

**THE IMPLEMENTATION OF MIND MAPPING IN  
TEACHING WRITING AT MTSN 6 PONOROGO**

**THESIS**

**Presented to State Islamic of Ponorogo  
in Partial Fulfillment of The Requirement for The Degree of *Sarjana*  
in English Language Teaching Department**



By

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**ENGLISH LANGUAGE TEACHING DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF PONOROGO  
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2023**

## ABSTRACT

**Febrianti, Hindun Rohmah.** 2023. *The Implementation of Mind Mapping in Teaching Writing at MTsN 6 Ponorogo*. Thesis, English Language Teaching. Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor Winantu Kurnianingtyas, S.A., M.Hum

**Keywords:** *Mind Mapping, Writing.*

Teaching is an operational step or implementation of selected learning strategies in achieving learning objectives. The accuracy of using a method will show the functioning of a teaching. One of the methods used by teachers in this research is mind mapping. Mind mapping is a learning method used to train the ability to present the content of learning material using mind maps. Through this learning method, students know the essence of the problem because they read the material as a whole, then students can create their own mind maps according to their individual creativity.

The aims of this research are (1) to explain the implementation of mind mapping in teaching writing at MTsN 6 Ponorogo. Furthermore, it also (2) identifies the factors that hinder students and teachers as well as alternative solutions in making Mind Mapping in teaching writing at MTsN 6 Ponorogo.

This research was designed using qualitative descriptive. Data collection was collected through observation, interviews and documentation to gain the data related to the implementation of Mind Mapping to train students' critical thinking in writing classes as well as factors inhibiting students and teachers in using mind mapping and alternative solutions. Participants came from teachers and students of MTsN 6 Ponorogo, for data analysis using Miles and Huberman with data reduction, data presentation and drawing conclusions.

This research shows that (1) the use of mind mapping applied by teachers in writing classes at MTsN 6 Ponorogo is as follows. The first step, before the teacher enters the class, the teacher will say greeting and invites students to pray. Then, the teacher discusses the previous material. The teacher also asked students about their understanding of mind mapping. In the second step, the teacher gives an example of how to make a mind map on the blackboard and then the students also ask about the Mind Mapping that the teacher drew on the blackboard. At the post-activity stage, the teacher will look at the students' Mind Mapping and then assess it. After that the teacher reviews the material that has been studied that day. (2) Then, there are several obstacles experienced by students and teachers in using this method in learning. The obstacles experienced by students are difficulty in determining the concept or model of Mind Mapping and difficulty in entering material into Mind Mapping because they have to determine the material points. The solution used by students to overcome this problem is that students look for more references about mind mapping on Google or books, to determine the points that students will include in Mind Mapping. Students summarize the material and select important core material to be used as subchapters. The obstacle experienced by teachers when using the Mind Mapping method is that students are found to be passive and not creative during the learning process. The solution used by teachers to overcome this problem is to approach students and provide motivation, as well as suggestions for providing colors and pictures to make mind mapping more interesting and the learning atmosphere more enjoyable.

**APPROVAL SHEET**



This is to certify that *Sarjana*'s thesis of :

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Department : English Language Teaching

Title : The Implementation of Mind Mapping in Teaching  
Writing at MTsN 6 Ponorogo

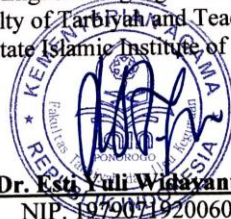
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Ponorogo, October 30<sup>th</sup> 2023

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**NIM.204190120**

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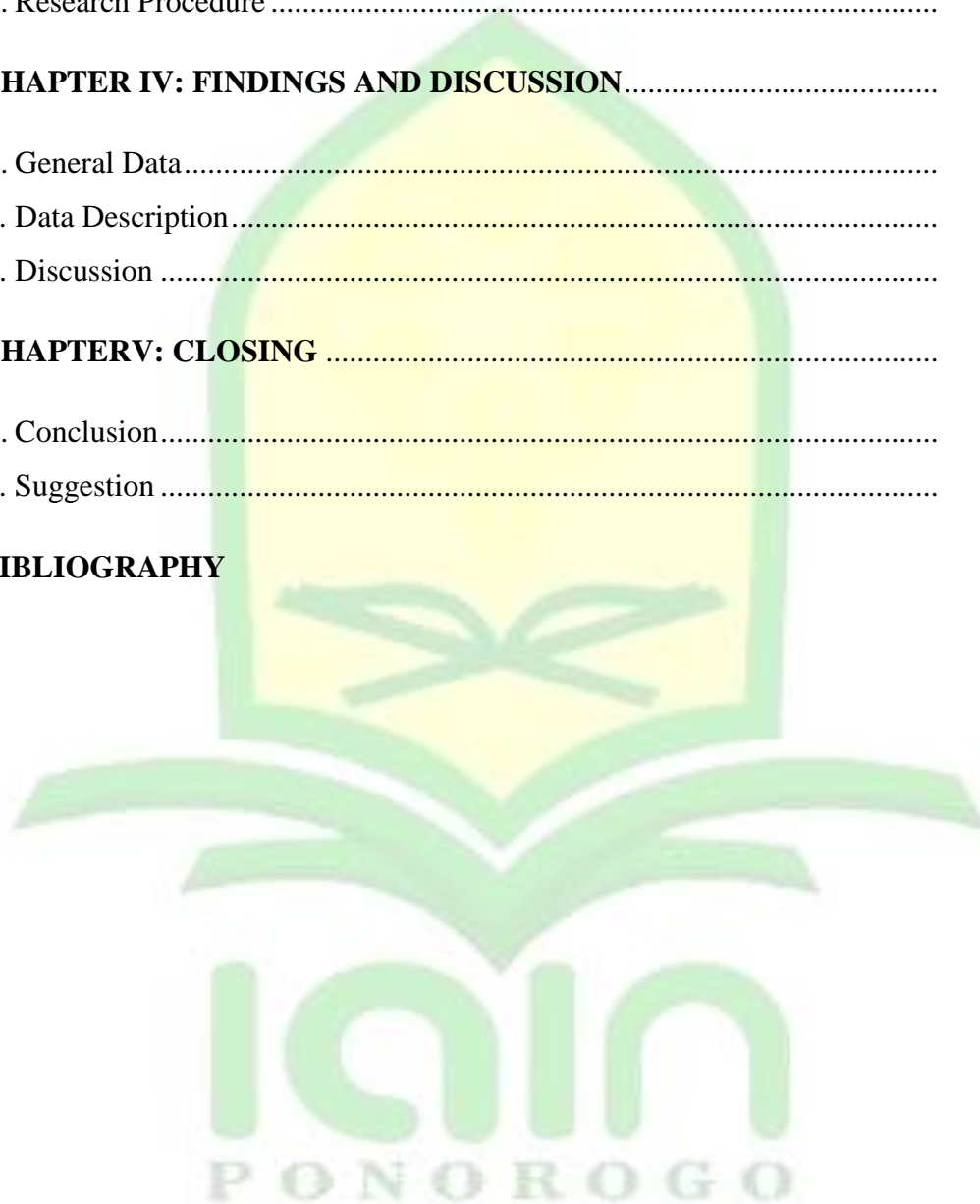
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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Writing is one of the four English skills that need to be trained early on, because writing is beneficial for both readers and writers, besides that writing can also help generate new ideas, help oneself to solve problems, train the ability to build ideas and encourage someone to be more easy and active in finding information. Writing is an activity to create information or notes on media by using a character. Writing is an activity to create information or notes on the media by using characters.<sup>1</sup> Teaching writing skills has two important benefits. First, writing is a skill that can demonstrate the ability to use strategies, such as: evaluation, planning, and revision to achieve writing goals with supporting ideas and opinions.<sup>2</sup> Second, writing means deepening and broadening students' knowledge. There are many important elements in writing that need to be written, namely capitalization, spelling, grammar, diction, punctuation, and capitalization.<sup>3</sup> These skills are used to make students more motivated to write.<sup>4</sup>

Writing is a process to produce a product that is influenced by several elements such as vocabulary, grammar, organization, spelling, and

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<sup>1</sup> Mira and Pd, "Upaya meningkatkan keterampilan writing skill pada teks interaksi interpersonal dengan menerapkan tehnik pembelajaran total physical response pada siswa kelas VII.1 SMP Negeri 17 Batanghari," (Jurnal Education of Batanghari, 2021) p.157.

<sup>2</sup> Brown H. G, *Teaching by Principles : Interactive Approach to Language Pedagogy*. New York: San Fransisco University 48-49.

<sup>3</sup> Brown H. G, 50.

<sup>4</sup> Harris D. P, *Testing English as a Second Language New York; Mc. Graw*, 68–69.

punctuation.<sup>5</sup> Students can devote themselves to writing ideas, feelings or desires that they want to convey to others indirectly. That is, writing is the process of encoding messages to transfer meaning to the reader. If students have the ability to write correctly and can understand how to write well, the results of students' writing will become more structured and in the future it will become a step or a good habit. Based on the observations of researchers observing when conducting research, the difficulties experienced by students when writing can be overcome using the method used by the teacher, namely Mind Mapping. This method can make it easier for students to understand the material and is expected to make students able to write or analyze writing critically.

The teaching method is an operational step or implementation of the chosen learning strategy in achieving learning objectives. The accuracy of using a method will show the functioning of a teaching. In other words, a strategy is an "operational plan to achieve something" while a method is "a way to achieve something".<sup>6</sup> The method is one of the strategies or methods used by the teacher in the learning process to be achieved, the more precise the method used by a teacher, the better the learning will be. The method comes from the Greek word *methodos* which means way or way. The method is an overall plan for presenting language learning material in an orderly manner, there is no one part that is contradictory, and everything is based on a certain approach.<sup>7</sup> The approach is axiomatic,

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<sup>5</sup> *Ibid* 68-69.

<sup>6</sup> Sanjaya, Wina, "*Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*." Jakarta : Prenada Media Group, 2010. p 147

<sup>7</sup> Sudjana., ". *Metode Statistika*." Bandung: Tarsito,2005. p 76

namely an approach that has clear truth, while the method is procedural, namely an approach by applying steps.

The procedural method means that implementation in learning is carried out through regular and gradual steps starting from preparing teaching plans, teaching presentation, teaching and learning processes, and evaluating learning outcomes. Based on this opinion, it can be concluded that the learning method is a complete and systematic plan in presenting lesson material. Learning methods are implemented regularly and gradually in different ways to achieve certain goals in different conditions. One of the methods used by MTsN 6 Ponorogo teacher in teaching is mind mapping.

Mind mapping is one of the learning methods that is used to train the ability to present the contents of learning material with mind mapping, in this case students are only required to use keywords and pictures and take notes. Through this learning model, students are no longer required to always record writing dictated by the teacher or write writing on the blackboard as a whole. But students already know the essence of the problem because they read the material as a whole, then they can make their own mind maps according to the creativity of each student. The Mind mapping method can make students think critically so that it can make students' memories more perfect and convey as much information as possible. Mind mapping is a technique of summarizing the material that needs to be studied and projecting the problems encountered into the form of maps or graphical techniques so that it is easier to understand the

material. This activity is an effort to optimize the function of the left and right brain which later in its application is very helpful for understanding problems quickly because they have been mapped.

The mind mapping learning method for students is strengthened in how to deal with problems with systematic solving steps, namely understanding the problem, making plans, carrying out plans, and checking again so that students when learning English and practicing writing skills do not only listen and the teacher explains in front of the class, but student activeness is needed in the teaching and learning process. The use of methods in learning is very important in learning, because it greatly influences the achievement of a learning objective.

In the research that the researcher conducted at MTsN 6 Ponorogo, teacher had used the mind mapping method in learning for a long time. With this method the fact is that the material is easier to understand so that students can also be more trained to be able to think critically in writing, students can also develop creative thinking skills and student learning activities at school. An increase in this activity can change the way students learn from passive learning to an active way of learning, so that it is easier to master or absorb the material taught by the teacher. Teacher always innovate and improvise in learning, meaning that teacher have the ability to make students study well. In this study the teacher used a cooperative learning strategy on the material in the book at the beginning of the chapter, at that time the material being studied was an expression of ability. Based on my initial observations at MTsN 6 Ponorogo, researcher

saw many interesting things in the learning process carried out by the English teacher there.

