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STUDENTS' INTEREST TOWARD THE USE OF MIND MAPPING IN WRITING PROCEDURE TEXT AT THE TENTH GRADE OF SMAN 22 MAKASSAR

Sunar Sadani [1*], Sulviana S[2], Jusmaniar Nonci [3]

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[1,2,3]English Education Department, Faculty of Teacher Training, Education and Literature, Universitas Islam Makassar, Indonesia
[1*]Corresponding author, email: sunarsadani1999@gmail.com

Abstract: Mind mapping is known as a visualization technique that can help students organize ideas systematically before writing, so that the writing process becomes more structured and easier to understand. This study aimed to investigate the students' interest in using mind mapping as a tool in writing procedural texts, especially among 10th grade students of SMAN 22 Makassar. This study was a quantitative approach with a survey. It was used as the main instrument to collect data from respondents. A total of 36 questions were arranged in the form of a questionnaire and distributed to 32 students from tenth grade. These questions were designed to assess the extent of interest, understanding, and effectiveness of using mind mapping in supporting procedural text writing activities. Most students showed a positive interest in using mind mapping in writing learning. They considered this technique very helpful in compiling and developing ideas related to procedural steps more clearly and systematically. In addition, mind mapping was also considered to be able to improve students' creativity and critical thinking skills when writing. However, there were some students who experienced obstacles, especially in understanding how to compile an effective mind map. This study showed the importance of the teacher's role in providing guidance, examples, and repeated practice so that students can apply this technique optimally. With the right support, mind mapping has great potential as an effective tool in teaching writing, especially for procedural texts at the high school level.

Keywords: Mind Mapping, Procedural text, Student Interest

1. INTRODUCTION

Mind mapping is known as a visualization technique that can help students organize ideas systematically before writing. According to Adawiah, (2016) that mind mapping is one of the effective and creative ways to map and record information to make it stored properly in memory. The activity of making mind maps allows to express managing information by using colors, images and symbols, involving the right and left brains to work together so that information is organized, easy to remember, and easy to understand, so that the information belongs to the students themselves. Mind mapping in accordance with the workings of the human brain, interlocked, connecting one concept with other concepts so as to create meaning in a concept (Karminah et al., 2017).

One of the reasons for achieving an affective domain that does not hit its optimum level is the lack of interaction during online learning. The interaction between students and a teacher is still present during online learning, but they are limited to materials and assignment distribution (Mahmud et al., 2011; Umami, Choirotul and Nasrudin, 2014). The limited opportunity for thinking and

reasoning and the little discussion session are all influenced by limited interaction. This limited interaction has an indirect effect on student engagement, which impacts their motivation to learn. According to Agustina et al., (2022), student engagement can be defined as the absorption capacity of materials provided in a learning environment and enthusiasm to participate in other activities.

Mind mapping can be used to solve the student's problems. We suggest that using mind maps in teaching and learning English will be useful for both teachers and students as the amount of information is increasing every second and our brain, which doesn't work in a linear way can't perceive even a small part of it. Basically, Mind Maps are produced from a combination of straight in thinking patterns and radiating thinking patterns. The use of Mind Maps is to develop children's fine motor skills. Many children's fine motor skills are focused on the end result, namely so that children can write quickly (Muhlisin, 2018; Pujianti et al., 2019; Umami, Choirotul and Nasrudin, 2014). In fact, what is more important is the process of stimulating the neural pathways in the child's own brain. If we are able to provide the right stimulation, the child's brain will develop rapidly and be able to think faster.

Some students who claim writing is difficult may have a difficulty in terms of expressing their ideas into a paper so that they have to search a keyword first (Imran et al., 2022; Nonci et al., 2022; Rijal & Putri, 2019). Mind mapping can become the way to solve this problem. In applying this technique, teachers can ask the students to make a mind map before they write to stimulate students' mind and give some ideas in form of outline, so, students can see their outline when they start to write.

The urgency of this study to improve students' achievement in writing procedural texts by using mind mapping. This research focuses on the interest level of students in using mind mapping to write procedure texts. Understanding students' attitudes and preferences is crucial for selecting instructional strategies that motivate and support effective learning.

