

**ENHANCING STUDENTS' WRITING SKILLS ON NARRATIVE TEXT
USING COGGLE MIND-MAPPING AT SMP NEGERI 2 LAWANG**

THESIS



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FACULTY OF EDUCATION AND TEACHER LEARNING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

2024

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THESIS

*Submitted to the Faculty of Education and Teacher Training in Partial
Fulfillment of The Requirements of the Degree English Language
Teaching (S. Pd) in the English Education Department*



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FACULTY OF TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
2024**

APPROVAL SHEET

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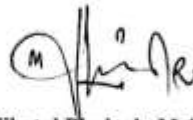
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1. This thesis has never submitted to any other tertiary education institution for any other academic degree
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MOTTO

أَلَا إِنَّ نَصْرَ اللَّهِ قَرِيبٌ

“Unquestionably, the help of Allāh is near”
(Q.S Al Baqarah 2: verse 214)

“Giving up is easy but not my style”

THESIS DEDICATION

I dedicate this thesis to my family, especially my father Muchammad Imron and my mother Jatu Fiki Faya Lutfiani, and my beloved brothers; Zainal Abidin Sya'bana and Ahmad Abdul Mufid Al Karim who have given all their efforts, given support, and prayers so that the author can complete his studies.

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All praise to Allah SWT, who has given grace and guidance so that the researcher was given the strength to complete this final project entitled “Enhancing Students’ Writing Skills on Narrative Text Using Coggle Mind-Mapping at SMP Negeri 2 Lawang”. Sholawat may continue to be bestowed on the prophet Muhammad SAW, and hopefully, we will get his intercession at the end of the world.

With the completion of writing this thesis to complete the final project at the undergraduate level, the researcher would like to express many thanks to all those who helped smooth the research of this thesis because the researcher believes that without this help and support, the researcher would not be able to finish this thesis quickly. With all humility, the researcher expresses gratitude to:

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and accompanied during the research process, starting from pre-test, treatment and post-test.

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18. Juicy Luicy, Dewa 19, Sheila on 7, and Rony Parulian whose song accompanied me in finishing this thesis.

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Malang, December 19 2024

The researcher,

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Roalia Indika Inayatul Chamidah

LATIN ARABIC TRANSLITERATION

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows :

A. Words

أ = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = kh	ط = dh	و = w
خ = kho	ظ = zh	ه = h
د = d	ع = ‘	ء = ‘
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Long Vocal

Long Vocal	= â
(a)	= î
Long Vocal	= û
(i)	
Long Vocal	
(u)	

C. Diphthong Vocal

أو	= aw
أي	= ay
أو	= û
أي	= î

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ABSTRACT

Chamidah, Roalia Indika Inayatul. 2024. Enhancing Students' Writing Skills on Narrative Text Using Coggle Mind-Mapping at SMP Negeri 2 Lawang. Thesis, English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang.
Advisor: Maslihatul Bisriyah, M. TESOL.

Key Words: Writing Skills, Narrative Text, Coggle, Mind Mapping

Writing is one of the four basic skills that students must have. Writing is intended to express ideas, thoughts, and facts in language that is easily understood and intended. In the pre-writing process, brainstorming is needed to develop ideas. One technique that can be used to help develop ideas is the mind-mapping technique. The mind-mapping technique aims to make ideas more systematically structured, making it easier for students to develop ideas more creatively. With the development of technology, especially in the field of education, mind mapping can be assisted by a website called Coggle. Coggle has many features to support the work process, such as; working collaboratively with friends, many chart templates to choose, chatting, commenting, and colorful. The purpose of this study was to determine whether Coggle is effective in improving the writing skills of junior high school students, especially in writing narrative texts. This study was conducted using a quasi-experimental quantitative method with 32 students in class 9B as the experimental class and 32 students in class 9F as the control class. The researcher chose quasi-experimental because he wanted to compare the results of students' work before and after treatment. The data obtained in this study were processed using the SPSS 25 version. The results of the study that have been conducted indicate that the pre-test and post-test scores have significant differences. The test was conducted using Independent T-Test and showed a Sig. (2-tailed) value of 0.00 which is smaller than 0.05. These results indicate that Coggle is effective in improving students' writing skills on narrative text.

ABSTRAK

Chamidah, Roalia Indika Inayatul. 2024. Meningkatkan Kemampuan Siswa Dalam Menulis Teks Naratif Menggunakan Teknik Pemetaan Pikiran Coggle pada SMP Negeri 2 Lawang. Skripsi, Jurusan Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.
Pembimbing: Maslihatul Bisriyah, M. TESOL

Menulis adalah salah satu dari empat skill dasar yang harus dimiliki siswa. Menulis ditujukan untuk mengungkapkan ide, pikiran, dan fakta dalam bahasa yang mudah dipahami dan dimaksudkan dengan jelas. Dalam proses pra menulis perlu dilakukan brainstorming untuk mengembangkan ide. Salah satu teknik yang dapat digunakan untuk membantu mengembangkan ide adalah teknik pemetaan pikiran. Teknik pemetaan pikiran bertujuan untuk membuat ide lebih tersusun secara sistematis, sehingga memudahkan siswa untuk mengembangkan ide menjadi lebih luas dan lebih kreatif. Dengan berkembangnya teknologi terutama dalam bidang pendidikan, mind mapping dapat dibantu dengan *website* yang bernama Coggle. Coggle memiliki banyak fitur untuk menunjang proses pengerjaan, seperti; bekerja secara kolaboratif dengan teman, banyak templat diagram atau grafik yang dapat dipilih, berkirim pesan, memberikan komentar, dan penuh warna. Tujuan dari penelitian ini adalah untuk mengetahui apakah Coggle efektif dalam meningkatkan kemampuan menulis siswa sekolah menengah pertama terutama dalam menulis teks naratif. Penelitian ini dilaksanakan menggunakan metode kuantitatif kuasi eksperimental dengan 32 siswa pada kelas 9B sebagai kelas eksperimen dan 32 siswa pada kelas 9F sebagai kelas kontrol. Peneliti memilih kuasi eksperimental karena ingin membandingkan hasil kerja siswa sebelum diberikan treatment dan setelah diberikan treatment. Data yang didapat pada penelitian ini diolah dengan SPSS 25 version. Hasil dari penelitian yang telah dilakukan menunjukkan bahwa nilai pre-test dan post-test memiliki perbedaan yang signifikan. Pengujian dilakukan dengan Independen T-Test dan menunjukkan nilai Sig. (2-tailed) sebesar 0.00 which is lebih kecil dari 0.05. Hasil tersebut menunjukkan bahwa Coggle efektif untuk meningkatkan kemampuan siswa dalam menulis teks naratif.

مستخلص البحث

حميدة، روليا إندیکا عناية. ٢٠٢٣. تحسين قدرة طلاب المرحلة الثانوية على كتابة النصوص السردية باستخدام تقنية رسم الخرائط الذهنية كوجل (Coggle). قسم تدريس الإنجليزية. كلية علم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: مصلحة البشرية، الماجستير.

الكتابة هي إحدى المهارات الأساسية الأربع التي يجب أن يتمتع بها الطلاب. تهدف الكتابة إلى التعبير عن الأفكار والآراء والحقائق بلغة سهلة الفهم وواضحة القصد. في عملية ما قبل الكتابة، يعود العصف الذهني ضروريا لتطوير الأفكار. إحدى التقنيات التي يمكن استخدامها للمساعدة في تطوير الأفكار هي تقنية رسم الخرائط الذهنية. تهدف تقنية رسم الخرائط الذهنية إلى تنظيم الأفكار بشكل منهجي، مما يسهل على الطلاب تطوير الأفكار لتكون أوسع وأكثر إبداعا. مع تطور التكنولوجيا، وخاصة في مجال التعليم، يمكن الاستعانة بموقع يسمى كوجل (Coggle) للمساعدة في رسم الخرائط الذهنية. يحتوي كوجل (Coggle) على العديد من الميزات لدعم العملية، مثل؛ العمل بشكل تعاوني مع الأصدقاء، والعديد من قوالب المخططات أو الرسوم البيانية للاختيار من بينها، إرسال الرسائل، وتقديم التعليقات، والأوان الكاملة. الغرض من هذا البحث هو معرفة ما إذا كان كوجل (Coggle) فعالا في تحسين مهارات الكتابة لدى طلاب المرحلة الثانوية، وخاصة في كتابة النصوص السردية. تم إجراء هذا البحث باستخدام منهج شبه التجريبي الكمي مع ٣٢ طالبا في الصف ٩ كفئة تجريبية و ٣٢ طالبا في الصف ٩ ف كفة ضابطة. اختارت الباحثة شبه التجريبي لأنها أرادت مقارنة أعمال الطلاب قبل العلاج وبعده. تمت معالجة البيانات التي تم الحصول عليها في هذه الدراسة باستخدام برنامج التحليل الإحصائي (SPSS). أظهرت نتائج البحث الذي تم إجراؤه أن درجات الاختبار القبلي والبعدي كانت لها فروق ذات دلالة إحصائية. وقد تم إجراء الاختبار باستخدام اختبار T المستقل وأظهر Sig. (2-tailed) بقيمة ٠,٠٠٠ وهي أصغر من ٠,٠٠٥. تظهر النتائج أن كوجل (Coggle) فعال في تحسين مهارات الكتابة لدى الطلاب.

CHAPTER 1

INTRODUCTION

This chapter presents the background of the research, research question, research objective, significance of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of the Research

As an international language, English is a language that most people use to communicate worldwide. There are many benefits that can be gained if someone masters English well. For example, students who have good proficiency in English skills, have many opportunities to compete in the world in any field (Fadillah, 2019). Adelabu (2013) also stated that considering most people in the world can understand and speak English, students should study and become fluent in it.

