

A PORTRAIT OF MIND-MAPPING TECHNIQUE AND STUDENT PARTICIPATION IN WRITING ACTIVITY

Ida Lisdawati^{1*}, Syihabuddin²
^{1,2}Universitas Pendidikan Indonesia, Indonesia
Email: ida_lisda1103@upi.edu¹, syihabuddin@upi.edu²

First Received: February 2023

Final Proof Received: March 2023

ABSTRACT

The teacher must come up with an efficient, enjoyable, and simple way to boost students' writing activity. This study aims to describe the students' reactions with the help of mind mapping. Students in the eighth grade at a school in Cimahi, Indonesia, served as the study's subjects. The information gathered for the study was descriptive and qualitative. The outcomes revealed the answers from the pupils were favorable. In addition, the pupils struggled with sentence form and mechanics when producing recount texts. In addition, based on field notes, various challenges were encountered by the teacher during the teaching process, such as the low motivation of the pupils to complete the project. Therefore, it can be argued that using mind mapping can help students understand the subject and drive them to learn it.

Keywords: *Mind-mapping, student participant, writing activity*

INTRODUCTION

Due to its widespread use as an official language across many nations, English is crucial in the age of globalization. English has become the primary language required for communicating with other countries in the age of global travel. As science and technology have spread, English has become more popular (Hassan, 2020). Despite being a foreign language, English has had a significant impact on Indonesia's growth, especially in the area of education. To improve, the Indonesian government has decided that English would be evaluated in national exams given to junior and senior high school students.

Writing may be difficult for those who are learning the language. According to Sembiring (2020), writing is one of the most crucial skills in learning English. The writer uses talent to put the words together into sentences and paragraphs. Additionally, it is insufficient to understand how writing works. According to the 2013 curriculum, writing is a subject teachers must teach.

Numerous professionals have provided definitions of writing. According to Abdurrahman in Basri (2020), writing is the visual representation of ideas, feelings, and thoughts through the use of written language to convey or express particular concepts. In Suryaman (2019), writing for functional communication helps students improve their word imagination abilities. Writing is one of the four linguistic talents because the writer must balance elements like language, syntax, spelling, and literary characteristics like content, structure, and purpose, writing is a challenging skill to acquire. One of the writing types is recount text. Recount text can be considered the most common kind of text we can find in our everyday life. The recount is a genre that students learn in English writing; this material is meant to inform or entertain the readers about past occurrences (Aliah et al., 2020). In recount text, the sentences usually organize according to time order or chronological order and events are told in the same order.

Both the process and the result of writing can be considered (Hadi et al., 2021). People are just considering the activity's goal and outcome. However, when discussing the writing process as a whole, individuals tend to concentrate on the following stages: planning, drafting, editing (revising), and the final output. Students receive assistance from the instructor with idea development, writing coherence, and other writing-related skills.

A writer must complete a number of steps as part of a process while attempting to create a written product. The steps serve as a roadmap for students from the moment they begin writing until they are able to complete it. In Husna & Multazim (2019), Harmer cites four important components of the writing process: 1. Planning. Writers need to take into account these three key issues. As this affects not only the type of texts that will be produced but also the language that will be used and the content that has been chosen, authors must first consider the goals of the writing product. The intended audience and the language utilized must both be taken into account by the writers. The third step for the authors is to evaluate the content structure or the best way to present the information, concepts, or arguments they have already agreed to include. 2. Drafting. A draft is the initial version of a piece of writing; it is the first attempt at a text and is typically completed with the intention of making changes later. 3. (Reflecting and revising). After the writers have finished their first draft, they usually go back and review it to see whether or not it works. The process of reflecting and rewriting is frequently facilitated by comments and ideas made by other readers or editors. 4. Final Version. The final draft has been generated by the authors after they have updated and made the necessary changes in their draft. Due to changes made throughout the editing process, this version may differ significantly from the original concept and the first draft.

