

Improving The Students' Writing Ability Through Mind Mapping Method

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Abstract

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, by using mind-mapping method, students can employ 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. Referring to that the objective of the research was to find out whether or not the use of mind mapping can improve the students' writing ability. The researcher applied a pre-experimental method with one group pre-test and one group post-test design. The subject of the research was consisted 30 students of X7. The data were collected through writing test (pre-test and post-test). To find out the effectiveness of mind mapping method in improving writing ability, the researcher applied t-test analysis. The research result indicated that there was a significant difference between pre-test and post-test. The mean score of pre - test was lower than the mean score of post - test and the value of t-test was greater than the t-table. It is concluded that using mind mapping method is effective in improving the students' writing ability. The result of this research is expected to be useful information for students in order that to motivate them to write by using mind mapping method. Therefore, they can develop their ability in writing, and hoped to be fruitful information for teachers in improving the quality of the way their teach, especially in teaching the writing subject. and hopefully bring meaningful contribution to the people who concern about writing, where it will be the input in the term of method of generating ideas, and build up their ideas into piece of writing, So that, they can develop their ability in writing.

Keywords: Writing_Ability; Mind_Mapping_Method; English_speaking

1. Introduction

The scope of 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. As stated by [1], the communication strategy by teachers is an essential element of the learning process, encompassing various verbal and nonverbal strategies. These strategies are employed to efficiently convey educational content and promote significant interactions in the classroom. One of the strategies to attract the student communication is through writing because it is one of the productive skills. It is 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. [2] said that writing is one of four skills of English that should be mastered well in the school, university, or any other parts of writing needed. Writing is a complex process that requires various skills. However, you can develop your writing abilities by following certain strategies and practicing various patterns.

Occasionally, the English students seemed very confused when they have to start to write. Moreover, most of them cannot write, at least at the first time. This is, of course, 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.

Beside 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. Person can be said to have good writing skills if they are able to use good and correct written language and use correct spelling [3]; [4]; [5]. The activity of designing a piece of writing requires a complex process. Before writing, a person must read and understand various materials related to the work to be written. Someone who can write well will also have good language skills, and by improving their writing skills, an individual will be able to communicate effectively both orally and in writing [6]; [7]; [8].

Making a qualifying writing is not easy thing to do, indeed. It has its own procedures and convention that should be obeyed. Consequently, a writer ought to apprehend those conventions, such as when the capital letters are used, when the comma, the full stop, the question mark, and the other punctuations are used or not used. Students of English also should have sufficient knowledge about tenses, the use of verbs, adjectives, modals, and so on.

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.

By the end of 2000, [9] idea on how to think creatively and critically has been introduced in the Internet Journal. The idea called "mind mapping" is employed in note-taking and thought-organizing method by combining right and left-brain learning methods to improve memory, comprehension, and creative thinking.

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 [10]; [11]. 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 [12]. It is possible to apply the mind mapping-method to improve the writing ability. Based on these objectives, this study seeks to answer the following research question: Is the mind-mapping method effective in improving the students' writing ability?

The result of this research is expected to be useful information for students in order that to motivate them to write by using mind mapping method. Therefore, they can develop their

ability in writing, and hoped to be fruitful information for teachers in improving the quality of the way their teach, especially in teaching the writing subject. and hopefully bring meaningful contribution to the people who concern about writing, where it will be the input in the term of method of generating ideas, and build up their ideas into piece of writing, So that, they can develop their ability in writing.

2. Methodology

This research employed pre-experimental method. The design of the research was one group pretest-posttest design. In this research, sample was given pretest (T1) treatment (X) and posttest (T2). The design can be illustrate as follows:

Pretest	Treatment	Posttest
T1	X	T2

(La Passa 1988)

There are two variables in this research, namely:

- a. Independent variable that is the mind mapping method.
- b. Dependent variable that is the students' writing ability.

The two variables are defined as follows:

- a. Mind mapping method is a method of organizing information, which involves drawing diagrams to show how ideas in a text are related.
- b. Writing ability is the clear grasp of what is written. Components to be investigated are:
 - Content that understands the message and gain information on it.
 - Organization that is the ways to arrange and organize the ideas or the
 - Messages in the writing.
 - Grammar that is the use of grammatical rules concerning tenses, preposition, conjunction, clause (adjective or adverb clauses), articles, etc.
 - Vocabulary, that is express the ideas in form of words or vocabulary.
 - Mechanics that is the use of capitalization, punctuation, and spelling appropriate.

