



Improving The Students' Writing Ability Through Mind Mapping Method

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Abstract

The objective of the research was to find out whether the use of mind mapping can improve the students' writing ability. The researcher applied a pre-experimental method with distributing the online form Questioner that has been adapted. The subject of the research was the English students of master's degree in State Makassar University academic year 2021/2022. The sample consisted of 26 students of Class D21. The data were collected through distributing the Questionnaire to find out the effectiveness of mind mapping method in improving writing ability, the researcher applied qualitative research. The research result indicated that there was a significant improvement of students' writing ability.

Key words : Mind Mapping Method, Questionnaire, Writing Skill.

Introduction

On the principle English teaching in Indonesia based on the curriculum include four skills, i.e. reading, listening, speaking, and writing, and the mastering of English both as receptive and productive skills becomes very important, particularly in international communication. Writing is one of the productive skills and it's also one of the four language skills.

Many people in a variety of occupation are involved in activities requiring to write both formally and informally, writing is very important in communication with other people in the society. Rubin in Kartini (2001:1) stated that writing is essential to many aspects of social, practical, and professional communication. Research reports, academic papers, or business report must be all in written form, in line with Rubin in Pincas in Kartini (2001) pointed out that writing is used to express our feeling and opinions. Writing means of both communication and self-expression. From the statements, we can say that writing is the key communicating

knowledge and expressing ideas, it is a primary medium for creation and the strange of thought. Therefore, writing is one of the four language skills that are taught in learning English, which usually considered as a difficult activity to do for English students.

Occasionally, the English students seemed confused when they have to start to write. Moreover, most of them cannot write, at least at the first time. This is caused by some possible factors. The students' confusion may come if they do not have any ideas, or they could not arrange the vocabulary into good sentences. Even, most English students having no courage to write probably because they are unclear about punctuation. Besides that, most teachers of English often think that the students' difficulties in writing in English as a foreign language are due to their weakness in grammar and vocabulary. These as tone as stated by Lewwit (1990:2) that pity the EFL learner in his or her first composition course: virtually no experience may be no ideas, a slender vocabulary, skewed grammar, and probably the vaguest notion of punctuation.

Making a qualifying contribution is not easy, in fact. There are procedures and agreements to be followed. As a result, the author must understand these conventions, for example when capitalization is used, when commas are used or not, breakpoints, question marks, and other punctuation marks are used. English students must also have sufficient knowledge of the use of tenses, verbs, adjectives and auxiliary verbs. Furthermore, to obtain a good writing with good quality needs some steps or process. One of them is editing. In this step, we are ready to edit our writing for grammatical and mechanical accuracy in preparation for making the final copy. It is, therefore, said that writing activity certainly takes long time and much energy, because we have to see again and again which eventually leads to a finish composition. Surely, this will bring students into boredom and be discouraged to write. Taking account of those problems, we need to think to find out any solution to run out the problems or at least help both students and teachers to make writing class more effective. Nowadays, there have been a lot of medias provided to assist the process of teaching and learning of language. Recently by the end of 2000, Toni Buzan's idea on how to think creatively and critically has been introduced in the Internet Journal. The idea called "*mind mapping*" is employed in notetaking and thought-organizing method by combining right and left-brain learning methods to improve memory, comprehension, and creative thinking (Jauhari, 1999).

Mapping is a virtual method of organizing information, which involves drawing diagrams to show how ideas in writing are related. In mind-mapping method, a note taker employs the left side of brain to do mapping by writing key ideas and building outward with a series of interconnecting lines and other related ideas, and the right side of the brain to highlight broad cohesive concept with

colors. This method is a trademark of Buzan that has been proved by the Bosley group from E-commerce to be very useful not only for engineers but also for all level of society and all fields of work.

Since writing ability is the interaction between thought and language and the process of writing undoubtedly involves brain. It is possible to apply the mind mapping-method to improve the writing ability. This possibility motivates the writer to conduct a research under the title "Improving The Students' Writing Ability Through Mind Mapping Method".

Methodology

Research Design

This study used online form questionnaire that has been adapted. Design of this research is Qualitative Research to identify the improving of students' writing skill by using mind mapping method.

