

**THE EFFECTIVENESS
OF COLLABORATIVE ONLINE MIND MAPPING
TO GENERATE STUDENTS' IDEAS
IN WRITING RECOUNT TEXT**

THESIS

in partial fulfillment of the requirements for the
degree Sarjana Pendidikan (S.Pd) in Teaching English



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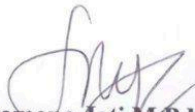
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ABSTRACT

Azizah, Lailatul Nur. (2024). The Effectiveness of Collaborative Online Mind Mapping to Generate Student's Ideas in Writing Recount Text. Thesis. English Language Education Department. Faculty of Tarbiyah and Teachers Training, UIN Sunan Ampel Surabaya. Advisor I: Rakhmawati, M.Pd. Advisor II: Sigit Pramono Jati, M.Pd.

Keywords: *Collaborative online, mind mapping, writing skills, recount text*

Language can be expressed by writing, which is mostly utilized in education to practice and document what is learned in the classroom. The curriculum for the first year of junior high school mandates that students learn a variety of texts in the form of brief essays or short functional texts. This study aims to obtain empirical evidence about applying collaborative online mind mapping for idea generation in English recount texts. Using Collaborative Online Mind Mapping aimed to help solve the student's difficulties in writing, especially generating ideas in content and organization. This study employed a quantitative methodology. The research tool was a written exam, and the study's design featured a single-group pretest and posttest as part of a pre-experimental investigation. The investigator utilized complete sampling. There were thirty-one pupils present. VII-C was the class selected as the sample. To gather information the researcher tested the student's writing abilities by giving them a recount text writing assignment. The researcher used the rubric of scoring adapted from Jacob's score to the score of student's writing on the pre-and post-tests to determine the instrument's dependability. For data analysis, a researcher using the SPSS 25 version, the researcher computed an independent sample t-test. The outcome of the student's posttest mean score is higher than the pretest. The significant effects were shown by the student's posttest mean score of 84.97 which was greater than the student's pretest score of 56.32. The data analysis indicates that the t-test value ($13.520 > 1.697$) is greater than the t-test table value. It indicates that the process of generating ideas for students' writing capabilities through collaborative online mind mapping has improved. Since H_0 was denied and H_1 was approved, it can be said that process learning instruction utilizing collaborative online mind mapping will enhance students' writing abilities.

ABSTRAK

Azizah, Lailatul Nur. (2024). The Effectiveness of Collaborative Online Mind Mapping to Generate Student's Ideas in Writing Recount Text. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya UIN Sunan Ampel Surabaya. Advisor I: Rakhmawati, M.Pd. Advisor II: Sigit Pramono Jati, M.Pd

Kata kunci: Kolaborative online, Mind Mapping, Keterampilan Menulis, Teks Recount

Bahasa dapat diekspresikan melalui tulisan, yang sebagian besar digunakan dalam dunia pendidikan untuk mempraktikkan dan mendokumentasikan apa yang dipelajari di kelas. Kurikulum tahun pertama sekolah menengah pertama mengamanatkan siswa untuk mempelajari berbagai macam teks dalam bentuk esai singkat atau teks fungsional pendek. Penelitian ini bertujuan untuk mendapatkan bukti empiris tentang penerapan pemetaan pikiran daring kolaboratif untuk menghasilkan ide dalam teks cerita bahasa Inggris. Penggunaan Collaborative Online Mind Mapping bertujuan untuk membantu mengatasi kesulitan siswa dalam menulis, terutama menghasilkan ide dalam konten dan organisasi. Penelitian ini menggunakan metodologi kuantitatif. Alat penelitian yang digunakan adalah ujian tertulis, dan desain penelitian ini menggunakan pretest dan posttest satu kelompok sebagai bagian dari penelitian pra-eksperimen. Peneliti menggunakan sampling lengkap. Ada tiga puluh satu siswa yang hadir. Kelas VII-C adalah kelas yang dipilih sebagai sampel. Untuk mengumpulkan informasi, peneliti menguji kemampuan menulis siswa dengan memberikan tugas menulis teks recount. Peneliti menggunakan rubrik penilaian yang diadaptasi dari skor Jacob untuk menilai hasil tulisan siswa pada pre-test dan post-test untuk menentukan reliabilitas instrumen. Untuk analisis data, peneliti menggunakan SPSS versi 25, peneliti menghitung independent sample t-test. Hasil dari skor rata-rata posttest siswa lebih tinggi dari pretest. Pengaruh yang signifikan ditunjukkan dengan nilai rata-rata posttest siswa sebesar 84,97 yang lebih besar dari nilai pretest siswa sebesar 56,32. Hasil analisis data menunjukkan bahwa nilai t-test ($13,520 > 1,697$) lebih besar dari nilai t-test tabel. Hal ini menunjukkan bahwa proses menghasilkan ide untuk kemampuan menulis siswa melalui pemetaan pikiran online kolaboratif telah meningkat. Karena H_0 ditolak dan H_1 diterima, maka dapat dikatakan bahwa proses pembelajaran dengan menggunakan pemetaan pikiran daring kolaboratif dapat meningkatkan kemampuan menulis siswa.