According to Miarso in Puspitarini and Hanif (2019), learning media is the means used to deliver a message in order to promote students' emotions, opinions, desires, and interests, as well as facilitate the learning process. When learning media is used appropriately throughout the learning process, it becomes a more effective and reliable mechanism to meet learning goals. Students can use mind mapping to comprehend how to write well. The idea of mind mapping is attributed to Buzan. He developed the simpler modern version of the mind-mapping method popular in the 1960s. He introduced the concept of "mental literacy" and popularised mind mapping. By Buzan in Dewi (2017), mind mapping enables remarkable access to a vast library that genuinely exists in the marvellous brain and helps acquire and store as much knowledge as is required, grouping it naturally. It also acts as a visual reminder to help with the identification of words or concepts that are frequently represented by symbols. Mind Mapping is a learning technique that improves the function of both the right and left brains. When used in the learning process, Mind Maps may be quite intriguing. Students may quickly organize their ideas using Mind Maps and then turn them into effective writing (Kurniawan et al., 2020). In a writing activity, collaborative writing and Mind Mapping can use simultaneously. Students will create better writing results if they collaborate by utilizing a thought map before creating a product. Hartiwi et al., (2018) also state that there is an effect of using Mind Mapping technique on students' ability to write, especially a recount text.

To boost lesson comprehension, organize the lesson, and develop good intelligence, people can use the innovative writing technique of mind mapping to help them memorize words and text as well as the meaning of those words and text. Mind mapping is a valuable technique that supports and enhances our capacity for original issue-solving as well as improved note-taking. To better understand what the author intended to say, readers can simplify what they have read. Detail, main, and minor information are all represented in text diagrams. Making a diagram or map enables the reader to remember and comprehend concepts more effectively. Thus, the

mind mapping technique is a style of teaching that combines symbols, words, and images to represent students' learning in a hierarchical or tree-branch format.

The attributes of mind mapping can also be expounded upon in Lismawati (2013); 1. Utilizing numerous images. The utilization of imagery is vital while mind mapping. Images can be found in the imagination. They stimulate the imagination while supporting important words. When pictures and texts are used together, the left and right sides of the brain collaborate. It may provide kids with the ideal setting for learning and focus. 2. Using a variety of colors. Colours are utilized in mind mapping to draw attention. Utilizing colour can boost imagination and improve memory. Mind mapping will be more enjoyable if colors are added to the branches, mind mapping backdrop, and images. Colours assist students understand the material they are studying since they make learning enjoyable for them. 3. key words are to express concepts. A word that precedes a speech or other event is referred to as the "keyword." If you employ key phrases to communicate themes in mind mapping, you might keep and recall them more quickly. The use of one key phrase in each line helps students convey their original thoughts quickly, and the last is classifying information using categories. In mind mapping, information is presented in a variety of classification methods.

One of the implementations of mind maps in the classroom is the teacher can use it on WhatsApp platform. It is supported by Putikayasa (2019). By WhatsApp platform, the teacher and students can ask questions or discuss more relaxed without having to focus on educators such as teaching in class, which often creates fear of mistakes and shame in students, or the teacher can be creative in providing additional material and assignments to students. Yee & Melor (2021) support this statement with their research. The result shows online platforms was the most effective way to teach writing now. Past studies revealed that Mind Map, Google Meet, Google Docs, and other collaborative tools in writing have affected second-language writers in English writing in both positive and negative views. The results revealed that Google Docs was the most significant tool to write in English. Moreover, collaborative tools enabled students to improve their writing qualities and possess better cognitive skills when online discussion between peers is allowed. Thus, the implementation of collaborative tools in writing brought many benefits to students and the education system, at the same time, stakeholders in education had to defeat the challenges through online lessons. Meanwhile, Sakkir et al., (2021) argue that learning media still has disadvantages, such as signal and network connection; limited of quota and expensive; lack of lecturers' methods; lack of students' motivation; limitation of time; and lack of interaction.

