writing, all participants assert that Mind Mapping proves more engaging than traditional teaching methods relying solely on verbal communication. Even though not all students typically exhibit enthusiasm in English class, the utilization of this technique fosters increased focus, especially in the realm of writing narrative text. This heightened focus aligns with the sixth advantage of Mind Mapping identified by Buzan.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

c. Learn More Fast

The interview data further reveals that students conveyed that the Mind Mapping technique facilitated quicker learning. This corresponds to the ninth advantage of Mind Mapping outlined by Buzan. According to the students, the visual (picture) aspect of learning was deemed more effective in enhancing material comprehension compared to auditory

methods. This visual approach also contributed to better retention of vocabularies and study materials. Moreover, it heightened the students' motivation to delve into English studies, particularly in the context of writing narrative text.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research aimed to assess the effectiveness of implementing the Mind Mapping technique in teaching narrative text writing, focusing on the eighth-grade students of SMPN 5 Tanggul during the 2023-2024 Academic Year. The findings indicate that the teacher successfully executed the Mind Mapping technique, following the steps recommended by Buzan in 2005 for teaching writing. One notable difference in the implementation process was observed in the step where the teacher generated a text based on the mind map. In this study, the teacher diverged from the typical sequence by creating a Mind Mapping representation derived from an existing narrative text. This modification aimed to facilitate students' understanding of the concept of creating a mind map before embarking on narrative text writing.

In the described approach, the implementation of Mind Mapping involved five distinct phases. Firstly, the teacher prompted each student to identify the main idea of the story they intended to narrate. Subsequently, students generated branches, incorporating elements like what did the story talk about, who were the characters involved in the story, when did the story happen, where the story occur, why did the problem happen and how the main character solve the problem (5W + 1H), activity details, and the story's conclusion. Following this, students proceeded to compose sentences and paragraphs, forming the narrative text. Once completed, they compiled their

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

work for the teacher's review and underwent revisions based on any comments or feedback provided. Initially, students found this strategy confusing, but after expressing their ideas, they discovered it to be enjoyable and engaging. They quickly grasped the concepts without succumbing to boredom.

In conclusion, the researcher found that the Mind Mapping technique had an initially positive impact on students' engagement with learning narrative text writing. This enthusiasm played a pivotal role in mitigating boredom and boosting overall learning motivation. Students perceived Mind Mapping as a valuable time-saving tool, particularly in tackling the traditionally challenging and time-consuming task of comprehending English material. The technique proved effective in enhancing content understanding more efficiently. Furthermore, students appreciated how Mind Mapping eliminated monotony in studying narrative text writing, ultimately leading to heightened focus. The incorporation of branches and colors in the technique was specifically highlighted as a contributing factor to the accelerated comprehension of materials.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

B. Suggestion

In this section, the author aims to offer recommendations to English educators and other researchers derived from the research findings and discussion. The writer proposes various points as follows:

1. Educators should present a vibrant and engaging example of mind mapping when introducing it to students as a writing or skill development

strategy. This way, students can visualize different types of mind mapping and have a variety of options in creating their own.

2. The future researchers or the English teachers who have the similar problems when teaching Writing English in the class were recommended to implement comic-strips to improve students' writing skill. The future researcher could teach any material in English by adapting the content of comic-strips to improve students' writing skill in narrative text.

For researchers facing similar challenges and interests, this study is recommended as a valuable reference for addressing these issues. The researcher also envisions that this work can be beneficial to others seeking a comparative study. Lastly, there is potential for researchers to extend the application of this technique to other skills or academic levels.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

REFERENCES

Afrin, Shagia. (2016). *Writing Problems of Non-English Major Undergraduate Students in Bangladesh*: An Observation (Journal of Social Sciences, 2016).

Al- Shamad, Abd Allah ibn ‘Abd al-Rahman ibn Al-Fadl ibn Bahram ibn ‘Abd *Sunan al-Darimi* dalam CD *al-Hadith al-Sharif*. Hadith nomor: 497. *Shahih, muttasil, satu sanad*

Anderson, Mark, and Kathy Anderson. (1998) *Text Types in English* (South Yara: Macmillan Education Australia, 1998)

Ariyanti, Rina “the effect of mind mapping on writing narrative text of mts darul ulum palangkaraya”, (palangkaraya: State Islamic Institute of Palangka Raya, 2020)

Bachri, Bachtiar S. (2010). “Meyakinkan Validitas Data melalui Triangulasi pada Penelitian Kualitatif,” Jurnal Teknologi Pendidikan 10, No.1 (April 2010).

Hankcock, Baverly and friends, An introduction to Qualitative Research (Nottingham: The NIHP RDS, 2009).

Brown, D.H. (2004). Language Assessment: Principles and Classroom Practices (Amerika: Pearson Education, 2004).

Brown, D.H. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* New York: Pearson Education. 2001. P. 342

Buzan, Tony & Barry Buzan. (1990). *The Mind Map Book* (New York: Dutton 1990).

Chahyany, et al., The Influence of Small Group Discussion

Choffman, Gerry A and Melissa D Reed. (2010). “The true story of narrative text: from theory to practice”. *Emporia state university, Kansas*. Vol. 32 No.1, Summer 2010.

Clelford, Tony Taking Note with Mind Map

Clouse, Barbara Fine. (2006) *The Student Writer* (New York: The McGraw-Hill, 2006).

Cresswell, John W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches (Fourth Edition)* (Thousand Oaks: Sage Publication, 2014).

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

D. Swadarma. (2013). *mind mapping dalam kurikulum pembelajaran* (Tangerang selatan: 2013)

Dafani, Sherly Kurnia. (2021) "isu isu dalam dunia pendidikan", https://www.ampenanews.com/2021/12/isu-isu-dalam-dunia-pendidikan-di-indonesia.html (10 Desember 2021).

Durga, Satya Sri, and Rao. (2018). *Developing Students' Writing Skills in English* - A Process Approach (India: Journal sof Research Scholars and Professionals of English Language Teaching, 2018)

Efendi, Zuhri. (2017) *"Journal Writing Ability," Improving students' ability in writing English teaching by using portfolio assessment (ELT) (An Experimental Study at SMKN 1 Blangpidie*) Vol.4 No.2(November, 2017)

F, Rustler. (2012) *Mind Mapping for Dummies* (England: Willey)

Hofland, Carolien. (2007). *Mind Mapping in the EFL Classroom* (Fontys Teacher Training College Sittard, 2007)

J.S, Vodanovich, & Rupp, D. E. (2009). Boredom at work: A neglected concept. Human Resource Management Review, 19(2)

Jaya, Alexander Mongot. (2008). *English Revolution* (Magelang: EL-Rachma, 2008), 33

Larra, Porras. (2016). "Stakeholder Opposition in a Foreign Direct Investment: Case Bosnia"s Pulp Mill in Uruguay", Master's Thesis, (December, 2016).

Miles, Matthew B, A. Michael Huberman, and Johnny Saldana. (2014). *Qualitative Data Analysis*: A Method Sourcebook (London: Sage, 2014), 1

Ministry of education and culture of Indonesia, 2013.

Mislaini. (2015). "Improving Students' Reading Comprehension of Narrative Text by Using Fable" *English Study Program University of Pasir Pengairan*. 2015.

Moleong, Lexy J. (2008). Metodologi Penelitian Kualitatif (Bandung: PT Remaja Rosdakarya, 2008).

Mundir. (2013) Metode Penelitian Kualitatif dan Kuantitatif (Jember: STAIN Jember Press, 2013).

Muthoharoh, The Use Small Group Discussion, 6.

Putra, Nusa. (2012). Metode Penelitian Kualitatif Pendidikan (Jakarta: Raja Grafindo Persada, 2012).

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

R, Pekrun, Elliot, A. J., & Maier, M. A. (2017). Achievement goals and achievement emotions: Testing a model of their joint relations with academic performance. Journal of Educational Psycology, 109(2)

Vodanovich, S. J. (2003b). Psychometric measures of boredom: A review of the literature. The journal of Psychology, 137(6),569 595

S, Kang (2018). The relationship between receptive and productive vocabulary knowledge: A case study of Korean EFL learners. The Journal of Asia TEFL, 15(3).

S.C. Weigle. (2002) *Assessing Writing*, (Cambridge: Cambridge University Press).