There are four skills that students must have in learning English, including writing, reading, speaking, and listening. Writing as a skill, of course, is a basic language skill, equally crucial as speaking, listening, and reading (Putra, 2012). Writing is important in education, because it helps to develop thinking skills, make logical and persuasive arguments, etc (Klimova, 2012). In Indonesian context, for instance, junior high school students need to learn how to write texts, write letters for a specific purpose, write news, write using both online and offline media, write a summary, and so on.

Writing is the most crucial skill because it demands the greatest experience, time, cooperation, practice, and a consistent style of thinking in order to convey (Tarigan, 2008). Most people agree that writing is a crucial

skill for teaching and learning English (Fadillah, 2019). As supported by Darzhinova (2019), writing is intended to express ideas, thought, and facts in language that is easily understood and clearly intended. Therefore, writing is needed in education to help teachers and students in the process of conveying and receiving thought, ideas, etc. As quoted in the Qur'an:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

Nun. For the sake of pens and what they write (Surah Al-Qalam: 1)

Wahbah Al-Zuhaily explains that Allah swears in this verse by the pen, or qalam, and everything written with it. This says that God has given us a magnificent gift in the form of the pen. Pens can be used by people, particularly pupils, to record the lessons that instructors impart and the religious precepts of Allah. Without physically meeting them, people can communicate with friends, family, and other relatives via sending pen-written letters. Therefore, using pens to lead and educate their students is vital for teachers.

In the process of delivering material between teachers and students, media is needed to facilitate the learning process. As stated by Wulandari, et al., (2023) that the use of media in the learning process can help teachers to convey material. The use of media in learning can develop interest and motivation and even have a good influence on learning. A number of media commonly used in the learning process include online media (Youtube, mobile apps, etc.), games, and mind mapping.

Mind mapping is a strategy that can be used to write down ideas or topics before writing them down in the form of a chart or important points which will then be developed into a sentence or paragraph. According to

Buzan (2018), Mind map is a cutting-edge cognitive tool that uses a graphic to arrange information hierarchically to assist students assimilate knowledge, generate new ideas, enhance their study techniques, and develop their capacity for creative thought. Meanwhile, Grant and Archer (2019) claimed that mind maps are acknowledged as a crucial element of the design-creative process that leads to a tangible artifact during the exploratory meaning-making phase. Writing in a second language requires the use of mind mapping. A mind map helps students build cohesive, concise, structured, and memorable language because it explains, compares, classes, establishes a sequence, and draws a conclusion (Tarin & Yawilong, 2022). It can be concluded that mind mapping is a process of collecting ideas before starting writing to maintain relationships and coherence between sentences and paragraphs so that the topics discussed in one paragraph can be structured well.

Several previous researchers have carried out the topic of using mind maps in English language teaching. Research conducted by Putra (2012) showed significant differences between students who used mind maps and those who did not use it. It can be concluded that the mind mapping strategy can improve students' writing achievement. Other research conducted by Khudair (2016) found that mind maps can help students to plan and organize their ideas for writing compositions so that mind maps can have a significant influence in improving students' abilities in writing essay texts. Al-Zyoud, Al Jamal, and Baniabdelrahman (2017) also support the opinion that mind mapping can improve students' test scores because it helps students organize their thoughts and develop their writing sub-skills.

Due to the development of technology, mind mapping is now not only can be done on traditional paper methods, but can also be done with the help of web-based tools. Davies (2011) noted that online mind mapping tools can help students to move from gathering information to developing information into deep understanding, in the form of hierarchical identification. Some mind map maker websites that have been discovered are MindMeister, Coggle, Figjam or Figma, Mindomo, Gitmind, and FreeMind. Among those variations, Coggle is the predominantly used website in research. Arulchelvan (2019) stated that Coggle is a web-based mind mapping tool that can be used for collaborative learning because it provides features that can help a group of students to access the web online at the same time. Adopted as a freeware collaborative mind mapping application, Coggle offers unlimited picture and link uploads, downloads, exports, comments, and chats in addition to real-time brainstorming. Guo and Li (2022) revealed that Coggle was an online collaborative editor that allowed sharing and could help students learn more holistically. Another research conducted by Yan and Kim (2023) showed that the use of DMM or digital mind mapping for schema strategy instruction (SSI) can increase participants' awareness of the effective application of schema strategies in reading, but there was no significant increase in reading comprehension scores. It can be concluded that some of the advantages of Coggle compared to the other mind mapping tools is that it is a good website to help with mind mapping because Coggle can be used to work collaboratively, can help students learn more holistically, and can help students to develop information. Because of the advantages offered by Coggle, the researcher chose it as the web assistant in this research.

Based on the previous study above, several researchers who used Coggle as a topic of the research used qualitative research methods, except for research conducted by Arulchelvan (2019) which used an action research method. Hence, the novelty of this research is the method used. The researcher aims to explore how effective the use of Coggle is in improving students' writing skills on narrative text in EFL classrooms.

1.2 Research Question

This study focused on application of mind mapping assisted by Coggle in enhancing students' writing ability on narrative text. To obtain the results, the researcher developed research question "Is Coggle mind-mapping effective in enhancing students' writing skills on narrative text?"

1.3 Research Objective

The objectives of this study was to find out is Coggle mind-mapping effective in enhancing students' writing skills on narrative text.

1.4 Significance of the study

This research is expected to provide benefits to EFL students, EFL teachers, and further researchers.

1. For EFL students, this research contains some information about mind mapping using Coggle, such as the benefits of using it, the weaknesses, how to operate it, and a little general information about other web-based mind mapping.
2. For EFL teachers, research provides some information about the Coggle website so that teachers can use it as a learning medium and help compile mind maps.

3. For the further researchers, the research can be used as a reference for those taking the same topic as this research.

1.5 Scope and Limitation of the study

This research focuses on using the Coggle mind-mapping as a medium for enhancing writing skills for 9 grade at SMPN 2 Lawang. Therefore, the objective of this study is to find out whether Coggle can have an effect on students' writing skills on narrative text and how it affects students' writing skills on narrative text in EFL classrooms.

1.6 Definition of Key Term

1. Writing

Writing is intended to express ideas, thoughts, and facts in language that is easily understood and clearly intended.

2. Narrative Text

Narrative text is a text that has a series of stories.

3. Mind Mapping

Mind mapping is a technique of describing thoughts or ideas in the form of lists, charts or diagrams that can be used by students to develop a text.

4. Coggle

Coggle is an online website that can help create a mind map.

CHAPTER 2

LITERATURE REVIEW

This chapter presents some theories related to the topic used to answer and strengthen the problem discussed in the research. It consists of definition, and process of writing, description of narrative text, description of mind mapping, definition of Coggle, how to operate Coggle, the strength and weakness of Coggle, and previous studies.

2.1 Definition of Writing

Writing is the process of employing a traditional system to convey the writer's ideas, emotions, and feelings. Consequently, the information or message delivered is understood by the readers (Harmer, 2004). Writing is an activity that progresses. Writing something down for the first time involves planning what you want to write and how you want to express it. You go back over your writing after you've done it and make any necessary edits (Oshima, et al, 1997).

Weigle, as cited in Arnila and Astari (2022), adds that the ultimate objective of writing instruction is, for the majority of students, to enable them to fully engage in many facets of society outside of the classroom; for others, this entails pursuing occupations involving substantial writing.

According to Koura and Zahran (2017), writing is viewed as a tool for idea generation and interactive idea application for communication purposes. As a result, the effective flow of ideas through text and information through writing between addressers becomes a potent tool for fostering and enhancing language proficiency. Writing is

a skill that is only required in the international literary community to convey ideas in written language, including scientific, business, transactional, record-keeping, legal, political, and military agreements.

Writing, according to Nguyen (2015), is a means of extending human language across temporal and spatial dimensions. The development of writing most likely resulted from the need for credible means of transferring information, keeping track of finances, storing historical documents, and performing other related activities as ancient nations' governments grew. Writing is a talent that helps to significantly enhance other things in addition to writing in English.

In conclusion, writing is a valuable skill that allows individuals to effectively convey their ideas, emotions, and messages to readers. It is a progressive activity that involves planning, writing, and editing, and it serves various purposes in society, including communication, idea generation, and record-keeping. Additionally, writing extends human language across time and space and can enhance other skills beyond just writing in English.

2.2 Process of Writing

Writing involves more than just creating precise and comprehensive lines and phrases (Warda & Wijaya, 2019). According to her, educating students to write involves helping them to link and develop ideas, information, and/or arguments for a specific reader or audience. Kids are also expected to produce entire communication pieces. It implies that the significance of writing lies not just in sentence

completion and precision, but also in the writer's ability to generate concepts, details, and arguments that readers will be able to comprehend.

Writing requires a process, or the steps a writer must take to complete an idea in written form, therefore it cannot be generated quickly. The writing's substance (subject matter), form (letters, essays, novels, reports), and medium (paper, pen, live chat, computer word file, and others) may all have an impact on this process. There are four primary components of writing, according to Harmer (2007) and they can be portrayed in the following ways:

1) **Planning**

Writers need to consider three key points during the planning stage. First and foremost, they must think about the aim of their writing, since this will impact not only the kind of text, they want to write but also the language they use and the details they decide to include. Second, seasoned writers consider not only the writing itself—how the paragraphs are organized, how the text is set out—but also the best way to organize the facts, ideas, and arguments they have chosen to include in the article.

2) **Drafting**

The initial draft of a piece of writing is referred to as a draft. It's common to approach a document with the expectation that it will be revised after this initial "go." Several drafts may be created as the writing process moves into editing, leading to the final product. As a result, the writer fully considers each

idea during the drafting process, including the creation of sentences and paragraphs. The author arranges their thoughts so that the reader may comprehend what they are trying to say.

