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Generating Ideas and Character in Learning English through Mind-mapping Activities

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Abstract

Academics and educators have used mapping technologies for various educational reasons. The tools are typically used in instruction to help students develop their critical and analytical thinking abilities, to help them understand how topics relate to one another, and as a means of assessment. Using multiple diagrammatic relationships instead of written or spoken descriptions is a trait of technology. Images and well-organized diagrams are easier to understand than words. The goals are to examine how mind mapping can help students write better. This study used classroom action research (CAR) as its method. It meant that the researcher and the teacher worked together on the project. This study used Elliott's model, which includes the action research's identification, reconnaissance, construction, development, and implementation steps. There were three cycles. We used an interview, a questionnaire, and a writing test. The comparison of the average score was the source to determine the outcome. We analyze five types of content: content, organization, language, and mechanics. The data showed that the mean score improved with each cycle, starting with the preliminary test or pre-test, where the mean score was 53.43 and only 7% of students passed the Standard of minimum completeness of mastery learning and ending with the third cycle, where the mean score was 81.02 and 78% of students passed the standard of a minimum of mastery learning. It implies that using a mind-mapping strategy could help pupils write better.

Keywords: Mind Mapping, English for Young Learners, character building.

Abstrak

Akademisi dan pendidik telah menggunakan teknologi pemetaan (mind mapping) untuk berbagai alasan pendidikan. Alat tersebut biasanya digunakan dalam pengajaran untuk membantu siswa mengembangkan kemampuan berpikir kritis dan analitis mereka, untuk membantu mereka memahami bagaimana topik berhubungan satu sama lain, dan sebagai alat penilaian. Menggunakan beberapa hubungan diagram daripada deskripsi tertulis atau lisan adalah ciri teknologi. Gambar dan diagram yang tertata dengan baik lebih mudah dipahami daripada kata-kata. Ini memberikan cara yang lebih jelas untuk konsep-konsep sulit. Pemetaan konsep, pemetaan pemikiran, dan pemetaan argumen adalah beberapa nama variasi dari teknik ini. Ungkapan-ungkapan ini kadang tertukar. Namun, dalam riset ini, perspektif siswa tentang berbicara. Tujuannya adalah untuk menguji bagaimana pemetaan pikiran dapat membantu siswa menulis lebih baik dan menggunakan pemetaan pikiran untuk membantu siswa menulis lebih baik. Penelitian ini menggunakan penelitian tindakan kelas (PTK) sebagai metodenya. Itu berarti bahwa peneliti dan guru bekerja sama dalam penelitian ini. Penelitian ini menggunakan model Elliott, yang meliputi langkah-langkah identifikasi, observasi, konstruksi, pengembangan, dan implementasi penelitian tindakan kelas. Ada tiga siklus. Kami menggunakan wawancara, kuesioner, dan tes tertulis. Perbandingan skor rata-rata adalah sumber untuk menentukan hasil. Kami menganalisis konten, organisasi, bahasa, dan mekanik. Data menunjukkan bahwa skor rata-rata meningkat pada setiap siklus, dimulai dengan tes pendahuluan atau pra-tes, di mana skor rata-rata adalah 53,43 dan hanya 7% siswa yang lulus Standar Ketuntasan Minimal Ketuntasan Belajar dan diakhiri dengan siklus ketiga.

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dimana nilai rata-rata adalah 81,02 dan 78% siswa lulus standar ketuntasan belajar minimal. Ini menyiratkan bahwa menggunakan strategi pemetaan pikiran dapat membantu siswa menulis lebih baik.

Kata kunci: Mind Mapping, Bahasa Inggris untuk anak, Pengembangan karakter.