Septiani, Puput. (2018). "*Improving Students' Writing Skill by Using Four Square Writing Technique* (A Collaborative Classroom Action Research)" (Undergraduate Thesis, Islamic University of Raden Intan Lampung, 2018).

Sugiono, Metode Penelitian: Kuantitatif, Kualitatif, dan R&D, 274

Sugiyono. (2006). Metode Penelitian Kualitatif (Yogyakarta: Ar Ruz Media, 2006), 137

Sugiyono. (2015). Metode Penelitian Kuantitatif, Kualitatif, dan R&D (Bandung: Alfabeta, 2015).

Wati, Heti Sukma. (2021)." *The Influence of Using Problem Based Learning towards Students Writing Ability on Analytical Exposition Text*" (Undergraduate Thesis, State University of Raden Intan Lampung, 2021).

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

RESEARCH MATRIX

TITLE	VARIABLE	SUB VARIABLE	INDICATORS	DATA COLLECTION	RESEARCH METHODS	RESEARCH PROBLEM
The Implementation of Mind Mapping Techniques to Enhance Students' Narrative Text Writing Skill at 8th Grade of SMPN 5 Tanggul	1. Mind Mapping Technique 2. Narrative Text	1. The implementation of Mind Mapping Technique 2. Enhancing students' narrative text writing skill	The advantage s and disadvantages of mind mapping Features of narrative text	Primary: The 8th grade students of SMPN 5 Tanggul	1. Research approach • Qualitative 2. Type of Research • Descriptive 3. Data Collection • Observation • Interview • Document • Review 4. Data Analysis • Data Condensation • Data Display • Drawing conclusion/verification 5. Data validity; source and triangulation technique	1. How is the implementation of mind mapping technique to enhance students' narrative text writing skill at the 8th grade of SMPN 5 Tanggul? 2. How can mind mapping technique enhance students' narrative text writing skill at the 8th grade students of SMPN 5 Tanggul?

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan **: SMPN 5 Tanggul**

Mata Pelajaran **: Bahasa Inggris**

Kelas/Semester **: VIII/1**

Materi Pokok **: *Narrative Text***

Alokasi Waktu **: 80 menit/meeting**

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya.
3. Memahami pengetahuan (factual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, tekonologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodofikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sma dalam sudut pandang/teori.

B. KOMPETENSI DASAR & INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
3.14 Memahami fungsi soail, struktur teks dan unsur kebahasaan dari teks narrative berbentuk fabel Indonesia dan legenda Indonesia sesuai dengan konteks penggunaanya.	3.14.1 Menjelaskan fungsi sosial dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaanya. 3.14.2 Menjelaskan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaanya. 3.14.3 Menjelaskan struktur teks dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaanya.
4.18 menangkap makna teks narrative lisan dan tulisan, berbentuk fabel Indonesia dan legenda Indonesia pendek dan sederhana penggunaanya.	4.18.1 Menggali informasi rinci dari teks narrative lisan dan tulisan berbentuk fabel pendek dan sederhana

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

C. TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran ini, peserta didik mampu:

1. Memahami struktur paragraf dan ciri kebahasaan yang ada dalam narrative text.
2. Menemukan ide dengan menggunakan Teknik Mind Mapping
3. Menyusun ide untuk menyusun paragraf descriptive
4. Menghasilkan teks essai yang berbentuk narrative sesuai dengan topik yang telah ditentukan yaitu tentang orang.

D. METODE PEMBELAJARAN

1. *Mind Mapping Method*
2. *Questions and Answers*

E. SUMBER BELAJAR

Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, *When English Rings the Bell*, SMP/Mts Kelas VIII

F. MEDIA PEMBELAJARAN

1. *White board*
2. *Paper*
3. *Laptop*
4. *Projector*
5. *picture*

G. LANGKAH-LANGKAH PEMBELAJARAN

Langkah Pembelajaan	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	1. Mengucapkan salam dan langsung menyapa menggunakan bahasa inggris agar tercipta English Environment dapat langsung tercipta di pertemuan pertama. 2. Mengkondisikan kelas, mengawali proses belajar mengajar dengan membaca doa bersama-sama. (untuk melatih ketaatan dalam beribadah). 3. Kemudian dilanjutkan dengan menanyakan kabar siswa serta mengecek daftar hadir dan menanyakan siapa yang tidak hadir. (melatih sikap peduli dan jujur).	**5 menit**
Kegiatan Inti	**(Pertemuan Pertama 2JP)** **Orientasi Peserta didik pada masalah** 1. Peserta didik diberikan sebuah permasalahan dengan mengamati sebuah gambar sampul buku kancil dan buaya. *a. When you see the picture, what is probably the story about?*	**65 menit**

UNIVERSITAS ISLAM NEGERI KH ACHMAD SIDDIQ JEMBER

	b. Have you ever heard or read the story before? 2. Guru mengajukan beberapa pertanyaan mendasar tentang masalah yang akan diselesaikan. a. What do you know about narrative text? b. What is the purpose of narrative text? c. What are the generic structures of a narrative text? d. What language features used in narrative text? **Mengorganisasi peserta didik untuk belajar** 3. Peserta didik mengamati gambar dan contoh narrative text tentang kancil dan buaya lalu menjawab poin-poin penting berikut: a. How many characters are in the story? b. Who is the main character of the story? c. What problem that the character face in the story? d. How did she/he solve the problem? e. What is the social function of the story? f. What moral lesson can you learn from the story? 4. Peserta didik mempelajari dan menemukan kata-kata sulit dalam teks 5. Peserta didik dibantu dengan guru membahas jawaban terkait poin-poin penting dalam narrative text. 6. Peserta didik dibantu dengan guru menentukan struktur cerita narrative text berupa: *orientation, complication, resolution, and re-orientation.* **Menganalisis dan mengevaluasi proses pemecahan masalah** 1. Peserta didik dengan bimbingan guru menyampaikan poin-poin penting yang muncul dalam kegiatan pembelajaran **(Pertemuan Kedua 2JP)** **Membimbing penyelidikan individu maupun kelompok** 1. Guru mengulas kembali poin-poin penting dalam narrative text dalam pertemuan pertama 2. Guru menjelaskan tentang mind mapping secara singkat dan memberikan contoh membuat mind mapping berdasarkan cerita narrative text pada pertemuan pertama 3. Guru memberikan 5 contoh narrative text dan membagikanya kepada 5 kelompok dan setiap kelompok membaca dan berdiskusi tentang narrative text ceritanya 4. Peserta didik dengan bantuan guru mendiskusikan kata-kata sulit dan mengecek di kamus. **Mengembangkan dan Menyajikan hasil karya** 1. Peserta didik dengan kelompoknya membuat mind mapping berdasarkan narrative text yang didapat 2. Peserta didik dibantu dengan guru mengembangkan mind mapping di kertas manilla dengan gambar dan garis sekreatif mungkin 3. Dalam mind mapping nya dicantumkan judul, language features, verbs, pronoun dll 4. Setiap kelompok mempresentasikan hasil karya mind	

UNIVERSITAS ISLAM NEGERI
AI HAJI ACHMAD SIDDIQ
J E M B E R

	mapping di bangku masing-masing dan semua kelompok menyimaknya. 5. Dalam proses penyajian karya, setiap anggota kelompok boleh melakukan sesi tanya jawab. **(Pertemuan ketiga)** 1. Sebelum memulai kegiatan inti, guru mengajak siswa untuk melakukan *ice breaking* 2. Guru mengulas secara singkat mengenai mind mapping pada pertemuan kedua 3. Dengan buku tulis masing-masing, setiap siswa menulis 1 narrative text berdasarkan mind mapping pada pertemuan kedua. 4. Guru memberikan 6 pertanyaan poin-poin penting narrative text pada pertemuan pertama sesuai dengan mind mapping yang telah dibuat pada pertemuan kedua.	
Kegiatan Penutup	**(pertemuan pertama)** 1. Menyampaikan materi yang akan dipelajari di pertemuan kedua 2. Menginstruksikan siswa untuk membaca teks naratif di rumah. 3. Membagi siswa menjadi 5 kelompok dan menginstruksikan setiap kelompok untuk membawa peralatan mind mapping: kertas manila warna bebas, spidol hitam dan spidol warna, krayon bila perlu, penggaris dan alat menggambar lainya. **(pertemuan kedua dan ketiga)** 1. Guru beserta peserta diidk membuat refleksi terhadap pembelajaran yang telah dilakukan. 2. Guru meminta peserta didik untuk tetap semangat melaksanakan pembelajaran. 3. Berdo'a.	**10 menit**

H. Penilaian

1. Sikap : observasi saat pemebelajaran tentang teks narrative dan sehari-hari secara umum
2. Pengetahuan : lembar kerja hasil diskusi (mind mapping)
3. Keterampilan : Mind Mapping untuk teks narrative

Jember, 17 Oktober 2023

Mengetahui,
Kepala SMPN 5 Tanggul

Tanggul, 10 November 2023
Kepala Sekolah

AKHMAD FAUZI, S.Pd
NIP. 19710331 199412 1 002

Guru Mata Pelajaran

Siti Juariyah, S.Pd

IRREGULAR VERBS

UNIVERSITAS ISLAM NEGERI
KAI HAJI ACHMAD SIDDIQ
J E M B E R

Most verbs have past tense and past participle in -ed (worked, played, listened). But, many of the most frequent verbs are irregular.