3) **Editing (Reflecting and Revising)**

After completing a draft, writers typically go back and review their work to determine what worked and what didn't. Maybe one of the pieces of information is unclear. Maybe there is ambiguity or confusion in the writing. After that, they might rearrange things or compose a fresh opening. It's possible that they will reword a certain sentence. More proficient writers prioritize issues of overall structure and general meaning above specific details like word choice and grammatical precision. Naturally, the second letter is significant and is frequently addressed later in the procedure. Comments and ideas from other readers, or editors, can be quite helpful when reflecting and revising.

4) **Final Version**

After modifying their draft and adding whatever adjustments they deem appropriate, writers create their final edition. The procedures listed above give the students a sequence of organized learning opportunities to aid in their understanding of the nature of writing at every stage, culminating in this, the last, stage of the writer process and the written piece ready for publishing. As a result, writing is a process that is crucial to producing quality writing.

2.3 Narrative Text

According to Montgomery (2007), narratives are stories with a series of connected events. A narrative may have many different kinds of connections between its events. The most common type is the one in which one occurrence leads to another. These causal relationships connect related events and serve to both support the moral implications the story makes about the consequences of acts and give the story coherence. A set of represented events, their participants, and the circumstances surrounding them make up the substance of a narrative. "A narrative text is an imaginative story to entertain people," claims Wardiman (2008).

Moreover, narrative texts begin with the orientation, which presents the situation and introduces the participants, according to Susilohadi (2008). The intricacy then informs the readers of the impending crisis. In conclusion, the resolution informs the readers that, for better or worse, the problem has been resolved. "The purpose of a narrative text is to entertain the reader with the story," states Hartono (2003). According to Hartono (2003), the narrative text contains the following linguistic features: the use of the simple past tense, past perfect, past continuous, past perfect continuous, and past future continuous.

2.4 Mind mapping

According to Farrand et al. (2002), mind mapping is a research approach that transforms knowledge into a diagrammatic representation of the crucial terms related to a study topic. According

to Buzan (2005), a mind map is a specific kind of graphic that enables people to arrange information and ideas in a map format. It has a central image, branches with important words and images, main themes that radiate from the image, and branches that form a connected nodal structure.

Students can develop their ideas into sentences or paragraphs by using mind mapping to help them arrange their thoughts. Teachers believe that mind maps help them better prepare their classes and make them more engaging for students (Keles, 2012). Many teachers endorse the mind mapping technique since it is widely believed to improve students' learning efficacy (Gavens et al., 2020).

2.5 Definition of Coggle

Coggle is a collaborative freeware tool for creating mind maps, which simplifies complex concepts. It enables real-time brainstorming, unlimited uploads of images and links, downloading, exporting, commenting, and chatting functionalities.

Coggle is a platform or application that allows users to create and share mind maps using flow charts. By using Coggle, users can easily annotate ideas or concepts visually in the form of flow charts. Additionally, Coggle's collaborative features allow users to discuss and share ideas directly with others in real-time. Thus, Coggle becomes a useful tool for visualizing and collaborating in developing ideas or projects together (Widiyono, 2021).

Coggle is an interactive web-based tool for collaborative mind mapping, utilized for generating ideas, consolidating information, or

organizing assignments. It offers the capability to incorporate images and hyperlinks within its map branches. Moreover, Coggle provides a revision history feature, enabling users to track changes made over time and revert to previous versions of the mind map if necessary (Helmi et al., 2017).

The process of creating mind maps using Coggle goes beyond aesthetics and incorporates interactive features that facilitate collaborative discussions and mind map development (Sutton, Fraser, & Corbett, 2017). Additionally, Coggle allows for the integration of various images and hyperlinks into the mind map branches (Aisyah, Kamrozzaman, Badusah, & Ruzanna, 2019). With Coggle, users can visually represent and explore the multitude of concepts conveyed by data (Sutton et al., 2017).

2.6 How to Operate Coggle

1. First, we have to sign in with an email.



Figure 2.1 The sign-in page of Coggle

2. Click the “Create Diagram” button.



Figure 2.2 The home page of Coggle

3. This is the worksheet. To create the mind map, click the middle box and write the title of the mind map.



Figure 2.3 The work sheet of Coggle

2.7 The Strengths and Weaknesses of Coggle

The simplicity of Coggle is one of its main advantages. Its user-friendly interface makes it easy for users to navigate and create mind maps without feeling overwhelmed or confused. This simplicity allows users to quickly start creating mind maps that suit their needs and preferences. With Coggle, users can focus on organizing their thoughts

and ideas effectively without being distracted by complex features or interfaces. This straightforward approach enhances the user experience and encourages creativity and productivity in mind mapping activities (Widiyono, 2021).

According to Arulchelvan, et al. (2019) Flexible features in Coggle allow users to customize their mind maps according to their preferences. This includes choosing templates, fonts, colors, and shapes, as well as using drag-and-drop functionality to easily organize ideas. Users can also add images, links, and attachments to branches for enhanced visual appeal and functionality.

Coggle's interactive and collaborative nature makes it engaging for users. Real-time collaboration enables multiple users to work together on the same mind map simultaneously, facilitating brainstorming and group discussions. The ability to see changes in real-time encourages participation and teamwork. Additionally, Coggle's user-friendly interface with intuitive controls makes the mind mapping process enjoyable and motivating (Arulchelvan, et al. 2019).

According to Dewantara, (2019) Coggle offers a multi-color feature, allowing users to use different colors to differentiate and highlight various elements within their mind maps. This feature enhances visual organization and clarity, making it easier for users to understand and navigate their ideas. Additionally, Coggle is known for its user-friendly interface and intuitive design, making it easy for both beginners and experienced users to create mind maps. The platform provides simple tools and straightforward controls, allowing users to quickly and

effortlessly build their mind maps without feeling overwhelmed or confused.

Coggle also offers the feature to save every change. This feature ensures that users do not have to worry about manually saving their work, as every change is automatically recorded and stored by the system. By saving every change, Coggle provides users with peace of mind, knowing that their progress is constantly backed up and accessible. This feature also minimizes the risk of data loss in case of unexpected interruptions, such as power outages or browser crashes.

The weakness of Coggle is that while it offers various features, accessing its full capabilities requires a paid subscription. However, there is a free version available, albeit with limited features compared to the paid version.

2.8 Previous Studies

Online mind mapping tools, according to Davies (2011), can assist students in moving from knowledge gathering to information development and deep understanding through hierarchical identification. The following websites have been found to be useful for creating mind maps: MindMeister, Coggle, Figjam or Figma, Mindomo, Gitmind, and FreeMind. Out of all of those options, Coggle is the most often utilized website for research.

Arulchelvan (2019) also carried out research with the goal of determining the efficacy of using Coggle in group education. This study discovered that, thanks to its appealing and adaptable features, innovation is a highly engaging way to learn a variety of basic and

secondary topics and abilities. Users find Coggle to be intriguing because of its collaborative and interactive features. Real-time change visibility promotes involvement and collaboration. Additionally, the mind mapping process is engaging and inspiring because of Coggle's user-friendly interface and straightforward controls.

The third study is carried out by Yawiloeng and Tarin (2022). This study looked into how mind maps could help EFL students improve their L2 writing skills by making it easier for them to write descriptively in L2 contexts. The findings showed that post-test scores increased for EFL students who wrote using mind maps. Additionally, the comments from the students regarding the use of mind maps to improve EFL writing skills was generally good. Consequently, the noteworthy discoveries of this research lead to recommendations for teaching regarding the significance of thinking skills with reference to the relationships between written and visual information.

Nidayanti et al. (2022) examine the efficacy of mind mapping strategies in enhancing students' writing proficiency. The results demonstrated that teaching students to mind map is a useful way to help them become more proficient writers in areas like syntax, vocabulary, and concept structure. Applying mind-mapping techniques might also be difficult since some students may not fully comprehend the features of mind maps. Applying warming up relating to the mind map was the solution.

Additional study carried out by Yan and Kim (2023). The purpose of this study was to determine the impact of digital mind

mapping (DMM) on reading comprehension development in Chinese university students following schema strategy instruction (SSI). The findings indicate that although there was no statistically significant gain in reading comprehension scores, the use of digital mind mapping, or DMM, for schema strategy instruction (SSI) can raise participants' awareness of the efficient application of schema strategies in reading.

From those previous studies, it can be concluded that mind mapping is one of effective techniques in improving language skills. Mind mapping can be more interesting assisted by Coggle. Some of the advantages of Coggle compared to the other mind mapping tools is that it is a good website to help with mind mapping because Coggle can be used to work collaboratively, can help students learn more holistically, and can help students to develop information.

CHAPTER 3

RESEARCH METHOD

This chapter covered the methodology used in this study, including research design, population and subject of the research, time and setting of the research, research variable, research instrument, validity and reliability, data collection, procedure of the research, and data analysis.

3.1 Research Methodology

A quantitative experimental design with a quasi-experimental technique was utilized in the study "Enhancing students' writing skills on narrative text using Coggle mind-mapping at SMP Negeri 2 Lawang." According to Sugiyono (2016), the experimental approach is a technique used to determine how a therapy affects other variables in a controlled environment. This study intends to explore various problem-related variables that are used to analyze certain populations and samples in order to evaluate phenomena or social circumstances. The choice of the quasi-experimental approach was made since it is difficult to control for every other factor that affects how the study is conducted. The two forms of quasi-experimental procedures are design of series and nonequivalent control group.

This study will employ the non-equivalent control group design, where a sample of participants was selected from a certain demographic to get therapy and pre-testing. This design uses a control group as a comparison group and an experimental group. An experimental study examines the consistent effects of altering one variable on another. The term "manipulated variable" refers to the experimental treatment or independent variable (Fadillah, 2011). This method involved treating the experimental group while

leaving the control group untreated. The results of the two groups will be compared at the end of the research project.