INTRODUCTION

Writing is difficult. A skilled writer may spend more than an hour on a single paragraph. Therefore, both teachers and pupils face many issues. "The less proficient writer" issue is the first issue. Less experienced authors rush through the writing process by skipping the prewriting techniques with ideas. Writing their thoughts may take a long time for students. The suggested solution to this issue is for teachers to instruct less experienced authors in the writing process. Teachers must pay close attention to them to show students how to design a piece of writing through prewriting exercises. "I can't write English" is the second issue. Typically, students give up.

"I can't write English" is the second issue. Students typically give up writing and think they are incapable of writing. The answer is for teachers to teach their kids how to write. Teachers can guide students through prewriting, drafting, and revision. The students should know that writing is a process that requires patience and effort by doing this. The final issue is the "teacher response" issue. Teachers of writing frequently spend several hours reading and grading. The solution for this issue is for teachers to collaborate with students through student-to-student conferences to improve their written work.

According to [Biktimirova and Nilson \(2006\)](#), mind mapping (also known as "idea mapping") refers to "visual, non-linear representations of ideas and their relationships." A network of interconnected and related concepts makes up a mind map. It links one idea to another on a mind map. Making a mind map requires free-form, spontaneous thinking. The purpose of mind mapping is to discover connections between ideas. Mind maps are essentially association maps. By highlighting the relationships between the concepts and ideas, mind mapping is a method for visually displaying knowledge ([Buzan & Buzan, 1993, p. 93](#)). [Huffman, Mark, and Venoy \(2000\)](#), stated that perception is choosing, categorizing, and interpreting the stimuli transmitted to the brain (p.88). Gibson, Ivancevic, and Donnelly defined perception as providing an item with meaning through several means in 1982. It implies that each person has a unique perception stimulus-processing mechanism (influenced p. 53).

The mind-mapping technique is one of the instructional methods in writing classes. [Buzan \(2000\)](#) claimed that mind mapping is a formidable graphic approach as a key to unlocking the brain's potential. The technique mimics the thought process. The students develop their imaginations and improve their memory using the mind-mapping approach ([Buzan, 2012: 122](#)). It is a brainstorming approach. Mind mapping produced the intended or even extraordinary results. Yet, we need to explain our concepts to our mind map readers so they can comprehend what we had in mind when we created it.

The right half of the student's brain naturally uses colors and imagery in writing while utilizing this technique. Mind mapping aids pupils in their writing. Students could structure their thoughts and put them into a paragraph. It might enhance student engagement and understanding. Mind mapping might help students become better at writing descriptively ([Hartono R, Rukmini D, & Rofi'i A 2014](#)).

Some charts and diagrams organize, visualize, and help with ideas. I made some people aware of how crucial mind mapping is to help them visualize their ideas. The words represent the ideas in the chart, making them simple to recall. The Mind-Mapping results are not monotonous or dull and give the chart symbols or visuals. There are several advantages to mind mapping in daily life. Subtopics adhere to their theme in a similar way.

This layout maintains perspective on the big picture. Mind mapping is more adaptable than outlining and makes connections and linkages simpler. The outcomes of thoughts boost productivity. They are simpler to understand, which will improve memory retention and inspire students' creativity. A mind map is a tool that helps users to fully use both the left and right sides of their brains, which handle reasoning and analysis, and the right side, which handles spatial awareness, a sense of wholeness, imagination, and daydreaming.