The populations of this research were 180 students of the first year students of SMA Negeri 10 Makassar and This research employed cluster random sampling in which one of the six classes, namely class X7 was taken as the sample. It is called as cluster random sampling because the six classes of students of the first year is homogeny categories and the researcher took one class randomly. Each class consists of 30 students. Therefore, the sample consisted of 30 (thirty) students.

The instrument of this research was writing test where the researcher gave the test as Pretest and Posttest. The Pretest was intended to find out the students' basic knowledge and their ability in writing, while the Posttest was aimed to find out the students' ability in writing after the treatment is given

The procedures of the research described as follows:

- a. Pretest

The Pretest administered on the first meeting. The researcher gave a topic and the students would be asked to develop the topic to be good paragraphs.

- b. Treatment

The sample was given the treatment by using mind mapping. The treatment would be given in three meetings after Pretest was conducted. In giving treatment, the researcher explained about mind mapping application in writing activities. The procedures of treatment from the first meeting until the third meetings

The procedures of treatment:

1. The first meeting

- a. The researcher presented and introduced the material to the class and explained what the students have to do
- b. The researcher explained about mind mapping and showed how to apply it
- c. The researcher gave a topic, under the title “Schools’ Holiday” and the students look for related vocabulary by making it into mind mapping.
- d. The researcher asked the students start to write paragraph based on the topic with mind mapping method

2. The second meeting

- a. The researcher gave the material to the students under the topic ‘My Ideas’
- b. The researcher explained about the topic
- c. The students made mind map and researcher monitored the students’ activity
- d. The researcher asked the students to mention the meaning of words
- e. The researcher asked the students to make paragraph based on the topic given.

3. The third meeting

- a. The researcher gave the material to the students under the topic ‘Plant’
- b. The researcher explained about the topic
- c. The students made mind map and researcher monitored the students’ activity
- d. The researcher asked the students to mention the meaning of words
- e. The researcher asked the students to make paragraph based on the topic given.

c. Posttest

The Posttest administered on the last meeting. The researcher gave students the same topic which was used in Pretest. Once again, the students would be asked to develop the topic into good paragraphs.

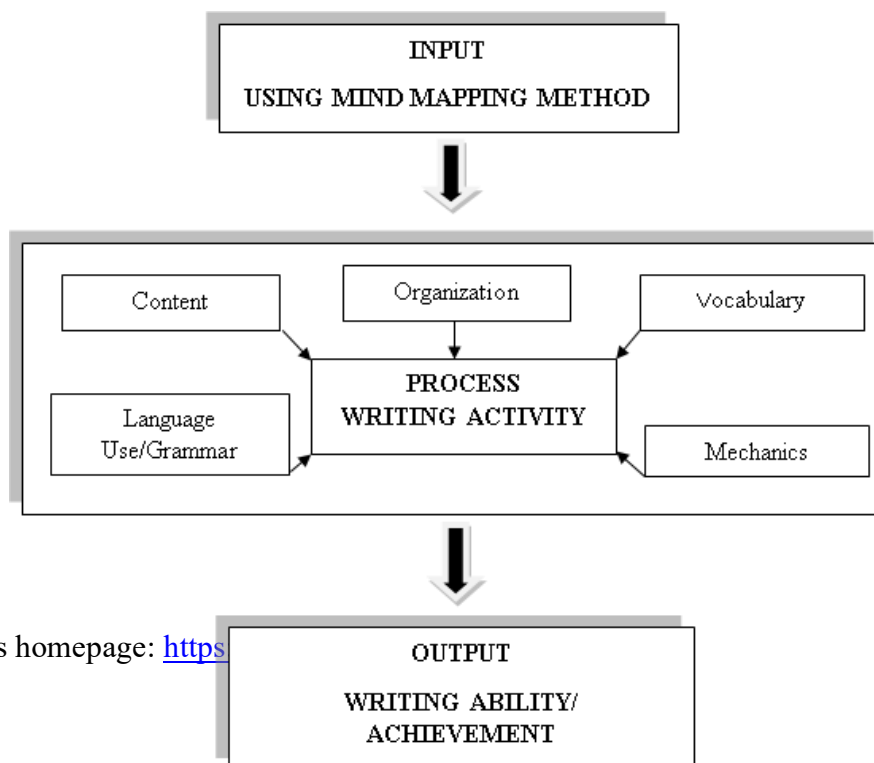


Figure 1.