LIST OF CONTENTS

PERNYATAAN KEASLIAN TULISAN.....	i
APPROVAL SHEET.....	ii
EXAMINER APPROVAL SHEET.....	iii
ACKNOWLEDGMENT.....	iv
ABSTRACT.....	vi
ABSTRAK.....	vii
LIST OF CONTENTS.....	viii
LIST OF TABLES.....	x
LIST OF ABBREVIATION.....	xi
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of The Study.....	1
B. Research Question.....	6
C. The purpose of The Study.....	6
D. Significance of The Study.....	7
E. Hypothesis.....	8
F. Scope and Limit of the Study.....	8
G. Definition of Key Term.....	9
CHAPTER II.....	11
REVIEW OF RELATED LITERATURE.....	11
A. Theoretical Review.....	11
a. Collaborative Online Learning.....	11
b. Mind Mapping.....	13
c. Mind Mapping as Generating Ideas.....	14
d. Writing Skills.....	16
B. REVIEW OF PREVIOUS STUDY.....	19
CHAPTER III.....	25
RESEARCH METHODOLOGY.....	25
A. Approach and Research Design.....	25

B. Data and Source of Data.....	26
C. Research Setting.....	27
D. .Population and Sample.....	27
E. Research Instruments.....	28
F. Data Collection Technique.....	32
G. Data Analysis.....	34
BAB IV.....	37
FINDINGS AND DISCUSSION.....	37
A. Research Findings.....	37
B. Data Analysis.....	47
C. Discussion.....	52
BAB V.....	57
CONCLUSION AND SUGGESTION.....	57
A. Conclusion.....	58
B. Suggestion.....	58
REFERENCES.....	60
APPENDIX.....	64

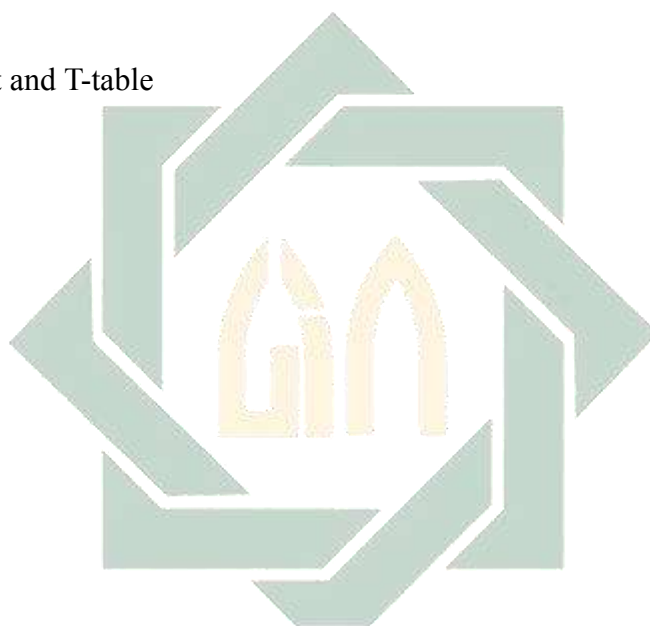


 UIN SUNAN AMPEL
 S U R A B A Y A

LIST OF TABLES

Table 3. 1 Experimental Design	26
Table. 3.2. Instruments	28
Table 3.3. The scoring rubric for content adapted from Jacob's scof ore	30
Table 3.4. The scoring rubric for organizations is adapted from Jacob's score	31
Table 3.5. Student's score	32
Table: 3.6. Schedule of the experiment	34
Table 3.7. Acceptable Reliability's Level	37
Table 4.1. Students' scores on the prettest	40
Table 4.2. Descriptive Statistics of Pre-test	41
Table 4.3. Table of Frequency Distribution Pre-test	42
Table 4.4. The results of the post-test	45
Table 4.5. Table of Data Description of Post-test	46
Table 4.7 The improvement of student's content	48
Table 4.8. The improvement of student's organization	49