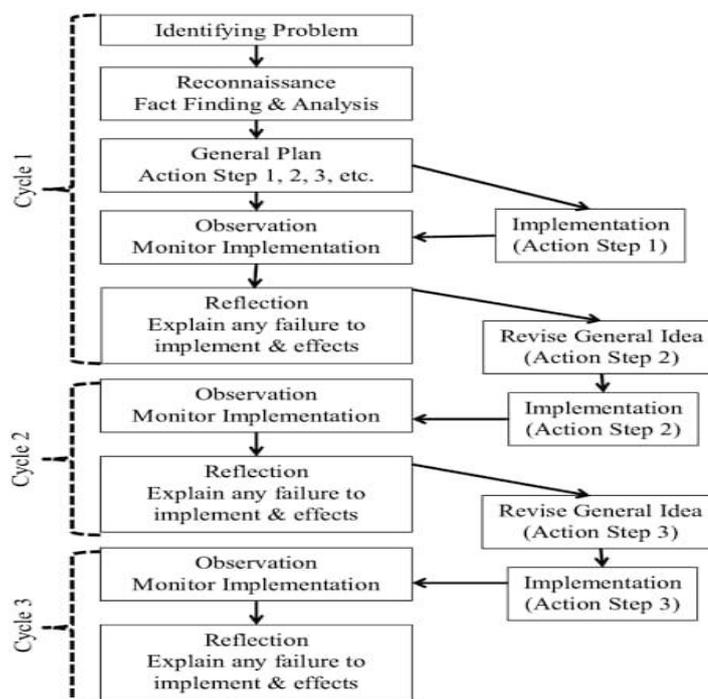
DePorter and Mike (2008: 172) list four advantages of mind mapping. It increases understanding. Mind mapping will improve comprehension and produce valuable frequent notes later. It is fun. Mind mapping does not limit imagination and creativity. That makes mind mapping become one of the amusing techniques in writing. It is flexible. Flexibility means that we can add missing ideas in every chart or place in mind mapping. It focuses attention. We ignore every word in mind mapping. We only mention words that become ideas. Thus, we can focus and get more.

Mind Map provides exercises. It outlines the principles of mind mapping and examines real-world uses for mind maps in work, school, and other settings for memory, creativity, and well-being. Before creating a mind map, we demand a large piece of blank, white paper, colored pens or pencils, an open mind, imagination, and a topic.

METHODS

The design of this study is mainly action research. Twenty-seven students joined in the action research. They were in the six years of one class in an Islamic primary school in East Jakarta. The researcher used both qualitative and quantitative data. A questionnaire and an interview were the qualitative data. A pre-test and post-test were from the students' writing results. The final student writing assignments served as a pre- and post-test for quantitative data. This study applied the John Elliott-designed classroom action research approach. The three cycles have five phases: identifying, reconnaissance, construction, development, and implementation.

Figure 1. John Elliott's Action Research Design



The interview was for information

regarding the English teacher's experiences before doing classroom action research. It was to identify writing challenges for pupils and teaching strategies for writing exercises. Following classroom action research, we interviewed to find out how the instructor feels about mind mapping.

A questionnaire is a form with a list of questions on it. Before and following classroom action research, we surveyed students for information. The questionnaire comprised ten open-ended questions that addressed various topics, including how the

students feel about using the mind-mapping approach, how it affects them, and how they might use it to better their writing and knowledge.

We used pre-test and post-test tests in this investigation. Before employing the mind mapping approach, we use a pre-test to get the description of the student's writing ability. We applied a post-test following the mind-mapping technique to assess students' writing skills and determine how well the mind-mapping helps them write better.

Figure 2. The rubric of writing assessment

Components of Writing	Scores	Indicators
Content	4	relevant to the topic and easy to understand
	3	rather relevant to the topic and easy to understand
	2	relevant to the topic but is not rather easy to understand
	1	rather relevant to the topic but is not rather easy to understand
Organization	4	most of the sentences are appropriated to the main idea
	3	some sentences are appropriated to the main idea few sentences
	2	appropriated to the main idea the sentences are unlinked to each other
	1	the sentences are inappropriated
Vocabulary & Mechanic	4	a few errors in determine of words, spelling and punctuation
	3	some errors in determine of words, spelling and punctuation
	2	occasional errors in choice of words, spelling and punctuation
	1	frequent errors in determine of words, spelling and punctuation
Grammar	4	a few grammatical inaccurates in a few sentences
	3	some grammatical inaccurate in some sentences
	2	most grammatical inaccurate in some sentences
	1	the grammar inaccurate in most of the sentences

FINDINGS AND DISCUSSION

Based on Buzan (2018), a mind map should have three qualities.

