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Original Article

The Implementation of the Mind Mapping Model in Teaching Anecdote Text Writing among Grade X Vocational High School Students in the 2024-2025 Academic Year

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Abstract

During the 2024-2025 academic year, Grade X of SMK NU Sukagumiwang students showed poor writing performance when composing anecdote texts, mainly due to their lack of interest in writing. To improve this situation, a study implemented the mind mapping model as a teaching strategy to enhance the students' ability to write anecdotes effectively. The study was aimed to assess the impact of the mind mapping model on Grade X students' anecdote writing skills at SMK NU Sukagumiwang during the 2024–2025 academic year and to examine their level of engagement with this learning approach. This study uses a nonequivalent control group design experimental model. The research population is all grade X students of SMK NU Sukagumiwang Academic Year 2024/2025. The study applied a saturated sampling technique, assigning Class X TKJ with 20 students as the experimental group and Class X TKRO with 20 students as the control group. Research instruments included written tests and observation sheets. Statistical evaluation via the independent samples t-test yielded a t-statistic of 15.962, surpassing the t-table value of 1.686. This outcome confirms that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Accordingly, the results demonstrate that the implementation of the mind mapping model effectively supports the development of anecdote writing skills among grade X students. As such, it is proven that the application of the mind mapping model can increase student activeness in the learning process of anecdote texts for grade X students of SMK NU Sukagumiwang Academic Year 2024/2025.

Keywords: Experimental Research, Learning Activeness, Writing Proficiency.

1. Introduction

Language skills have four components including listening ability, speaking ability, reading ability, and writing ability (Tarigan, 2008). For students to excel in language, they must become proficient in four key language components including listening, speaking, reading, and writing. These four components are interrelated to support a person's ability to have language skills. The connection between listening and speaking is that if someone wants to be skilled in speaking, they must go through the listening process. By listening, someone can be skilled in speaking because they can find new vocabulary from what they listen to so that their speaking skills become very good. Likewise, reading skills are closely related to writing skills; through various readings a person can increase their insight and knowledge about what they read in books to support someone to be skilled in writing.

The act of writing involves sharing messages or information with others using written language as the medium of communication (Simarmata & Hadi, 2018) state that writing is not just using language but must also think critically in expressing ideas into writing so that it can

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be well understood by readers so that the message conveyed by the writer can be conveyed well. Learning is a process of interaction between students, educators and learning resources in a learning environment (Suwandi, 2019). Good learning is learning that in its implementation does not experience disorientation (different from the truth that occurs, which often causes confusion). Education should cater to the needs of students by enhancing their unique potentials, ultimately helping them thrive.

The reason for teaching writing is to help students articulate their thoughts and ideas through written expression, interpreting various aspects of life, knowledge, imagination, and experiences. According to Mujiyanto, the purpose of writing learning in general is so that students are able to capture all forms of information, ideas, opinions, and what students feel in written form (Setyowati, 2019). Writing learning is very important to do. Writing skills are very important for students to have because writing activities cannot be separated from learning process activities. Writing learning is needed if students are not able to write well then students will have difficulty communicating indirectly with others. For example, in writing messages, reports, letters, advertisements, and various other types of written communication, good writing skills are needed, so that the written message or what is to be conveyed can be understood and received well.

In High School (SMA) or Vocational High School (SMK) institutions, especially at grade X level, there is one writing skill that must be mastered by students, namely the skill of writing anecdote texts. Anecdote text is text that contains humor which contains criticism or satire (Kosasis & Kurniawan, 2019). Anecdote text is very important to learn so that students can make criticism, satire, annoyance, anger, dissatisfaction with something can be expressed in a story or funny form so that it does not cause something sarcastic.

Based on the results of an interview with Indonesian language teacher Slamet Riyadi at SMK NU Sukagumiwang, he stated that the problems that occurred in the learning process of writing anecdote texts in grade X students were first, students have difficulty starting the writing process and expressing ideas because students are accustomed to using regional language, lack of vocabulary owned by students due to lack of reading material which ultimately makes students have difficulty and cannot develop explanations in writing anecdote texts, lack of student creativity in using written language so it seems monotonous and their writing tends to be the same as their friends, and lastly lack of motivation and interest of students in writing anecdote texts.