Research Site, Sampling and Participants

The population of this study was all active students of English Education Master Degree of State Makassar University in the academic year 2021/2022 which consisted of 147 students. Sample of this research was from all of students' class D21. The sample was taken by using The Google form online Questionnaire model. I distributed the Questionnaire to the students who had already give their answer. As the Result the were about 30 students participating in this research.

Data Collection

To know the effects of mind mapping toward the writing process in the class the researcher gave Questionnaire to the students. According to Wilson MacLean (1994), the questionnaire is widely used and is a useful tool for collecting research information, providing numerical data, which are often structured, can be administered without the presence of the researcher and are often relatively easy to analyze (as is reported in Cohen at al., 2011, p.377)]. The Questionnaire consisted of 21 items that aimed to find out the students' responses toward the implementation of mind mapping in improving the students' writing skill.

Data Analysis

Once the data become available, the next step was analyzing the data. In analyzing the data in mixed methods, *Tashakkori and Teddlie (2003) said that "it all depends on the type of data collected, which in turn depends on the search purpose" (p.351)*. In this research the researcher analyzed questionnaire. And this was quite easy to analyze because the number of the participants were in even number. There

were 26 Students as the participants of this research. There were four aspects of questionnaire, they were ; *Mind Mapping Motivates Students in Writing*, *Mind mapping Helps Students Organize Ideas in Writing*, *Mind mapping Reduces Difficulties in Writing* and *Mind mapping Promotes Creativity in Writing*. Researcher used Scale Liker questionnaire model; the scale of each question was from one to five (1-5). First, the researcher counted each point (X-Score) for each point in the questionnaire to see how many students choose, after the researcher received the point for each question point, the researcher timed it by one hundred. Then the number was divided by the multiple by the number of whole students, of which twenty-six.

To verify the data, the researcher used Microsoft Excel in the process of calculating the results of the questionnaire. The results of the questionnaire were presented in a table and in percentage. In other words, it was well presented.

Here was the formula: $\Sigma x / \Sigma n. 100\%$

Σx : Total of respondents who choose the same degree of agreement in every statement

Σn : total of all respondents

Results and Discussion

Mind Mapping Effects on the Students' Writing Process

This aspect aims to answer about the Improving the students' writing ability by using mind mapping method. Inanswering the question, the researcher used the data from Google form online questionnaire. The result of data and discussion will be presented below.

1. *Mind Mapping Motivates Students in Writing*

Dorn and O'Brien (2007) state that "the mind map concept can be used more effectively to promote student motivation in writing." They think so because of the research they have done. Dorn and O'Brien (2007) found that the use of mind maps can affect students' motivation to write, because they make the writing process easier and more interesting and motivate students to do something that encourages them to write. The results of the questionnaire related to this aspect are shown in the table below.

1.1 The Questionnaire Result on the Motivation

No	STATEMENTS	SD	D	N	A	SA
1	I'm interested in using mind map in writing my paragraph.	8%	8%	16%	40%	28%

2	Mind map makes me enthusiastic about my topic.	0%	8%	20%	48%	24%
3	Mind map makes me interested in developing my ideas.	0%	8%	28%	40%	24%
4	Mind map motivates me to write more not only in class but also outside the class.	0%	4%	28%	56%	12%
5	Mind mapping was easy to learn.	0%	12%	12%	48%	24%
6	Mind mapping is a useful Writing strategy.	0%	8%	20%	56%	16%
7	Mind mapping is useful to describe the concept of critical thinking	0%	16%	12%	56%	16%

There were seven statements regarding this first aspect. Regarding the first statement, there were 8% who strongly agreed, 16% were neutral, 40% who agreed, and 28% of students who strongly agreed, it's showed that they were interested in using a mind map to write their article.

Second, there were 8% of students who disagreed, 20% were neutral, 48% studnts who agreed, and 24 of students who strongly agreed. And the Third statement showed that 8% who disagree, 28% was neutral, 40% who agree, and 24% who agree completely. Four statements, 4% of students who disagree, 28% of students who are neutral, 56% of students who agree, and 12% of students who strongly agree. Another statement is 4% of students strongly disagree, 12% of students disagree, 12% of students are neutral, 48% of students agree and 24% of students strongly agree.