No	Base Form	Past Tense	Past Participle	Meaning
1	Be (am, are, is)	Was/were	Been	Ada
2	Begin	Began	Begun	Mulai
3	Blow	Blew	Blown	Meniup
4	Break	Broke	Broken	Merusak/istirahat
5	Bring	Brought	Brought	Membawa
6	Buy	Bought	Bought	Membeli
7	Build	Built	Built	Membangun
8	Choose	Chose	Chosen	Memilih
9	Come	Came	Come	Dating
10	Cost	Cost	Cost	Berharga
11	Cut	Cut	Cut	Memotong
12	Do	Did	Done	Melakukan
13	Draw	Drew	Drawn	Menggambar
14	Drive	Drove	Driven	Mengemudi
15	Eat	Ate	Eaten	Makan
16	Feel	Felt	Felt	Merasakan
17	Find	Found	Found	Menemukan
18	Get	Got	Got	Mendapat
19	Give	Gave	Given	Memberikan
20	Go	Went	Went	Pergi
21	Have	Had	Had	Mempunyai
22	Hear	Heard	Heard	Mendengar
23	Hold	Held	Held	Mengadakan/memegang
24	Keep	Kept	Kept	Menjaga
25	Know	Knew	Known	Mengetahui
26	Leave	Left	Left	Meninggalkan/ berangkat
27	Lead	Led	Led	Memimpin
28	Let	Let	Let	Membiarkan
29	Lie	Lay	Lain	Terletak
30	Lose	Lost	Lost	Hilang
31	Make	Made	Made	Membuat
32	Mean	Meant	Meant	Bermaksud
33	Meet	Met	Met	Bertemu
34	Pay	Paid	Paid	Membayar
35	Put	Put	Put	Meletakkan
36	Run	Ran	Run	Berlari
37	Say	Said	Said	Berkata
38	See	Saw	Seen	Melihat
39	Sell	Sold	Sold	Menjual
40	Send	Sent	Sent	Mengirim
41	Set	Set	Set	Menata
42	Sit	Sat	Sat	Duduk
43	Speak	Spoke	Spoken	Berbicara

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

44	Spend	Spent	Spent	Menghabiskan
45	Stand	Stood	Stood	Berdiri
46	Take	Took	Taken	Mengambil/mengajak
47	Teach	Taught	Taught	Mengajar
48	Tell	Told	Told	Memberitahu
49	Think	Thaught	Thaught	Berfikir
50	Understand	Understood	Understood	Mengerti
51	Wear	Wore	Worn	Mengenakan/memakai
52	Win	Won	Won	Memenangkan
53	Write	Wrote	Written	Menulis

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

A. Materi Pembelajaran

Structure

Orientation: to introduce who, where, when, what and how
Complication: a problem or challenge that the characters need to solve or overcome
Resolution: The conflict or problem introduced earlier in the story is resolved or addressed.

Language Features

Using Past tense: killed, drank, Ate etc,
Adverb of time: once upon a time, one day, etc
Time conjunction: when, then, suddenly

Purpose

to amuse or to entertain the reader or listener with a story

Narrative Text

The Mousedeer and Crocodiles

One day, Mouse Deer go to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud.

"I wonder if the water's warm. I'll put in my leg and find out."

Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp...! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Ha... ha...ha... Stupid crocodile! Don't you know the difference between a stick and a leg?" Then Mouse Deer ran off to drink somewhere else.

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer did not want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you."
"Really…? Tell us what to do," said
Crocodile.
"**You must line up from this side of the river to the other side,"** said Mouse Deer.
Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back.
"One," he counted.
He jumped onto the next crocodile, **"Two."**
And the next crocodile, **"Three."**
Mouse Deer kept jumping until he arrived on the other side of the river.
"How many are there?" asked Crocodile.
"Just enough," said Mouse Deer.
He laughed as he ran to the forest.

B. Penilaian Hasil Pembelajaran
   1. Sikap
      a. Teknik Penilaian : Observasi
      b. Instrument penilaian : Lembar Observasi
      Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrument penilain sikap:

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

No	Nama Peserta Didik	Aspek perilaku yang dinilai				Jumlah skor	Keterangan
		Bekerja sama	Jujur	Tanggung jawab	Disiplin		
1	Farhan Abdillah	3	2	4	3	12	B
2							

Jumlah poin	Keterangan
16-20	Sangat Baik (A)
11-15	Baik (B)
6-10	Cukup (C)

1-5	Kurang (D)

Keterangan:

1 = tidak pernah

2 = jarang

3 = kadang-kadang

4 = sering

5 = selalu

2. Pengetahuan

a. Teknik Penilaian : Tes tertulis

b. Instrumen penilaian : Lembar kerja hasil diskusi kelompok (mind mapping)

Membuat mind-mapping dalam kelompok

The Text of Narrative Text

"The Wise Owl and the Lost Baby Bird"

In a quiet part of the forest, a wise owl named Olivia kept watch over the animals. One day, she found a lost baby bird named Benny who had strayed far from his nest. Benny was scared and couldn't find his way home.

Olivia offered her guidance and comfort, telling Benny stories about her own adventures. She listened to his chirps and helped him recognize the sound of his mother's call. With Olivia's wisdom, Benny was soon reunited with his family.

Benny learned that even in the darkest of times, there were wise and caring friends to guide him home. He and Olivia remained friends for life, cherishing the lessons learned during their encounter.

"The Frog and the Mystery of the Disappearing Lily Pads"

In a serene pond, a curious frog named Freddy hopped from lily pad to lily pad every day. However, one morning, Freddy noticed that some of the lily pads were disappearing mysteriously, leaving him with fewer places to rest.

Freddy was puzzled and couldn't solve the mystery on his own. He decided to ask his friend, a perceptive turtle named Timmy, for help. Timmy suggested they work together to solve the puzzle.

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

They discovered that a hungry family of turtles had moved into the pond, and the little turtles were playing games by jumping on the lily pads. Freddy and Timmy decided to share the lily pads, and in return, the turtles shared stories about their adventures.

Freddy learned that cooperation and understanding could turn a problem into a new friendship. They all enjoyed their pond even more with the lily pads for everyone to use.

The Great Vegetable Race

In a peaceful garden, there lived a variety of vegetables, each boasting of their unique qualities. There was Tom the Tomato, Carly the Carrot, Benny the Broccoli, and Peter the Potato. They coexisted harmoniously, each vegetable celebrating their distinct features.

One sunny day, they decided to organize a fun race within the garden to showcase their unique strengths. Tom was known for his vibrant red colour and round shape. Carly was admired for her bright orange hue and long, sleek form. Benny was considered wise and confident, with his green crown-like appearance. Peter, the Potato, had his charm in his earthy brown skin.

As the race day arrived, the vegetables gathered at the starting line. The garden's inhabitants, including friendly insects and chirping birds, cheered them on. Each vegetable had its moment to shine.

Tom the Tomato used his round shape to roll swiftly, Carly the Carrot showcased her elegant speed, Benny the Broccoli elegantly sprinted, and Peter the Potato demonstrated determination with every step.

It was a tight race, but when the finish line was crossed, they realized that the real winner was the garden itself. Their diversity made the garden unique, beautiful, and more vibrant. The garden's inhabitants celebrated the vegetables for coming together and showcasing their individuality.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

The vegetables learned that unity in diversity was the key to making the garden a wonderful and thriving place. They decided to hold the Great Vegetable Race annually as a reminder of the importance of celebrating differences and working together for the common good.