From these problems, the role of teachers in delivering material to achieve learning objectives is very important, so teachers need to maximize the learning process by using creative models and media so that students are better able to maximize their ability to express ideas and creativity in the process of writing anecdote texts. Therefore, researchers offer an alternative learning model that can be used in learning to write anecdote texts, namely the mind mapping model. Mind mapping is a learning model with note-taking techniques that highlight student creativity so that it is more effective in mapping thoughts (Buzan, 2012)). The selection of the mind mapping model in this study aims to make it easier for students to find ideas and develop ideas on themes from the anecdote texts they write. The mind mapping technique involves engaging the whole brain to assist students in recalling information, storing important keywords, and visualizing concepts (Porter & Hernacki, 2009). Thus, it is expected that students will more easily create anecdote text narratives from the results of recording keywords on the mind mapping they make.

Based on the description contained in the background of the problem, a number of problems can be identified in this study. First, students have difficulty expressing ideas in writing activities because they are accustomed to using regional language and lack of

vocabulary, so students cannot develop explanations in writing anecdote texts. Second, lack of student creativity in using written language so it seems monotonous and their writing tends to be the same as their friends. Third, lack of motivation and interest of students in writing anecdote texts. Fourth, learning models that are less inviting for students to be active in expressing ideas. Due to time constraints, this study focuses on learning models that fail to engage students in expressing ideas. It aims to determine the effectiveness of the mind mapping model for teaching anecdote text writing and to describe the learning activities it generates among grade X students at SMK NU Sukagumiwang in the 2024/2025 academic year.

2. Literature Review

2.1. Mind Mapping Model

Learning model is a strategy for presenting learning material carried out by educators so that learning occurs in students to achieve goals (Karim, 2018). The technique of mind mapping involves utilizing both sides of the brain by incorporating visual images and graphic tools to create visual representations that are easily visible, imaginative, traceable, shareable, presentable, and discussable. Mind mapping or mind maps is a note-taking technique developed by Tony Buzan around the 1970s based on his research on how the brain works, by writing the main topic in the center and sub-topics and details are placed around the main topic (Windura, 2013). This model allows students to be creative in generating ideas, emphasizing the combination of colors and shapes that make students interested and enthusiastic in learning so that material is easily understood. Mind mapping can trigger original and different ideas, trigger memories easily, and activate both hemispheres of the human brain so it is called a whole brain approach that makes it easier to take notes, is fun, and trains students' creative thinking.

2.2. Writing Anecdote Texts

An anecdote is a brief and entertaining narrative, typically involving well-known individuals and actual occurrences, that captivates with wit and charm. Anecdote text does not only contain funny and interesting stories but also contains criticism, as stated by (Komariah, 2021) that anecdote text stories are short stories that are funny and impressive and contain satire or criticism.

Anecdote text has special characteristics that distinguish it from other texts. According to Haryani (2021), anecdote text is humorous or joking, tickles, satirizes, can be about important people, has a specific purpose, the story resembles a fairy tale, and tells the characters of animals and humans realistically. The teacher team at Eduka in Hikmah (2019) explains that the abstract serves to provide a general picture of the text content, orientation shows the beginning of the story's events, crisis is the part when something unique or unusual occurs, reaction is the way to solve problems that arise in the crisis, and coda is the end of the story or conclusion.

The linguistic rules of anecdote text according to Mulyadi in Hikmah (2019) include the use of sentences that state past events, conjunctions that state time relationships, action verbs, and the use of imperative sentences. Asmarani (2020) adds linguistic rules including using the past tense, rhetorical questions, conjunctions or connecting words, verbs, and imperative sentences. Kosasis & Kurniawan (2019) proposes more detailed steps: determining the topic of the problem being criticized, determining criticism, designing humor, determining

characters, detailing events in the anecdote structure, developing the framework into a complete story by paying attention to linguistic rules, and editing.