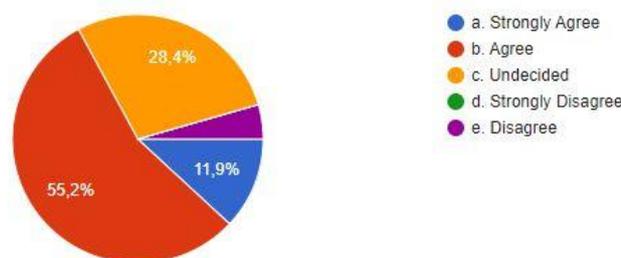
- 1) A focal point that perfectly expresses the major topic under discussion. For instance, you could place a folder's outline in the center of a mind map to design a project. To make an effective Mind Map, no specific artistic talent is required.
- 2) Visualize branches extending outward from the main image. These branches represent the main subject, and a distinct color represents each branch. The secondary branches—or "twigs," if you will—that grow from the main branches at the second and third levels pertain to additional associated themes.
- 3) Each branch has a single important symbol or word.

Preliminary Study

Figure 3. Survey of Mind Mapping for Scholars

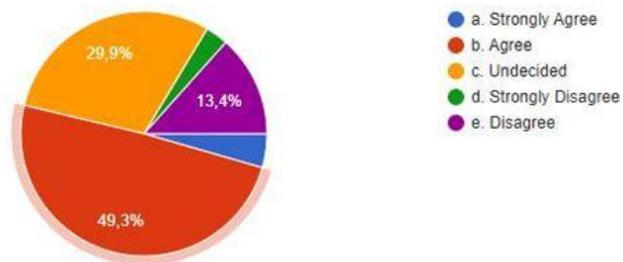
1. In learning English with my teacher, I have known mind mapping before.

67 jawaban



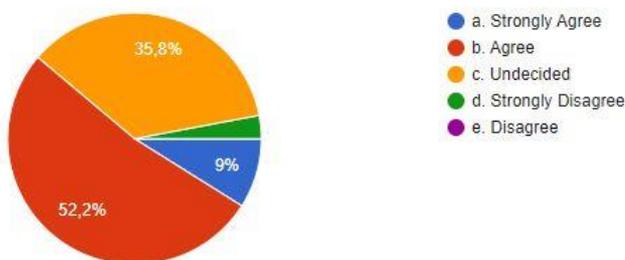
2. I have an experience of using mind mapping in any subjects.

67 jawaban



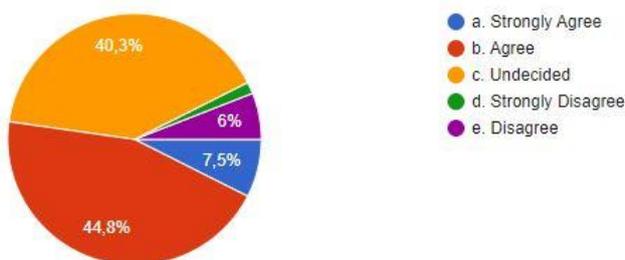
8. Before making mind mapping, I decide the purpose and the ideas of my speaking.

67 jawaban



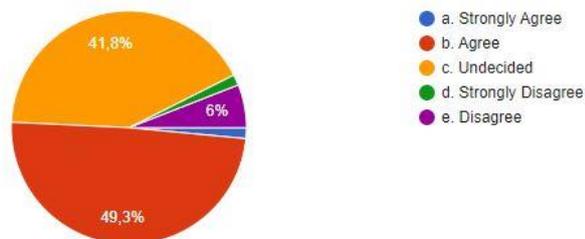
9. I put the central idea of my speaking on the center of my mind mapping.