"The Mischievous Squirrel's Treasure Hunt"

In a lively forest, a mischievous squirrel named Sammy was known for his playful antics. One sunny day, Sammy discovered a mysterious map hidden in a tree hollow. The map promised an incredible treasure deep within the forest.

Excitement bubbled within Sammy as he followed the map's clues, but they led him deeper into the dense woods. Soon, he found himself lost and disoriented, unable to decipher the map's final instructions.

Just when Sammy felt hopeless, he spotted a kind-hearted fox, Fiona, who offered her guidance. Together, they followed the remaining clues on the map. With Fiona's wisdom and Sammy's determination, they unearthed the treasure—a secret grove filled with delicious nuts.

Sammy realized that even in his mischievous pursuits, friends and teamwork could make every adventure worthwhile. He and Fiona shared their newfound treasure with the forest's residents, fostering goodwill and friendships all around.

" The Ant's Great Flood"

In a busy ant hill, a hardworking ant named Andy was diligently gathering food for the colony. One day, a heavy rainstorm began, causing a small flood that threatened to destroy their hard-earned supplies.

Andy was desperate to save their food, but the water was rising fast, making it impossible to rescue everything. Seeing Andy's distress, his fellow ants joined forces, creating a dam of leaves to redirect the water away from their storage.

Their efforts paid off as the food supply remained safe. Andy was grateful for the help of his fellow ants and realized that teamwork was the key to overcoming even the most challenging situations.

Rubrik Penilaian Mind-mapping

Nama Kelompok :

Materi :

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

No	Kriteria	Skor					Nilai
		5	4	3	2	1	
1	Kata Kunci	Ide dalam bentuk kata kunci yang sangat efektif	Ide dalam bentuk kata kunci dan kalimat efektif	Ide dalam bentuk kata kunci dan kalimat yang cukup efektif	Penggunaan kata kunci terbatas (semua ide ditulis dalam bentuk kalimat)	Tidak ada atau sangat terbatas dalam pemilihan kata kunci (beberapa ide ditulis dalam bentuk paragraph)	
2	Hubungan cabang	Menggunakan lebih dari	Menggunakan 4	Menggunakan 3 cabang	Menggunakan 2 cabang	Menggunakan satu cabang	

	utama dengan cabang lainya	4 cabang	cabang				
3	Desain warna	Menggunakan warna untuk menunjukkan beberapa hubungan antar topik sangat baik	Menggunakan warna untuk menunjukkan beberapa hubungan antar topik baik	Menggunakan beberapa warna tapi tidak menunjukkan hubungan natar topik cukup baik	Menggunakan sedikit warna dan tidak menunjukkan hubungan antar topik kurang baik	Hanya menggunakan satu warna untuk menunjukkan hubungan antar topik	
4	Symbol gambar dan garis lengkung	Menggunakan gambar/ symbol pada ide sentral, cabang utama dan cabang lainya yang dihubungkan dengan garis lengkung	Menggunakan gambar/ symbol hanya pada ide sentral, dan cabang utama yang dihubungkan dengan garis lengkung	Menggunakan gambar/symbol hanya pada ide sentral atau cabang utama yang dihubungkan dengan garis lengkung	Tidak menggunakan gambar/ symbol tapi menggunakan garis lengkung	Menggunaakan garis lurus sebagai penghubung cabang	
5	Kelengkapan materi	Peta pikiran menunjukkan materi yang sangat kompleks	Peta pikiran menunjukkan materi yang kompleks	Peta pikiran menunjukkan materi yang cukup kompleks	Peta pikiran menunjukkan materi yang kurang kompleks	Peta pikiran menunjukkan materi yang tidak kompleks	
Total skor							

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

3. Keterampilan

a. Teknik penilaian : Tes keterampilan

b. Instrument Penilaian : Praktik dan produk berupa teks narrative

Kisi-kisi Penulisan Soal

Nama Sekolah : SMPN 5 Tanggul

Kelas/Semester : VIII/Ganjil

Tahun Pelajaran : 2023/2024

Mata Pelajaran : Bahasa Inggris

No	Kompetensi Dasar	Materi	Ranah Kognitif	Indikator Soal	Bentuk Soal
1	4.7 menyususn teks narrative lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman dengan mempoerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Narrative Text	C3	Peserta didik membuat mind mapping dan Menyusun teks narrative berdasarkan mind mapping tersebut	Uraian

C. Remedial

Peserta didik yang belum menguasai materi (belum mencapai ketuntasan belajar pada beberapa indicator) akan dijelaskan Kembali oleh guru. Guru melakukan penilaian Kembali setelah menganalisis soal dimana banyak siswa yang tidak tuntas atau memberikan tugas individu terkait dengan topik yang dijelaskan pada waktu dan hari tertentu yang disesuaikan. Contoh: pada saat jam belajar, apabila masih ada waktu, atau diluar jam pelajaran (30 menit setelah jam pelajaran selesai).

D. Pengayaan

Dalam kegiatan pembelajaran, peserta didik yang sudah menguasai materi sebelum waktu yang telah ditentukan, diminta untuk menyelesaikan soal-soal pengayaan berupa pertanyaan-pertanyaan

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

yang lebih fenomenal dan inofatif atau aktifitas lain yang relevan dengan topik pembelajaran. Dalam kegiatan ini, guru dapat mencatat dan memberikan tambahan nilai bagi peserta didik yang berhasil dalam pengayaan.

Catatan Kepala Sekolah:

.....
.....
.....
.....
.....
.....

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Data Collection Instrument
OBSERVATION SHEET OF LEARNING ACTIVITY

Name of Teacher : Siti Juariyah, S.Pd

Class : VIII

No	Steps of Teaching Mind Mapping Technique	Percent	
		Yes	No
1	The teacher explains to the students about the components to write narrative text	√	
2	The teacher explains the correlation between writing narrative text with mind mapping	√	
3	The teacher puts a picture and draws mind map with the students on the white board	√	
4	The teacher makes writing narrative based on the mind mapping in the white board	√	
5	The teacher explains and uses the relevant media for the process	√	
6	The teacher asks the students to write narrative text based on their mind mapping and gives limitations on the task.	√	
7	The teacher asks the students to implement the laws of mind mapping		√
8	The teacher asks the students to think critically and gives problem solving about difficult material.		√

No	Rules of Making a Mind Map	Present	
		Yes	No
1.	Start in the centre	√	
2.	Draw an image for central idea	√	
3.	Use more than one colour		√
4.	Connect the central image and its branches	√	
5.	Draw or write the branches in curved		√
6.	Use one key word per line	√	
7.	Draw images	√	

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

INTERVIEW

List of interview questions adapted from (Yuliana Atik, 2014), Education interviewing guide, Ace your teacher interview by Anthony D. Fredericks, 2012.

Interview for teacher

1. Would you be willing to be my source for the fulfillment of my final assignment?
2. How long Ms. Siti teach at SMPN 5 Tanggul?
3. How many classes are you capable of at SMPN 5 Tanggul?
4. What classes are you teaching at SMPN 5 Tanggul?
5. Is there a difference to teach writing skills in writing classes with other classes?
6. What are the basic difficulties faced by students in writing class?
7. What is the media that use in teaching writing narrative text?
8. Is it important to use a learning strategy in teaching writing?
9. What do you think about the mind mapping technique that had been implemented in teaching writing narrative text?
10. What do you think this technique can improve the student's writing narrative text?
11. What steps are done in writing activities, especially in writing narrative text?
12. Do Ms. Siti provides feedback or student correction results?
13. How do students respond after receiving the feedback result?
14. How does a student's ability in writing especially in writing narrative text?
15. Do students still not know the differences in the use of simple past and simple present tense?
16. Do students know the characteristics of the V2?
17. Do students follow the teacher directives to write the narrative text that must match the steps or generic structure?
18. Do students understand the social function of narrative text?
19. Do students have motivation for learning English, especially in writing skills?
20. What is the evaluation technique used by Ms. Siti?

Interview for Students

1. Would you be willing to be my source for the fulfilment of my final assignment?
2. Do you like English lessons?
3. Do you like writing in English?
4. What is the material that you have learned?
5. Do you know about narrative text?
6. What is narrative text? does your teacher use some technique to teach narrative text?