2.3. Application of Mind Mapping Model in Learning to Write Anecdote Texts

2.3.1. Teacher's Role

Teachers are important components in learning that play a role in the formation of potential human resources (Hikmah, 2019). Flewelling & Higginson (2005) describe the role of teachers as providers of stimuli through quality learning tasks, facilitators who interact to encourage and inspire students, and providers of information that arouse curiosity and enthusiasm. The role of teachers as teachers and guides who help students achieve learning objectives.

In learning to write anecdote texts using the mind mapping model, teachers play a role as facilitators who create an active learning environment by providing teaching materials and knowledge sources, information providers to enrich reasoning power and intellectual development of students, and evaluators who assess through summaries, appreciation, and motivation to determine learning success.

2.3.2. Student's Role

Flewelling & Higginson (2005) further explains that students in general are anyone involved in the educational process throughout life and in a narrow sense are students who study at school. Students are individuals who are provided with educational opportunities based on their unique talents, passions, and skills in order to flourish, thrive, and feel fulfilled by the learning experience facilitated by their teachers.

According to various experts, students play a key role in learning how to write anecdotal texts through the use of mind mapping strategies, namely: 1) students find topics and formulate the purpose of anecdote texts; 2) formulate characters and settings in anecdote texts; 3) pay attention to language use in writing; 4) complete properly and evaluate both independently and in groups. With these student roles, they are expected to be able to achieve learning objectives, namely writing anecdote texts from research results as a source in conveying social criticism.

2.3.3. Teaching Material Function

If teaching resources are effectively prepared, it will be simpler for educators and students to reach their educational goals. Angling (Wahyuni, 2021) states that the function of teaching materials in the teaching and learning process is to be a guide for educators and students where educators have guidelines in directing learning activities and competencies to be taught, to be a guide for educators to direct and interpret competencies that must be mastered, and as an assessment tool for all learning achievement activity processes. Thus, teaching materials function as guides for educators in conveying information and new knowledge to students as well as assessment tools for learning process results.

2.3.4. Learning Outcomes

Table 1. Learning Outcomes

Learning Outcomes	Learning Objectives	Activities
a. Students showcase their capability to articulate concepts, beliefs, viewpoints, directives, or written communications in a rational, analytical, and imaginative manner, across both informative and imaginative written content. b. Students have the ability to create written pieces that are based on research and can be used in professional settings, showcasing their skills in both academic and practical contexts.	Write exposition texts from research results as a source in conveying social criticism.	Write exposition texts based on simple research results.
Students have the ability to convert a different text into something new for innovative financial reasons.	Transform one text to another for creative economic purposes.	Use information in exposition texts as material for writing anecdote texts creatively.
Students have the opportunity to share their written content through either traditional print publications or online platforms.	Publish written work in print or digital media.	Create comic strips that can be published in print media or social media.

2.3.5. Application of Mind Mapping Learning Model

Table 2. Application of Mind Mapping Learning Model

Learning Stage	Teacher Activities	Student Activities
Introduction	Teacher gives greetings and provides motivation.	Students answer greetings and listen to motivation from the teacher.
	Teacher provides apperception.	Students listen and understand directions given by the teacher.
	Teacher conveys learning objectives.	Students listen to objectives and prepare to learn to write anecdote texts.
Core Learning	Teacher explains how to create mind mapping.	Students listen to the teacher's explanation about mind mapping.
	Teacher distributes blank paper and colored pencils to each group to be used as mind mapping sheets.	Group pairs receive plain paper and colored pencils to be used for mind mapping.
	Teacher asks students to draw the theme of the anecdote text to be created in the center of the paper.	Students draw the theme of the anecdote text to be created in the center of the paper.
	Teacher asks students to create second level branches from the main branch.	Students create second level branches from the main branch.
	Teacher asks students to create branches from the second category and so on.	Students create branches from the second category and so on.
Closing	Teacher asks students to place one keyword on each line using interesting images and symbols in each desired section.	Students place one keyword on each line using interesting images and symbols in each desired section.
	Teacher assigns students to create anecdote text narratives from the mind mapping results that have been created.	Students create anecdote text narratives from the mind mapping results that have been created.
	Teacher provides general conclusions about anecdote texts.	Students listen to explanations from the teacher.
	Close the learning and give greetings.	Say closing greetings from the teacher.