Sugiyono (2016) claimed that the nonequivalent control group design is described as follows:

Table 3.1 Non-equivalent control group

Group	Pre-Test	Treatment	Post-Test
Experiment	Y1	X	Y2
Control	Y1	-	Y2

Experiment : group given treatment

Control : group without given treatment

X : treatment

Y1 : before given treatment experimental class treatment

Y2 : after given treatment experimental class treatment

As can be seen from the above table, the quasi-experimental research methodology was implemented by administering a pretest to the Y1 experimental class prior to the students receiving any treatment from the researcher. In the meantime, the experimental class's X mark denotes the use of Coggle during the teaching and learning process. Following therapy in the experimental class, a post-test known as the Y2 mark is administered. The control group received instruction using traditional methods that had been used in earlier schools, even though they were not given any therapy throughout the research. As a result, the Y2 value in the control group was likewise a post-test following instruction using the same method. Researchers will process the data gathered from the pre-test, experiment, and post-test.

3.2 Population and Sample of Research

The population and sample are crucial components of the research process of a study. The two factors are crucial in determining the research's outcome. A population, according to Sugiyono (2011), is a generic region made up of items and individuals with specific attributes and characteristics chosen by the researchers, from which further research is required. The portion of the population that serves as the basis for the real study, on the other hand, is called a sample, and it includes every item from the current population.

The subjects of this study were 9th grade students of SMPN 2 Lawang. Based on this population, the research was conducted in two classes, as a research sample. The two classes were categorized as an experimental group and a control group.

3.3 Time and Setting Research

This research was conducted at SMP Negeri 2 Lawang, where the location is at Inspol Suwoto Street number 27, Sidodadi, Lawang District, Malang Regency, East Java. The reason for choosing SMP Negeri 2 Lawang as the object of this research is because school regulations support the use of technology for learning, so that it can facilitate the application of Coggle in English learning. Moreover, the generation of students is a generation that cannot be far from gadgets and the internet, so researcher is interested in carrying out research at this school.

The set of activities and the time that would be carried out at school will be explained in the table as follows;

Table 3.2 Time Research

Activities	Time
Observation	11-12 November 2024
Pre-test	13-14 November 2024
Treatment 1	15 November 2024
Treatment 2	20 November 2024
Treatment 3	22 November 2024
Post-test	29 November 2024

3.4 Research Variables

Everything, characters, or a set of qualities that are the subject of research are known as research variables (also known as research objects), from which conclusions will be made. Sugiyono (2017) implies that a research variable is essentially anything that can be researched in any way and is chosen by the researcher in order to gather data from which a conclusion can be made. There are two categories of variables: dependent variables (which are not free) and independent variables (which are). Variables that cause other variables or have the potential to do so are known as independent (free) variables. In contrast, the independent variable is the one that is not free; the dependent variable is the one that the independent variable affects or yields as a result of.

The use of Coggle is the independent variable (X) in this study, while the writing skills on narrative text of the students are the dependent variable (Y). These two variables are the main focus of the research. Therefore, the purpose of this study was to determine whether or not using the Coggle can help students write better.

3.5 Data Sources

Data sources, also known as data collection, are sources of information that are used to gather different types of research-related information in order to adequately accomplish the goals of the study. Based on the researcher's method of data collection—a pre- and post-test—this study contains two types of data: primary and secondary.

1) Primary Data

Primary data are those that are supplied directly by the researcher and serve as the primary source of information for accomplishing the goals of the study. Students from the experimental and control groups take the pre- and post-tests to get this key data.

2) Secondary Data

Additional information gathered by the researcher from a variety of sources, including books, journals, articles, records, and personal writings, is referred to as secondary data. Evidence or published historical documents and reports are examples of secondary data. The researcher's data sources for this study were publications and articles, both of which discussed mind mapping, learning media, and general Coggle knowledge. Additionally, the researcher represented this research since the journals and publications aid in defining the earlier research that was relevant to this research.

3.6 Research Instrument

Pre-test and post-tests on writing comprehension are the research's tools. The assignment is to have the students write a brief recap text using a few guidelines. Following this directive, students receive an explanation on

how to use Coggle to use the mind mapping approach. The pupils' writing exam is connected to the content they were taught. The researcher adapted the writing scoring rubric by Brown (2001) in order to evaluate the students' writing. The following table is the scoring rubric that will be used.

Table 3.3 Scoring rubric

Aspect	Score	Performance Description
Content; Topic Details	4	The topic is clear and comprehensive, and the details are pertinent to it.
	3	The concept is clear and comprehensive, but the specifics barely relate to it.
	2	The topic is entirely obvious, but the specifics don't relate to it.
	1	The topic is unclear, and the specifics have little to do with it.
Organization; - Orientation - Complication - Resolution	4	The whole text is organized with the appropriate connectives.
	3	The text has nearly appropriate connectives and is nearly full.
	2	A few connectives are misused, and the content is not comprehensive.
	1	The text is incomplete.
Grammar	4	Almost no grammatical errors
	3	A few of grammatical mistakes
	2	Many grammatical mistakes
	1	Grammatical errors are common.
Vocabulary	4	Good word choice and word structure
	3	A few irrelevant word forms and vocabularies that have no effect on the meaning

	2	Inappropriate word choice and structure
	1	Very inappropriate word choice, weak word structure, and incomprehensible

Formula:

$$N = \frac{X}{16} \times 100$$

N = total score

X = the number obtained according to the instrument

3.7 Validity and Reliability Testing

Testing is one of the most crucial stages of data collection. An efficient testing instrument will affect the accuracy and credibility of the data acquired. Consequently, it will ultimately decide whether or not the research findings are generalizable. Researchers conducted validity and reliability tests in order to verify the reliability and validity of the test instruments utilized in this investigation.

1) Validity Test

According to Gay et al. (2012), "validity" is the extent to which a test allows for score interpretation and accurately represents the intended meaning. The idea of validity makes it clear that a validity test is required to verify or demonstrate that the test instrument employed as a measuring tool in the study is appropriate. Instrument validation can be ascertained by using the validity of the instruments used in the study. The instrument can be tested on a trial sample and measured using the product moment correlation coefficient formula as follows:

$$r_{xy} = \frac{N \Sigma XY - (\Sigma X) (\Sigma Y)}{\sqrt{\{N \Sigma X^2 - (\Sigma X)^2\} \{N \Sigma Y^2 - (\Sigma Y)^2\}}}$$

Information:

- r_{xy} = correlation coefficient between X and Y
- N = number of subjects
- X = The sum of the scores for each item
- Y = The sum total score
- ΣXY = the result of multiplying X and Y
- X^2 = the sum of the X squared values
- Y^2 = the sum of the Y squared values

The results of the calculation of r_{xy} then it can be compared with the value of r_{table} with a significance level of 5% in order to determine whether the instrument used is valid or not. If the value of r_{xy} greater (>) or equal to (=) r_{table} then the instrument used is valid. If the value of r_{xy} smaller (<) than r_{table} then the instrument used is invalid. The invalid instrument cannot be used to collect research data.

2) Reliability Test

The reliability test assesses the probability that data from measurements taken with the same object would be identical (Sugiyono, 2017). Reliability test is very important in this research to ensure that the data collection instruments used can produce consistent and accurate data. By conducting reliability tests, researchers can improve the quality and credibility of research results. This test is carried out using SPSS 25 version.

3.8 Data Analysis

Data analysis is the next stage after data collection. According to Dörnyei (2007), statistics or a series of mathematical operations are used in data analysis. According to Gay et al. (2017), statistics is a group of techniques for characterizing, integrating, assessing, and interpreting numerical data. The SPSS software was used by the researcher to analyze the data in this study. Finding the significant difference between the Coggle mind mapping group and the non-mind mapping group is the aim of the data analysis in this study.

1) Normality Test

A test used to determine if the distribution of the collected data is normal is called a normality test. According to Dörnyei (2007), a normal distribution is one in which the majority of the values are centered around the middle, or the mean, while some values are high and some are low. To pass the normalcy test in this study, the researcher used the IBM SPSS 25 program and the Kolmogorov-Smirnov test. According to the findings of the Kolmogorov-Smirnov test, a significant difference—that is, data that is not normally distributed—occurs if the significance level is less than 0.05. However, there is no significant difference, or the data is regularly distributed, if the results indicate a significance level greater than 0.05.

2) Homogeneity Test

After the normality test result is known, the homogeneity test needs to be finished. A homogeneity test must be performed to

ascertain how similar two groups or classes are to one another. SPSS version 25 was also used to conduct the homogeneity test in this investigation. To ascertain whether two or more groups are the same, homogeneity tests are utilized. A homogeneity test was performed on the experimental group and the control group's post-test results.

According to Stanislaus (2009), the following decision is essential for homogeneity testing:

1. The data distribution is homogeneous or has the same variance if the significance value is greater than 0.05.
2. The data distribution is not homogeneous or has difference variance if the significance value is less than 0.05.

3) Hypothesis Test

According to Gay, et. al (2012), hypothesis testing is a decision-making process where researchers compare study findings to their previous predictions. Additionally, Sugiyono (2007) clarified that a hypothesis in research is a short-term solution to the problem formulation. A hypothesis concerning the impact of Coggle mind mapping on the narrative text writing abilities of SMP Negeri 2 Lawang students was proposed in this study. To ascertain whether the hypothesis is rejected or not, the hypothesis test is conducted.

The validity of the hypothesis, which is a provisional response to a research question, is presently being examined empirically. The post-test results are assessed to ascertain the student's level of learning achievement. In this case, test results or point grades are used to show how far students have come in their English writing. Prior to

conducting the independent sample t-test, the researcher measures the N-gain score in order to determine the average value that will be used in the test. All data analysis from hypothesis and assumption testing was tested by the researcher using SPSS 25.

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter contains research findings and discussion. This chapter explains the research process, the result of normality and homogeneity test, data analysis, and the result of hypothesis testing.