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

7. What do you think about this technique?
8. What is this technique help you to understand the material quickly and easily? Especially in material of narrative text.
9. What is this technique make you more focus in learning writing narrative text?
10. Is narrative text difficult?
11. What is the difficulty that faced by you?
12. Dou you know about V2?
13. Do you know what is the characteristic of V2?
14. Do you understand the language features of narrative text?
15. What is the example of the language feature of narrative text?
16. How about the learning strategy of teacher when teaching narrative text?

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Result of Interview

1. Interview with an English Teacher

Time	: 07.00-08.20
Day/Date	: Monday, November 6th 2023
Place	: The office of SMPN 5 Tanggul
Object	: English Teacher
Interviewer	: Binuril Hidayatillah
Informant	: Siti Juariyah, S.Pd

Description

Situation:	**Transcript:**
It was conducted to gain the data about the implementation of mind mapping technique to enhance writing skill of narrative text.	Binuril: apakah Ibu bersedia menjadi narasumber saya untuk memenuhi tugas akhir saya? Mrs. Siti: iya, saya bersedia Binuril: Ibu sudah berapa lama mengajar di SMPN 5 Tanggul? Mrs. Siti: saya mengajar di SMPN 5 Tanggul sejak Juli 2016, jadi sudah 6 tahun Binuril: berapa kelas yang ibu ampuh? Mrs. Siti: semua kelas, dari kelas VII, VIII dan IX Binuril: kelas apa saja Bu? Binuril: berarti semua kelas ya Bu. Apakah siswa-siswi memiliki motivasi dalam belajar bahasa Inggris? Mrs. Siti: mayoritas anak-anak kurang termotivasi untuk belajar bahasa Inggris tapi mereka Ya lumayan antusias ketika masuk kelas pelajaran bahasa Inggris Binuril: Oh begitu Bu. Adakah perbedaan cara mengajar Ibu antara satu kelas dengan kelas yang lain? Mrs. Siti: setiap kelas memiliki karakteristik siswa yang berbeda sehingga cara mengajar juga ada yang disesuaikan dalam pembelajaran Binuril: kendala apa saja yang dialami ibu ketika mengajar writing? Mrs. Siti: di dalam kelas writing siswa mengalami kesulitan dalam mengembangkan ide ke paragraf mereka mengeluh susah dalam Menyusun sebuah teks contohnya saja narrative text ini Binuril: menurut ibu sendiri apakah penting jika mengajar writing itu menggunakan strategi tertentu? Mrs. Siti: mengajar writing menggunakan strategi tertentu itu penting terutama di kelas yang memiliki kesusahan dalam berbahasa Inggris Binuril: jadi media atau strategi yang bagaimana yang Ibu gunakan Ketika mengajar di kelas writing? Mrs. Siti: salah satu media yang saya gunakan dalam mengajar writing adalah gambar

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

	Binuril: kemudian apa teknik yang Ibu gunakan ketika mengajar writing khususnya narrative text? Mrs. Siti: jadi teknik yang saya gunakan untuk mengajar di kelas writing narrative text adalah mind mapping Binuril: Bagaimana langkah-langkah ibu dalam mengajar Preity menggunakan teknik ini? Mrs. Siti: jadi langkah-langkah yang saya gunakan menggunakan teknik ini adalah yang pertama itu saya meminta siswa untuk menentukan main ideanya atau ide pokok yang akan mereka ceritakan kemudian Siswa membuat cabang dengan menuliskan sebabnya seperti 5W + 1H detail kegiatan atau apa yang mereka rasakan. Kemudian siswa menyusun kalimat paragraf hingga menjadi sebuah teks narrative setelah itu siswa mengumpulkan teksnya untuk saya cek dan yang terakhir biasanya siswa itu akan melakukan revisi jika ada kesalahan ejaan atau penyusunan teks. Binuril: Oh begitu. Bagaimana respon siswa ketika pertama kali Ibu menggunakan teknik ini? Mrs. Siti: jadi respon awal siswa ketika saya menggunakan teknik ini mereka merasa bingung tapi setelah mencoba mereka menjadi antusias dalam membuat mind mappingnya karena awal menggunakan teknik ini di dalam kelompok Jadi mereka saling bekerja sama Binuril: Bagaimana kemampuan siswa setelah Ibu menerapkan Teknik ini? Mrs. Siti: kalau tidak semua siswa merasa antusias dan menyukai Teknik ini namun mind mapping ini membantu siswa dalam belajar writing. Jadi Teknik ini membantu siswa untuk lebih mudah memahami materi narrative text Binuril: setelah penerapan Teknik ini apakah siswa mengikuti langkah-langkah yang ibu ajarkan dalam membuat teks? Mrs. Siti: ya siswa mengikuti langkahlangkah yang sudah saya ajarkan dalam membuat teks setelah saya menerapkan teknik tersebut Binuril: setelah penerapan Teknik ini apakah sistem mengetahui perbedaan penggunaan antara past tense dengan present tense? Mrs. Siti: ya Siswa tahu perbedaan antara penggunaan antara past tense dan present tense misalnya mereka tahu bahwa past tense itu digunakan di masa lampau Binuril: Apakah Siswa tahu ciri-ciri dari past tense? Mrs. Siti: beasiswa tahu ciri-ciri dari past tense Binuril: Apakah setelah penerapan Teknik ini siswa juga memahami social function dari narrative text? Mrs. Siti: ya siswa memahami social function dari narrative text Binuril: Apakah ibu memberikan feedback Setelah pembelajaran menggunakan teknik ini? Mrs. Siti: ya saya memberikan feedback Setelah pembelajaran silakan saya memberikan masukan-masukan

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

	mengenai apa yang sudah dipelajari hari ini Binuril: Jadi bagaimana cara ibu mengevaluasi pembelajaran Setelah menerapkan Teknik ini? Mrs. Siti: setelah menerapkan Teknik ini saya mengevaluasi pembelajaran dengan meminta siswa untuk mengikuti panduan dalam menyusun teks secara individu tapi kendalanya tidak semua siswa mengumpulkan hasil kerjanya
Reflection: The teacher explained the materials and give students the steps to write narrative text	

2. Interview with the students

3. Time : 07.00-08.20
4. Day/Date : Saturday, November 4th 2023
5. Place : The VIII Grade class of SMPN 5 Tanggul
6. Object : Students of VIII grade
7. Interviewer : Binuril Hidayatillah
8. Informant :
   - ✓ A: Farhan
   - ✓ B: Amelia
   - ✓ C: Aprilia
   - ✓ D: Rania
   - ✓ E: Mely

Description	
Situation: It was conducted to get data about the students' responses	**Transcript:** Binuril: Apakah anda bersedia menjadi narasumber untuk memberi tugas akhir saya? A: ya saya bersedia B: iya saya bersedia Bu C: bersedia D: iya bersedia E: ya bersedia Binuril: apakah anda suka dengan pelajaran bahasa inggris? A: tidak terlalu B: suka C: tidak bu, karena tidak tahu artinya D: suka, karena kalau dibaca bagus E: kurang suka, karena kurang paham artinya Bu

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

	A: kurang suka, karena kurang menguasai vocab B: tidak suka C: tidak D: kurang, karena memang kurang suka menulis E: tidak suka, enggak bisa Binuril: materi apa saja yang sudah anda pelajari? A: narrative B: advertisment C: narrative, narrative D: narrative E: narrative text Binuril: menurut anda, apakah materi narrative text itu sulit? A: sulit B: sulit tapi tidak terlalu C: biasa saja Bu D: tidak terlalu sulit Bu, tapi kadang kalau tidak tahu artinya jadi sulit E: sulit, karena tidak paham Binuril: apa yang kamu ketahui tentang narrative text? A: narrative text itu cerita menghibur pembaca dan pendengarnya Miss B: tentang cerita fiktif seperti dongeng Miss C: teks yang menceritakan tentang Binatang dan hewan yang bisa bicara D: teks yang menceritakan masa lampau E: teks yang menceritakan cerita rakyat Miss menggunakan kata kerja lampau. Binuril: kesulitan apa saja yang anda alami ketika menulis narrative text? A: tidak tahu artinya, bingung Menyusun kata-katanya B: bingung C: tidak menguasai vocab D: bingung cara membuatnya E: kurang bisa mengembangkan paragraf Binuril: teknik apa yang digunakan guru ketika mengajar? A: dengan gambar bu B: dengan mind mapping kalau tidak salah C: dengan mind map D: bu Siti pakai mind mapping Miss. Kadang juga pakai gambar E: gambar Binuril: bagaimana langkah-langkah yang dilakukan guru dalam menerapkan teknik tersebut?