Researcher have seen that by teaching teachers using the Mind Mapping method students are more skilled in writing and responsive in understanding the questions and material that has been given by the teacher. Because of that the teacher has a strategy for implementing Mind Mapping in the teaching and learning process there. Mind mapping is the easiest way to get information in and out of the brain. With Mind mapping, students will record material creatively which will develop their critical thinking skills. Mind Mapping also makes students think about how to summarize the material that needs to be learned and project the problems they face into maps or graphical techniques so that it is easier to understand the material provided. With activities like this, of course students will be able to optimize the function of the left and right brain which later in its application is very helpful for understanding questions quickly because they are already structured. By using mind mapping method, students can more easily learn English. This can be proven by the several achievements obtained by MTsN 6 Ponorogo students in the field of English, one of which is the first winner of an English speech in the 2022 MTs Porseni which was held from 11 March to 14 March 2022, then in this competition, more of 100 participants from all madrasahs in Ponorogo District.<sup>8</sup>

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<sup>8</sup> See the Appendix of Students' Achievement Transcript



There are many advantages of MTsN 6 Ponorogo that make researcher interested in choosing it as a research location. There are various choices of class services, one of which is a Kelas Bahasa. Language classes, namely services provided to MTsN 6 Ponorogo Bina Prestasi students. Language based enhancements such as Arabic, English and Japanese. This language class will hone and improve students' English skills. The mind mapping method can also be used not only for subjects but also when learning English in Language Classes. Therefore, this research is deemed necessary as a reference for using mind mapping as a learning method to train students' critical thinking skills on writing class in schools that have not used this method. In this study, researchers are interested in analyzing more deeply about how to apply mind mapping in teaching writing, especially to train students' writing skills at MTsN 6 Ponorogo in the 2023/2024 academic year.

## **B. Focus of the Study**

Based on the identification of the problems above, the researcher limits this research on the implementation of mind mapping in teaching writing on material expression (It's English Time) at MTsN 6 Ponorogo. Because many students are still lacking in terms of understanding and remembering the material. In addition, the researcher also focuses on the inhibiting factors faced by class VIII B of MTsN 6 Ponorogo for the 2022/2023 academic year, which totals 29 students.

### **C. Statement of the Problems**

1. How is the implementation of mind mapping in teaching writing at MTsN 6 Ponorogo?
2. What are the factors that hinder students and teacher as well as alternative solutions in making mind mapping in teaching writing at MTsN 6 Ponorogo?

### **D. Objectives of the Study**

1. To explain the implementation of mind mapping in teaching writing at MTsN 6 Ponorogo.
2. To identify what are the factors that hinder students and teacher as well as alternative solutions in making mind mapping in teaching writing at MTsN 6 Ponorogo.

### **E. Significances of the Study**

1. Theoretically

This research can be used as a reference for someone who wants to do research on the implementation of mind mapping in teaching writing.

2. Practically

- a. Teacher

The use of mind mapping in teaching can also assist teachers more effectively, mind mapping is an interesting learning method.

- b. Students

Mind mapping can make it easier to understand the material taught by the teacher because students are required to think critically about how to make the material easy to understand in their own

way, this can also increase the level of student creativity because there are activities such as drawing shapes and patterns so that mind mapping looks more attractive.

c. Researchers and Readers

This research is expected to increase knowledge about how to do mind mapping in teaching writing. The results of this study are expected to be useful for readers. The findings from this study can be used as a basis or theoretical foundation for further research related to how the implementation of mind mapping in training students' critical thinking skill in writing.

## **F. Organization of the Research**

This study is organized into five chapters, each of which is related to the previous chapter in order to facilitate the readers' understanding of the research content.

Chapter one is an introduction, covers, background of the research. The background of the research tells about The background section of the research paper explains to the reader why the researcher took the research title, where the research journey was carried out, why the researcher was interested in the topic, and how the researcher developed the research questions that the researcher would determine. This chapter also contains research focus, problem statements, research objectives, significances of the research and research organization.

The second chapter presents a description of the previous literature, a review of the theoretical background and the findings of previous

research and a theoretical framework. This chapter consists of previous studies and some supporting theories about the definition of mind mapping, mind mapping objectives, steps for making mind mapping, definition of teaching method, types of mind mapping, definition of writing, types of writing.

The third chapter is research methods. This chapter contains the research design, research roles, research settings, data sources, data collection techniques, data analysis techniques, validity checks, and research procedures.

Chapter four is research findings and discussion. This chapter explains the main research findings and discussion which present the common data that will be appear after do the research procedure. The information that will be displayed includes a description of MTsN 6 Ponorogo, including its location, organizational structure, vision, and mission, as well as list of the teachers and student that participated in the study. The data that the researcher will study are also covered in this chapter. As a result, this chapter will clearly show the findings of the data-based investigation.

Chapter five is closing. This chapter discusses the conclusion of the research and some suggestions for the further study to make a better research after this.

## CHAPTER II

### LITERATURE OF RELATED REVIEW

#### A. Theoretical Background

##### 1. Teaching Method

The teaching method is an operational step or implementation of the chosen learning strategy in achieving learning objectives. The accuracy of using a method will show the functioning of a teaching. In other words, a strategy is an "operational plan to achieve something" while a method is "a way to achieve something".<sup>9</sup>

The method is one of the strategies or methods used by the teacher in the learning process to be achieved, the more precise the method used by a teacher, the better the learning will be. The method comes from the Greek word *methodos* which means way or way. The method is an overall plan for presenting language learning material in an orderly manner, there is no one part that is contradictory, and everything is based on a certain approach.<sup>10</sup> The approach is axiomatic, namely an approach that has clear truth, while the method is procedural, namely an approach by applying steps.

The procedural method means that the application in learning is done through regular and gradual steps starting from preparing teaching plans, presenting teaching, teaching and learning processes, and evaluating learning outcomes. Based on this opinion, it can be concluded that the learning method is a complete and systemic plan in

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<sup>9</sup> Sanjaya, Wina, "*Strategi Pembelajaran Berorientasi Standar Proses Pendidikan.*" Jakarta : Prenada Media Group, 2010. p 147

<sup>10</sup> Sudjana., ". Metode Statistika." Bandung: Tarsito,2005. p 76

presenting subject matter. Learning methods are carried out regularly and in stages in different ways to achieve certain goals under different conditions.

Learning method variables are classified into 3 (three) types, namely:

1) Learning Organization Strategy

Is a method for organizing the content of the field of study that has been selected for learning. "Organizing" refers to an action such as content selection, content arrangement, diagramming, formatting and others at the same level. Organizing strategies can further be divided into 2 (two) types, namely:

- a. Micro Strategy, refers to a method for organizing learning content that revolves around one concept, or procedure, or principle.
- b. Macro Strategy, refers to a method for organizing learning content that involves more than one concept, or procedure, or principle.

2) Learning Delivery Strategy

Is a method for conveying learning to students and or for receiving and responding to input from students. Learning media is the main field of study of this strategy. At least, there are 5 (five) ways to classify media to describe delivery strategies: The level of accuracy in describing something, The level of interaction it is capable of eliciting, The level of



special ability it has, The level of motivation it can generate,  
The level of cost required.

### 3) Teaching Management Strategy

Is a method for managing interactions between students and other teaching variables. This strategy relates to making decisions about which organizational strategy and delivery strategy to use during the learning process. The use of learning methods is very important because with this method the teacher can plan a complete and systematic learning process in presenting learning material.<sup>11</sup>

Various teaching methods include:

- a. tutorial method (management of learning carried out through the guidance process),
- b. demonstration method (management of learning by demonstrating or demonstrating processes, situations, objects, or ways of working),
- c. debate method (improve students' academic ability),
- d. the role playing method (how to master the subject matter through the development of imagination and appreciation) and
- e. problem solving method (problem solver).<sup>12</sup>

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<sup>11</sup> Hamzah B. Uno., *“Teori Motivasi Dan Pengukurannya: Analisis Di Bidang Pendidikan.”* Jakarta: Bumi aksara , 2011. p 11.

<sup>12</sup> Sudjana., *“Metode Statistika,”* Bandung: Tarsito, 2005. p 77.

Based on some of these opinions, it can be concluded that there are many types of teaching methods that can be used by teachers in the teaching process.

## 2. Mind Mapping

### a. Definition of Mind Mapping

Mind Mapping was first developed by Toni Buzan in his smart mind mapping book which states that mind mapping is the easiest way to place information into the brain and retrieve that information when needed. This method is a creative and effective way of making notes so that it can be said that mind mapping really maps thoughts. Mind Mapping is a method designed in the learning process so that students are able to store information in the form of learning material that students receive during the learning process, and helps students organize all the important points of learning material which can be in the form of maps, graphs or symbols to make it easier for students remember lessons.<sup>13</sup> The mind mapping learning method is a learning method that combines various positive suggestions and their interactions with the environment that can affect one's learning outcomes. This learning method emphasizes creating a learning environment and designing creative learning experiences in the learning process, this method can also provide opportunities for students to learn according to their

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<sup>13</sup> Toni Buzan, "*Mind Mapping Untuk Meningkatkan Kreativitas*," Jakarta: Gramedia Pustaka Utama 4–5.

abilities.<sup>14</sup> According to Buzan, mind maps are a learning method in the easiest way by entering information into the brain and removing information from the brain when we need it, and also its application is very effective, creative, and simple but very powerful. to summarize a material, because this mind map method is a method of mapping thoughts in the form of writing in pictorial essays.<sup>15</sup>

From some of the explanations above, the researcher can conclude that the notion of mind mapping is a way of describing students' thinking power in the form of explanations or news to be able to trigger students' memories easily, this depiction in the form of branches in accordance with the imagination of students so that critical thinking skills students can develop. This method is a very active model for sharpening the brain to be able to facilitate students in drawing conclusions from a news story to be able to provide development of students' critical thinking skills when doing a mind mapping.

#### **b. Purpose of Mind Mapping**

1. Introducing students to a new concept in developing free thinking.
2. Introducing students to new tools that have a big influence to be taken advantage of in life.

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<sup>14</sup> Ni Pt Sumaraning, dkk, "*Pengaruh Model Mind Mapping Terhadap Hasil Belajar IPS Siswa Kelas IV di Desa Sinabun Kecamatan Sawan Kabupaten Buleleng,*" *Jurnal Mimbar PGSD, Universitas Pendidikan Ganesha, 2017*

<sup>15</sup> Buzan, Tony, "Mind Map: Untuk Meningkatkan Kreativitas". Jakarta: Gramedia Pustaka Utama, 2013

3. Give students intellectual freedom.
4. Provides an easy experience of free thinking and increases the difference.
5. Provide high spirits and new discoveries.<sup>16</sup>

From the explanation above, the researcher can conclude that the purpose of mind mapping is to find a new concept to be able to develop free thinking that has a major influence on aspects of students' lives, provides intellectual freedom and practical experience and provides high enthusiasm for students' new discoveries.

### **c. Steps to Make Mind Mapping**

The application of the mind mapping method really helps teacher in the learning process because mind mapping can motivate students so that it can make it easier for students to understand and remember the material explained by the teacher and the learning objectives that are expected to be achieved, the teacher must also implement mind mapping models properly and systematically. According to Sutanto Windura the steps in making a mind map are as follows.

1. Start from the center of a blank sheet of paper with the long side lying flat, because starting from the center will give your brain freedom to spread in all directions.

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<sup>16</sup> Tony & Berry, "Memahami Peta Pikiran (The Mind Map Book)," Batam Centre, Interaksara,2010, p 21.

2. Use pictures or photos for an idea, because a picture can help use imagination, make pictures more interesting, and activate the brain.
3. Use color, because color can make this model more lively, add enthusiasm to students' creative thinking and have fun.
4. Connect the main branches to the central image and connect the second and third level branches to the first and second levels, and so on because it is easier for the brain to understand and remember.
5. Make curved lines like tree branches to make it more interesting.
6. Use one keyword per line.
7. Use the appropriate image on each branch.<sup>17</sup>

From the explanation of the opinion above, the researcher can conclude that the most effective steps in making mind mapping to be applied in this study are the opinions of Susanto Windura. Because, Susanto Windura's opinion is very easy to understand and easy to apply to students during the learning process.

**d. The advantages and disadvantages of mind mapping**

1. It is easier to see the overall picture of a problem.
2. Helping the brain to be able to organize, remember, compare and make connections with different objects.

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<sup>17</sup> Sutanto Windura, "Mind Map Langkah Demi Langkah," Jakarta: Gramedia 2008, 26–35.