2. LITERATURE REVIEW

2.1. The Concept of Mind Mapping

A mind map is a brilliant expression of thought that encompasses the natural functions of the brain. A mind map is a diagram used for visual outlining, often built around a single word or text, placed at the center, to which information from related ideas, words, and concepts is added. Major categories radiate from the central node, and smaller categories are sub-branches of larger branches. Categories can represent words, ideas, tasks, or other items related to the central keyword or idea. Mind mapping is a method for optimizing learning capacity and understanding how the elements of a complex structure are interconnected. Buzan quotes Maier, "Mind mapping is designed to utilize both sides to improve memory retention and productivity." This is because the brain works differently; different people think differently. However, while

students think and reason according to a structure that is unique to them, they still use a number of techniques that apply to most people.

There are four essential characteristics of mind mapping: the subject of interest is crystallized in the central image; the main subject themes radiate from the central image as branches; and the branches consist of key images or keywords printed on related lines. Lower topics are also interpreted as branches attached to higher level branches, and the branch form is a connected capital structure.

2.2. The Advantages and Disadvantages of Mind Mapping

Mind mapping as a technique to help students learn reading comprehension cannot be separated from its advantages and disadvantages. To address these issues, the author presents some general perspectives on these terms. Some of these titles highlight the advantages of using mind maps when students want to complete tasks more quickly, more effectively, and with better results. Through mind mapping, students can accelerate their thinking speed. Mind maps help students develop new ideas quickly. Mind maps provide an easy way for students to plan, communicate, be creative, organize, and explain ideas quickly and efficiently when they want to work with others. Mind maps make it easier for students to understand complex systems or structures because they allow them to focus on ideas.

By using mind mapping, it is believed that what is written in the image can improve students' ability to express descriptive text. Through mind mapping, students can speak easily and well. Students will speak better if they know what and how to speak. Fun and challenging teaching aids must be well prepared so that students can develop their ideas about what and how to speak more effectively, orderly, and systematically.

2.3. Descriptive Analysis of the Mind mapping

There was variation in the organization and presentation of ideas in mind maps among students participating in the same PBL group. Some mind maps showed more ideas presented and interconnected with branching, sub-branching, and diagrams. Evidence of reasoning was presented as students connected ideas from the trigger into a pathway to confirm their hypothesis. Some students constructed mind maps with the problem trigger as the central theme. This mind map represented the students' reasoning from the given problem trigger to the hypothesis. Many students used the derived hypothesis (disease/condition) as the central theme when summarizing the discussion related to the disease/condition discussed in the PBL session. The branches typically consisted of various related topics such as etiology, types, pathogenesis, and treatment. The percentage of branches and sub-branches and the breadth of topics covered also varied among students. Some students demonstrated a clear hierarchical organization and interrelationship of topics through the use of relationships between branches.

Mind mapping is a strategy teachers use in teaching. Mind maps not only present facts but also demonstrate the overall structure of a subject and the

relative importance of each part. Mind maps help students link ideas, think creatively, and make connections that might not otherwise occur, according to Tony Buzan (2010). As Alamsyah (2009) explains, mind maps work well because their visual design allows students to see relationships between ideas and encourages them to group certain ideas together as they progress. Mind maps work especially well when created in groups, as this discussion helps generate ideas and makes the task livelier and more enjoyable. Students can develop their ideas and guide themselves to discuss ideas in groups.

3. METHODS

This study uses a quantitative research design with a survey method to investigate the interest level of 10th-grade students at SMAN 22 Makassar in using mind maps to write procedural texts. The quantitative approach was chosen because of its ability to produce objective numerical data that can be analyzed statistically, thus providing empirical evidence to test the formulated hypotheses. This research design is cross-sectional, as data will be collected at a single point in time from a representative sample of the target population. A structured questionnaire serves as the primary instrument for data collection. This questionnaire was developed based on a literature review and underwent preliminary testing to ensure its validity and reliability. The items in the questionnaire are designed to measure various aspects of student interest, such as perceived effectiveness, ease of use, and overall engagement with mind mapping as a learning tool. Data analysis will be conducted using descriptive statistics (e.g., mean, standard deviation) to summarize overall trends in responses. Where applicable, inferential statistical methods will also be used to determine the significance of observed relationships and test the research hypotheses. The independent variable is the use of mind mapping in writing procedural texts, while the dependent variable is students' interest in using this technique. Data for both variables were collected through a structured questionnaire, ensuring a purely quantitative, survey-based research approach. The experimental method provides a systematic and logical way to answer the research questions.