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

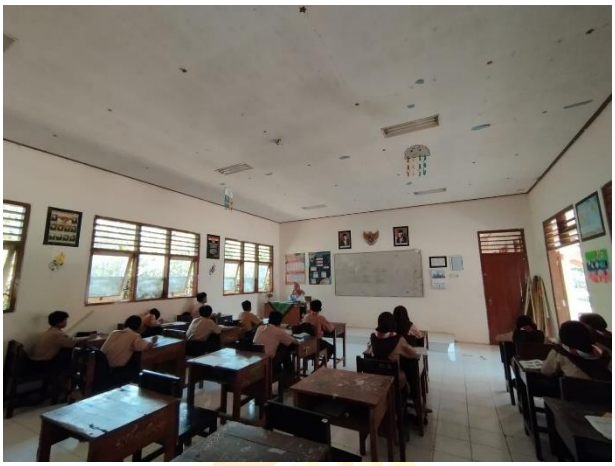
	A: pertama guru membuat ide pokoknya, terus dilanjut bikin seperti cabangcabang Miss B: bikin ide pokok C: membuat ide pokok ditengah, membuat cabang-cabangnya disebelahnya, terus diwarnai D: intinya membuatnya pakai beberapa warna, ada hitam, merah sama biru E: gambar judulnya ditengah, terus digaris ke samping. Jadi seperti bercabang begitu. Gambarnya itu pakai beberapa warna Binuril: menurut anda bagaimana dengan teknik ini? A: saya biasanya mengahbiskan banyak waktu untuk memahami materi yang diajarkan oleh guru, tapi seringnya saya juga tidak paham dengan materi-materi tersebut. Berbeda dengan teknik mind mapping ini. B: teknik ini membantu saya dalam memahami materi dengan cepat jadi watu saya banyak dan tidak terbuang sia-sia untuk memahami materi ini. C: teknik ini tidak menghabiskan waktu saya dalam memahami materi, apalagi ini materi bahasa Inggris yang menurut saya sangat susah. Tapi teknik ini membantu saya. Binuril: apakah teknik ini bisa membantu anda untuk lebih fokus dalam belajar bahasa Inggris, khususnya belajar narrative text? A: tidak tahu kenapa dengan teknik saya menjadi lebih fokus belajar Bahasa Inggris B: tingkat kefokusan belajar saya meningkat dengan teknik ini, karena mungkin menggunakan warna-warni jadi lebih asyik dan enjoy ketika belajar bahasa Inggris E: warna-warna yang digunakan dalam mind mapping memmbuat rasa saya bosan hilang. Biasanya kalau pelajaran bahasa Inggris saya sering bosan bahkan mengantung tapi karena ini pakai warnawarni jadi ini lebih asyik untuk belajar Binuril: menurut anda bagaimana Teknik tersebut? A: asyik B: seru, tidak bosan C: memotivasi dan efektif D: memudahkan untuk memahami materi E: menarik, karena pakai beberapa warna Binuril: apakah anda memahami language feature yang ada dinarrative text? A: ya saya paham B: kurang paham C: language featurnya itu pakai past tense D: tidak terlalu paham E: pakai past tense

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

	Binuril: apa yang anda ketahui tentang past tense? A: menunjukkan masa lampau, ditambah -ed B: waktu lampau C: kata yang ditambah -ed D: kalimat yang menunjukkan masa lampau E: kata lampau
Reflection: Students feel difficult to understand English but when the teacher implemented mind mapping technique students feel interest and motivate them to study English.	

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

DOCUMENTATION OF RESEARCH ACTIVITIES



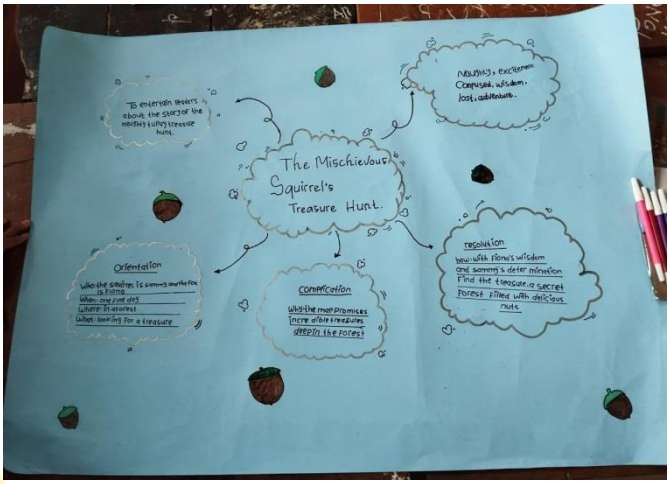
Picture 1. Observation Day 1

Picture 2. Observation Day 2

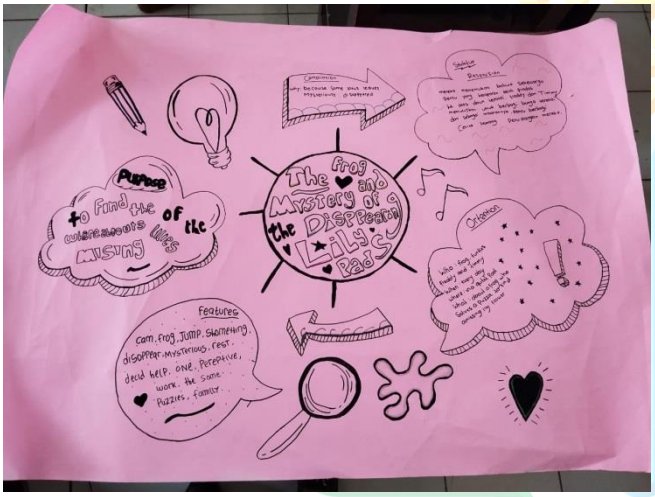
Picture 3. Observation Day 3

UNIV ERI
KIAI H DDIQ

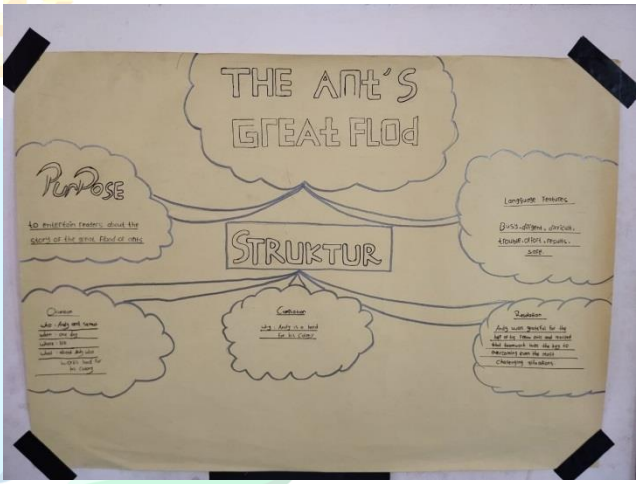
Picture 4. Mind mapping 1st group



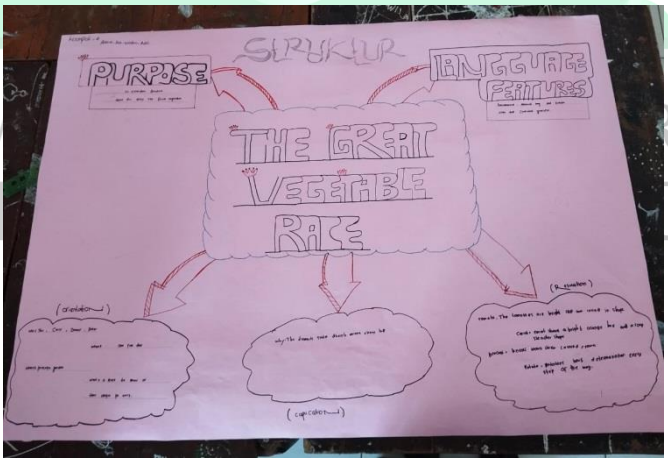
Picture 5. Mind Mapping 2nd group



Picture 6. Mind mapping 3rd group



picture 7. Mind Mapping 4th group



UNIV RI
KIAI H DIQ

m

Picture 8. Making mind mapping of 1st group

picture 9. Making mind mapping of 2nd group

Picture 10. Making mind mapping of 3rd group

Picture 11. Making mind mapping of 4th group

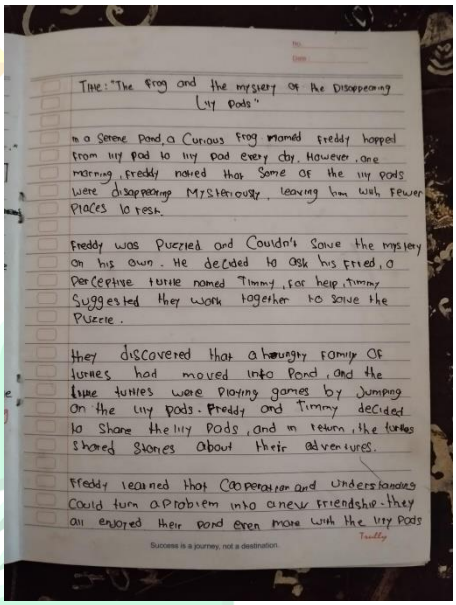
Picture 12. Interviewing English teacher