4.1 Research Findings

This section will present the result found during the process of the research including data analysis from the pre-test and post-test for experimental and control class. The score shown will be categorized based on the category table quoted from Nurgiyantoro (2010) as follows;

Table 4.1 Score Category

Category	Score Range
Very Low	0-49
Low	50-74
Medium	75-84
High	85-94
Very High	95-100

The data were taken at SMP Negeri 2 Lawang in 9th grade. The researcher chose class 9B as the experimental class and 9F as the control class from the large population of class 9 SMP Negeri 2 Lawang.

4.1.1 Data Descriptive of Pre-Test for Experimental Class

The pre-test for the experimental class was held on October 13, 2024. The test here is an essay test, writing narrative text. The researcher gave 5 instructions before the

students worked. The students work on a paper given including 3 answer boxes; orientation, complication, and resolution. The students were given 60 minutes to finish their work. The research instruments were addressed to a sample with a total of 32 students in each control class and experimental class. The results of the students' pre-test are presented in table 4.1 below:

Table 4.2 Pre-test score of experimental class

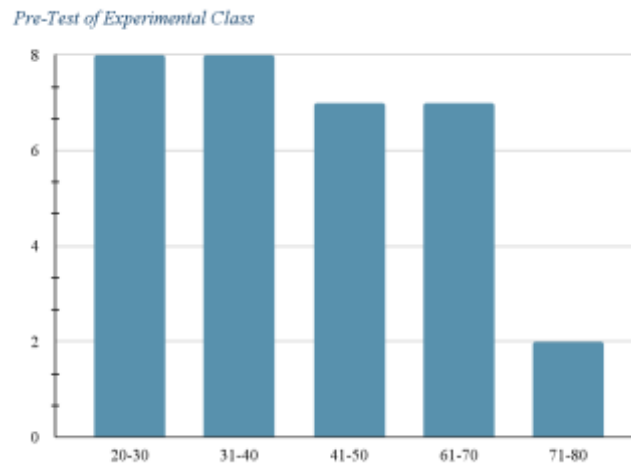
No.	Initial Name	Pre-Test Score	Category
1	AADP	47	Very low
2	ARAW	34,5	Very low
3	ASAS	37,5	Very low
4	ARAF	66	Low
5	ACP	28	Very low
6	ARA	28	Very low
7	BAZ	75	Medium
8	CL	66	Low
9	DRA	44	Very low
10	DRL	69	Low
11	FA	28	Very low
12	HOM	47	Very low
13	KCK	69	Low
14	MTI	41	Very low
15	MJEM	41	Very low
16	MFW	44	Very low
17	MFA	37,5	Very low

No.	Initial Name	Pre-Test Score	Category
1	AADP	47	Very low
2	ARAW	34,5	Very low
18	MFR	44	Very low
19	MSAR	41	Very low
20	MMNQ	63	Low
21	NEA	69	Low
22	RDE	34,5	Very low
23	RAAL	72	Low
24	RW	31,5	Very low
25	SNR	50	Low
26	SL	34,5	Very low
27	TAAS	41	Very low
28	VNA	75	Medium
29	WJPP	34,5	Very low
30	VAPP	41	Very low
31	YE	47	Very low
32	ZNP	47	Very low
Σ		1527,5	
Average Score		47,7343	

The table 4.1 above shows the pre-test result for 9B class, which served as the experimental class. The table shows the scores of 32 students, of which the average score for pre-test was 47,7343 minimum score was 28 and the maximum score was 75. The table also shows the category of the score. There are 22 students in the very low category, 8 students in the low category, and 2 students in the

medium category. To analyze the descriptive data, the researcher used the SPSS 25 version. The histogram graph below was shown to explain the experimental class's pre-test result.

Histogram 4.1 Pre-Test of Experimental Class



According to the histogram graph above, it indicates that the experimental class's pre-test variation in frequency of student scores shows the difference of student scores from the lowest to the highest score. There are 23 students in the range of 25-50. There are 9 students in the range of 51-75. The researcher also provides the data descriptive that has been calculated using SPSS 25 version, which the result are in the table below;

Table 4.3 The descriptive data for pre-test of experimental class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Eks	32	28.00	75.00	47.7343	14.97362
Valid N (listwise)	32				

The table above is the descriptive data for the pre-test result of class 9B which consists of 32 students. According to the table, the minimum score is 25 and the maximum score is

75. The standard deviation is 14.97362 which is lower than the mean score with 44,1562. It can conclude that the pre-test score of the experimental class was good data.

4.1.2 Data Descriptive of Pre-Test for Control Class

The control class was held on October 15, 2024. The control class here was the 9F class.

Table 4.4 Pre-test score for control class

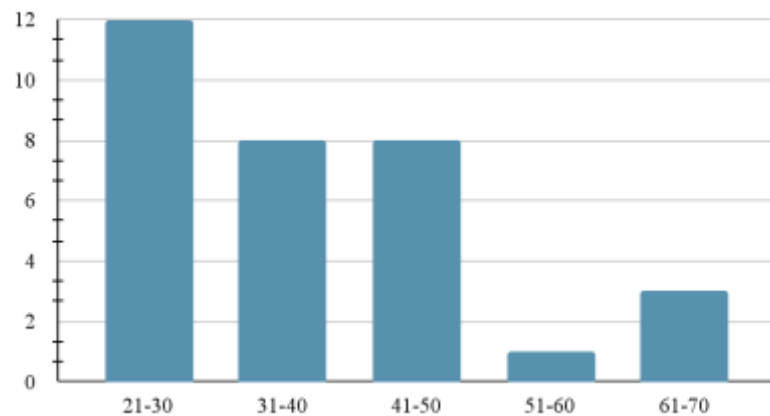
No	Name	Score	Category
1	AADA	37,5	Very low
2	ANS	41	Very low
3	AAR	41	Very low
4	AN	31,5	Very low
5	ASA	72	Low
6	BR	59,5	Low
7	DPQ	47	Very low
8	EIS	37,5	Very low
9	EAN	34,5	Very low
10	EYP	31,5	Very low
11	FIA	47	Very low
12	GDR	47	Very low
13	KR	31,5	Very low
14	KNFS	34,5	Very low
15	KDA	34,5	Very low
16	MRR	37,5	Very low
17	MDS	41	Very low
18	MFA	41	Very low
19	MZZNAF	69	Low

20	MAP	69	Low
21	MA	34,5	Very low
22	MRPY	47	Very low
23	NSK	53,5	Low
24	NAP	37,5	Very low
25	RMI	37,5	Very low
26	SPS	62,5	Low
27	SS	37,5	Very low
28	SSA	59,5	Low
29	SA	37,5	Very low
30	WGP	34,5	Very low
31	WPR	40,5	Very low
32	YSA	56,5	Low
Σ		1432,5	
Average Score		44,4843	

The table above shows the results of the pre-test for control class. The control class here was the 9F class. The table also shows the category of the students' score, there are 24 students in the very low category and 8 students in the low category. The average score is 44,4843. The total score of this class is lower than the total score of the pre-test for the experimental class. The researcher also provides the histogram graph for the pre-test of control class.

Histogram 4.2 Pre-Test of Control Class

Pre-Test of Control Class



The histogram graph above shows that there are 28 students in the range of 25-50. There are 4 students that got a score higher than 50. The researcher also shown the descriptive data that has been processed using SPSS 25 version as follows;

Table 4.5 The descriptive data for pre-test score of control class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Kontrol	32	31.50	72.00	44,4843	11.90790
Valid N (listwise)	32				

According to the table above, the maximum score of the pre-test score of the control class is 72 and the minimum score is 31,5. The mean of the data is 44,4843 and the standard deviation is 11,90790. As shown in the table, the standard deviation is lower than the mean of the data. It can be concluded that the data is good data.

4.1.3 Data Descriptive of Post-Test for Experimental Class

The post-test for experimental class was carried out on October 29, 2024.

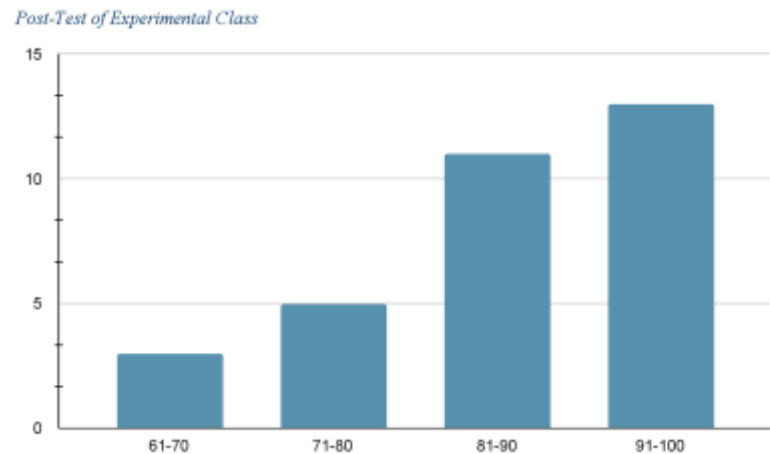
Table 4.6 Post-test score of experimental class

No.	Initial Name	Post-test Score	Category
1	AADP	63	Low
2	ARAW	75	Medium
3	ASAS	75	Medium
4	ARAF	94	High
5	ACP	81	Medium
6	ARA	81	Medium
7	BAZ	81	Medium
8	CL	88	High
9	DRA	100	Very high
10	DRL	100	Very high
11	FA	88	High
12	HOM	100	Very high
13	KCK	94	High
14	MTI	69	Low
15	MJEM	100	Very high
16	MFW	81	Medium
17	MFA	75	Medium
18	MFR	94	High
19	MSAR	75	Medium
20	MMNQ	100	Very high
21	NEA	100	Very high
22	RDE	69	Low

23	RAAL	100	Very high
24	RW	94	High
25	SNR	88	High
26	SL	88	High
27	TAAS	81	Medium
28	VNA	88	High
29	WJPP	100	Very high
30	VAPP	88	High
31	YE	75	Medium
32	ZNP	94	High
Σ		2779	
Average Score		86,8437	

The table 4.5 above shows the detail and the category post-test score of the experimental class, which is 9B. These data were taken after the students were given 3x treatment; practicing writing a narrative text using mind-mapping techniques assisted by Coggle. There are 3 students in the low category, 10 students in the medium category, 11 students in the high category, and 8 students in the very high category. The histogram graph that can describe the data, as follow;

Histogram 4.3 Post-Test of Experimental Class



The histogram graph above describes the number of students that received a certain score. There is 3 students that received score in range of 61-70, 5 students in range of 71-80, 11 students in range of 81-90 and 13 students in range of 91-100. The researcher processed the data using SPSS 25 version to know the descriptive statistics of this data and the result is shown in the following table;

Table 4.7 The descriptive data for post-test score of experimental class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Eks	32	63.00	100.00	86.8438	10.96360
Valid N (listwise)	32				

The table demonstrates the minimum post-test score for experimental class is 63 and the maximum score is 100. The mean of this data is 86,8438 and the standard deviation is 10,96830. As it can be seen that the standard deviation is lower than the mean of the data. The table below shows the post-test score of the control class which did not receive the treatments.