3. Result and Discussion

3.1. Result

The Students' Writing Ability in Pre-test and Post-test

The students' score of pre-test and post-test are observed based on five components of writing. The data can be seen in the following table:

Table 1.

Frequency and Rate Percentage of the Students' Writing Ability on Content Component

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	percentage
1	27-30	Very Good	-	-	-	-
2	23-26	Good	3	10	9	30
3	20-22	Average	7	23.33	15	50
4	17-19	Poor	18	60	5	16.67
5	13-16	Very poor	2	6.67	1	3.33
TOTAL			30	100	30	100

The table 1 shows that in the pre-test, there are 2 students or 6.67% classified into Very Poor score, 18 students or 60% classified into Poor score, 7 students or 23.33% classified into Average score, 3 students or 10% classified into good score, and none of them classified into Very Good score.

The table 1 also shows that the result of students' writing ability in content component in post-test. There are 1 student or 3.33% classified into Very Poor score, 5 students or 16.67% classified into Poor score, 15 students or 50% classified into Average score, 9 students or 30% classified into Good, and none of them classified into Very Good score.

Table 2. Frequency and Rate Percentage of the Students' Writing Ability on Vocabulary Component

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	percentage
1	18-20	Very Good	-	-	-	-
2	15-17	Good	3	10	12	40
3	14-Dec	Average	17	56.67	16	53.33
4	11-Sep	Poor	10	33.33	2	6.67
5	8-May	Very poor	-	-	-	-
TOTAL			30	100	30	100

The table 2 shows that in the pre-test, there are 10 students or 33.33% classified into Poor score, 17 students or 56.67% classified into Average score, 3 students or 10.00% classified into good score, and none of them classified into Very Good and Very Poor score.

The table 2 also shows that the result of students' writing ability in vocabulary component in post-test. There are 2 students or 6.67% classified into Poor score, 16 students or 53.33%

classified into Average score, 12 students or 40% classified into good score, and none of them classified into Very Good and Very Poor score.

Table 3. Frequency and Rate Percentage of the Students' Writing Ability on Organization Component

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	percentage
1	18-20	Very Good	-	-	-	-
2	15-17	Good	5	16.67	11	36.67
3	14-Dec	Average	13	43.33	16	53.33
4	11-Sep	Poor	10	33.33	2	6.67
5	8-May	Very poor	2	6.67	1	3.33
TOTAL			30	100	30	100

The table 3 shows that in the pre-test, there are 2 students or 6.67% classified into Very Poor score, 10 students or 33.33% classified into Poor score, 13 students or 43.33% classified into Average score, 5 students or 16.67% classified into good score, and none of them classified into Very Good score.

The table 3 also shows that the result of students' writing ability in organization component in post-test. There are 1 student or 3.33% classified into Very Poor score, 2 students or 6.67% classified into Poor score, 16 students or 53.33% classified into Average score, 11 students or 36.67% classified into Good, and none of them classified into Very Good score.

Table 4. Frequency and Rate Percentage of the Students' Writing Ability on Language Use Component

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	percentage
1	23-25	Very Good	-	-	1	3.33
2	20-22	Good	-	-	2	6.67
3	16-19	Average	6	20	9	30
4	15-Sep	Poor	20	66.67	17	56.67
5	8-May	Very poor	4	13.34	1	3.33
TOTAL			30	100	30	100

The table 4 shows that in the pre-test, there are 4 students or 13.34% classified into Very Poor score, 20 students or 66.67% classified into Poor score, 7 students or 20% classified into Average score, and none of them classified into Very Good and Good score.

The table 4 also shows that the result of students' writing ability in language use component in post-test. There are 1 student or 3.33% classified into Very Poor score, 17 students or 56.67% classified into Poor score, 9 students or 30% classified into Average score, 2 students or 6.67% classified into Good, and 1 student or 3.33% classified into Very Good score.