2.3.6. Learning Evaluation

Assessing learning is an important aspect of the education process and serves as a key indicator of students' progression and achievement. Evaluation is needed as an assessment of a deliberate and planned process to obtain information based on actual data that is then useful for making a decision (Purwanto, 2000). Learning is a process of interaction between students with educators and learning resources in a certain environment (Suwandi, 2019), where teachers organize learning sequences from creating learning steps, implementing learning steps, to the stage of conducting learning evaluation as an impact or result of the learning process that has been carried out. Learning evaluation is carried out by teachers to measure the level of mastery and understanding of students while following the learning process, where from that assessment it will be evaluated whether learning objectives have been achieved or not. Thus, evaluation must be objective and have an assessment format that is in accordance with the assessment criteria that have been made.

2.4. Conceptual Framework

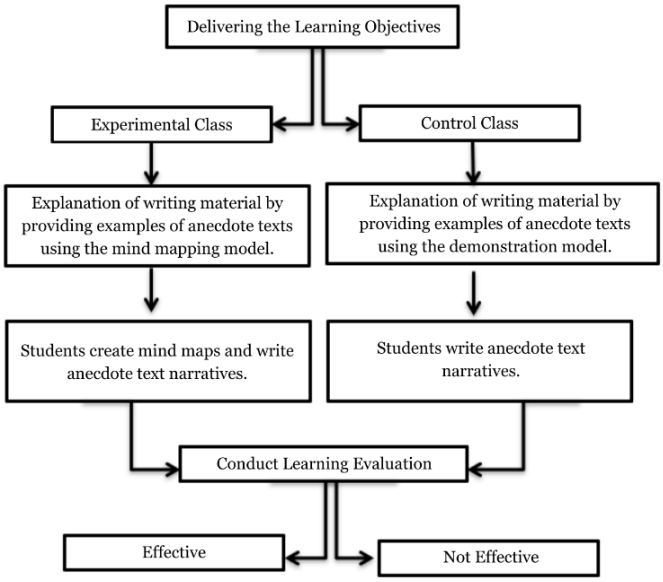

Figure 1. Conceptual Framework

Given the context presented in this research, the mind mapping model will be implemented in teaching anecdote text writing. Therefore, the hypothesis in this research will explore the impact of the mind mapping model on learning how to write anecdote texts in 10th grade at SMK NU Sukagumiwang.

H1: There is effectiveness of the mind mapping model in learning to write anecdote texts for Grade X SMK NU Sukagumiwang Academic Year 2024/2025.

Ho: There is no effectiveness of the mind mapping model in learning to write anecdote texts for Grade X SMK NU Sukagumiwang Academic Year 2024/2025.

3. Methods

3.1. Research Design

The research employed a quantitative experimental model to assess the effectiveness of mind mapping in teaching anecdote writing. A quasi-experimental Nonequivalent Control Group Design was implemented, which is similar to a pretest-posttest control group design

but differs in that the experimental and control groups were not randomly selected (Sugiyono, 2019).

$$E = O1\ X\ O2,\ K = O3\ O4$$

Where:

O1 = pretest experimental class;
O2 = treatment results for experimental class;
X = treatment;
O3 = pretest control class;
O4 = treatment results for control class.

In the non-equivalent control group design, a pretest is administered to establish the baseline and identify any disparities between the experimental and control groups. A successful pretest outcome is characterized by minimal variations in values between the experimental and control groups. For more clarity, the following is the research system using quasi-experimental design with nonequivalent control group design form to determine the effects that occur from treatment.

The researcher will conduct two tests in each class (experimental and control). In the experimental class, after the pretest to determine students' initial ability regarding learning to write anecdote texts, then given treatment using the mind mapping model, then a posttest is conducted to determine results after treatment. Meanwhile, after the pretest in the control group, they are provided with treatment using the demonstration learning approach. Following this, a posttest is administered to assess the outcomes post-treatment. After all stages are completed, the researcher analyzes the data obtained to determine conclusions.