3. Facilitates the addition of new information and can cope with information that is overflowing.
4. Reassessment can be done more quickly.
5. Each map has unique properties.<sup>18</sup>

While the shortcomings of the mind mapping learning methods are as follows.

1. Only engaged students are involved in learning
2. Not entirely students who learn
3. Total detailed information cannot be entered
4. A lot of time is wasted searching for keywords
5. Time is wasted re-reading unimportant words.<sup>19</sup>

### 3. Writing

#### a. Definition of Writing

Writing is an activity to create information or notes on the media by using characters.<sup>20</sup> Teaching writing skills has two important benefits. First, writing is a skill that can demonstrate the ability to use strategies, such as: evaluation, planning, and revision to achieve writing goals with supporting ideas and opinions.<sup>21</sup> Second, writing means deepening and broadening students' knowledge. There are many important elements in

<sup>18</sup> Harmiana, "Pengaruh Penerapan Metode Mind Mapping Terhadap Hasil Belajar Dan Keterampilan Berpikir Kritis Siswa Pada Pembelajaran Tematik Kelas V MIN 2 Aceh Besar," 2021. p 18.

<sup>19</sup> Harmiana, 2021. p 19.

<sup>20</sup> Mira and Pd, "Upaya meningkatkan keterampilan writing skill pada teks interaksi interpersonal dengan menerapkan tehnik pembelajaran total physical response pada siswa kelas VII.1 SMP Negeri 17 Batanghari," (Jurnal Education of Batanghari, 2021) p.157.

<sup>21</sup> Brown H. G, *Teaching by Principles : Interactive Approach to Language Pedagogy*. New York: San Fransisco University 48-49.



writing that need to be written, namely capitalization, spelling, grammar, diction, punctuation, and capitalization.<sup>22</sup> These skills are used to make students more motivated to write.<sup>23</sup>

Writing is a process to produce a product that is influenced by several elements such as vocabulary, grammar, organization, spelling, and punctuation.<sup>24</sup> Students can devote themselves to writing ideas, feelings or desires that they want to convey to others indirectly. That is, writing is the process of encoding messages to transfer meaning to the reader. If students have the ability to write correctly and can understand how to write well, the results of students' writing will become more structured and in the future it will become a step or a good habit. Writing skill is considered as the most difficult skill compared to other language skills. Because, when learners use a second language orally, native speakers can understand and accept imperfect pronunciation. However, if students use a second language in writing, native speakers who read it will have a harder time judging writing that has many spelling or grammatical errors.

Writing requires good preparation and lots of practice. Language in writing is difficult and complex at the clause level. Writing consists of many constituent parts: content, organization, originality, style, fluency, accuracy, or using

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<sup>22</sup> Ibid, 50.

<sup>23</sup> Harris D. P, "*Testing English as a Second Language*" New York; Mc. Graw, 68–69.

<sup>24</sup> Ibid 68-69.

appropriate forms of rhetorical discourse.<sup>25</sup> In relation to writing, writing creates products through thinking, composing, and revising. It means in producing.<sup>26</sup> In written language, the writer must follow these steps to produce the final product. Writing is a skill that requires a process so that the ideas you have can be expressed through writing. This is necessary in the teaching and learning process so that the teaching and learning process can be carried out properly. Indeed, writing in English is not easy. Expressing ideas alone is not enough, because ideas must still be conveyed in English. For that we need a technique that can support the learning process.

#### **b. Procedure in Writing**

In writing, there are some important things that the people have to notice when the people want to write something. According to Harmer, states that the process of writing has four main elements. Those are :

##### **1. Planning**

Planning is an important step on the writing process. In planning step, the writer has to think about three main issues. First, the writers have to consider about:

- The purpose of writing. it is important to know the purpose of writing since this will influence to a good

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<sup>25</sup> Richard, J.C. and Renandya, W.A, *Methodology in Language Teaching an Anthology of Current Practice*, Cambridge University Press., 309.

<sup>26</sup> Brown H. G, "*Teaching by Principles : Interactive Approach to Language Pedagogy*" (New York : San Fransisco University, 2001). p 335.

writing result. By knowing the purpose of writing, someone can decide the most appropriate style of the language, therefore, the result will be effective to reach the purpose.

- The content structure of the writing, how best the sequence facts, ideas, or arguments which they have decided to be included.

## 2. Drafting

Drafting means getting ideas on the paper in sentences and paragraphs. In the writing process, drafting is very necessary for helping the writer to write ideas and decide what should come first, second, third and so on, until the last. Drafting helps the writers to connect their ideas so that the ideas become coherent each others.

## 3. Editing (Reflecting and Revising )

In editing process, the writers read again what they have written as a draft. Another reader's comment will help the author to make correct revision. Here, the writer may change what the writer have written if they find something bad. For example, the information is not clear, the grammar is wrong, the diction is not appropriate, the sentence is not coherence, and etc. The writers are able to change or correct it if they find those conditions.

#### 4. Final Version

Final version is the last step of writing. This may look different from the first draft that has been made before due to there are many changes in editing process. However, the writer is ready to send the written text to the readers. From the explanation above, we can conclude that there are four steps of writing. They are: planning, drafting, editing and final version. Those steps help the writers in having an idea or outline before they write something.<sup>27</sup>

#### c. The Nature of Teaching Writing

Writing is one of the four English skills that need to be trained early on, because writing is beneficial for both readers and writers, besides that writing can also help generate new ideas, help oneself to solve problems, train the ability to build ideas and encourage someone to be more easy and active in finding information. Good writing cannot be done at one time, but must be done in several processes and several steps. Starting from making outlines, making drafting, to making good writing. During the process, revisions must be made continuously. In fact, many students cannot produce good writing through the writing process above. There is no doubt that writing is the most difficult skill or ability for second language learners to master. The difficulty lies not only in generating and organizing ideas,

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<sup>27</sup> Harmer, Jeremy, *How To Teach Writing.* England. Oxford: Person Education Limited., 2004 P. 4–5.

but also in translating these ideas into readable text. The skills involved in writing are very complex. Second language writers must pay attention to higher-level planning and organizational skills as well as lower-level assassination of spelling, punctuation, word choice, and so on.

The difficulty becomes more pronounced if their language skills are weak. Teaching can be interpreted as helping someone to learn something. This is supported by Brown who defines teaching as showing or helping someone to learn how to do something, giving instructions, guiding in learning something, imparting knowledge, and causing to know or understand.<sup>28</sup> That means teaching is guiding someone in learning something that results in increasing their knowledge. Years ago, writing taught by teachers only focused on the final product of writing.<sup>29</sup>

It can be in the form of essays, reports and stories. For writing composition, Brown also added his opinion that writing must meet certain standards in determining the style of English rhetoric, use accurate grammar, and be well organized based on the audience's environment.

According to Shih there are some processes of approaches of the writing, those processes are considered as the modern way

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<sup>28</sup> Brown, H.D., *Principles of Language Learning and Teaching*. London: Prentice-Hall, Inc. 1994.

<sup>29</sup> Brown H. G, *Teaching by Principles : Interactive Approach to Language Pedagogy* San Fransisco University: New York. 2001.

of writing that has been discussed earlier in this chapter.<sup>30</sup> They are as follows. 1) Focusing on the activity on the process of writing that leads to the final writing product. Stages of writing are important to be applied. 2) Helping the students to understand on their own composing process. 3) Helping students to build a repertoire of strategies for prewriting, drafting and rewriting. 4) Giving students a chance or time to write and rewrite their ideas. 5) Placing central importance aspect of writing on the process of revision. 6) Giving students a chance to discover what they want to say as they write. 7) Giving students feedback through the process of writing (not just on the final product) as they attempt to bring their expression closer and closer to intention. 8) Encouraging feedback from the instructor and peers. 9) Including individual discussions between the teacher and the students during the process of composition.<sup>31</sup>

The conclusion from the description above is that the essence of teaching techniques is a way that can be used to guide students to achieve goals. Therefore writing teaching techniques can increase students' motivation in writing, create artistic ideas, and can help students more easily organize their ideas into meaningful sentences so that writing goals can be achieved optimally and well.

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<sup>30</sup> Ibid, 335.

<sup>31</sup> Brown H. G, "*Teaching by Principles : Interactive Approach to Language Pedagogy*", New York : San Fransisco University, 2001. p 335–36.



#### d. Teaching Writing

In teaching learning process of writing the teacher must know some the principal of designing writing. Brown develops some principles for designing interactive writing techniques.<sup>32</sup> They are as follows:

1. Incorporating practices of “good” writers.

To be a good writer should fulfill some criteria. They are focusing on goals or main ideas in writing, gauging their audience perceptively, spending some time (but not too much) planning to write, letting their first ideas flow onto the paper easily, following the general organizational plan as they write, soliciting and utilizing feedback on their writing, are not wedded to certain surface structure, revising their work willingly and efficiently, and making as many revisions as needed patiently.<sup>33</sup>

2. Balancing process of product

Because writing is a composing process and usually requires multiple drafts before an effective product is created, a teacher has to make sure that students are carefully led through appropriate stages in the process of composing. At the same time, do not get so caught up in the stages leading up to the final product that you lose sight of the ultimate attainment: a clear, articulate, well-organized, effective piece

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<sup>32</sup> *Ibid*, p 346–56.

<sup>33</sup> Brown H. G, *Teaching by Principles : Interactive Approach to Language Pedagogy* San Fransisco University: New York. 2001.

of writing. Make sure students see that everything leading up to this final creation was worth the effort.<sup>34</sup>

### 3. Accounting for cultural/literary backgrounds

Make sure that the techniques do not assume that our students know English rhetorical conventions. If there are some apparent contrasts between students' native traditions and those that we are trying to teach, trying to help students to understand what it is, exactly, that they are accustomed to and then by degrees, bring them to the use of acceptable English rhetoric.<sup>35</sup>

### 4. Connecting reading and writing

Clearly, students learn to write in part by carefully observing what is already written. They learn by observing, or reading the written word. By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about the subject matter that may become the topic of their writing.<sup>36</sup>

### 5. Providing as much authentic writing as possible

Whether writing is real writing or for display, it can still be authentic in that the purposes of writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with

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<sup>34</sup> Brown H. G, *Teaching by Principles : Interactive Approach to Language Pedagogy* San Fransisco University: New York. 2001

<sup>35</sup> Ibid.

<sup>36</sup> Ibid.

other students in the class is one way to add authenticity. Publishing a class newsletter, writing letters to people outside of class, writing a script for a skit or dramatic presentation, writing a resume, writing advertisements—all these can be seen as authentic writing.<sup>37</sup>

6. Framing the techniques in terms of prewriting, drafting and revising stages

Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways. The drafting and revising stages are the core of process writing. In traditional approaches to writing instruction, students are given time in-class to finish their work, or they are given a homework writing assignment. The first option gives no opportunity for systematic drafting, and the second assumes that if students did any drafting at all they would simply have to learn the tricks of the trade of their own. In a process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction. From the explanation above, the teaching and learning process of writing needs some principles to make students more easily to make a writing text. Besides that, learners more easily to find a topic related to their

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<sup>37</sup> Ibid.

writing text. So those principles are helpful to learners to master in writing text.<sup>38</sup>

## B. Previous Studies

The first previous research was conducted by Yonita Harnoni with the title “Implementation of High Order Thinking Skills (HOTS) with the Mind Mapping Method on Students' Speaking Ability”. The purpose of this study was to find significant differences in students' speaking abilities taught using Higher Order Thinking. In this study the researcher collects data, the researcher gives as many tests as possible twice, namely pre-test and post-test. The results of this study are, Thinking Skills The High Level is effective in teaching speaking in class XI Mia1 and Mia2 SMA Negeri 4 Model Seluma. The research difference lies in the focus of the research and the methods used. This study examines the application of the Mind Mapping Method to Students' Speaking Ability, while the research that will be conducted is focused on the Use of the Mind Mapping Method to train critical thinking skills. In addition, the method used is quantitative, while the research will be conducted using qualitative methods. The similarities between this research and the research being conducted are that they both examine the mind mapping method in learning.<sup>39</sup>

The second previous research by Nurazisah Paharuddin entitled "The Effectiveness of Mind Mapping Method to Build Students' Speaking Skills". This research is use quantitative method. The objective of this

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<sup>38</sup> Brown H. G, *Teaching by Principles : Interactive Approach to Language Pedagogy* San Fransisco University: New York. 2001.