picture 13. Interviewing student 1

Picture 14. Interviewing student 2

Picture 15. Interviewing student 3

Picture 16. Interviewing student 3



Title: "The Frog and the mystery of the Disappearing Lily Pads"

In a Serene Pond, a Curious Frog named Freddy hopped from lily pad to lily pad every day. However, one morning, Freddy noticed that some of the lily pads were disappearing mysteriously, leaving him with fewer places to rest.

Freddy was puzzled and couldn't solve the mystery on his own. He decided to ask his friend, a perceptive turtle named Timmy, for help. Timmy suggested they work together to solve the puzzle.

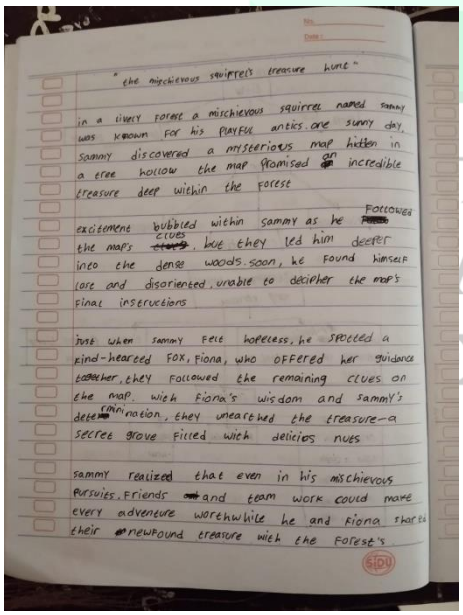
They discovered that a hungry family of turtles had moved into Pond, and the little turtles were playing games by jumping on the lily pads. Freddy and Timmy decided to share the lily pads, and in return, the turtles shared stories about their adventures.

Freddy learned that cooperation and understanding could turn a problem into a new friendship. They all enjoyed their pond even more with the lily pads

Success is a journey, not a destination.

Teddy

Picture 17. Mind mapping of student 1



"the mischievous squirrel's treasure hunt"

In a lively forest a mischievous squirrel named Sammy was known for his playful antics. one sunny day, Sammy discovered a mysterious map hidden in a tree hollow the map promised an incredible treasure deep within the forest

excitement bubbled within Sammy as he followed the map's clues, how they led him deeper into the dense woods. soon, he found himself lost and disoriented, unable to decipher the map's final instructions

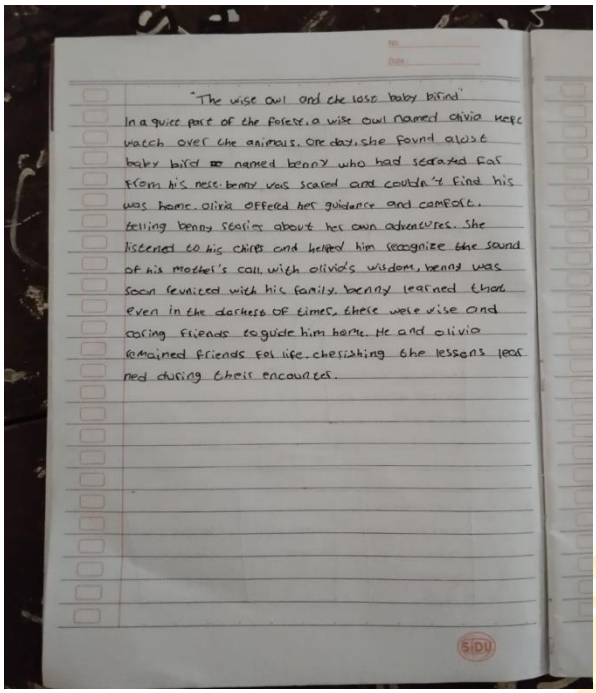
just when Sammy felt hopeless, he spotted a kind-hearted fox, Fiona, who offered her guidance together, they followed the remaining clues on the map. with Fiona's wisdom and Sammy's determination, they unearthed the treasure—a secret grove filled with delicious nuts

Sammy realized that even in his mischievous pursuits, friends and team work could make every adventure worthwhile he and Fiona shared their newfound treasure with the forest's

sipdu

Picture 18. Mind mapping of student 2

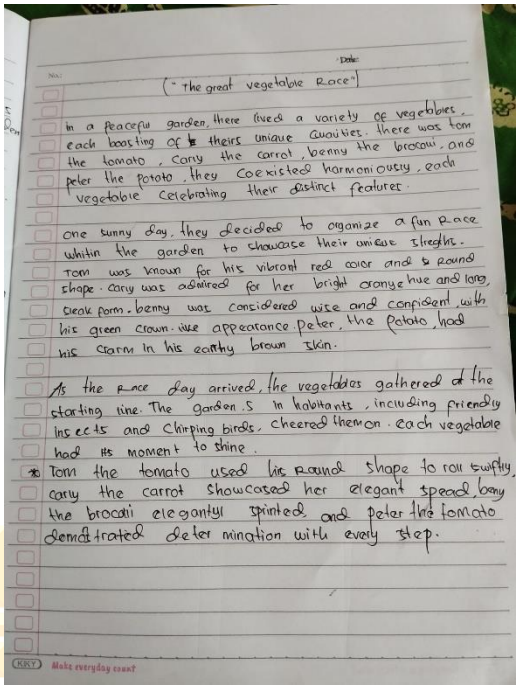
TAS ISLAM NEGERI
ACHMAD SIDDIQ
E M B E R



"The wise owl and the lost baby bird"

In a quiet part of the forest, a wise owl named olivia kept watch over the animals. One day, she found a lost baby bird named benny who had separated far from his nest. benny was scared and couldn't find his way home. olivia offered her guidance and comfort, telling benny stories about her own adventures. She listened to his chirps and helped him recognize the sound of his mother's call. with olivia's wisdom, benny was soon reunited with his family. benny learned that even in the darkest of times, there were wise and caring friends to guide him home. He and olivia remained friends for life, cherishing the lessons learned during their encounters.

Picture 19. Mind mapping of student 3



("The great vegetable Race")

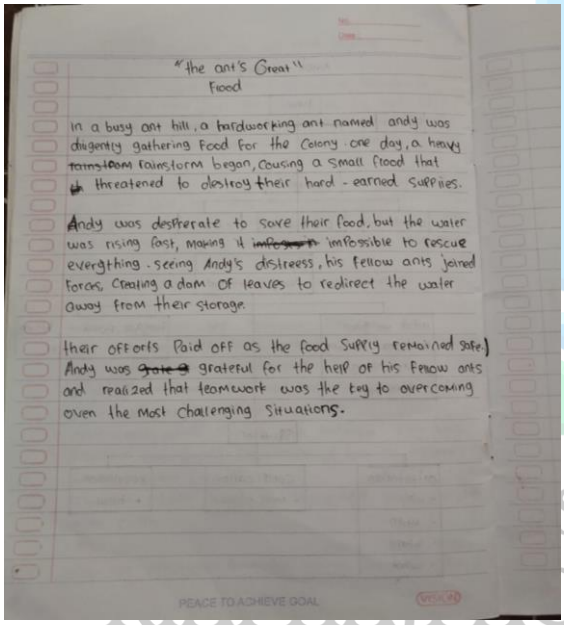
In a peaceful garden, there lived a variety of vegetables, each boasting of their unique qualities. there was tom the tomato, carry the carrot, benny the broccoli, and peter the potato, they coexisted harmoniously, each vegetable celebrating their distinct features.

one sunny day, they decided to organize a fun race within the garden to showcase their unique strengths. Tom was known for his vibrant red color and round shape. carry was admired for her bright orange hue and long, sleek form. benny was considered wise and confident with his green crown-like appearance. peter, the potato, had his charm in his earthy brown skin.