Then 8% of the students did not agree, 20% of the students were neutral, 56 students agreed and 16% of the students strongly agreed with the third statement, who said that concept mapping allows them to develop their own ideas for their writing. are interested. Last but not least, 16% of the students disagreed, 12% of the students were neutral, 56% of the students agreed and 16% of the students strongly agreed that the mind map motivated them to do more to write, not only in class but also outside of class.

It can be seen that the students mostly were agree that mind mapping can motivate them in writing. There was a student who also used the mind mapping

method outside the Paragraph Writing Class.

2. Mind Mapping Helps Students Organize Ideas in Writing

Buzan and McGrift (2000) stated that "using mind mapping is a great way to help students organize their ideas." One of the benefits of mind mapping is that it helps people organize their ideas. As I said earlier in the process of making a mind map. Students use mind mapping so they can prepare their ideas for writing in a better and easier way. The results of the questionnaire related to this aspect can be seen in the following table.

2.1. The Questionnaire Results on the Organization Idea

8	I can choose ideas easier in writing because I use mind mapping method.	8%	4%	32%	44%	12%
9	Mind map can help me organize ideas and understand my writing easily.	8%	4%	20%	60%	8%
10	Mind map helps me to develop ideas more effectively.	4%	4%	28%	52%	12%
11	Mind map gives me the better ideas for my writing.	4%	12%	28%	48%	8%
12	I had sufficient time to complete writing activity	0%	16%	40%	36%	8%

There were five statements on these aspects. The result showed that 8% of students strongly disagree, 4% of students disagree, 32% of students were neutral, 44% of students agree and 12% of students strongly disagree. They are good at picking written ideas because they have used mind maps.

Second, 8% of the students strongly disagreed, 4% of the students disagreed, 20% of the students were neutral, 60% of the students agreed, and 8% of the students. He fully agreed that they could organize ideas and understand them easily. they used mind maps.

Third, 4% of students were strongly opposed, 4% of students were against, 28% of students were neutral, 60% of students agreed, and 12% of students who fully agreed with the mind map were helpful. This not only helped me organize my ideas, but was also effective in developing them.

Four, 4% strongly disagree students, 12% disagree students, 28 neutral students, 48% agree and 8% strongly disagree.

At last, 16% of the students disagreed, 40% of the students were neutral, 36% of the students agreed and 8% of the students strongly agreed that the brain map gave them better ideas for writing.

Based on the results of the questionnaire and the interview, the researcher concluded that most students agreed that implementing mind maps in the classroom can help them organize their thoughts. As Buzan and McGrift (2000) point out, "Using mind maps is a great way to help students organize their ideas." The students in the paragraph writing courses found that mind maps are very useful in organizing their ideas for writing paragraphs.

3. Mind Mapping Reduces Difficulties in Writing

Hayes (1992) argues that "mind mapping can reduce writing difficulties by providing students with a structured strategy to get started." He states that because he believes that mind mapping can not only help students organize ideas, but also make it easier for them to choose transition words and help students select relevant information, as explained in the previous section. The following are the results of the questionnaire related to this aspect.

3.1 The Questionnaire Results on the Reducing Difficulties

13	Mind map helps me reduce the difficulties in writing.	4%	16%	36%	36%	8%
14	Mind map helps me express my ideas using various vocabularies.	4%	16%	28%	44%	8%
15	It is easy to find transition words for my writing when I use mind map.	4%	12%	40%	36%	8%
16	Mind map helps me choose the relevant information with the main topic of my writing.	4%	8%	28%	52%	8%
17	Mind mapping helps me put my ideas in some type of order.	0%	12%	28%	56%	4%

On these three aspects, the researcher made five statements in the questionnaire. First, 4% of students who strongly disagree, 16% of students who

disagree, 36% of students who are neutral, 36% of students who agree, and 8% of students who strongly agree that mind maps helped them. Reduce difficulties.

Then 8% of the students completely disagree, 16% of the students disagree, 28% of the students are neutral, 44% of the students agree and 8% of the students completely agree that mind maps use different words. At the same time it helps to express their thoughts. Then 4% of the students disagreed, 12% of the students disagreed, 40% of the students were neutral, 36% of the students disagreed, and 8% of the students disagreed. I strongly agree that the mind maps helped. found suitable transition words in their writing.