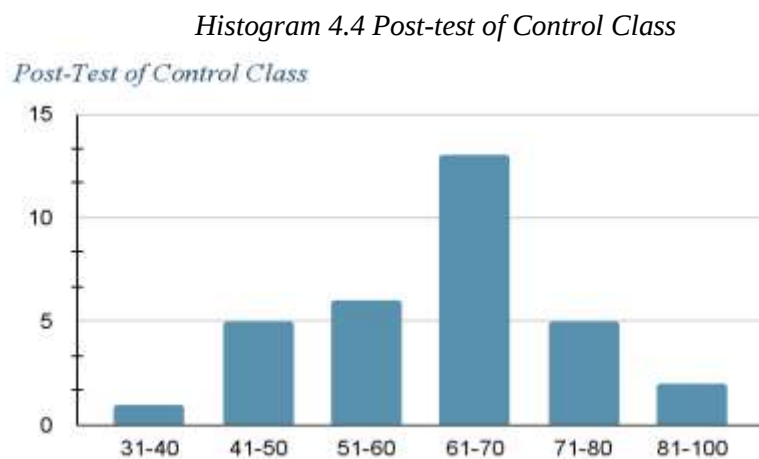
4.1.4 Data Descriptive of Post-Test for Control Class

Table 4.8 Post-test score of control class

No	Initial Name	Score	Category
1	AADA	56	Low
2	ANS	63	Low
3	AAR	50	Low
4	AN	56	Low
5	ASA	100	Very high
6	BR	63	Low
7	DPQ	69	Low
8	EIS	63	Low
9	EAN	69	Low
10	EYP	44	Very low
11	FIA	50	Low
12	GDR	75	Medium
13	KR	75	Medium
14	KNFS	75	Medium
15	KDA	62	Low
16	MRR	56	Low
17	MDS	75	Medium
18	MFA	63	Low
19	MZZNAF	69	Low
20	MAP	69	Low
21	MA	63	Low
22	MRPY	87	High
23	NSK	63	Low
24	NAP	75	Medium

25	RMI	50	Low
26	SPS	63	Low
27	SS	38	Very low
28	SSA	50	Low
29	SA	56	Low
30	WGP	56	Low
31	WPR	56	Low
32	YSA	69	Low
Σ		2027	
Average Score		63,3437	

The table 4.7 above demonstrates the details of the post-test score of the control class which is 9F. The control class was instructed to do the post-test using the conventional method as the teacher usually teaches. Then the post-test score was taken. The table also shows the category of the score, there are 2 students in the very low category, 23 students in the low category, 5 students in the medium, 1 student in the high and 1 student in the very high category. Furthermore, the descriptive statistics of the data will be shown in the histogram graph below;



The histogram graph 4.4 describes the number of students that received a certain post-test score. In the range of 31-40, there is 1 student, 5 students for range 41-50, 6 students for range 51-60, 13 students for range 61-70, 5 students for range 71-80, and 2 students for range 91-100. From these data, the researcher analyze the descriptive statistics of the data using SPSS 25 version that the result has been demonstrated on the table as follows;

Table 4.9 The descriptive data for post-test scores of control class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Kontrol	32	38.00	100.00	63.4375	12.50016
Valid N (listwise)	32				

The table above describes the minimum post-test score for control class is 38 and the maximum score is 100. The mean of the data is 63,4375 and the standard deviation is 12,50016. As it can be seen that the standard deviation is lower than the mean, so the post-test score of the control class is a good data quality.

4.1.5 Data Analysis

4.1.5.1 Result of Normality Test

Table 4.10 Result of Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		32
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	10.18866462
Most Extreme Differences	Absolute	.121
	Positive	.059
	Negative	-.121
Kolmogorov-Smirnov Z		.685
Asymp. Sig. (2-tailed)		.737
a. Test distribution is Normal.		
b. Calculated from data.		

The normality test was carried out in this research using the SPSS 25 version. The normality test was carried out to know whether the data were normally distributed or not. The normality test uses the Kolmogorov-Smirnov test because the samples used were more than 50. In the previous chapter, it was explained that the data is normally distributed if the significance is higher than 0,05, and the data is not normally distributed if the significance is lower than 0,05. The table 4.9 above demonstrates the result of the normality test that was carried out by the researcher and the significance (Asymp. Sig. (2-tailed) shows 0,737. 0,737 is higher than 0,05. So, it can be concluded that the data is normally distributed.

4.1.5.2 Homogeneity Test

The homogeneity test is the next test that needs to be performed after the normality test. To determine if two or more groups of sample data are homogeneous, the

homogeneity test is utilized. The homogeneity test in this study was conducted using the Bartlett test. The following is how the Bartlett test result will be interpreted:

- a. $p > 0.05$ = data sample are homogeneous
- b. $p < 0.05$ = data sample are not homogeneous

The data samples are homogeneous if the result's significance value is more than 0.05. The data samples are not homogeneous if the result's significance value is less than 0.05. The table below is presented the result of the homogeneity test using SPSS 25 version;

Table 4.11 Result of homogeneity test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2.295	3	124	.081
	Based on Median	2.148	3	124	.098
	Based on Median and with adjusted df	2.148	3	110.53 2	.098
	Based on trimmed mean	2.264	3	124	.084

The table above shows the result of the homogeneity test. The homogeneity test is carried out using Levene's test. In the Sig. column can be seen that the result or value is 0,081, 0,098, 0,098, and 0,084. These results are higher than 0,05, so it can be concluded that the data are homogeneous.

4.1.5.3 Hypothesis Test

The next test is a hypothesis test utilizing the independent sample t-test, if the data were normal and homogenous. The following metrics can be used to quantify hypothesis testing:

- a. If the Sig. (2-tailed) > 0.05, H₀ is accepted and H_a is rejected. It means there is no effectiveness in using Coggle mind-mapping to enhance students' writing skills on narrative text
- b. If the Sig. (2-tailed) < 0.05, H₀ is rejected and H_a is accepted. It means there is effectiveness in using Coggle mind-mapping to enhance students' writing skills on narrative text.

To know the Sig. (2-tailed), the researcher used the SPSS 25 version to calculate it. The result of the SPSS is shown by the table below;

Table 4.12 Independent T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Hasil	Equal variances assumed	4.924	.030	-12.052	62	.000	-42.888	3.542	-49.768	-35.807
	Equal variances not assumed			-12.052	53.406	.000	-42.688	3.542	-49.790	-35.585

0.00. Less than 0.05 is 0.00. It indicates that H_a is accepted and H₀ is denied. The use of Coggle mind mapping to improve students' narrative text writing abilities is helpful.

4.2 Discussion

This section discusses the result of the research that has been carried out and interprets the findings obtained from the data collected. This discussion aims to analyze the correlation between the variables studied and to determine the similarities and differences between the result and the previous studies. This research was carried out at SMP Negeri 2 Lawang. The researcher took 2 classes; 9B and

9F. 9B was chosen as the experimental class and 9F as the control class. The two classes have the same number of students, 32 for each class.

The result of SPSS calculation shows that the use of Coggle can have a significant impact in improving students' narrative text writing abilities. This result is in line with the findings of a study conducted by Arulchelvan (2019), which demonstrates that the Let's Collaborate module through Coggle is a highly adaptable and successful innovation for investigating a wide range of primary and secondary topics regarding English language proficiency. Because of its attractive features and adaptability, Coggle helps students arrange concepts and story structures more systematically, which helps them improve as writers. By using these tools, students may work together and express their creativity, which facilitates the process of connecting ideas and logically organizing material.

Furthermore, Coggle's visualization tools have the added advantage of assisting students in comprehending the connections between concepts and enhancing their capacity to clearly create narratives. Therefore, the findings of this study further highlight Coggle's potential as a useful writing learning tool, particularly when it comes to narrative writing, which calls for a methodical and imaginative arrangement of ideas.

The next study conducted by Tarin (2022). According to Tarin, the research revealed that employing mind maps in writing exercises helped EFL students in Thailand achieve higher writing

scores. According to this study, using mind maps helps students arrange their thoughts more effectively and methodically, which enhances their capacity to write texts that are cohesive and well-structured. This further demonstrates how mind maps not only serve as visual tools for concept mapping but also foster creativity and quicken pupils' critical thinking abilities. Tarin (2022) concluded that using this technique can be a useful tactic for raising the caliber of students' writing, particularly for those studying English as a second language.

The results of the post-test conducted by the researcher showed a significant difference as proven by the difference in the average or mean post-test score. For the experimental class, the average post-test score was 86.8438, while for the control class it was 63.3437. This is in line with the statements of Buzan (2007) and Edward (2011) who stated that mind mapping can help students' brains become more balanced by helping students more effectively organize their thoughts, enhance their creativity, or even accelerate their learning and memory. This statement is also supported by Al-Zyoud (2017) who stated that the mind mapping sequence that was properly followed to promote learning could have been a factor in the experimental class's excellence.