4. RESULTS

Mind mapping is a visual representation of ideas, concepts, and thoughts, which allows individuals to organize information hierarchically. Mind mapping improves memory, increases creativity, and helps in problem solving. This chapter explores the findings related to mind mapping, its applications, benefits, and implications for learning and productivity. The results of data analysis indicate that teaching through learning with the Mind Mapping method shows Student Interest in Using Mind Mapping in Writing Procedural Texts in Class X of SMAN 22 Makassar. A sample of 36 students (Female Students: 15 (41.67%), Male Students: 17 (47.22%), Female Students Absent: 4 (11.11%).

The students answered yes, while 0.86% of students answered neutral. This indicates that the questionnaire results indicate that students are very happy and interested in the Mind Mapping method used by the researcher. According

to the researcher, this study can make it easier for them to learn to write in English. This study aims to determine the efficacy of the visual mind mapping strategy in improving critical thinking skills and reading comprehension. English language learners. As a result, pre-test and post-test scores can be obtained quantitatively to achieve the research objectives and answer the questions posed.

5. DISCUSSION

There are 11 students who are very neutral towards the statement that mind mapping can help them in summarizing and taking notes. In addition, 66.67% of females & 64.70% of males. This study has an effective mind map, most male students have it at 23.52%, while female students have it at 93.33%. This finding highlights the usefulness of this tool in improving understanding and organizing ideas, which is particularly relevant in the context of writing procedural texts. The findings of this study indicate that mind mapping is generally well received by students, with both female students recognizing its value in organizing thoughts and improving the writing process. However, gender differences in levels of engagement and motivation require a more nuanced approach in teaching mind mapping techniques. Future studies could explore strategies to encourage greater engagement among male students, ensuring that both genders can fully benefit from this effective learning tool. Furthermore, the researcher provided students with material descriptions and examples of descriptive texts in the form of explanations and texts. Then, the students were divided into two groups to select, discuss, and verbally present the texts provided. At the end of the session, the researcher provided students with examples and descriptions of mind mapping and reflected on all the material learned, asking one student to lead a prayer and offer a greeting.

Mind mapping was used synonymously. Concept mapping resulted in more discussion of argument mapping in class than represented in the map. In the pre-test, students were limited to asking questions to develop a sufficiently clear understanding of the topic and issues and the appropriate nature of the task, which is one of the criteria for argument mapping demonstrated by students with their questions in the pre-test period. In their argument mapping, students demonstrated specific uses and a significant alignment with the objectives of the argument/task. Using learning activities with inquiry mind mapping tools can enhance critical thinking skills, as supported by previous research. Research from (1998) states that the inquiry model supports higher-order thinking skills through problem formulation, knowledge construction through investigation, and problem-solving. This process engages students in active thinking during learning activities. This process trains students to seek their own knowledge, so they are accustomed to assessing the validity of the knowledge they acquire. Critical thinking skills are also supported by findings (1998) which explain that if students seek knowledge on their own, it can improve their understanding because, during the knowledge-seeking process, their critical thinking skills will improve.

6. CONCLUSION

Researchers believe that the mind mapping strategy is appropriate for comprehending a text. By utilizing this strategy, students can identify texts by investigating their ideas, gathering information, and summarizing new information. Mind mapping is a thinking technique for taking notes, investigating one's own thoughts, planning, organizing, and thinking creatively. Previous research has shown that this strategy helps students comprehend texts more easily. Once students are familiar with the topics, they will write simple information from the text. They attempt to answer teacher questions using their prior knowledge. Based on the analysis and discussion, mind mapping can be used as a strategy to train metacognitive skills through learning, as it significantly influences metacognitive skills test results, as indicated by improved metacognitive skills test results.

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