

**THE EFFECTS OF MIND MAPPING TOWARD STUDENTS' WRITING ABILITY**

**AT SMPN 30 BANJARMASIN**

***SARJANA'S* THESIS**

**AZMI AZIZAH**

**REG. NUMBER: 2010117320010**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**LAMBUNG MANGKURAT UNIVERSITY**

**BANJARMASIN**

**2025**

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***SARJANA'S THESIS***

**Presented to Faculty of Teacher Training and Education as a Partial Fulfillment of the  
Requirements for Completing the *Sarjana Pendidikan* Program in English Language  
Education Study Program**

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FACULTY OF TEACHER TRAINING AND EDUCATION  
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BANJARMASIN**

**2025**

## LETTER OF APPROVAL

This is to certify that the *Sarjana's* Thesis Proposal of Azmi Azizah Reg. Number 20101172320010 entitled “**The Use of Mind Mapping Toward Students' Writing Ability at Junior High School in Banjarmasin**” has been approved by the advisor for oral examination.

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Has completed the revision of the thesis manuscript in accordance with the suggestions given by The Examiner Board. Therefore, this thesis is ready to be submitted for the Research Result Seminar.

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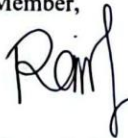
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## ABSTRACT

Azizah, Azmi. 2025. *The Effects of Mind Mapping Toward Students' Writing Ability at SMPN 30 Banjarmasin*. SARJANA'S THESIS, English Language Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Dr. Jumariati, M.Pd., the second advisor: Raisa Fadilla, M.Pd.

Keywords: Mind Mapping, writing ability

Writing is one of the important skills in learning and teaching English. However, many students at SMPN 30 Banjarmasin have difficulty in writing because they have challenges in organizing their thoughts, along with other obstacles stemming from a limited English vocabulary, making it hard for them to articulate detailed descriptions of objects. Furthermore, it was evident that the students displayed minimal enthusiasm towards classroom writing activities. This could potentially be attributed to the teaching model and media employed by the teachers. This study focused on investigating whether there is a difference in descriptive writing skills between eighth-grade students at SMPN 30 Banjarmasin taught using Mind Mapping and those taught using Outlining.

Employing a quasi-experimental design with a quantitative approach, the research involved 60 eighth- grade students selected through cluster random sampling. Thirty students from class VIII D formed the experimental group, while thirty from class VIII C made up the control group. Data analysis was conducted using paired sample t-tests and independent sample t-test with SPSS.

The results revealed a significant difference in writing ability between students taught with Mind Mapping and those taught with Outlining. The post-test scores indicated improvement in students' writing, supported by a significance (2-tailed) value below 0.05 and a t-test value of 1.733, which exceeds the t-table value of 1.671 at 58 degrees of freedom and a 0.05 significance level. Based on these findings, it is recommended that teachers and students incorporate Mind Mapping in writing activities, particularly for descriptive texts.

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Azmi Azizah

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