3.2. Population and Sample

In this study, the research population is grade X students of SMK NU Sukagumiwang Academic Year 2024/2025. Because this study uses a Quasi Experimental Design approach type Nonequivalent Control Group, namely research design with control and experimental groups not randomly selected. Researchers use Nonprobability Sampling technique with saturated sampling method, namely all population members are used as samples (Sugiyono, 2019). Thus, the research study includes all 40 students in the sample, with 20 students from class X TKJ as the experimental group and 20 students from class X TKRO as the control group.

3.3. Data Collection Techniques

Student learning outcome data was collected through tests in the form of essay questions with pretest implementation before treatment and posttest after treatment. In addition, researchers used observation sheets to observe teacher and student activities in learning to write anecdote texts with the mind mapping model, in order to obtain data regarding their participation in learning activities.

3.4. Data Analysis Techniques

In this study, the method of analyzing data for test results involves the utilization of independent t-tests. Prior to conducting the T test, it is essential to perform tests for normality and homogeneity as prerequisites. Data processing in this study was assisted using SPSS version 2.0 application. Data analysis technique for observation results uses data analysis of observation or activity observation sheets of teachers and students in teaching and learning activities, formulated as follows:

$$NP = \frac{R}{SM} \times 100\%$$

Where:
NP = percentage value sought or expected
R = raw score obtained by teacher
SM = ideal maximum score from the relevant test
100 = constant number
Percentage results are rounded to the nearest unit.

Table 3. Teacher and Student Activity Observation Results Criteria

Remark	Criteria	Obtained Percentage
A	Very Good	90% - 100%
B	Good	80% - 89%
C	Fair	70% - 79%
D	Poor	60% - 69%
E	Fail	< 59%

Source: Purwanto (2010)

Observation data analysis is known from data in the form of assessments of aspects assessed from classroom activity observations, then analyzed with provisions using criteria guidelines. The following formula was used to determine the completeness criteria

$$Mastery\ Percentage = Score\ Obtained/Total\ Assessed\ Aspects \times 100\%$$

4. Results and Discussion

4.1. Teacher and Student Activities in Experimental Class

Learning activities were conducted in class X TKJ as the experimental class. In this teaching and learning process, the researcher was assisted by the Indonesian language subject teacher at SMK NU Sukagumiwang, namely Slamet Riyadi as an observer.

4.1.1. Teacher and Student Activities in Experimental Class in First Meeting (Pretest)

During the initial class session, the instructor administered a test to assess the students' writing skills in creating anecdotal texts. Prior to the test, traditional teaching methods were utilized in the experimental class.

Table 4. Pretest Teacher Observation Data in Learning to Write Anecdote Texts at First Meeting in Experimental Class

No.	Observed Aspect	Percentage of Each Aspect
1.	Conveying learning objectives	80%
2.	Class and learning material mastery	75%
3.	Ability to deliver learning material using lecture model	90%
4.	Guiding students in writing anecdote texts	75%
5.	Monitoring learning	80%
6.	Providing opportunities for students for questions and answers/stimulus response	75%
7.	Recording weaknesses and strengths of learning process	75%
8.	Conducting evaluation and conclusion of learning activities	80%
9	Providing appreciation to students	75%
Total Average Percentage		**78%**
Criteria		**C**

Based on teacher observation at the first meeting, the average percentage of observation on assessed aspects was 78% with criteria C "Fair".

Table 5. Pretest Student Observation Data in Learning to Write Anecdote Texts at First Meeting in Experimental Class

No.	Assessed Aspect	Percentage of Each Aspect
1.	Students observe the delivery of anecdote text material	80%
2.	Students ask questions about writing anecdote text material	75%
3.	Students work on assignments given by the teacher	80%
4.	Students are able to write anecdote texts	75%
5.	Students conduct evaluation and conclusion of learning activities	75%
Total Average Percentage		**77%**
Criteria		**C**

Based on student observation at the first meeting, the average percentage of observation on assessed aspects was 77.3% with criteria C "Fair".