Several published studies support the author's research on how the mind-mapping technique might aid in better understanding students' writing. Rahmawati's (2018) initial study is titled 'The Implementation of Mind Mapping in Teaching Writing of Recount Text to Eighth Graders in Junior High School'. The investigation was conducted in *SMP Negeri 2 Jetis*. The target population for the study was eighth graders. The goal of this study was to explain, analyse, and evaluate how an eighth-grade teacher taught eighth graders how to write a recount text using a mind-mapping technique. The study's conclusions showed that the student's mental maps helped assist them in creating their distinctive recall texts. The second study by Sembiring from 2020 was titled "The Effect of Using Mind Mapping Strategy on the Students' Skill in Writing Recount Text." This study sought to ascertain how the mind-mapping strategy affected the students' recall of texts. She performed an investigation. Due to the need for two groups (the experimental and control groups) in the study, two classes were selected using the random sampling approach. The two classes each had a total of 60 students. The results demonstrated that the study's hunch was accurate. In other words, the mind-mapping strategy had a significant negative impact on the student's ability to write recount texts, and the last study was

conducted by Souravi (2020), and it was named "Mind Mapping as a Strategy for Improving Essay Writing Skills." In 2020, he conducted the investigation. The main objective of this study was to help participants write essays more effectively. The results showed that while mind mapping can help with idea generation, development, and organization, students might use it to improve their writing abilities.

METHOD

Research Method and Respondents

The researcher used a descriptive qualitative research method in conducting the research. Qualitative research is a systematic approach to describing people's experiences and internal feelings (Naderifar et al., 2017). Qualitative research can be claimed, it gives a complete and deep overview of a phenomenon through data gathering and delivers a detailed description utilizing a flexible research approach. This approach presents qualitative information that has been acquired in the form of non-numerical data. Furthermore, according to Tadriz et al (2018), the goal of descriptive research is to collect relevant data in a factual manner. This study investigates the data based on the subject's measurement. The researcher used descriptive qualitative which means that this research describes the data used word not number. According to Sya'ban & Reflinda (2021), descriptive research is a study that is performed to answer a research problem by collecting data, evaluating the data, and drawing conclusions from the data. Qualitative research is a study done to discover human problems by offering detailed descriptions and complicated concepts via the use of words, linguistics, or a language from sources in a research environment.

This study was carried out at one of the public junior high schools in Cimahi, Indonesia. In the academic year 2020–2021, eighth graders were the focus of this study. 334 students across eight grades and nine classes made up the total. 32 to 40 students were in each lesson. In this study, 8I was the research topic, and there was a total of 36 participants, including 18 male and 18 female students.

Instruments

Observation sheet

The observation was done in four meetings during the learning process. In this research, the researcher used an observation sheet from (Purnama, 2016). Observations were carried out by observing and recording by the observer while the researcher was doing activities with students during the learning of recount text using mind mapping.

Throughout the learning process, the observation was completed in four meetings. An observation sheet was employed by the researcher in this study. While the researcher engaged in exercises with the students to help them learn to recount texts through mind mapping, observations were made by the observer who also took notes.

Questionnaire

A research tool utilized in this study is the questionnaire. In order to collect the information required to fulfil the research's goal, a question was created. In addition, a questionnaire was utilized to gather data, learn about students' challenges, and find the answer to the study question.

Field notes

When classroom activities were in writing class, field notes were employed to record classroom conditions. Anything that occurred in the classroom was noted in field notes.

Data Collection

Stage of preparation

The researcher created a lesson plan based on the 2013 curriculum's syllabus and material related to recount texts for the research's preparation stage for teaching writing recount texts using Mind Mapping as a learning approach. Four lesson plans were created, and the researcher also created learning scenarios that would direct her when she taught writing in an online learning environment. The researcher also created a variety of research tools, such as an observation sheet, a questionnaire, a field note, and a test.