<sup>39</sup> Yonita Harnoni, “Implementasi High Order Thinking Skills (HOTS) Dengan Metode Mind Mapping Terhadap Kemampuan Berbicara Siswa” repository iain bengkulu, 2021.

research is to find out whether or not the use of mind mapping method is effective to improve the students' speaking skills in terms of fluency. The research uses Narrative text and English test as the instrument. The data in her research are mainly gathered through the pre-test and post-test. The result is the post-test is higher than the pre-test. Thus, there was a significant influence. The differences between this research and the research that will be conducted are variables, place, time, method, type of research, and data collection procedures because this research uses a quantitative approach while the research that will be carried out uses a qualitative approach. The research equation lies in the use of Mind Mapping as a learning method in English lessons.<sup>40</sup>

The third previous study by Senandung Trisna Dita entitled "Peningkatan Pemahaman Bahasa Inggris Materi *Thinks At Home* Melalui Metode Pembelajaran Mind Mapping Kelas III MI Tarbiyatus Syarifah Sukodono Sidoarjo". The purpose of this research is to increase students' understanding by using the Mind Mapping method. This study used the Classroom Action Research (CAR) method. This Classroom Action Research uses the Kurt Lewin model which has four stages in each cycle. The 4 stages include: planning, implementation, observation, and reflection. This research was conducted at MI Tarbiyatus Syarifah Sukodono Sidoarjo with research subjects of class III students totaling 29 students. Researchers conducted interviews, observations, written tests, and documentation as data collection techniques. The results of this study

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<sup>40</sup> Nurazisah Paharuddin, "The Effectiveness of Mind Mapping Method to Build Students' Speaking Skills". Universitas Muhammadiyah Makassar, 2020.



indicate that the Mind Mapping learning method can be applied well in learning, students' understanding of the material at Home also increases. The difference between this research and the research that will be conducted lies in the location, variables and methods used. In this study using the Classroom Action Research (PTK) method. The similarity of this research with the research that has been done, both examine the Mind Mapping method in the learning process.<sup>41</sup>

The fourth previous research was conducted by Yohana Ayu Dwi Hapsari with the title "Improving Character Based Reading By Applying Mind Mapping Method Of The Tenth Year Students Of SMK Negeri 4 Klaten In Academic Year Of 2019/2020". This study aims to test whether the Mind Mapping method can improve the character-based reading of the tenth graders of SMK Negeri 4 Klaten. This study used the Classroom Action Research (CAR) method. Data collection was carried out through observation, tests, interviews, questionnaires and documentation of teaching and learning processes. The results of this study are that the Mind Mapping method can improve character-based reading for class X students of SMK Negeri 4 Klaten for the 2019/2020 academic year. The difference between this research and the research that will be conducted lies in the location, variables and methods used. In this study using the Classroom Action Research (CAR) method. The similarity of this research with the

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<sup>41</sup> Senandung Trisna Dita, "*Peningkatan Pemahaman Bahasa Inggris Materi Thinks At Home Melalui Metode Pembelajaran Mind Mapping Kelas III MI Tarbiyatus Syarifah Sukodono Sidoarjo*". digilib.uinsa.ac.id. Surabaya, 2016



research that has been done, both examine Mind Mapping as a teaching method.<sup>42</sup>

The fifth previous research was by Rina Ariyanti entitled "The Effect Of Mind Mapping On Writing Narrative Text Of MTs Darul Ulum Palangka Raya". The objectives of this study is to measure the significant effect of mind mapping on writing narrative text of MTs Darul Ulum Palangka Raya and to know the students' perception of the use of mind mapping on writing narrative text of MTs Darul Ulum Palangka Raya. This research method is use Quantitative Research with Quasi Experimental Design. The population of this study was the eight graders at MTs Darul Ulum Palangka Raya. Which consists of three classes. This study took two classes as the samples were VIII B as the experimental class and VIII C as control class. The result of the research there was a significant effect of mind mapping on writing narrative texts of MTs Darul Ulum Palangka Raya. It was recommended to apply mind mapping for teaching learning writing. The difference in research lies in the variables, time, place and research methods. The research equation lies in the use of Mind Mapping as a learning method.<sup>43</sup>

The overall conclusion is that in all previous studies using Mind Mapping as a learning method, there is no research that explains in detail the use of Mind Mapping to train students' Critical Thinking. In the research that the researchers conducted, it was explained how to use Mind

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<sup>42</sup> Yohana Ayu Dwi Hapsari, "Improving Character Based Reading By Applying Mind Mapping Method Of The Tenth Year Students Of SMK Negeri 4 Klaten In Academic Year Of 2019/2020". repository.unwidha.ac.id, Klaten 2019

<sup>43</sup> Rina Ariyanti, "The Effect Of Mind Mapping On Writing Narrative Text Of MTs Darul Ulum Palangka Raya". digilib.iain-palangkaraya.ac.id, Palangkaraya, 2020

Mapping to train students' Critical Thinking in the Writing class at MTsN  
6 Ponorogo.

### **C. Theoretical Framework**

A good theoretical framework explains the relationship or relationship between variables that are relevant to the problem. In addition, in writing it is necessary to explain the sources/references for obtaining variables and the reasons for selecting variables. The relationship between variables - independent, dependent, and if there is intervening and moderating - the relationship is elaborated. The theoretical framework can be visualized into a diagram that can make it easier for readers to understand. A good theoretical framework at least includes. In a thesis, a theoretical framework is a concept that describes how the theorist can relate to elements that are recognized as significant difficulties. In this study there are two variables, namely variable X stands for Mind Mapping, and variable Y for Teaching Writing.

There is one class in this research. Class VIII B. They are taught using the Cooperative Learning Approach with the Mind Mapping method. This research will discuss how to use the Mind Mapping method in English classes, especially writing.

## CHAPTER III

### RESEARCH METHOD

#### **A. Research Approach and Design**

The method used in this research is qualitative. Since qualitative research is research that is used to understand people's experiences and reveal their perspectives.<sup>44</sup> Therefore, researcher used qualitative research because the data is in the form of words and sentences, not related to numerical data and statistical analysis. In conducting this research, researcher was used descriptive qualitative research as the research design. Because researcher want to focus more on describing a realistic view in analyzing research results. In the descriptive style, the narrative is presented with a thorough description of the people and setting.

The researcher underlines that qualitative descriptive can be applied in this research because the researcher wants to describe more specifically the research that has been carried out in the field. In this research, researcher was analyzed the implementation of Mind Mapping in training students' critical thinking in writing at MTsN 6 Ponorogo for the 2022/2023 academic year. Then the researcher interprets it and make conclusions related to the research topic.

#### **B. Rerearcher's Role**

The researcher's role in this research is as an observer and interviewers in the field and then the details are analyzed and presented in descriptive form. The researcher's role includes planning, collecting data, analyzing,

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<sup>44</sup> Johnson and Christensen, "*Educational Research*". London : SAGE Publications, Inc, 2012, p 157"

and finally writing the research. The main method of collecting data in qualitative research is the researcher, either alone or with the help of others. The researcher chose whether to carry out each phase of the activity. In research characterized by prolonged social contact between the subject and the researcher in the subject's environment, observation plays a role.<sup>45</sup> While in the field, researcher also decide what data they need.

### **C. Research Setting**

Researcher conducted qualitative research at MTsN 6 Ponorogo which is located on Jalan Raya Bogem, Sampung Village, Ponorogo. These students come from different intelligence, social backgrounds, and environmental characteristics of students and research subjects. This research was carried out for 2 months, namely April to June 2023. In this research, researchers examined the Binpres class. In each class level, the Binpres Class is divided into 4 classes, namely classes A-D where there are 26-33 students in each class. The researcher chose class 8B for this research, totaling 27 students.<sup>46</sup> The reason researchers conducted research at this school was because the initial observation of the use of the Mind Mapping method in learning could help class VIII students understand English, especially in writing comprehension.

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<sup>45</sup> Emzir, "*Metodologi Penelitian Kualitatif: Analisis Data*" (Jakarta: PT.Raja Grafindo Perkasa, 2011), 117.

<sup>46</sup> See appendix 01/D/09-06/2023 of documentation transcript.

## D. Data and Data Source

### 1. Data

Data are facts or the results of observations of a natural phenomenon.

Data can be written or visual which has certain value as a consequence of direct observation of events or facts from phenomena that occur in the real world.<sup>47</sup> In qualitative research, actions and words are primary data sources. Data can be categorized into two.

#### a. Primary Data

Primary data is data obtained from the first source either from individuals such as the results of interviews or questionnaires. In this research primary data was obtained from interviews and observations.<sup>48</sup> The next data source is an explanation of how the Mind Mapping method is applied in writing classes to train students' critical thinking in eighth grade students at MTsN 6 Ponorogo. The data in this research include the results of interviews about the implementation of mind mapping and the results of interviews about factors that hinder students and alternative solutions in making mind maps in writing classes, observation results about the implementation of mind mapping on writing class at MTsN 6 Ponorogo, lesson plan documentation, photo documentation during learning, school photos, and data related to

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<sup>47</sup> Safrudin Chamidi, "Kaitan Antara Data Dan Informasi Pendidikan Dengan Perencanaan Pendididak", *Jurnal Pendidikan Dan Kebudayaan* Vol 10 (2004): 311–28."

<sup>48</sup> Sugiyono, "Metode Penelitian, Pendekatan Kualitatif, Kuantitatif, Dan RD" (Bandung: Alfabeta, 2005),p 105.

the school profile and number of student. Data is taken from observations during English teaching at MTsN 6 Ponorogo.

#### b. Secondary Data

Secondary data is data that has been interpreted and recorded in written sources. Secondary data is also referred to as supporting or complementary data to the main data used by researchers. Based on secondary data collected through observation, references contained in books or documents, and visuals related to the topic. In this research, researchers took several journal references regarding the Implementation of Mind Mapping as a reference. The formulation of the research problem must be responded to with data. Books, journals and previous research regarding the implementation of Mind Mapping as a learning method were used as secondary data in this research. In addition, secondary data from documentation includes geographical location, organizational structure, and conditions of teachers and students.<sup>49</sup>

#### 2. Data Source

This unorganized or raw collection of symbols, numbers or text is what is called data. Mukhtar defines a data source as a place where a researcher can obtain information or data for a study.<sup>50</sup> The data sources in this research are observation lists, lesson plans, interview transcripts, photo documentation transcripts of learning and the school environment, documentation transcripts for data

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<sup>49</sup> Ibid, p 105.

<sup>50</sup> Mukhtar, "*Metode Praktis Penelitian Kualitatif*" (Jakarta: GP Press Group, 2013), 120.



relating to the school profile and the number of students at MTsN 6 Ponorogo.

### **E. Data Collection Technique**

All techniques used by researcher to gather data for studies are collectively referred to as "data collection techniques." The following were the data collection techniques employed in this study :

#### **1. Observation**

In this observation, researcher observe human activities, physical characteristics of social situations, and how they feel when they are part of the situation. These activities are related to teacher guidance during learning, and the principal provides instructions or matters relating to the process of other learning activities. In this technique, the researcher participates in the subjects' activities or interacts directly with them, collecting data systematically from the required data. The observation technique is a complex process consisting of many processes of biologists and psychologists related to human behavior, procedures, and the number of respondents observed is not too many.<sup>51</sup> Researcher was observed the use of mind mapping as a learning method in teaching writing at MTsN 6 Ponorogo for the 2022/2023 academic year.

#### **2. Interview**

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<sup>51</sup> Sugiyono, "*Metode Penelitian, Pendekatan Kualitatif, Kuantitatif, Dan RD*" (Bandung: Alfabeta, 2005) p 107.

Interviews are data collection techniques that are carried out directly or indirectly with respondents through conversations and questions and answers to achieve certain goals.<sup>52</sup> Interviews will be conducted with English teachers and students in class VIII B. Interviews will be conducted after the teaching and learning process is complete. This interview will be conducted to obtain verbal responses from participants.

The function of interviews in this research is to double-check the data and ensure that the data observed is truly valid. Apart from teachers, researcher also conducted interviews with 8 students in class VIII. The interview that the researcher used was an unstructured interview, namely a free interview so that the researcher did not use a systematic interview guide, only explaining the problems he wanted to raise and in this research the author used interviews to obtain data about school conditions and obtain information about its implementation.