4.1.2. Teacher and Student Activities in Experimental Class in Second Meeting (Posttest)

During the second session, the instructor administered a concluding assessment in the experimental group to evaluate the students' overall proficiency in composing anecdotal texts following instruction with the lecture approach. Prior to the evaluation, the students in the experimental group engaged in a learning session using the mind mapping technique during the second meeting.

Table 6. Posttest Teacher Observation Data in Learning to Write Anecdote Texts at Second Meeting in Experimental Class

No.	Observed Aspect	Percentage of Each Aspect
1.	Conveying learning objectives	90%
2.	Class and learning material mastery	80%
3.	Ability to deliver learning material using mind mapping	80%
4.	Guiding students in creating mind mapping framework for anecdote texts	80%
5.	Guiding students in writing anecdote texts from mind mapping framework	80%
6.	Monitoring learning	90%
7.	Providing opportunities for students for questions and answers/stimulus response	80%
8.	Recording weaknesses and strengths of learning process	80%
9.	Conducting evaluation and conclusion of learning activities	80%
10	Providing appreciation to students	80%
Total Average Percentage		**82%**
Criteria		**B**

Based on teacher observation at the second meeting, the average percentage of observation on assessed aspects was 82% with criteria B "Good".

Table 7. Posttest Student Observation Data in Learning to Write Anecdote Texts at Second Meeting in Experimental Class

No.	Assessed Aspect	Percentage of Each Aspect
1.	Observing the delivery of anecdote text material.	90%
2.	Students ask questions about writing anecdote text material.	80%
3.	Students arrange anecdote text framework using mind mapping.	80%
4.	Students are able to write anecdote texts with mind mapping framework.	80%
5.	Students conduct evaluation and conclusion of learning activities.	90%
Total Average Percentage		**82%**
Criteria		**B**

Based on student observation at the second meeting, the average percentage of observation on assessed aspects was 84% with criteria B "Good".

4.2. Test Results Data

Table 8. Test Results Data for Writing Anecdote Texts in Experimental and Control Classes

No	Sample	Pretest (Experimental)	Posttest (Experimental)	Pretest (Control)	Posttest (Control)
1	S-1	50	65	65	70
2	S-2	55	75	60	85
3	S-3	75	80	70	75
4	S-4	55	80	60	70
5	S-5	60	75	60	85
6	S-6	65	80	65	70
7	S-7	65	75	65	70
8	S-8	65	80	80	80
9	S-9	80	70	70	75
10	S-10	65	85	80	75
11	S-11	65	80	70	75
12	S-12	70	85	70	80
13	S-13	70	85	70	75
14	S-14	75	85	70	80
15	S-15	70	90	75	85
16	S-16	85	80	75	80
17	S-17	70	70	70	65
18	S-18	75	80	70	60
19	S-19	75	75	70	80
20	S-20	80	85	80	65
Average		**69.47**	**80.00**	**69.75**	**75.00**

According to the table 8, each class including experimental and control, comprised 20 students. The experimental group had an average pretest score of 69.47, while the control group scored 69.75, showing that both groups started with relatively similar abilities. After applying the intervention, the experimental group's posttest average increased to 80, compared to 75 in the control group. This outcome indicates that the mind mapping learning model is more effective than the conventional or demonstration model in developing students' anecdote writing skills.

4.3. Data Analysis

4.3.1. Teacher Observation Results

Based on predetermined success indicators, the observation results of learning activities on the average score of teacher observation results in the experimental class at the second meeting showed a significant increase with an average score of 82% with criteria B (good) compared to the average score of teacher observation results at the first meeting which only obtained a score of 78% with criteria C (Fair).

The ability to deliver learning material for writing anecdote texts using the mind mapping model was also assessed as good, where effective delivery methods help students understand the material. The teacher also showed good ability in guiding students to create mind mapping frameworks and develop them into complete anecdote texts develop them into complete anecdote texts. The learning monitoring aspect was carried out very well, ensuring students' understanding could be absorbed optimally. The teacher provided adequate opportunities for questions and answers and stimulus responses, creating an active and interactive learning atmosphere.