Table 4.9 One Sample Kolmogorov- Smirnov Test.	50
Table 4.10 Test of Homogeneity of Variances	51
Table 4.11. Paired Samples Test	52
Table 4.12. T-test and T-table	52

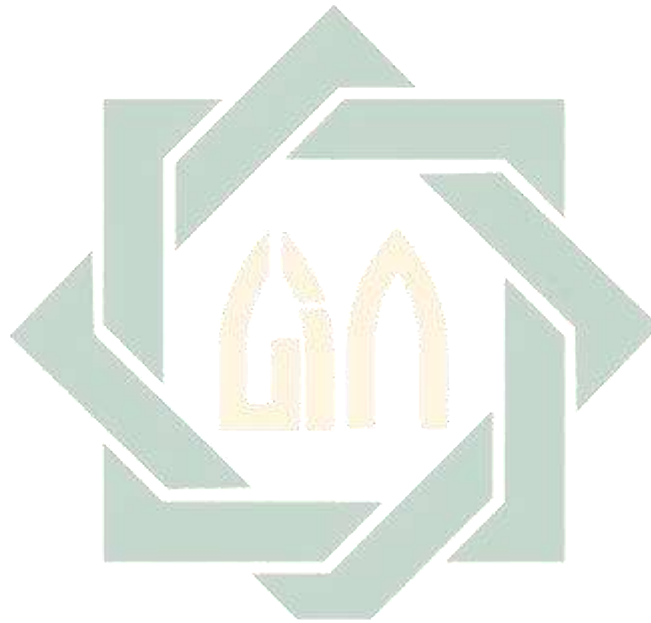


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LIST OF ABBREVIATION

COMM: Collaborative Online Mind Mapping

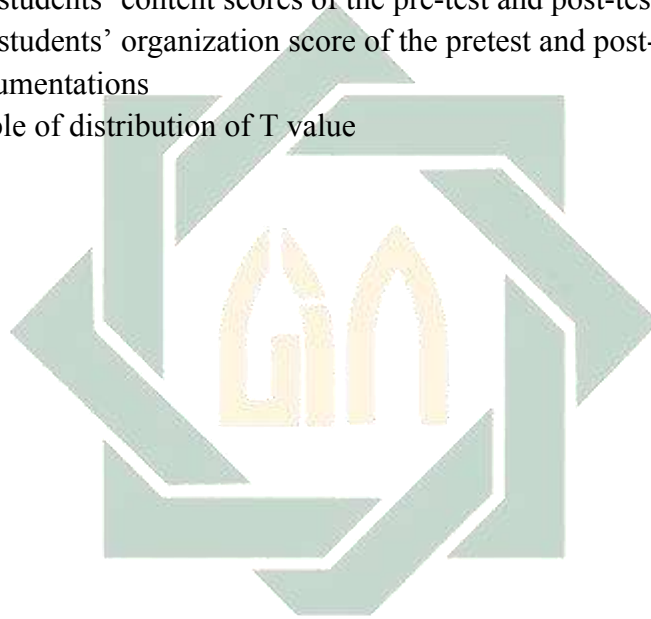
MM: Mind Mapping



UIN SUNAN AMPEL
S U R A B A Y A

LIST OF APPENDICES

- Appendix 1: Surat Izin Penelitian
- Appendix 2: Lesson Plan
- Appendix 3: Instrument
- Appendix 4: Example of COMM
- Appendix 5: Example of Test
- Appendix 6: Students' scores of pretest and posttest
- Appendix 7: The students' content scores of the pre-test and post-test
- Appendix 8: The students' organization score of the pretest and post-test
- Appendix 9: Documentations
- Appendix 10: Table of distribution of T value



UIN SUNAN AMPEL
S U R A B A Y A

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