### 3. Documentation

Documentation is a final data collection technique. The act of noting something in writing, one's efforts or significant works of art.<sup>53</sup> In this research, documentation was collected when class VIII B MTsN 6 Ponorogo created and studied mind mapping during the learning process. Environmental photographs encountered during

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<sup>52</sup> Banister dkk, "*Pendekatan kualitatif Untuk Penelitian Perilaku Manusia*". (Poerwandari, 1998) p 145.

<sup>53</sup> Imam Gunawan, "*Metode Penelitian Kualitatif: Teori&Praktik*" (Jakarta: PT BumiAksara, 2015), 176.

the teaching and learning process, school documents, lesson plan and written sources related to research should all be included. collected by the researchers. Documentation makes it easier for researchers to collect more information.

## **F. Data Analysis Technique**

Data analysis is the process of searching and compiling interview transcripts, field notes, and other materials that you collect systematically to increase your understanding of them and to enable you to present what you have found to another.<sup>54</sup> Qualitative analysis is an inductive approach. According to Matthew B. Miles, A. Michael Huberman and Jhony Saldana, qualitative method analysis has three steps in analyzing data; data reduction, data display, and drawing conclusions.<sup>55</sup>

### **1. Data Reduction**

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choosing the main things, focusing on important things, searching themes and patterns.<sup>56</sup> First, researcher collected data about the use of Mind Mapping as a learning method in English lessons through interviews and documentation. The researcher then summarizes the data by noting important things related to the research and then

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<sup>54</sup> Hardani et al, "*Metode Penelitian Kualitatif & Kuantitatif*" Yogyakarta : (CV.Pustaka Ilmu Group), 2020 p 144."

<sup>55</sup> Jhonny Saldana Matthew B. Miles, A Michael Huberman, "Qualitative Data Analysis (United Kingdom: SAGE Publication, 2014), p 194."

<sup>56</sup> Sugiyono, "*Metode Penelitian, Pendekatan Kualitatif, Kuantitatif, Dan RD*" (Bandung: Alfabeta, 2005), p 201.

transcribing the data. Irrelevant data not related to the research question were discarded. Irrelevant data is data that has nothing to do with the research theme but is related to the research. Next, after collecting and reducing the data, then researchers display the data in descriptive form.

## 2. Data Display

The second step is data display. A display is an organized and compressed collections information that enables conclusions and actions to be drawn.<sup>57</sup> In this analysis using narrative, this step is carried out by presenting a structured collection of information and possibly drawing conclusions, because the data obtained during the qualitative research process is usually in narrative form so it requires simplification without reducing its content. After the data is displayed, conclusions are drawn.

## 3. Conclusion and Verification Data

Validation refers to the proper process for answering research questions and research objectives, as well as research objectives and implications. In qualitative research, the characteristics of the conclusion are provisional. In this study, it is enough to draw conclusions by comparing observation and interview data. When the researcher returns to the field, the conclusions from previous data can be supported by validity and

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<sup>57</sup> Jhonny Saldana Matthew B. Miles, A Michael Huberman, "Qualitative Data Analysis (United Kingdom: SAGE Publication, 2014), p 194."

consistency, making them credible. Observation data is added to interview data to validate all data collected.<sup>58</sup>

In this research, the researcher draws conclusions from the data display. In brief, the data analysis steps are: (1) The researcher collects data through observation and interviews. The researcher then selects, identifies and focuses the data with reference to the research formula. (2) After selecting the data, the researcher displays the data in a table. (3) After looking at the data, make a conclusion.<sup>59</sup> Observations are also supported by interviews to maintain the validity of the data. Thus, researcher can draw conclusions about how to use Mind Mapping in training students' critical thinking skills on writing class.

#### **G. Checking of Data Validity**

Data validity is an important finding in research. In qualitative research, researcher use several techniques to validate research data. Therefore, researcher use triangulation to check the validity of the data. Triangulation is a technique for checking the correctness of data. According to Kasiyan Sutopo, there are four types of triangulation techniques, namely 1) data triangulation, 2) researcher triangulation, 3) theoretical triangulation and 4) method triangulation.<sup>60</sup>

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<sup>58</sup> Iskandar, “*Metodologi Penelitian Kualitatif*” (Jakarta: Gaung Persada Press, 2009), 110.”

<sup>59</sup> Sugiyono, “*Metode Penelitian, Pendekatan Kualitatif, Kuantitatif, Dan RD* (Bandung: Alfabeta, 2005), p 210.”

<sup>60</sup> Kasiyan Sutopo, “*Kesalahan Implementasi Teknik Triangulasi Pada Uji Validitas Data Skripsi Mahasiswa Jurusan Pendidikan Seni Rupa FBS UNY*” ( Journal Uny) 2015.

### **1. Data triangulation**

Data triangulation is the process of re-examining and comparing the information the researcher obtains from different types of data in order to reduce bias in the results. For example, comparing the results of interviews, questionnaires, and observations.

### **2. Investigator Triangulation**

The ability of investigators to verify conclusions without prior discussion greatly enhances the triangulation or consultation of investigators among them. This is very important in data collection, reporting, and analysis to reduce bias.<sup>61</sup>

### **3. Theoretical Triangulation**

Theory triangulation uses theory to test a situation or phenomenon. The goal is to see a situation or phenomenon from a different point of view. In fact, the more different they are, the more likely it is that different problems or problems will be identified, and different theories are not necessarily the same or compatible.<sup>62</sup>

### **4. Methodological Triangulation**

Methodological triangulation uses methods to guide a particular situation or phenomenon. The goal is to tear down prejudice and flaws. The core strength of method triangulation is its ability to uncover significant differences or relevant details that

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<sup>61</sup> Kasiyan Sutopo, "Kesalahan Implementasi Teknik Triangulasi Pada Uji Validitas Data Skripsi Mahasiswa Jurusan Pendidikan Seni Rupa FBS UNY" (Journal Uny) 2015.

<sup>62</sup> Kasiyan Sutopo 2015.



cannot be detected when analyzed using the method or data collection technique.<sup>63</sup>

After knowing the four types of triangulation, the researcher decided to use data triangulation to test the validity of the research data. In this case the researcher uses different sources to obtain the same data until no more bias arises. That is, to obtain the validity of the data in this study, the researcher not only made observations but also conducted interviews, so that by using these sources/data and after comparison, the same data was obtained to validate the research.

## **H. Research Procedure**

In this reasearch procedure, several procedures will be used, including :

### **1. Planning**

In this process, the research plan is organized, the institution—a school or class, for example—where the media will be used as an object of observation is chosen, the learning process in the classroom is observed, the instruments needed to support the researcher's valid data are prepared, and other research ethics-related steps are taken.

### **2. Data Analysis Procedure**

Researchers examined the data, observed teacher and students as they studied, examined interview findings, and examined the use of

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<sup>63</sup> Ibid, 2015.

the Mind Mapping method in the learning process in writing classes.

### 3. Research Report

This research takes the form of writing a qualitative descriptive thesis about "The Implementation of Mind Mapping in Training Students' Critical Thinking on Writing Class at MTsN 6 Ponorogo"



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. General Description

At MTsN 6 Ponorogo English is a subject that must be taught to students in all classes. English lessons play an important role for students and teachers because many aspects of daily life are related to English lessons. There are 2 English teachers at MTsN 6 Ponorogo, namely Mrs. Lina Purwati and Mr. Ahmad Masrur Fatoni. Mrs. Lina Purwati teaches English in grades 7 and 8 for all classes. While Mr. Ahmad Masrur Fatoni teaches English in grade 9. English teachers at MTsN 6 Ponorogo often use a cooperative learning model using an independent curriculum. In learning English, students in class often ask the teacher about material they have not yet mastered. In learning English, most students admit that they have difficulty understanding the meaning, so students have to open a dictionary to look for the meaning of the material being studied, or sometimes students also ask the teacher.

English teacher also often approach students who are passive in learning to create motivation to be enthusiastic about learning. English has 4 skills that are continuous with each other, namely speaking, writing, reading and listening. Mrs. Lina Purwati, said that these four skills will be used by students in everyday life in society. Therefore, English subjects are directed at developing these skills so that students are able to communicate and discourse in English at a certain literacy

level. In learning English, complete communication skills are required, namely discourse skills, namely the ability to understand and/or produce spoken and/or written texts which are realized in four language skills, such as listening, speaking, reading and writing. For junior high school students, English learning targets the functional level, namely communicating verbally and in writing to solve everyday problems.

## **B. Data Description**

Researcher conducted this research from April to June using observations and interviews. Researcher observed learning activities using Mind Mapping in class and conducted interviews on June 6 2023 with the English teacher at MTsN 6 Ponorogo. Apart from that, researcher also conducted interviews with 8 students in class VIII B to obtain further information regarding the use of the mind mapping method in learning in writing classes.

Observations and interviews were used to collect descriptive data. Researchers conducted observations and first interviews with English teachers on April 17 2023, before the start date of the research. This aims to determine the best way to explain how to apply Mind Mapping in English language learning and select classes for research based on recommendations from English teachers who teach the Mind Mapping method. The research was conducted after the Eid al-Fitr holiday, namely May 16 to June 17 2023.

## **1. The Implementation of Mind Mapping in Teaching Writing at MTsN 6 Ponorogo**

Researcher made initial observations on April 17. During this observation the researcher met Mrs. Lina Purwati as an English teacher to discuss the research schedule. Researchers also observed the school environment and the student learning process. During the research, the researcher observed interactions and conditions in the classroom. The data findings in this research relate to how Mind Mapping is applied in teaching writing at MTsN 6 Ponorogo. Based on observations and interviews with research subjects, researchers found out what teachers' first thoughts were about implementing mind mapping in English language learning, especially in writing classes.

From the results of an interview with Mrs. Lina Purwati, an English teacher from MTsN 6 Ponorogo, she stated that every time students enter new material, they will definitely learn new things and in order to know how to integrate it with previous material, the teacher must provide a way for students to have this integration. Then, to study new material globally, what and how students will learn later. Even though the material can be found in the assignment book, students must make a way to understand the material from their writing, namely by using Mind Mapping. As stated by Mrs. Lina Purwati :

“Mind Mapping actually existed before, so teacher used Mind Mapping to direct my thinking patterns. So, once students enter new material, it is clear that they will definitely learn new things and clearly the integration with previous material must be provided by the teacher so that this integration is available to the students. Then, to study new material globally, what and how students will learn later. So in the assignment book, although teacher not 100% referring to the assignment book, because all students can hold is the assignment book, it is clear that the assignment book will definitely be used more often in learning. For example, in the title of the new chapter in the assignment book "I can do it, I will do it" in that sentence why is it written "I can do it" and why is it written "I will do it" oh it turns out that is an expression of ability. So, expression of capability and expression of willingness, in the expression of capability there are negative sentence forms as well as in the expression of willingness which also contains negative and positive sentences. Apart from that, other expressions or words which are expressions of ability, expressions of capability are actually the same, but with mind mapping they will also use different terms. Teacher invite students to look for references other than those in the assignment book because there are only a few references listed in the



assignment book. Mind Mapping references can be searched via Google, you can also search through other books. For example, the assignment book is not the same as the one students use in learning, which clearly remains the same material. So, with Mind Mapping, apart from students being able to know the existing material globally, knowing the meaning and function of the title and material being studied, knowing how it is linguistically, they will also explore themselves to look for other references. So, teachers give students the freedom to think critically like oh it turns out the material is not only in the assignment book, oh the material is not only what the teacher teaches, so they will be able to look for it in various sources. So it was because of that thought that I first thought of using mind mapping as a learning method.”<sup>64</sup>

Researcher observed students' learning activities from the beginning to the end of learning on May 16, 2023. Firstly, in pre activity before the teacher enters the class, the teacher will say hello and invite the students to pray. Then, the teacher will discuss the previous material to get feedback. The teacher also asked students about students' understanding of mind mapping.