Table 5. Frequency and Rate Percentage of the Students' Writing Ability on Mechanics Component

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	percentage
1	5	Very Good	-	-	-	-
2	4	Good	1	3.33	2	6.67
3	3	Average	14	46.67	20	66.67
4	2	Poor	14	46.67	7	23.33
5	1	Very poor	1	3.33	1	3.33
TOTAL			30	100	30	100

The table 5 shows that in the pre-test, there are 1 student or 3.33% classified into Very Poor score, 14 students or 46.67% classified into Poor score, 14 students or 46.67% classified into Average score, 1 student or 3.33% classified into good score, and none of them classified into Very Good score.

The table 5 also shows that the result of students' writing ability in content component in post-test. There are 1 student or 3.33% classified into Very Poor score, 7 students or 23.33% classified into Poor score, 20 students or 66.67% classified into Average score, 2 students or 6.67% classified into Good, and none of them classified into Very Good score.

3.2. Discussion

The discussion section deals with the interpretation of the findings derived from the result of statistically analysis through writing test.

By using mind map in writing generally. It is used to generate the idea to organize the idea, to visualize the idea/topic, and the words used in written text. In this thesis the researcher only focused on five components of writing, those are; content, vocabulary, organization, language use, and mechanics.

In content component, before giving treatment the students could not develop the idea or topics into coherence paragraphs, it could be seen in pre-test score which the students got very poor score were 2 (6.67%) students, the students got poor score were 18 (60%) students, the students got average score were 7 (23.33%) students, the students got good score were 3 (10%) students, and none of the students were classified into very good score.

In vocabulary component, classifying idea/topic indicated that it is getting better by using mind mapping method, where the students could use the wide range and effective words, classify or group the words related to the idea or topic. It could be seen in score of vocabulary component after giving the treatment which the student got poor were 2 (6.67%), the students got average score were 16 (53.33%), the students got good score were 12 (40%), and none of the students were classified into very good and very poor score. Before giving the treatment, the students could not use the wide and effective words, could not classify or group the words based on the appropriate idea/topic, the students got poor score were 16 (53.33%), the students got average score were 16 (53.33%), the students got good score were 4 (13.34%), and none of the students were classified into very good and very poor score. It is indicated that by using mind mapping, the students could enhance the appropriate vocabulary.

The other important component by using mind mapping in writing is organization, the students could arrange the sentences into clear pattern of paragraphs and able to visualize the relationship between the idea/topics with the words used in writing. It can be seen their score after treatment, 1 (3.33%) student got very poor score, 2 (6.67%) students got poor score, 16 (53.33%) students got good score, and 1 (3.33%) student got very good score. It shows that there were significant differences between pre-test (12.10) and post-test (13.97).

Language use, the students could assist to write grammatically. It can be seen from the students' score after treatment, 1 (3.33%) student got very poor score, 17 (56.67%) students got poor score, 9 (30%) students got average score, 2 (6.67%) students got good score, and 1 (3.33%) student got very good score. Before giving the treatment, the students could not assist to write grammatically, the students' score were 4 (13.34%) students got very poor score, 19 (63.33%) students got poor score, 7 (23.33%) students got average score, and none of the got good and very good score. It means there was significant before and after giving the treatment.

In mechanics by using mind mapping the students could write more effective where can be seen from the students' score after giving treatment, 1 (3.33%) student got very poor score, 6 (20%) students got poor score, 20 (66.67%) students got average score, 3 (10%) students got good score and none of them got very good score. Before giving treatment the students could not write effectively, it can be seen in their score, 1 (3.33%) student got very poor score, 14 (46.67%) students got poor score, 14 (46.67%) students got average score, 1 (3.33%) student got good score, and none of them got very good score.

The description of the data collected through writing test was explained above showed that the students' ability in writing improved. It was supported by the mean score of students on pre-test was 58.47 which was classified as poor classification and the mean score of the students on the post-test was 66.8.

The value of t-test was greater than t-table ($7.57 > 2.045$). Based on the result of t-test, the researcher found that there was a significant difference between the result of pre-test and post-test. It means that there was an improvement of the students' writing ability each component of writing; content, vocabulary, organization, language use, and mechanics after giving writing practice by mind mapping.

From the discussion above, it can be concluded that the students' writing ability of students can be improved by using mind mapping method.

4. Conclusion

Based on the findings and discussion in the study, it can be concluded that the use of mind mapping method can improve the writing ability of students.

There is a significant difference between the result of pre-test and post-test, where the mean score of pre - test (58.47) which is lower than the mean score of post - test (66.8), and t-test value of final score in writing ability (7.57) is greater than t-table (2.045).

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