Stage of implementation

Following the lesson plan and learning scenarios that the researcher had created was the first step in the research implementation stage. The researcher provided two observers with observation sheets during the observation stage. To gather scenario data and execute learning, observations were made. At this step, the researcher would provide the students with care by using Mind Mapping to instruct the drafting of recount text. The study was conducted over the course of four meetings. The pupils were given a test at the conclusion of the meeting after the treatment. After learning how to compose recount text using Mind Mapping media, the researcher implemented the stage of administering a questionnaire. At the most recent meeting, the researcher distributed questionnaires via the Google form provided in the WhatsApp group. The pupil was requested to complete the form in accordance with the researcher's instructions.

Evaluation phase

At the evaluation stage, the researcher gathered information based on the care that had been given to pupils and would serve as the study's conclusion.

Data Analysis

Reducing data

In order to find themes and patterns in the reduced data, which will provide a clear scenario and make it easier for the researcher to collect additional data, data reduction involves summarizing, choosing the most important items, and concentrating on the most significant things. In this study, the researcher condensed the data by comprehending the information gleaned from field notes and by highlighting and outlining the challenges and key components of the subjects investigated.

Display of data

The data is then displayed following the data reduction process. In other words, a data display provides data comprehensively and in detail by looking for patterns. It is information that has been assembled to create a comprehensive picture.

Drawing and confirming conclusions

The final phase in data analysis is developing conclusions and verifying them. Conclusions in this study are summaries or findings derived from data that have been verified as accurate. If strong and convincing evidence is obtained during data gathering, conclusions drawn from data or solutions to problems posed by qualitative analysis will shift or evolve. The conclusion is

correct or believable if it is backed up by substantial or reliable evidence when it is rediscovered in the field. Conclusions may take the shape of a description theory or a piece of an ambiguous image that becomes clear as a result of the investigation.

FINDINGS AND DISCUSSION

Findings

Implementing a writing exercise via mind mapping

With the aid of observers, the researcher in this study took on the role of a teacher. To record the activity during the classroom activities, the researcher in study needed the observers. In four meetings, the researcher implemented his plan to teach writing recall texts using mind maps. Every meeting was conducted using an online learning technique, and the researcher presented the material to the students in the form of a mind map so they could recognize the format. The student was required to have a book and pen ready when the researcher arrived in class. After that, the researcher greeted and inquired about the student's well-being before beginning the course. The researcher outlined the definition of mind mapping before providing examples and instructions on how to make them. It was done to increase the pupils' understanding and provide them with some exposure to mind mapping. The researcher gave the students examples of mind maps in this section and went through the definition of mind maps. The researcher, therefore, provided a mind map regarding the vacation destination "Mount Bromo". The researcher began by explaining in the middle of the mind map, after which they were instructed to put their key thought or the title of the recount text they would create. In this setting, Mind Mapping was known by the name Mount Bromo. The researcher indicated that the following guideline connected the main image after creating the story's title. Five branches surrounded the circle, the researcher noted. Only one or two words should be used each line, the researcher advised the students. Less wordy and more effective mind mapping was the goal. There were the words "who," "what," "where," "when," "why," and "how" in each branch. Using each branch in turn, the researcher provided an explanation.

Student reactions to writing activities using mind mapping

To gather the students' opinions regarding using mind mapping accompanied by an application to teach writing recall text, the researcher employed a close-in-fact questionnaire with "yes" or "no" responses. The survey consisted of 15 questions. It was used to gauge the student's interest, comprehension, and motivation for learning. The survey's findings are as follows:

Table 1. The result of the learning process

No	Questions	Yes	No
1	Is the learning interesting?	97,2%	2,8%
2	Is learning fun?	97,2%	2,8%
3	Is learning easy to understand?	88,6%	11,4%
4	Are you motivated to learn?	100%	0%
5	Does learning support you to work with friends?	77,8%	22,2%
6	Does learning encourage you to be self-reliant?	100%	0%
Average		93,46%	6,53%

The majority of respondents to the questionnaire about the learning process, which was provided to 36 students, gave a favourable response (with a yes), and very few students offered a negative response. As could be observed, the average positive reaction was 93.46%, and the average negative response was 6.53%. Based on the field notes and the student's responses to questions on the learning process, the researcher concluded that since the learning process was exciting, enjoyable, and easy to understand, students were motivated to study the material. Additionally, the educational process might inspire students to work independently and in groups.