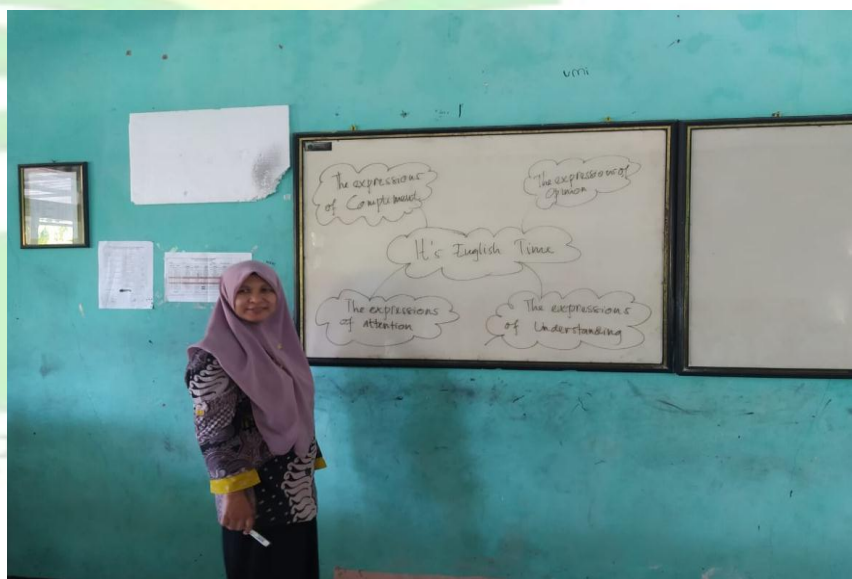
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<sup>64</sup> See the Appendix 06-06/2023 of Interview Transcript



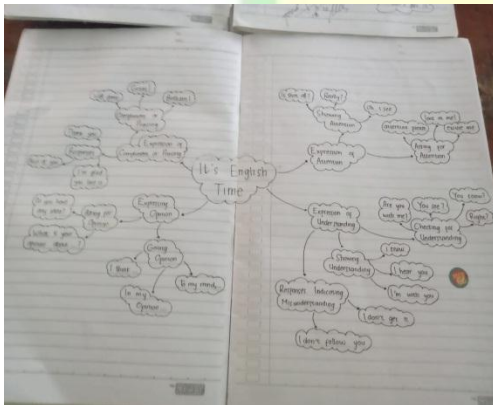
**Figure 1. Documentation of students activity**

Second, at the main activity the teacher gives an example of how to make a mind map on the whiteboard. At this stage students pay close attention to the activities carried out by the teacher in front of the class. Students also asked questions regarding mind mapping drawn by the teacher on the blackboard. Mind mapping is the points from the material taught by the teacher during the lesson.



**Figure 2. Documentation of teacher activity**

At this stage, the teacher asks students to make mind mapping according to the material being studied. The teacher invites students to make mind mapping as creatively as possible. Most students seemed enthusiastic in making mind mapping with their creations.



**Figure 3.4. Documentation of students activity and Mind Mapping**

When using the mind mapping method for the first time, most students gave positive reactions and were happy because in making mind mapping there were elements of drawing and coloring so it was more interesting. As stated by Mrs. Lina Purwati:

“The response from most students was positive, so many students liked this method. Because in making mind mapping there are elements of drawing and coloring so it is more interesting. Indeed, there are some students who ask what if there is no color, but that is also fine. So, teachers give students creative freedom. However, teacher also explained why mind mapping should be colored, namely to make it interesting so that if students are interested in something they will definitely like it and if students like it then it will be easier to understand the material because learning will be more fun.”<sup>65</sup>

This statement was also supported by several students, including Putra Setyo Wibowo who said:

"My response when I first used Mind Mapping was very happy, because I not only wrote but also drew so learning was more interesting."<sup>66</sup>

Nadila Nur Hidayah also added:

"The first time teacher used this method, the teacher thought it was fun, because I could draw while learning."<sup>67</sup>

This sentence also agrees with Putri Fitria who said:

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<sup>65</sup> See the Appendix 06-06/2023 of Interview Transcript

<sup>66</sup> See the Appendix 08-06/2023 of Interview Transcript

<sup>67</sup> See the Appendix 08-06/2023 of Interview Transcript

"When I first used this method, I felt happy, because learning became more interesting and fun."<sup>68</sup>

However, there are also students who say they are confused when they first use the Mind Mapping method because this is something new for them. As expressed by several students, Dava said with blessings:

"The first time I used Mind Mapping, I was confused because I was thinking about the concept of Mind Mapping, but over time I got used to it and it actually made it easier for me to learn."<sup>69</sup>

Muhammad Faizal Mubarak also said:

"At first I was a little confused because I didn't understand the concept, but after the teacher explained it and I tried it, it turned out that Mind Mapping actually made it easier for me to learn."<sup>70</sup>

This statement was also supported by Intan Laila Nevita Sari who said:

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<sup>68</sup> See the Appendix 08-06/2023 of Interview Transcript

<sup>69</sup> See the Appendix 08-06/2023 of Interview Transcript

<sup>70</sup> See the Appendix 08-06/2023 of Interview Transcript



"At first I had difficulty making Mind Mapping because I didn't really understand it, but over time I started to understand and get used to using this method."<sup>71</sup>

At the post activity stage, the teacher will see the Mind Mapping students and then assess them by signing the Mind Mapping. After that, the teacher will review the material again and then tell students what to prepare for the next meeting..

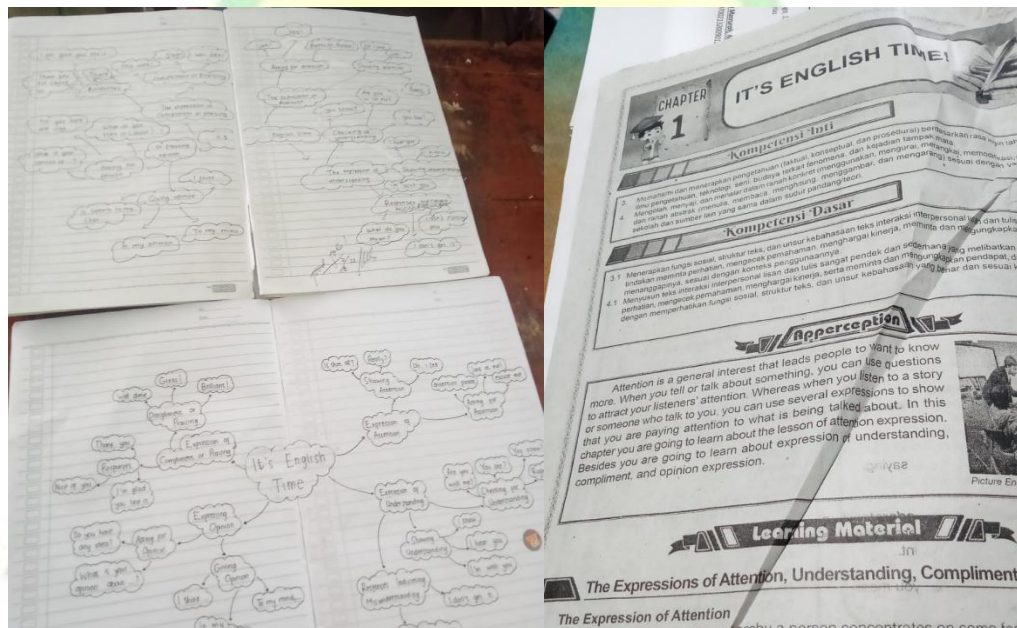


Figure 5.6. Documentation of students' Mind Mapping and material

Some progress was also felt after implementing the mind mapping method, such as increasing student activity as well as increasing student learning outcomes. Mrs. Lina Purwati said:

"The progress is, firstly, for students who are already active and already understand the material, the teacher just needs

<sup>71</sup> See the Appendix 08-06/2023 of Interview Transcript.



to provide stimulus with questions so they will be more active. But for students who don't want to read nowadays, the challenge is for these students, whether it's the influence of extraordinary gadgets or how teachers have to be more extra in guiding them so that they prefer to read books and use their imagination so they can think more critically in understanding the material. But with mind mapping, the teacher think passive students who are less willing to read will find it easier to understand the material because the material is presented in a more concise form."<sup>72</sup>

On Tuesday, May 23, learning continued the same as usual days from pre-activity to post-activity, students studied using mid-map as a reference for understanding the learning material provided by the teacher.



**Figure 7. Documentation of students activity**

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<sup>72</sup> See the Appendix 06-06/2023 of Interview Transcript

Mrs. Lina Purwati also added that student learning outcomes have also improved since implementing mind mapping in the learning process. Mrs. Lina says:

"If you look at it as a whole, there has been an improvement in student learning outcomes. On the other hand, the teacher also emphasize to students that if they don't make a Mind Mapping, students won't be able to take the daily tests, so like it or not, students will definitely make a mind mapping. "From there, at least they know the material, core material, sub-material that is known to students, even if it's just writing, it really helps students in learning the material."<sup>73</sup>

This progress was also felt by several students, Dava Restu said:

"By using mind mapping material it becomes more concise and easier to understand."<sup>74</sup>

"Using mind mapping does not only rely on writing skills, but also drawing which requires creativity and imagination and understanding material and compiling mind mapping requires critical thinking, so I feel that this ability has improved in me"

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<sup>73</sup> See the Appendix 06-06/2023 of Interview Transcript

<sup>74</sup> See the Appendix 08-06/2023 of Interview Transcript

Muhammad Faizal Mubarak also had the same opinion, he said:

"Mind Mapping is an interesting learning method and I feel my critical thinking skills and creativity have improved by using this method."<sup>75</sup>

Most students also have the same opinion, this can be seen in the attached interview transcript. From these several expressions it can be concluded that mind mapping has had many positive impacts on students and teachers. Students who were previously passive and lazy about reading became more active and read the material more often because in order to make all the mind maps, students had to read and understand the material as a whole. The researcher also asked Mrs. Lina Purwati how mind mapping works so that it can train students' critical thinking skills. Mrs. Lina Purwati said:

"In mind mapping there is core material, then to develop this core material, students' creativity, astuteness and critical thinking skills are needed. Students will definitely think about how to incorporate this material into a Mind Mapping that is easy to understand. For example, in a material there is a title and students must divide it into several sub-points and from these sub-points there are questions that make

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<sup>75</sup> See the Appendix 08-06/2023 of Interview Transcript

students search and read in books or can google. "That's how mind mapping works, which is a means to make students think critically in a fun way."<sup>76</sup>

On Friday 9 June 2023, learning was conducive, the teacher asked students to group together and discuss the material using the mind map that had been written at the previous meeting.



**Figure 7. Documentation of students activity**

Implementing mind mapping in learning also improves student learning outcomes. As said by Mrs. Lina Purwati at the time of the interview that;

"If we look at it as a whole, there is an improvement in student learning outcomes. On the other hand, I also emphasize to students that if they don't make Mind Maps, students won't be able to take the daily tests, so like it or not, students will definitely make mind mapping. From

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<sup>76</sup> See the Appendix 06-06/2023 of Interview Transcript

there, at least they will know the material. "The core material and sub-material are known to students, even if it's just writing, it really helps students in learning the material."<sup>77</sup>

Mrs. Lina Purwati also added;

“There is definitely a significant difference felt in student learning outcomes, because making mind maps can also boost students' enthusiasm for learning from being passive during the Covid pandemic to direct learning activities such as writing, drawing, reading. Actually, during the pandemic, students can also write, then take a photo and upload it, but the teacher doesn't know whose work the writing is, the teacher only knows the results of the uploaded writing. Before using mind mapping, I think students also had difficulty understanding a lot of material, so their learning outcomes were less than optimal. So with mind mapping, of course, this has had a big impact on improving student learning outcomes.”<sup>78</sup>

On Wednesday, June 14, researcher also saw enthusiasm from students when making mind maps, students often asked the

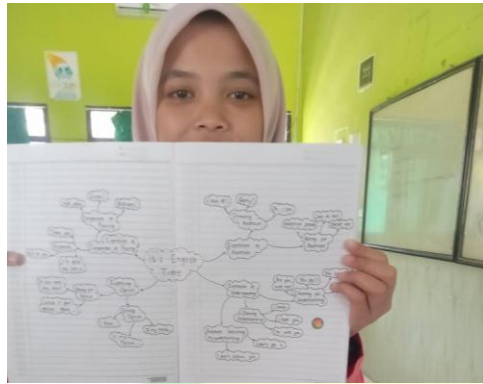
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<sup>77</sup> See the Appendix 08-06/2023 of Interview Transcript

<sup>78</sup> See the Appendix 06-06/2023 of Interview Transcript



teacher about material they did not really understand.