67 jawaban



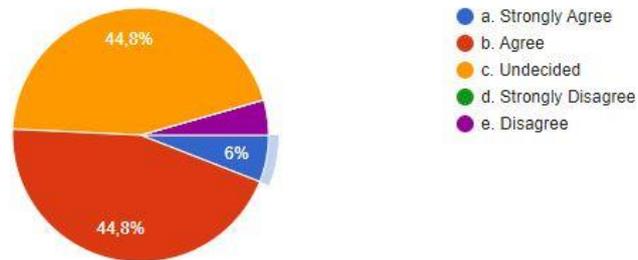
10. I develop my ideas of speaking by putting the sub idea on the branches of the mind mapping.

67 jawaban



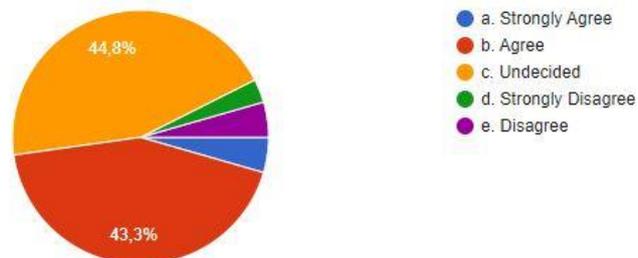
11. Mind mapping helps me improve my English reading ability in content.

67 jawaban



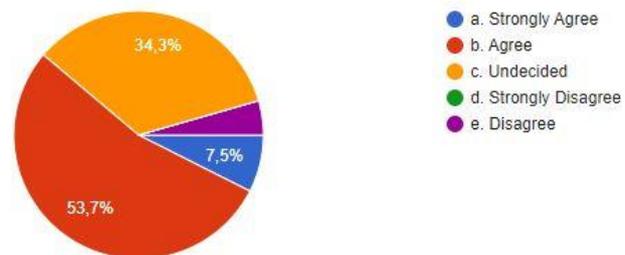
12. Mind mapping helps me improve my English reading ability in organization.

67 jawaban



13. Mind mapping helps me improve my English reading ability in vocabulary.

67 jawaban



Pre-Test

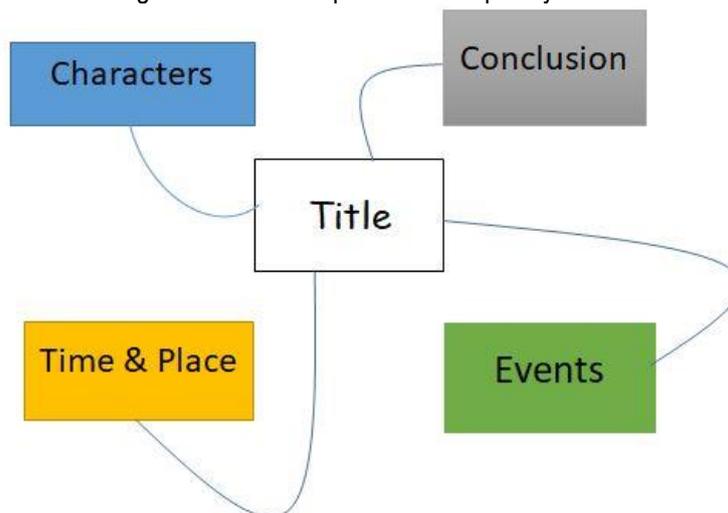
The researcher began this step by commenting on the text from the recount. After the author explained the work's organization and grammatical choices, the students created their text or story based on prior experiences. According to the data, the mean score was 53,43, and only two students, or 7% of the 27 pupils tested, met the minimal standard for minimal mastery learning.

Cycle 1

The researcher continued into greater detail regarding the recount text in this cycle. The author went into greater detail about the text's syntax, types, and structure. The

first sort of recount text the author requested the students base their narrative on was a historical factual recount. After the pupils comprehended the text, the researcher elaborated a mind map to generate more ideas. Because the teacher wanted the pupils to share their stories with the class, they did. The mean scores and the proportion of students who received over 75 were more than from the first cycle. There were 9 of the 27 students in this cycle. The mean score likewise saw an improvement of 22.62%. The first cycle's average score was 65.51. Reading habits influence anxiety in writing (Wijirahayu & Kamilah, 2021).