Four, 4% of the students strongly opposed, 8% of the students did not agree, 28% of the students were neutral, 52% agree and 8% completely agree.

In the end, 12% of students disagreed, 28% of students were neutral, 56% of students agreed, and 4% of students strongly agreed that mind maps help them select relevant information for the main subject in which they will write.

Based on the results of the questionnaire, the researcher concluded that the use of mind maps actually helps students reduce some difficulties in writing, as well as helping them to organize their thoughts in writing. As Muhaidin (1988) says, the difficulty of writing a paragraph is to make it coherent and coherent. Here, the use of mindfulness can help students alleviate these difficulties.

4. *Mind Mapping Promotes Creativity in Writing*

Buzan (2010) stated that “mind maps help students connect ideas and promote creative thinking.” He thinks so because the use of images, colors and packaging lines can inspire students to think creatively. The result of the questionnaire on this aspect can be seen in the table below.

4. 1 The Questionnaire Results on the Creativity

18	Mind map helps me enhance my thinking skill.	8%	4%	32%	44%	12%
19	Mind map is a good tool that help me develop my creativity in writing.	0%	12%	24%	48%	16%
20	When using mind mapping I related my ideas to my role in writing	4%	16%	20%	48%	12%
21	Mind mapping assisted me communicative on the subject of critical thinking.	0%	16%	24%	44%	16%

Researchers made four statements on the last page of the questionnaire. First,
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8% of students strongly disagree, 4% of students disagree, 32% of students are neutral, 44% of students agree, and 12% of students strongly agree that mind mapping can be improved their thinking skills.

The second statement shows that 12% of students disagree, 24% of students are neutral, 48% of students agree, and 16% of students strongly disagree. This means that mind maps help students develop creativity in writing. Further, the third statement shows that there are 4% of students who strongly disagree, 16% of students who disagree, 20% of students who are neutral, 48% of students who agree, and 12% of students who strongly agree. Finally, 16% of students disagree, 24% of students are neutral, 44% of students agree, and 16% of students strongly agree that mind maps are a great tool to help them develop their writing creativity.

Related to this message A student said that he is more creative in writing, such as using transition words. Here, creativity means that students can express their ideas using different words. Choose the right word that will help them achieve good writing performance. From the previous result, we could see that, in general, the students agreed that mind maps can help them in their creativity. Some students found that they became more creative by using transitive words. However, there were some students who did not agree that a mind map could contribute to their creativity, as they argued that a mind map could only facilitate the writing process.

The results of the investigation showed that the majority of the students gave satisfaction and positive responses to the application of the Mind Map. According to Brown (1979), reaction refers to any action or thought associated with the satisfaction or lack of drive (as cited on page 13 of Aristantia, 2016). In this study, unity refers to the application of the mind map. This can be seen from the results shown above. Borich (2000) further argues that there are two types of student responses in the classroom, positive and negative. Positive feedback from teachers is necessary as it can benefit the teaching and learning process. And a negative answer means that the teacher doesn't want an answer. Because the answer can interfere with the learning and teaching process. Based on the observation, the researcher found no negative response from the students. The students responded positively to the implementation of mind mapping.

Conclusion

This study focused on two main objectives, which were the use of mind maps in writing lessons and the impact of this on the writing process. The researcher found two main conclusions based on the results of the research and analysis. However, most of the students spoke positively about the use of mind maps in their

classrooms. This was demonstrated by the answers that the students gave regarding the tools used in this research which is the questionnaire. In most cases, students have shown and reported that mind maps have positive effects on the writing process. 4,444 students also recognized that mind maps can motivate writing. That's because some of them used the concept of mind maps outside of their writing classes. Mind maps can help you organize ideas and also help reduce writing problems. Students agree that writing is easier because they use mind mapping. Finally, mind maps can also promote their creativity in writing by using word choice in their writing.

When asked about the results and discussion of this study, it can be concluded that the use of mind mapping can improve the writing skills of first-year graduate students in the D21 class at Makassar State University for the 2021/2022 academic year.

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