Table.2 The result about Classroom media and teaching material

No	Questions	Yes	No
1	Is the media used attractive?	94,4%	5,6%
2	Does the media use help to understand the material described?	86,1%	13,9%
3	Do the teaching materials provided help you in learning?	97,2%	2,8%
4	Are teaching materials easy to understand?	91,7%	8,3%
Average		92,35%	7,65%

92.35% of the students indicated they agreed with the questionnaire's findings about instructional media and instructional resources, while 7.65% disagreed. This suggests that the researcher's selected method can increase students' interest in learning while also enhancing their understanding of the material. The teaching materials that the researcher has made available can also benefit students' education and improve their grasp of the given subject.

Table.3 The result of Classroom Activities

No	Questions	Yes	No
1	Do the tasks given provide learning challenges?	97,2%	2,8%
2	Are assessments and evaluations conducted transparently?	91,7%	8,3%
3	Does the assignment match the material taught?	100%	0%
4	Is the task instrument easy to understand the intent?	86,1%	13,9%
5	Do you think the questions in the test are in accordance with the competencies demanded?	94,4%	5,6%

As can be seen from the results above, 97.2% of students responded favorably (yes) to the first question. This demonstrates that the researcher's assignment is simple and does not present any learning challenges to the student. The second query relates to the researcher's evaluation and assessment processes. As we can see, 91.7% of pupils chose affirmative. Since the

researcher transparently conducted the assessment and evaluation, it was established that all students could view the assessment process and the results of their assignments and correct any errors they had made. About question number 3, it is clear that every student concurs that the tasks assigned by the researcher are consistent with the content that has previously been covered in class. The fact that 86.1% of students responded in the affirmative to the assignment instrument shows that they are capable of understanding the task instrument that the researcher provided. In response to the final question, 94.4% of students gave affirmative answers. It is possible to infer that the researcher's test questions are in line with the necessary proficiency.

Discussion

The results of the questionnaire indicate that the students responded favorably to the lesson because of the way the teachers' teaching strategies stimulate active and imaginative student participation. Handayani (2018) claims that students have begun to take an active role in their schooling. They became more engaged and active in class as a result. The use of mind mapping has helped the student's attempts to keep learning to be successful. Furthermore, Sembiring (2020) asserts that the adoption of the mind-mapping strategy has a significant impact on how well students compose recount narratives. Long texts can be understood by students with the use of mind mapping, which is undesirable. Furthermore, according to Souravi Ata (2020), the mind mapping technique is a fantastic and cutting-edge tool that empowers students to generate original ideas for essays, assignments, etc.

CONCLUSION

Positive feedback has been received from the students when composing recount texts utilizing mind maps and the WhatsApp application. Students are driven to learn the subject as a result of the learning process since it is exciting, enjoyable, and simple to understand. Additionally, the researcher's use of media can boost students' enthusiasm for learning and aid in their comprehension of the subject matter. The teaching resources made available by the researcher can aid students in their education and enhance their comprehension of writing activities.