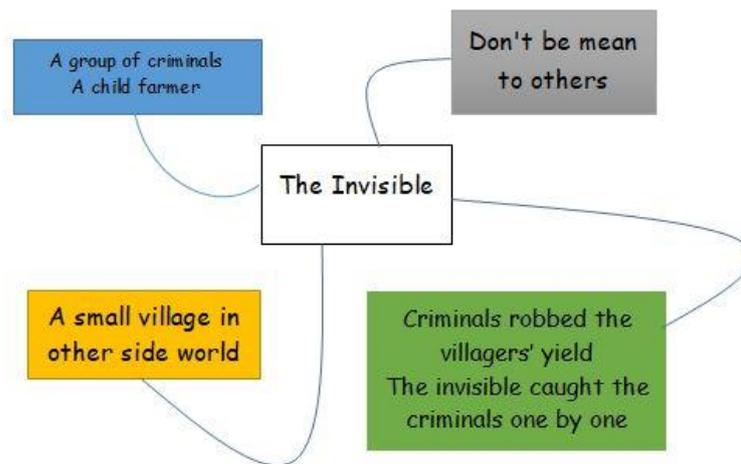
Figure 4. The example of MindMap in cycle 1



Cycle 2

The researcher provided extra time when the pupils wrote the text at this phase, and the teacher also stated that the author chose the theme. Therefore, depending on the second type of recount narrative, the author chose the topic for the text. Further details appraised the first cycle and provided an example of a mind map based on the narrative story. Once the pupils got the material, we instructed them to write the story in Bahasa before finishing it at home. To display their mind maps in front of the class, the teacher also assigned the pupils to prepare them. The author discovered even another improvement in the second cycle. The average score for the second cycle was 71.06, while 15 students, or 56% of the 27 total students, received a score of at least 75. However, the average score was still below 75. Teaching media increases creativity in TEFL (Wijirahayu, Priyatmoko, and Hadiananti, 2019).

Figure 5. The example of the Mind Map of the text in Cycle 2



Cycle 3

The teacher further discussed the text's subject during this cycle, which was the final cycle of the research. The teacher also instructed the pupils to display their mind maps to their friends. The theme was "Me and My School for 6 Years." The subject was the retelling of events. The teacher and the researcher worked together to set up seven questions for the children to make the story-making process easier. The researcher and the teacher provided the pupils with seven questions to base their story. There was a mean score improvement of 51.66% in the third cycle. In this cycle, the average score was 81,02, and 21 students, or 78% of the class, received a score of at least 75. It showed that most students were aware of how to create a mind map and a tale. Teachers' beliefs and prior knowledge played an essential role in applying strategies in language learning (Wijirahayu, 2017).

CONCLUSION

The conclusion from the mind map approach in the sixth grade of a private Islamic Primary school at Ciracas East Jakarta was that the technique enhanced students' writing skills and developed their character. The results of the following tests can prove it. First, it is possible to see a 22.63% improvement in the writing score of pupils from the preliminary to the first cycle. The rising mean score makes it possible to determine this percentage. Only two students passed the minimal standard of minimal mastery learning completion in the preliminary mean score, which had a mean of 53.43, and each cycle had a higher mean score. The second cycle's mean score was 65.51, while the mean score was 65.51 in the first cycle. The average score for the second and third cycles was 71.06 and 81.02, respectively. It showed how mind maps can help kids write better.

The teacher agreed that this method assisted students in generating ideas in writing. It is also an innovative teaching strategy. The interview and a questionnaire data analysis revealed that the students felt composing text was not as challenging as they had assumed before. The questionnaire's answers also showed that students were content and at ease with the task or text creation after using the mind map technique. It implies that using mind maps as writing exercises can be an alternate strategy.

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