**Figure 7. Documentation of students activity**

The teacher's ideas in this method are very inspiring, because the teacher has been using mind mapping for quite a long time, as stated by Mrs. Lina:

"Actually, the teacher used this method before but not too intensely, then the teacher started applying this method again after the covid pandemic yesterday. I thought about using mind mapping again because of the background of students who need a joyful supply in learning, then practicing independence then students need activities that are therapeutic in nature for learning to direct them back to real activities. So far, students have only been in front of gadgets to study and that is not very optimal. "Teachers during the pandemic cannot control optimally because students' activity can only be seen from the application, so



mind mapping is also a breakthrough so that students are trained again in real learning."<sup>79</sup>

## **2. Problems Faced by Students and Teacher and their Solutions**

### **A. The problems Faced by Students and Alternative Solutions in Making Mind Mapping in Teaching Writing at MTsN 6 Ponorogo**

The mind mapping method can make things easier for students in several ways, but there are also several problems faced by students in using this method. One student named Putra Setyo Wibowo said that:

"My difficulty when using Mind Mapping is understanding the material in English so it is difficult to understand and also making concepts from Mind Mapping"

The researcher then asked Putra Setyo Wibowo how to overcome the difficulties he was experiencing, difficulty understanding the material and difficulty making mind maps. The solution to being able to understand the material is to open a dictionary first, then read the material carefully, and to overcome difficulties in making mind mapping, Putra usually looks for several mind mapping references on google. As Putra Setyo Wibowo said in an interview:

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<sup>79</sup> See the Appendix 08-06/2023 of Interview Transcript.

"To be able to understand the material I usually open a dictionary first, then read the material carefully, and to understand how to make a mind mapping I look for references on Google."<sup>80</sup>

Other students also experienced help, such as Muhammad Faizal Mubarak, who said that he had difficulty thinking about the Mind Mapping model because he was confused about how to organize the material into a mind mapping, as Faizal said during the interview;

"My difficulty is thinking about a model for mind mapping because sometimes I am confused about how to organize the material into a Mind Mapping, the solution to overcome this is by looking for examples of Mind Mapping in textbooks or books other than the assignment book that I use"<sup>81</sup>

This opinion is also the same as another student named Muhammad Ihsan Mubarak, Ihsan said that the difficulty in using the mind mapping method was when determining the theme of the mind mapping, Ihsan overcame this problem by thinking more critically to understand the theme or asking the teacher so that the teacher could give examples or ask friends, as Ihsan said below;

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<sup>80</sup> See the Appendix 08-06/2023 of Interview Transcript

<sup>81</sup> See the Appendix 08-06/2023 of Interview Transcript

"The difficulty is when determining the theme of the mind mapping, so we have to think more critically to understand and determine the model or theme of the mind mapping. The solution to overcome this is by thinking more critically to understand the theme or asking the teacher so that the teacher gives examples or ask a friend"<sup>82</sup>

The same difficulty was also experienced by female students, one of the students, Intan Laila Nevita Sari, expressed her difficulty in making a mind mapping, namely determining the design of the mind mapping, so to overcome this, Intan looked for references on Google or books in the library, as said at the time. interview ;

"My difficulty in making mind mapping is determining the design of the mind mapping, so to overcome this I usually first look for examples of mind mapping on google or in books in the library."<sup>83</sup>

One of the students named Lutfiana Nur also agreed with Intan's statement, she said that the difficulty in making mind mapping was in determining the concept and design of Mind Mapping, so to overcome this she asked the teacher or looked for reference sources to make mind mapping. During the interview Lutfiana Nur said that;

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<sup>82</sup> See the Appendix 08-06/2023 of Interview Transcript

<sup>83</sup> See the Appendix 08-06/2023 of Interview Transcript

"My difficulty in using the mind mapping method is determining the concept and design of mind mapping, so the solution is that I sometimes ask the teacher and look for references in other books."<sup>84</sup>

From some of the interview data from several students above, it can be concluded that most of the students' difficulties in using the mind mapping method are confusion in determining the design, theme or concept of mind mapping, sometimes they also lack mastery of the material because they speak English. Most students said that their solution to being able to use mind mapping was to look at several examples of mind mapping on google, or other books as a reference for doing Mind Mapping. Students also open the dictionary to look for the meaning of material they do not understand.

### **B. The Problems Faced by Teacher and Alternative Solutions in Making Mind Mapping in Teaching Writing at MTsN 6 Ponorogo**

Problems in using the mind mapping method are not only experienced by students, but also teachers. There are a few problems experienced by English teachers in teaching this method to students. Problems faced by teachers are such as if they find students who are less active or passive in class, the

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<sup>84</sup> See the Appendix 08-06/2023 of Interview Transcript

teacher must have a solution to be able to direct these passive students. As said by Mrs. Lina Purwati at the time of the interview that:

"In my opinion, the difficulty in using mind mapping with students is that there are some children who are less creative in making Mind Mapping. So, from material to material the form of the Mind Mapping created is always the same. Therefore, every time I say for each new material for making Mind Mapping, please be creative, such as making a Mind Mapping in the shape of a tree, in the shape of shapes, or other clear shapes. From mind mapping, we will know that a child is creative, and that can also be done. train students' critical thinking skills, if every time they make a Mind Mapping, students will make other, more varied shapes, students can also add color to the mind mapping picture. Then, the difficulty of using mind mapping for teachers is, dealing with students who are passive and less creative in the learning process. So, when students are approached by teachers, some are responsive, so the response is positive and ultimately there is a change, namely becoming more creative. However, there are also students who are difficult to encourage to be more creative so the results are a lower percentage. "So, for students, I think the only difficulty is for students who don't want to read, they

will have difficulty because they don't know what they are going to write."<sup>85</sup>

In the interview, Mrs. Lina Purwati said that the way to overcome students who are passive and uncreative is to tell students to add color to the mind mapping picture so that it looks interesting and fun. However, if the student is still passive and there is no interaction, the teacher will come to the student to provide direction, as Mrs. Lina Purwati said below;

"The way to do this is by approaching the student and then providing briefing, motivation and support. The teacher emphasize to students that if they want to do something, they have to know what they want to do. For example, if someone wants to cook, if they want to cook vegetables, they have to provide vegetables, so that the vegetables are delicious, they need seasoning. To cook it you also need a frying pan, a stove and oil. Just like making a mind mapping, students must know what to write and prepare the material in order to make a good mind mapping. "For students, usually to overcome difficulties they read the material repeatedly until they understand the meaning of the

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<sup>85</sup> See the Appendix 06-06/2023 of Interview Transcript



material, look in the dictionary for words that are difficult to understand, or ask the teacher themselves.”<sup>86</sup>



**Figure 6. Documentation of teacher's activity**

From the results of the interview with Mrs. Lina can conclude that the problem teachers face in implementing mind mapping is finding students who are passive in learning, students who are not creative in making mind mapping. So the solution is that English teachers have to approach students who are passive and give directions, then for students who are less creative, the teacher provides a solution so that students add color to mind mapping to make it look more interesting and the learning process becomes more fun.

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<sup>86</sup> See the Appendix 08-06/2023 of Interview Transcript

## C. Discussion

### 1. Discussion of The Implementation of Mind Mapping in Teaching Writing at MTsN 6 Ponorogo

Mind mapping is a method designed in the learning process so that students are able to store information in the form of learning material that students receive during the learning process, and helps students organize all the important points of learning material which can be in the form of maps, graphs or symbols to make it easier for students. remember lessons.<sup>87</sup> MTsN 6 Ponorogo also applies the mind mapping method to English lessons taught by Mrs. Lina Purwati.

Mrs. Lina Purwati has revealed that the use of mind mapping is expected to make students' thinking patterns more focused. So, once students enter new material, it is clear that they will definitely learn new things and clearly the integration with previous material must be provided by the teacher so that this integration is available to the students. Then, to learn new material globally that students will learn so that it is easy to understand. So students don't just refer to the assignment book but choose their own study materials which can make it easier for them to understand the material provided by the teacher. Even though it's

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<sup>87</sup> Tony Buzan, "*Mind Mapping Untuk Meningkatkan Kreativitas*," Jakarta: Gramedia Pustaka Utama 4-5

bad, assignment books are still mandatory reading for students, but because all students can hold on to is the assignment book.<sup>88</sup>

In the analysis of this research, researchers used the theory of Susanto Windura. According to Susanto, the way to make a mind mapping is as follows;

- a) Start in the middle of a blank sheet of paper with the long sides lying flat, because starting in the middle will give your brain freedom to spread out in all directions.
- b) Use images or photos for ideas, because images can help use imagination, make images more interesting, and activate the brain.
- c) Use color, because color can make this model more lively, increase students' enthusiasm for creative thinking and have fun.
- d) Connect the main branches with the central image and connect the second and third level branches with the first and second levels, and so on because it is easier for the brain to understand and remember.
- e) Make curved lines like tree branches to make it more interesting.
- f) Use one keyword per line.
- g) Use appropriate images for each branch.<sup>89</sup>

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<sup>88</sup> See the Appendix 06-06/2023 of Interview Transcript”

<sup>89</sup> Sutanto Windura, “Mind Map Langkah Demi Langkah,” Jakarta: Gramedia 2008, 26–

Susanto Windura's opinion is very easy to understand and easy to apply to students during the learning process so it is effective in training students to make Mind Maps.

According to Buzan, mind maps are the easiest learning method by entering information into the brain and removing information from the brain when we need it, and its application is also very effective, creative, and simple but very powerful. to summarize material, because the mind map method is a method of mapping thoughts in written form in pictorial essays.<sup>90</sup> This is in accordance with what was expressed by Mrs. Lina Purwati said that from mind mapping the teacher will know whether the student is creative by looking at the results of the mind mapping created. Apart from that, Mind Mapping can also train students' critical thinking skills, if every time they make a mind mapping, students will create another, more varied shape, students can also add color to the mind mapping picture.

In the lesson before making a mind mapping the teacher will give an example of how to make a mind mapping on the blackboard. First, the teacher draws a mind mapping pattern and enters the material points contained in the material being studied. Second, students will create a mind mapping according to the teacher's example, of course the creativity of each student does not have to be exactly the same as the teacher's mind mapping. The

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<sup>90</sup> Buzan, Tony, "Mind Map: Untuk Meningkatkan Kreativitas". Jakarta: Gramedia Pustaka Utama, 2013

teacher gives direction to students that when making mind mapping students must have imagination and think critically in order to become creative students. The teacher also invites students to ask questions regarding mind mapping or material that they did not understand during the lesson.

During the learning process, researchers saw that most of the students were enthusiastic about making mind mapping because Mind Maps are made by drawing and can also be colored, so students were more interested and did not feel bored with learning which was usually just the same. However, there are also students who are passive during the learning process, namely students who do not want to make Mind Maps. There are also students who are not creative, students who create concepts or forms of mind mapping that do not vary. Teachers play an important role in this, researchers observed that teachers always ask about difficulties experienced by students and provide motivation to students so they can make mind maps well.

Mind mapping makes it easier for students to understand material that is difficult to understand. Several students stated that since Mind Mapping, learning has become easier and more fun. Mrs. Lina Purwati also revealed that student learning outcomes had improved since using mind mapping. Mrs. Lina Purwati also revealed that the difference in student learning outcomes is quite significant, because making mind mapping can also increase



students' enthusiasm for learning from being passive during the Covid pandemic to directing learning activities such as writing, drawing, reading. Even though during the pandemic students can also write, then take a photo and upload it, but the teacher doesn't know whose work he wrote, the teacher only knows the result of the writing that was uploaded. Before using mind mapping, according to Mrs. Lina Purwati, students also experience difficulties in understanding a lot of material so that their learning results are less than optimal.<sup>91</sup> So the existence of mind mapping certainly has a big impact on improving student learning outcomes.

Researchers draw the conclusion that implementing mind mapping in the classroom can make it easier for students to understand the material. Because with mind mapping students can summarize material that is difficult to understand by reading the material carefully and then determining the important points which are ultimately compiled into a mind mapping. In doing this, of course students will be required to think critically to determine the theme or concept of mind mapping, organize the points into a mind mapping, and determine the model of mind mapping. So, students' thinking patterns are more focused and conceptualized because of mind mapping. Student learning outcomes also increase when using mind mapping, so there are many advantages of mind mapping that are useful for students and teachers.

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<sup>91</sup> See the Appendix 06-06/2023 of Interview Transcript



## **2. Discussion of The Problems faced by Students and Teacher and their Solutions**

### **A. The problems Faced by Students and Alternative Solutions in Making Mind Mapping in Teaching Writing at MTsN 6 Ponorogo**

#### **1. The problem Faced by Students**

Writing is an activity to create information or notes on the media by using characters.<sup>92</sup> In the writing class in class VIII B, mind mapping is used as a learning method which can make it easier for students to understand the material. Researchers observed that during the learning process teachers and students interact with each other regarding the material being studied. mind mapping has been used by teachers as a method for several years. Mrs. Lina Purwati revealed that she had felt a lot of progress since using the mind mapping method, such as improving student learning outcomes. However, even so, there are also several problems faced by students in using this method.