In learning evaluation, the teacher was able to record weaknesses and strengths of the learning process, conduct evaluation and conclusion of activities well, and provide appreciation to students to motivate and increase their self-confidence. Overall, observations conducted by the observer on the application of the mind mapping model in learning to write anecdote texts received good assessment and showed that the teacher was able to implement learning according to the steps of the applied model.

4.3.2. Student Observation Results

Based on predetermined success indicators, the observation results of learning activities on the average score of student observation results in the experimental class at the second meeting also showed an increase with an average score of 84% with criteria B (good) compared to the average score of student observation results at the first meeting which only obtained a score of 77% with criteria C (Fair), this shows a significant increase.

In terms of asking questions about writing anecdote text material, students showed good active involvement by asking questions that reflect their desire to understand the structure and methods of composing anecdote texts. Students' ability to arrange anecdote text frameworks using mind mapping was assessed as good, because they were able to create frameworks first before writing complete texts, which made it easier to compose narratives.

Students also showed good ability in writing anecdote texts using mind mapping frameworks, able to complete assignments quite well so that learning objectives could be achieved. In the learning evaluation and activity conclusion aspects, students together with the teacher conducted these activities very well, which aimed to align the understanding that had been obtained from all learning steps. In general, the student activities in the experimental class were highly praised, with all areas receiving positive feedback. This suggests that the use of the mind mapping model in teaching anecdote writing effectively boosted student motivation, character development, cohesion, and participation in the learning process.

4.4. Test Results

4.4.1. Hypothesis Testing

1) Normality Test

Table 9. Normality Test Results

Test Code	Class	Statistic	Df	Sig.	Note
Pretest	Control	0.897	20	0.080	Normal (p > 0.05)
Pretest	Experimental	0.938	20	0.079	Normal (p > 0.05)
Posttest	Control	0.913	20	0.018	Not Normal (p < 0.05)
Posttest	Experimental	0.926	20	0.038	Not Normal (p < 0.05)

Based on the normality test with the Shapiro-Wilk model (because the number of samples < 50), pretest data in the control class (Sig. = 0.080) and experimental class (Sig. = 0.079) have significance values greater than 0.05, so both are normally distributed. Meanwhile, posttest data in the control class (Sig. = 0.018) and experimental class (Sig. = 0.038) have significance values less than 0.05, so both data are not normally distributed.

2) Homogeneity Test

Table 10. Pretest and Posttest Homogeneity Test Results (Levene's Test)

Test Code	Levene Statistic	df1	df2	Sig.	Note
Pretest	3.605	1	58	0.063	Homogeneous (p > 0.05)
Posttest	0.766	1	58	0.385	Homogeneous (p > 0.05)

According to the findings from the homogeneity test using Levene's Test:

a. Pretest has a significance value of 0.063 > 0.05, so the pretest data for experimental and control classes are homogeneous.

b. Posttest has a significance value of 0.385 > 0.05, so the posttest data for experimental and control classes are also homogeneous.

Thus, both pretest and posttest data both meet the homogeneity assumption so they are suitable for further hypothesis testing.

3) Independent Sample t-test

Table 11. Independent Test Results

T-test for Equality of Means									
Pretest									
			T	**Df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**	**95% Confidence Interval of the Difference**	
								Lower	**Upper**
Equal variances assumed	3.605	.063	.142	58	.888	.200	1.409	2.621	3.021
Equal variances not assum			.142	54.724	.888	.200	1.409	2.625	3.025
Posttest									
			T	**Df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**	**95% Confidence Interval of the Difference**	
								Lower	**Upper**
Equal variances assumed	.766	.385	15.962	58	.000	16.700	1.046	18.794	14.606
Equal variances not assum			15.962	57.658	.000	16.700	1.046	18.795	14.605

From the table 11, it can be observed that at a significance level of 5% (α = 0.05), the initial test resulted in a two-tailed probability value of 0.888. Since this value is greater than 0.05, the difference in average pretest scores between the experimental and control classes is not statistically significant. The degree of freedom (df) for this test is 38, calculated using the formula $n_1+n_2-2=20+20-2$.