REFERENCES

- Aliah, W. N., Shabir, M., Ibn, U., & Bogor, K. (2020). The Use of Instagram in Mediating Students' Writing. *Bogor English Student and Teacher (BEST) CONFERENCE 2020*, 156–164.
- Ata, Souravi. (2020). Mind Mapping as a Strategy for Enhancing Essay Writing Skills. *Jadavpur University Department of Education*, Vol. 6, Issue 2454.
- Basri, Nurmala. (2020). The Effect of Applying Mind Mapping Method in Writing Descriptive Text. *Langua-Journal of Linguistics, Literature, and Language Education*, 3(2), 36–56. <http://jurnal.stkipkieraha.ac.id/index.php/langua/article/view/82>
- Dewi, C. L. (2017). Improving students' creativity in writing recount text by using mind mapping. *Manajemen Pendidikan*, 12(3), 128–138.
- Hadi, M. S., Izzah, L., & Paulia, Q. (2021). Teaching writing through the Canva application to enhance students' writing performance. *JOLLT Journal of Languages and Language*

- Teaching, 9(2), 228–235. <https://e-journal.undikma.ac.id/index.php/jollt/article/view/3533/2565>
- Handayani, S. E. (2018). The Use of Mind Mapping Method in Enhancing Student's Writing Skill of Recount Text.
- Hartiwi, A., Sutisna, E., & Kurniati, N. U. S. (2018). The Use of Mind Mapping Technique on Students' Ability to Write A Recount Text. *JETLi| Journal of English Language Teaching and Linguistics Studies*, 1(1).
- Hassan, M. (2020). The Influence of Using Mind Mapping technique on The Students in Writing Recount Text at SMP Tunas Pelita Binjai. *Jurnal Sintaksis*, 3(1), 65–70.
- Husna, A., & Multazim, A. (2019). Students' Difficulties in Writing Recount Text At Inclusion Classes. *LET: Linguistics, Literature and English Teaching Journal*, 9(1), 52. <https://doi.org/10.18592/let.v9i1.3077>
- Kurniawan, A. P., Rahmawati, A., Faihatunnisa, E. I., Trisna Paramita, A. P., & Khodriyah, L. (2020). The Effectiveness of Collaborative Mind Mapping to Develop Writing Skills at MTsN 4 Mojokerto. 434(*Iconelt* 2019), 148–152. <https://doi.org/10.2991/assehr.k.200427.030>
- Lismawati. (2013). USING MIND MAPPING TO IMPROVE THE WRITING ABILITY OF GRADE VIII STUDENTS AT SMPN 2 DEPOK IN THE ACADEMIC YEAR OF 2012/2013.
- Naderifar, M., Goli, H., & Ghaljaie, F. (2017). Snowball Sampling: A Purposeful Method of Sampling in Qualitative Research. *Strides in Development of Medical Education*, 14(3). <https://doi.org/10.5812/sdme.67670>
- Purnama, K. D. (2016). Improving Students' Writing Ability Through The Use Of Cue Card At Grade Eight Of SMAPN 4 YOGYAKARTA In The Academic Year Of 2015/2016.
- Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, 4(2), 53–60. <https://doi.org/10.29333/aje.2019.426a>
- Rahmawati, S. A. (2018). The Implementation of Mind Mapping in Teaching Writing of Recount Text to Eighth Graders of Junior High School. *RETAIN*, 6(2).
- Sakkir, G., Dollah, S., & Ahmad, J. (2021). E-Learning in COVID-19 Situation: Students' Perception. *EduLine: Journal of Education and Learning Innovation*, 1(1), 9–15. <https://doi.org/10.35877/454ri.eduline378>
- Suryaman, Y. (2019). Improving Students' Ability in Writing Recount Text Using Diary At One of Junior High Schools in Campaka – Cianjur. *PROJECT (Professional Journal of English Education)*, 1(2), 43. <https://doi.org/10.22460/project.v1i2.p43-48>
- Sya'ban, W., & Reflinda, R. (2021). Guided Reading Approach to Reach Students' Reading Comprehension: A Descriptive Qualitative Research. <https://doi.org/10.4108/eai.14-9-2020.2305687>
- Tadris, E., Program, S., Of, F., & Training, T. (2018). Lectures' Activities in Teaching Listening Class (A Descriptive Qualitative Research in English Study Program of IAIN CURUP).

Yee, L. Y., & Melor, Yunus. (2021). Collaborative Tools in Enhancing ESL Writing during Covid 19 : A Systematic Review.