In the learning process when students used the mind mapping method, researchers found that there were several students who still had difficulty determining the concept of Mind Mapping. Students are confused about how to start making a Mind Mappin because they don't know what the

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<sup>92</sup> Mira and Pd, "Upaya meningkatkan keterampilan writing skill pada teks interaksi interpersonal dengan menerapkan tekhnik pembelajaran total physical response pada siswa kelas VII.1 SMP Negeri 17 Batanghari," ( Jurnal Education of Batanghari, 2021) p.157.

concept will be. There are also students who have difficulty understanding the material in the assignment book because they speak English so students do not know the meaning of the sentences in the material. One of the students named Putra Setyo Wibowo confirmed this.

Putra Setyo Wibowo said that the difficulty in making mind mapping was in understanding the material from the assignment book and materials given by the English teacher. Difficulty in creating a concept or model from mind mapping, so you don't know the points that will be included in mind mapping. The researcher then asked Putra Setyo Wibowo how to overcome the difficulties he was experiencing. Apart from that, several other male students also had the same opinion. Most of the male students said that they had difficulty using the Mind Mapping method when determining the theme of the mind mapping.

Female students also experienced difficulties using the mind mapping method, one of the students, Intan Laila Nevita Sari, expressed her difficulty in making a mind mapping, namely determining the design of the mind mapping. From several interview data, the researcher concluded that for some of the students above, it can be concluded that most of the students' difficulties in using the

Mind Mapping method were confusion in determining the design, theme or concept of mind mapping, sometimes they also did not master the material because they spoke English.

## 2. Students' Alternative Solutions

According to John Dewey critical thinking is thinking as an active and careful consideration of a belief or knowledge that can be taken for granted.<sup>93</sup> In training critical thinking skills, students must develop solutions to overcome the problems they face. Based on the problems faced by students, researcher have found solutions for students to overcome these problems. To be able to create a mind mapping, students must be able to understand the material provided by the teacher. The solution to understanding the material is to open a dictionary first, then read the material carefully, and to overcome difficulties in making a mind mapping, Putra Setyo Wibowo said that he usually looks for several mind mapping references on Google. Other students also have the same opinion, they will look for references in books other than the books they use during lectures. Not a few of them also search on Google, ask teachers or discuss with friends to find out the concept of mind mapping. Apart from that, they also have

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<sup>93</sup> Dewey, J, "*Democracy and Education*" New York: Macmillan. 1916

to think more critically to understand the themes and meaning of the material.

Female students also find solutions to the problems they face. Intan Laila Nevita said the way to overcome her difficulties in making mind mapping was to look for references on Google or books in the library. One of the students named Lutfiana Nur also agreed with Intan's statement, she said that the difficulty in making mind mapping was in determining the concept and design of mind mapping, so to overcome this she asked the teacher or looked for reference sources to make mind mapping. .

Most students said that their solution to being able to use mind mapping was to look at several examples of mind mapping on google, or other books as references for doing mind mapping. Students also open the dictionary to look for the meaning of material they do not understand. So, students can find their own solutions to the problems they face when using Mind Mapping as a learning method.

## **B. The Problems Faced by Teacher and Alternative Solutions in Making Mind Mapping in Teaching Writing at MTsN 6 Ponorogo**

### **1. The Problems Faced by Teacher**

The purpose of mind mapping is to find a new concept to be able to develop free thinking that has a major

influence on aspects of students' lives, provides intellectual freedom and practical experience and provides high enthusiasm for students' new discoveries.<sup>94</sup> Mrs. Lina Purwati as an English teacher at MTsN 6 Ponorogo uses mind mapping with the aim of training or developing students' thinking skills to be more critical. Implementing Mind Mapping for teachers makes it easier because students can better understand the material explained by the teacher because they have a material reference that is summarized in the form of mind mapping.

However, despite the many conveniences felt by teacher, they also find several problems that must be faced when using the mind mapping method during learning. This problem was felt by Mrs. Lina Purwati in teaching the mind mapping method to students. Problems faced by teachers include finding students who are less active or passive in class and students who are less creative in making mind maps. So, the teacher finds students who make mind maps from material to material, the form of the mind mapping they create is always the same.

Another difficulty in using mind mapping for teachers is dealing with students who are passive and less creative in the learning process. So when students are

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<sup>94</sup> Tony & Berry, "Memahami Peta Pikiran (The Mind Map Book)," Batam Centre, Interaksara, 2010, p 21

approached by teachers there are those who are responsive so the response is positive and ultimately there is a change, namely becoming more creative. However, there are also students who are difficult to encourage to be more creative so the percentage of results is lower.

## **2. Teacher's Alternative Solutions**

Based on the problems faced by teachers. Mrs. Lina Purwati thought of a solution to overcome this. Mrs. Lina Purwati always said that with every new material for making mind mapping, the teacher gives students the opportunity to be creative. Such as making a mind map in the form of a tree, shape, or other clear shape from mind mapping, the teacher will know students' creativity, this can also train students' critical thinking skills, if every time they make a Mind Map students will make a shape. In another, more varied way, students can also add color to mind mapping images. Mrs. Lina Purwati said the way to overcome students who are passive and not creative is to ask students to add color to the mind mapping image to make it look interesting and fun.

However, if students are still passive and there is no interaction, the teacher will approach the students and provide direction, motivation and support. Mrs. Lina Purwati emphasized that if students want to do something,



they must know what they want to do. In making a mind mapping, students must know what to write and prepare the material in order to make a good mind mapping. For students, usually to overcome their difficulties, they read the material repeatedly until they understand the meaning of the material, look for words that are difficult to understand in the dictionary, or ask the teacher themselves.

From the results of observations made by the researcher, the researcher concluded that the difficulties faced by teachers in implementing mind mapping were the discovery of students who were passive in learning and students who were not creative in making mind maps. So teachers have an important role in making students active in learning so they can digest the material provided. Mrs. Lina Purwati has a solution, namely by approaching students who are passive and giving directions, then for students who are less creative, the teacher provides a solution so that students add color to Mind Mapping to make it look more interesting and the learning process becomes more fun. exciting. So, students will get used to being more creative and active in learning.

## CHAPTER V

### CLOSING

#### A. Conclusion

1. This research shows that the use of mind mapping applied by teachers in writing classes at MTsN 6 Ponorogo is as follows. During the pre-activity, before the teacher enters the class the teacher will say hello and invite students to pray. Then, the teacher will discuss the previous material to get feedback. The teacher also asked students about their understanding of mind mapping. In the main activity, the teacher gives an example of how to make a mind map on the blackboard. At this stage students pay close attention to the activities carried out by the teacher in front of the class. Students also ask questions about mind mapping which the teacher draws on the blackboard. mind mapping is points from the material taught by the teacher during learning. At the post-activity stage, the teacher will look at the students' mind mapping and then assess it by signing the mind mapping. After that, the teacher will review the material and then tell students what to prepare for the next meeting.
2. In using mind mapping, there are several obstacles experienced by students and teachers in using this method in learning. The obstacles experienced by students are difficulty in determining the concept or model of mind mapping and difficulty in entering material into mind mapping because they have to determine the material points. The solution used by students to overcome this problem is that students

look for more references about mind mapping on google or books, to determine the points that students will include in mind mapping. Students summarize the material and select important core material to be used as subchapters. . The obstacle experienced by teachers when using the mind mapping method is that students are found to be passive and uncreative during the learning process. The solution used by teachers to overcome this problem is to approach students and provide motivation, as well as suggestions for providing colors and pictures to make mind mapping more interesting and the learning atmosphere more enjoyable. So, with the mind mapping method students can easily understand the material because it is more concise and easy to understand, and Mind Mapping can improve students' critical thinking because students have to think critically to find concepts or models from mind mapping.

## **B. Suggestions**

### **1. For English Teacher**

Researcher advise teacher to be more careful in observing students who are busy in class and students who are passive in lessons. Apart from that, teachers must be more creative in teaching the mind mapping method and explain the material in more detail so that it is easy for students to learn and understand it.

### **2. For students**

Researcher advise students to be more diligent, confident and disciplined when studying reading comprehension, so that they can

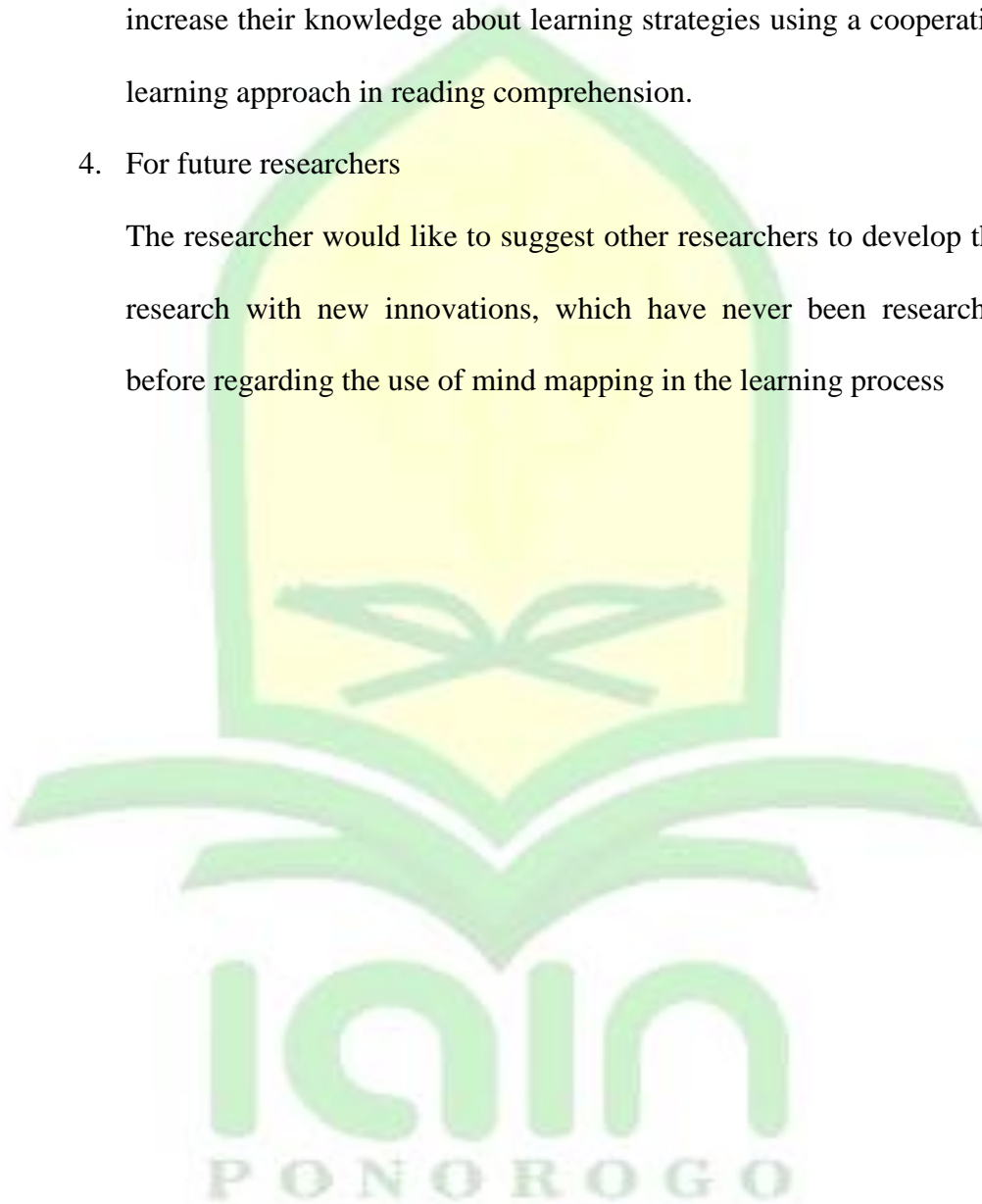
improve their skills and creativity in using mind mapping as a learning method.

3. For readers

Researchers hope that this research can be useful for readers to increase their knowledge about learning strategies using a cooperative learning approach in reading comprehension.

4. For future researchers

The researcher would like to suggest other researchers to develop this research with new innovations, which have never been researched before regarding the use of mind mapping in the learning process



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