Based on the table above, the hypothesis (H_1) is accepted. Hypothesis testing was conducted by comparing the t-statistic with the t-table values. The Coefficients table shows a t-statistic of 15.962, while the t-table value at a significance level of 0.000 is 1.686. Since t-statistic > t-table (15.962 > 1.686), the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. This indicates a positive and significant effect of the mind mapping model on students' ability to write anecdote texts at SMK NU Sukagumiwang, demonstrating its effectiveness.

4.5. Discussion

4.5.1. Teaching and Learning Process

Based on the research findings, the learning process in the experimental class was deemed effective. This effectiveness is attributed to the application of the mind mapping model, which encouraged students to actively engage in critical thinking, process information thoughtfully, and respond sensitively to their environment, while also making the learning experience more enjoyable. In accordance with the earlier discussion, it has been noted that the mind mapping model offers benefits. The advantages contained in this model are (1) Maximizing the brain's working system (2) interconnected with each other so that more ideas and information can be presented (3) Stimulating creativity, simple and easy to work on (4) Can recall existing data easily at any time (5) Attractive and easy to catch the eye. This can increase student creativity because basically the working method of mind mapping involves the basic working method of the brain which is arranged more branched like a tree. This pattern can facilitate the remembering process of everything that is learned.

This theory is proven to be true. After the researcher applied this model in learning to write anecdote texts in the experimental class, this model was able to increase student creativity in learning activities/processes. This model makes students have to think critically and focus in determining ideas to be expressed. The advantages that have been mentioned above, the mind mapping model also has disadvantages, namely learning using this model requires quite a long time, because the steps in this learning are quite numerous which require students to be careful in understanding, and make two work results as well as require various sources of information/knowledge. As for activities in the control class which in its learning uses the demonstration model, students have changes. Students can be more active compared to before treatment using the demonstration model, but because the demonstration model only utilizes media presented by the teacher, this becomes the reason why students cannot dig deeper or make observations of surrounding conditions so that the results they write are only based on what is presented, so learning to write anecdote texts with this model produces less than optimal writing.

4.5.2. Relationship Between Teaching and Learning Process and Learning Outcomes

Based on the analysis of teaching and learning activities and student performance, it can be concluded that the level of student engagement during the learning process significantly influences learning outcomes. Implementing appropriate learning models and delivering material in an engaging manner enhances students' motivation to participate actively in

classroom activities, thereby positively affecting learning achievement and enabling the attainment of learning objectives in accordance with established standards.

Learning activities implemented using the mind mapping model in the experimental class yielded higher scores compared to the demonstration model applied in the control class. This outcome is attributed to the more active participation of students in completing tasks and solving problems related to the learning material when using the mind mapping approach. Consequently, students' achievement in writing anecdote texts was superior, as evidenced by the difference in learning outcomes between the experimental and control groups. Specifically, the experimental class achieved an average final test score of 80, exceeding the control class average of 75.

5. Conclusion

The use of the mind mapping model in teaching anecdote writing to grade X students at SMK NU Sukagumiwang has been demonstrated to be effective. This is evidenced by an improvement in students' writing skills: the average score for anecdote texts increased from 69.47 before the implementation of the mind mapping model to 80 afterward. An increase occurred in the learning process of writing anecdote texts for students. Students became more active, creative, and directly involved in organizing their ideas and thoughts before pouring them into written anecdote form. This has a positive impact on the quality of students' writing which becomes more varied and communicative.

Further, the implementation of the mind mapping model in teaching anecdote writing demonstrated a substantial difference in learning outcomes compared to the demonstration model. Statistical analysis using the independent samples t-test yielded a t-statistic of 15.962 and a t-table value of 1.686. Since t-statistic (15.962) > t-table (1.686), the alternative hypothesis (H_1) is accepted, and the null hypothesis (H_0) is rejected. These results indicate that the use of the mind mapping model in the experimental class has a significant positive effect on students' learning outcomes.

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