As the race day arrived, the vegetables gathered at the starting line. The garden's inhabitants, including friendly insects and chirping birds, cheered them on. each vegetable had its moment to shine.

Tom the tomato used his round shape to roll swiftly, carry the carrot showcased her elegant spread, benny the broccoli elegantly sprinted, and peter the tomato demonstrated determination with every step.

Picture 20. Mind mapping of student 4



"the ant's Great" Food

In a busy ant hill, a hardworking ant named andy was diligently gathering food for the colony. one day, a heavy ~~rainstorm~~ rainstorm began, causing a small flood that threatened to destroy their hard-earned supplies.

Andy was desperate to save their food, but the water was rising fast, making it ~~impossible~~ impossible to rescue everything. seeing Andy's distress, his fellow ants joined forces, creating a dam of leaves to redirect the water away from their storage.

their efforts paid off as the food supply remained safe. Andy was ~~glad~~ grateful for the help of his fellow ants and realized that teamwork was the key to overcoming even the most challenging situations.

Picture 21. Mind mapping of student 5

S ISLAM NEGERI
CHMAD SIDDIQ
J E M B E R

STUDENTS' ATTENDANCE LIST OF THE 8TH GRADES

No	NAME OF STUDENTS	M/F	DATE OF MEETINGS			
			18/10/23	25/10/23	1/11/23	
1	AHMAD ADLIL BAQI	M				
2	AHMAD RAFI SAEPULLAH	M				
3	AMELIYA FINURIL	F				
4	APRILIA NUR AISYAH	F				
5	CITRA APRILIA	F				
6	FEBRIAN MARSELLINO	M				
7	ISNAYNI ZAHIRAH ADITIA P.	F				
8	KHOIRUL ANAM	M				
9	LUTFIANA ULFA	F				
10	LUTFIATUN ANISA	F				
11	MELY AULIA PUTRI	F				
12	MOCH. NAZRIL RIDHO	M				
13	MOHAMMAD WILDAN	M				
14	MUHAMMAD EBIM M	M				
15	MUHAMMAD WILDAN F	M				
16	NURIYAH ANGELIKA R	F				
17	NURUL ADLINA IZZATI	F				
18	OLIVIA D A	F				
19	RIKA WIDIYANTI	F				
20	WILDATUN HASANAH	F				
21	RANIA PUTRI AULIA	F				
22	FARHAN ABDULLAH	M				

JOURNAL OF RESEARCH

Name : Binuril Hidayatillah

NIM : T20186020

Title : The Implementation of Mind Mapping Techniques to Enhance Students' Narrative Text Writing Skill at the 8th Grade of SMPN 5 Tanggul

No	Day, Date	Activity	Signature
1.	Thursday, 12th of October 2023	The researcher gives "surat permohonan penelitian" to SMPN 5 Tanggul	(Yusianti, S. Pd)
2.	Monday, 16th of October 2023	The researcher does interview with English teacher about research objectives and discusses about the implementation of Mind Mapping method to enhance the students' Narrative Text Writing Skill	(Siti Juariyah, S. Pd)
3.	Wednesday, 18th of October 2023	The researcher does observation in the classroom of the students learning process about the implementation of Mind Mapping Techniques to enhance Narrative Text Writing Skill (1st meeting)	(Siti Juariyah, S. Pd)
4.	Wednesday, 25th of October 2023	The researcher does observation in the classroom of the students learning process of making mind mapping (2nd meeting)	(Siti Juariyah, S. Pd)
5.	Wednesday, 1st of November 2023	The researcher does observation in the classroom of the students learning process in writing narrative text based on the mind mapping made in the 2nd meeting. (3rd meeting)	(Siti Juariyah, S. Pd)
6.	Saturday, 4th of november 2023	The researcher does interview with 5 students about mind mapping technique to enhance the students' writing skill in narrative text	(Farhan abdillah) (Aprilia Nur aisyah) (Rania Putri Aulia) (Mely Aulia Putri) (Amelia Finuril H)

7.	Monday, 6th of November 2023	The researcher does interview with the English teacher about the evaluation of mind mapping technique to enhance students' writing skill in narrative text	(Siti Juariyah, S. Pd)
8.	Friday, 10th of November 2023	The researcher confirms the letter of finishing the research	(Yusianti, S. Pd)

Tanggul, November 10th 2023

Kepala SMPN 5 Tanggul

PEMERINTAH KABUPATEN JEMBER
UPTD SATUAN PENDIDIKAN
SMPN 5 TANGGUL
KECAMATAN TANGGUL

AHMAD FAUZI, S.Pd

NIP. 19710331 199412 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-4286/In.20/3.a/PP.009/10/2023
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 5 Tanggul
Jl. Karya Budi, Krajan, Selodakon, Kec. Tanggul, Kabupaten Jember, Jawa Timur 68155

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	T20186020
Nama	:	BINURIL HIDAYATILLAH
Semester	:	Semester sebelas
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE TO ENHANCE STUDENTS` NARRATIVE TEXT WRITING SKILL AT 8th GRADE OF SMPN 5 TANGGUL" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Achmad Fauzi, S. Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 24 Oktober 2023
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN

SMP NEGERI 5 TANGGUL

Jalan Karya Budi Desa Selodakon Tanggul NPSN: 20570479, NSS: 201052418314

SURAT KETERANGAN

Nomor : 310 / 056 / 310.29.20570479 / 2023

Yang bertanda tangan dibawah ini :

Nama	:	AKHMAD FAUZI, S.Pd
NIP	:	19710331 199412 1 002
Jabatan	:	Kepala Sekolah

Dengan ini menerangkan dengan sesungguhnya bahwa yang namanya tersebut di bawah ini :

Nama	:	BINURIL HIDAYATILLAH
NIM	:	T20186020
Tempat, Tanggal Lahir	:	Jember, 29 Januari 2001
Fakultas / Prodi	:	Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Telah melakukan penelitian di SMPN 5 Tanggul berupa kegiatan observasi pada tanggal 12 oktober 2023 sampai dengan tanggal 10 november 2023 dengan judul ***"The implementation of mind mapping technique to enhance students' narrative text writing skill at 8th grade of smpn 5 tanggul"***

Demikian Surat Keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Tanggul, 10 November 2023
Kepala Sekolah

PEMERINTAH KABUPATEN JEMBER UPTD SATUAN PENDIDIKAN SMPN 5 TANGGUL KECAMATAN TANGGUL JEMBER

AKHMAD FAUZI, S.Pd
NIP. 19710331 199412 1 002

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Binuril Hidayatillah

Students's Number : T20186020

Study Program : English Education Department

Institution : UIN KH. Achmad Siddiq Jember

Declare that this thesis entitled "The Implementation of Mind Mapping Techniques to Enhance Students' Narrative Text Writing Skill at the 8th Grade of SMPN 5 Tanggul" is my original work, gathered and utilized in particular to fulfill the purposes and objectives of the study. This thesis also has not been previously submitted to any other university for a higher degree. I also declare that the publications cited in this work have been previously consulted.

Jember, November 20th 2023

I declare

Binuril Hidayatillah

T20186020

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

BIODATA

Name	: Binuril Hidayatillah
Date of Birth	: January, 29th 2001
Gender	: Female
Age	: 22
Address	: Dusun Krajan RT 001 RW 002 Klatakan Tanggul
Email	: binurilhidayatillah2901@gmail.com
Religion	: Islam
Nationality	: Indonesia
Phone Number	: +6285746850190
Education background	:

1. 2006 – 2012 : SDN KLATAKAN 01
2. 2012 – 2015 : MTS Al Qodiri 1 Jember
3. 2015 – 2018 : MA Al Qodiri 1 Jember
4. 2018 – now : UIN KH. Achmad Siddiq Jember

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R