Nidayanti (2022) also conducted a study on the use of mind-mapping to improve students' writing skills, but the study was conducted by using qualitative methods. This study found that students' writing skills can be effectively enhanced through the usage

of mind-mapping. When students attempt to break down the concepts they want to convey, their previous understanding becomes more active. This is also in line with the result of this study that mind - mapping assisted by Coggle can improve students' writing skills on narrative text.

Assessment of students' writing results is carried out based on four aspects; content, organization, grammar, and vocabulary. The table below shows the parameters used and indicators of the effectiveness of Coggle mind-mapping in improving students' writing skills in narrative texts;

Table 4.13 Parameters table

Aspects	Parameter	Indicators
Content	The suitability of the content of the text to the given topic	Students can write narrative text with the relevant topic
Organization	The integrity of text and use the appropriate connectives	Students can write a full narrative text and uses the appropriate connectives
Grammar	Grammatical accuracy	Students can write narrative with a good grammatical
Vocabulary	Using the relevant vocabulary	Students can write a narrative text with a good word choice

In the table above, it is shown that in the content aspect the parameters used are the suitability of the text content with the given topic or in other words students are expected to be able to write narrative texts with appropriate topics. The results of this study

indicate that after using Coggle mind-mapping, students can write narrative texts with content that is appropriate to the topic given.

In the aspect of organization, the parameters used are the integrity of the text and the use of appropriate connectives or students are expected to be able to write complete narrative texts according to the generic structure, well organized, and use appropriate connectives. The results of this study indicate that after using Coggle mind-mapping, students can write complete narrative texts that are well organized and use appropriate connectives.

The organization aspect is the most important aspect and is the focus of this study because this aspect has a strong connection with Coggle mind-mapping. The results of the study that have been mentioned can be proven by the scores obtained by students. The range of values used in this aspect is 1-4. 1 if the text is not complete, 2 if the text is not complete and arranged with few misuse of connectives, 3 if the text is almost complete and arranged with almost proper connectives, and 4 if the text is complete and arranged with proper connectives. In 47 the pre-test of the experimental class, there were 22 children who got a score of 1, 6 children who got a score of 2, 3 children got a score of 3, and a student had 4. After receiving 3 treatments, the researcher took the post-test scores with the following details; a student got a score of 2, 17 students got 3, and 14 children got a score of 4. The increase in value for the organization aspect increased quite significantly. In addition to looking at the increase in organization values, the researcher also analyzed the students' test

score data with several analysis tests that have been explained in the previous subchapter.

The grammar aspect in the table above uses the parameters of proper grammar usage. The result shown in this study is students can write narrative texts with good grammar. The last aspect shown in the table is vocabulary. This aspect uses the parameter of using relevant vocabulary. The results show that students can write narrative texts with relevant vocabulary and with little use of unused vocabulary.

Chapter 1's research question can be answered with the use of the data mentioned before. The research question is "Is Coggle mind-mapping effective in enhancing Junior High School students' narrative text writing skills?" and the response is that junior high school students' ability to write narrative texts can be improved by the use of Coggle mind mapping.

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter provides the conclusions from the research that was carried out by the researcher. Furthermore, the researcher also gave several suggestions in order to improve future studies.

5.1 Conclusion

The study's findings demonstrated the effectiveness of Coggle mind mapping in improving junior high school students' ability to write narrative texts. The independent t-test result indicates that the Sig. (2-tailed) value was 0.00, which is less than 0.05. The alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, according to the independent t-test result. Furthermore, this suggests that there is a significant difference between the experimental and control groups' mean scores. The post-test average for the experimental group was 86.84, with the highest score being 100 and the lowest being 63. In contrast, the control group's post-test average was 63.43, with the highest score being 100 and the lowest being 38. The experimental group outperformed the control group in terms of average score, indicating that Coggle mind mapping is a useful tool for improving students' writing abilities.

The data given can prove that Coggle mind-mapping has a positive impact on students' writing skills. Coggle can assist mind-mapping techniques to help students in creating mind maps and help a writing practice easier. Coggle also can work collaboratively, so it can be a way to brainstorm the students' ideas and make it more

creative. Additionally, mind-mapping techniques assisted by Coggle are good techniques in helping students of ninth grade at SMP Negeri 2 Lawang in the 2024/2025 academic year to brainstorm and develop ideas before writing.

5.2 Suggestion

The researcher gives several suggestions for english teacher and future researcher:

5.2.1 Teacher

Coggle is a useful website that can help teachers in teaching writing skills, especially when teachers ask students to write a text. It can help students in brainstorming and develop the idea before they start writing. Besides, teachers have to give motivation, instruction, and attention during the learning process.

5.2.2 Students

This webpage is available for use by students while they are learning. The webpage is helpful. This website can facilitate collaborative learning, so students can use it to do assignments or homework in groups without physically meeting one another, in addition to using it during the classroom learning process.

5.2.3 Future researcher

This study can serve as a guide for similar studies in the future. The researcher recommends that future researchers thoroughly examine the application of mind mapping and Coggle methodologies, utilizing a variety of texts, including recounts, expositions, and explanatory texts. Future researchers can

potentially conduct this study with students at different demographic levels, including university students and senior high school students.

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APPENDICES

Appendix I

Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://frik.uin-malang.ac.id> email : frik@uin-malang.ac.id

Nomor : 3739/Un.03.1/TL.00.1/11/2024
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

11 November 2024

Kepada

Yth. Kepala SMPN 2 Lawang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Roalia Indika Inayatul Chamidah
NIM	: 19180074
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Ganjil - 2024/2025
Judul Skripsi	: Enhancing Junior High School Students' Narrative Text Writing Skills Through Coggle Mind-Mapping Techniques
Lama Penelitian	: November 2024 sampai dengan Januari 2025 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Atas nama,
Wakil Dekan Bidang Akademik

Muhammad Walid, MA
NIP. 19730823 200003 1 002



Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip



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Appendix II

Instrumen Validation Letter

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fik.uin-malang.ac.id email : fik@uin-malang.ac.id

05 November 2024

Nomor : B-~~317~~Un.03/FITK/PP.00.9/11/2024
Lampiran : -
Perihal : Permohonan Menjadi Validator

Kepada Yth.
Harir Mubarak, M. Pd
di -
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	: Roelia Indika Inayatul Chamidah
NIM	: 19180074
Program Studi	: Tadris Bahasa Inggris (TBI)
Judul Skripsi	: Enhancing Junior High School Students' Narrative Text Writing Skills Through Coggle Mind-Mapping Techniques
Dosen Pembimbing	: Maslihatul Bisriyah, M. TESOL

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.


Akademik
Dr. Mubarriz Valid, M.A
NIP. 19720200031002

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Appendix III

Validation Sheet

Validation Sheet

"Enhancing Junior High School Students' Narrative Text Writing Skills Through Coggle
Mind-Mapping Techniques"

Validator : Harir Mubarak, M.Pd
NIP : 19870708201802011152
Expertise : English Education
Instance : Maulana Malik Ibrahim State Islamic University Malang
Validation date : 13 / 12 / 2024
(dd / mm / yyyy)

A. Introduction

This validation sheet aims to get an assessment from the validator of my research instrument in the instrument I use. Every feedback and suggestion are essential for increasing the quality of the instrument. Thank you so much for your willingness to become a validator in my study.

B. Guidance

1. In this part, please give a score on each item with sign (v) in the following columns below:
1 = very poor
2 = poor
3 = average
4 = good
5 = excellent
2. Please give me your feedback and suggestion in the columns.

C. Validation sheet

No.	Aspect	Score				
		1	2	3	4	5
1.	The suitability of instrument indicators with indicators of achievement of basic competencies Basic Competence Indicators: By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.				✓	
2.	The suitability between the instrument indicators and instructions Instrument Indicators: Students are able to write narrative text according to the topic, general structure, and language features. Instructions: (see the instruction table)				✓	
3.	Research instrument use good and correct language and punctuation				✓	

4.	The instructions that are made do not cause double interpretation or misunderstanding				✓	
5.	The research instrument is communicative and easy to understand				✓	
6.	Research instruments can help researchers find out students' abilities in writing skills				✓	

D. Suggestion

I hope this instrument can be used to dis
up the data in the field. Good luck.

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out the answer that doesn't match the conclusion you gave:

- ①. The instrument can be used without revision.
2. The instrument can be used with alight revision.
3. The instrument can be used with many revisions.
4. The instrument cannot be used.

Malang, December 12 2024

Validator



Harir Mubarak, M. Pd
NIP. 19870708201802011152

Appendix IV

Result of Validity Test

Correlations												
		X01	X02	X03	X04	X05	X06	X07	X08	X09	X010	Total
X01	Pearson Correlation	1	.536 ^{**}	.659 ^{**}	.420 [*]	-.086	.315	.241	.120	-.274	-.160	.650 ^{**}
	Sig. (2-tailed)		.002	.000	.017	.638	.079	.184	.513	.129	.383	.000
	N	32	32	32	32	32	32	32	32	32	32	32
X02	Pearson Correlation	.536 ^{**}	1	.389 [*]	.537 ^{**}	-.026	.297	.078	.216	-.157	-.076	.678 ^{**}
	Sig. (2-tailed)	.002		.028	.002	.887	.099	.670	.234	.391	.680	.000
	N	32	32	32	32	32	32	32	32	32	32	32
X03	Pearson Correlation	.659 ^{**}	.389 [*]	1	.334	-.168	.094	.033	.026	-.347	-.268	.415 [*]
	Sig. (2-tailed)	.000	.028		.062	.358	.607	.860	.886	.052	.137	.018
	N	32	32	32	32	32	32	32	32	32	32	32
X04	Pearson Correlation	.420 [*]	.537 ^{**}	.334	1	-.103	.009	.131	.012	-.221	-.206	.452 ^{**}
	Sig. (2-tailed)	.017	.002	.062		.576	.960	.474	.949	.224	.258	.009
	N	32	32	32	32	32	32	32	32	32	32	32
X05	Pearson Correlation	-.086	-.026	-.168	-.103	1	-.206	.062	.095	.174	.058	.186
	Sig. (2-tailed)	.638	.887	.358	.576		.257	.736	.605	.340	.751	.309
	N	32	32	32	32	32	32	32	32	32	32	32
X06	Pearson Correlation	.315	.297	.094	.009	-.206	1	-.208	-.104	-.205	-.144	.250
	Sig. (2-tailed)	.079	.099	.607	.960	.257		.254	.572	.261	.433	.168
	N	32	32	32	32	32	32	32	32	32	32	32
X07	Pearson Correlation	.241	.078	.033	.131	.062	-.208	1	.422 [*]	.490 ^{**}	.290	.533 ^{**}
	Sig. (2-tailed)	.184	.670	.860	.474	.736	.254		.016	.004	.107	.002
	N	32	32	32	32	32	32	32	32	32	32	32
X08	Pearson Correlation	.120	.216	.026	.012	.095	-.104	.422 [*]	1	.381 [*]	.534 ^{**}	.576 ^{**}
	Sig. (2-tailed)	.513	.234	.886	.949	.605	.572	.016		.031	.002	.001
	N	32	32	32	32	32	32	32	32	32	32	32
X09	Pearson Correlation	-.274	-.157	-.347	-.221	.174	-.205	.490 ^{**}	.381 [*]	1	.628 ^{**}	.306
	Sig. (2-tailed)	.129	.391	.052	.224	.340	.261	.004	.031		.000	.089
	N	32	32	32	32	32	32	32	32	32	32	32
X010	Pearson Correlation	-.160	-.076	-.268	-.206	.058	-.144	.290	.534 ^{**}	.628 ^{**}	1	.325
	Sig. (2-tailed)	.383	.680	.137	.258	.751	.433	.107	.002	.000		.070
	N	32	32	32	32	32	32	32	32	32	32	32
Total	Pearson Correlation	.650 ^{**}	.678 ^{**}	.415 [*]	.452 ^{**}	.186	.250	.533 ^{**}	.576 ^{**}	.306	.325	1
	Sig. (2-tailed)	.000	.000	.018	.009	.309	.168	.002	.001	.089	.070	
	N	32	32	32	32	32	32	32	32	32	32	32

Appendix V

Pre-Test

- Write a narrative text with the topic “my childhood experience”
- The narrative text consists of orientation, complication, and resolution.
- Use simple past tense.
- This test will be conducted individually.
- You can use dictionary.

<u>Orientation</u>
<u>Complication</u>
<u>Resolution</u>

Appendix VI

Post-Test

- Write a narrative text with the topic “an adventure in a faraway”
- The narrative text consists of orientation, complication, and resolution.
- Use simple past tense.
- The Coggle mind mapping will be conducted in groups.
- The writing test will be conducted individually.
- You can use a dictionary.

<u>Orientation</u>
<u>Complication</u>
<u>Resolution</u>

Appendix VII

Scoring Rubric

Aspect	Score	Performance Description
Content; Topic Details	4	The topic is clear and comprehensive, and the details are pertinent to it.
	3	The concept is clear and comprehensive, but the specifics barely relate to it.
	2	The topic is entirely obvious, but the specifics don't relate to it.
	1	The topic is unclear, and the specifics have little to do with it.
Organization; - Orientation - Complication - Resolution	4	The whole text is organized with the appropriate connectives.
	3	The text has nearly appropriate connectives and is nearly full.
	2	A few connectives are misused, and the content is not comprehensive.
	1	The text is incomplete.
Grammar	4	Almost no grammatical errors
	3	A few of grammatical mistakes
	2	Many grammatical mistakes
	1	Grammatical errors are common.
Vocabulary	4	Good word choice and word structure
	3	A few irrelevant word forms and vocabularies that have no effect on the meaning
	2	Inappropriate word choice and structure
	1	Very inappropriate word choice, weak word structure, and incomprehensible

Appendix VIII

Result of Pre-Test

Name: Pevi Risa Lestari Class: 9b

Pre-Test

- Write a narrative text with the topic "my childhood experience"
- The narrative text consists of orientation, complication, and resolution.
- Use simple past tense.
- This test will be conducted individually.
- You can use a dictionary.

$$\begin{array}{r} C = 3 \\ O = 3 \\ G = 2 \\ \hline \checkmark = 2 \\ \hline 10 \end{array}$$

<u>Orientation</u> I was alone / lonely. two days ago, I alone in home, my mother not cooking. and then I cooking noodle (cooked) / was cooking
<u>Complication</u> I ^{want} go to kitchen and took noodle in cupboard, and then I cooked my noodle with egg with.
<u>Resolution</u> I saw noodle <u>sangat lezat</u> very delicious.

$$\frac{60}{10} \times 100 =$$

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Appendix IX

Result of Post-Test

Name: Devi Risana Lestari Class: 9b

Post-Test

- Write a narrative text with the topic "an adventure in a far away"
- The narrative text consists of orientation, complication, and resolution.
- Use simple past tense.
- The Coggle mind mapping will be conducted in groups.
- The writing test will be conducted individually.
- You can use a dictionary.

Excellent!
100%

Orientation
Dani and daniel are twins who live in the middle of the forest. One day they went to look for food in the middle of the forest

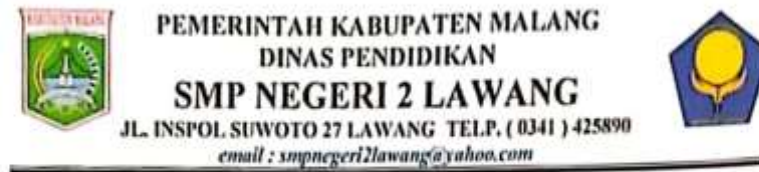
Complication
dani and daniel looked for food and found an apple, after wanting to return home they met an old woman, the person wanted to ask for an apple, but daniel didn't give it, then grandmother got angry and cursed daniel to become a rabbit, then dani was surprised that the old grandmother was a witch

Resolution
dani begged the witch to return daniel like an ordinary human, after several requests the witch agreed but the witch gave conditions, the witch said "if you want your brother to come back, you and your brother must be good to everyone" dani answered "well I will always do good to everyone" the witch changed daniel into an ordinary human

CS

Appendix X

Letter of Completion Research



SURAT IJIN PENELITIAN

Nomor : 010/179/35.07.301.25.43/2024

Menindaklanjuti surat No : 3739/Un.03.1/TL.00.1/11/2024 tanggal 11 November 2024, tentang Permohonan Ijin Penelitian Skripsi dengan judul " ENHANCING JUNIOR HIGH STUDENTS' NARRATIVE TEXT WRITING SKILLS THROUGH COGGLE MIND-MAPPING TECHNIQUES" di SMP Negeri 2 Lawang, dengan ini Kepala SMP Negeri 2 Lawang memberikan ijin kepada :

Nama : ROALIA INDIKA INAYATUL CHAMIDAH
NIM : 19180074
Program Studi : SI Fakultas Ilmu Tarbiyah dan Keguruan (FITK)

Untuk melakukan penelitian dan pengambilan data pada :

Tanggal : 11-29 November 2024
Jam : 07.00 WIB s.d Selesai

Demikian surat ijin ini dibuat untuk digunakan sebagaimana mestinya dan menyampaikan laporan Skripsi setelah melaksanakan penelitian.

Desember 2024
Kepala Sekolah,

SRI PURWATI, S.Pd
Pembina TK I
NIP. 19710225 199702 2 004

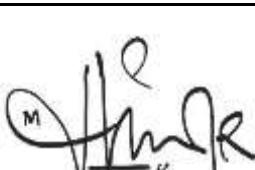
Appendix XI

Documentation



Appendix XII

Bukti Konsultasi dan Bimbingan Proposal Skripsi

Tanggal	Materi Konsultasi	Paraf
21/11/2023	Konsultasi topik dan judul penelitian	
27/11/2023	Konsultasi bab 1 • gap dan novelty penelitian	
04/06/2024	Konsultasi bab 1 • research question • research objective • citation	
23/08/2024	Konsultasi bab 2 dan 3	
27/08/2024	Konsultasi persiapan seminar proposal	

Appendix XII

Bukti Konsultasi dan Bimbingan Skripsi

Tanggal	Materi	Paraf
3/12/2024	Konsultasi bab 4 sub-bab descriptive of the data dan data analysis	
11/12/2024	Konsultasi bab 4 dan bab 5	
12/12/2024	Bab 4 dan bab 5 disetujui	

Appendix XIII

Curriculum Vitae

Nama Lengkap	: Roalia Indika Inayatul Chamidah
Tempat, Tanggal Lahir	: Malang, 25 Agustus 2001
Jenis Kelamin	: Perempuan
Agama	: Islam
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Perguruan Tinggi	: UIN Maulana Malik Ibrahim Malang
Alamat Rumah	: Jalan Pemancar TVRI no 59, Dusun Gebug Utara, Desa Wonorejo, Kecamatan Lawang
No. Hp / Telp	: 085929022683
Alamat Email	: roaliyaindika@gmail.com



Riwayat Pendidikan

- | | |
|--------------|----------------------------------|
| 1. 2007-2013 | SD Islam NU Lawang |
| 2. 2013-2016 | SMP Negeri 2 Lawang |
| 3. 2016-2019 | SMAN 1 Lawang |
| 4. 2019-2024 | UIN Maulana Malik Ibrahim Malang |

Malang, December 19 2024

Mahasiswi,

Roalia Indika Inayatul Chamidah