

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion to answer the research problems in this research. The finding is related to the research question of EFL students perception on the use of Mind Mapping to enhance good writing product. Therefore, there will be two sections presented in this chapter. The first section is the implementation of Mind Mapping in class and the second section is the students' responses toward it.

4. 1 Findings

4.1.1 The Implementation of Mind Mapping in Class

This section is dedicated to elucidating the process of incorporating mind maps within the classroom setting. The teacher initiates the process by providing an explanation of the key components of a paragraph. Using an inverted pyramid illustration, the teacher outlines the different sections of the paragraph. The uppermost segment represents the main topic of the paragraph, the middle portion encompasses supporting sentences, and the lower part corresponds to the concluding sentence.

Following this introduction, the teacher proceeds to guide the students through the various stages of the writing process. The teacher elaborates on the five essential steps involved in the writing process: selecting a topic, generating

relevant vocabulary, identifying supporting ideas, crafting supporting sentences, and composing the final paragraph

This is based on the teacher's statement:

Extract 1

S1 : The Mind Mapping that I applied to students has several steps including students choosing their own topics that are familiar to each of them. Then students write related words based on the topic ideas they choose, then they make supporting ideas around 2 - 3 words that support from the branch they made, after that students make supporting sentences, for example, they determine from specific sentences to general and others, their last step is to develop their writing into paragraphs based on the mind map they have made”.

4.1.1.1 Choosing A Topic

To begin the Mind Mapping process, the teacher initiates by inviting students to participate actively in selecting a main topic. This topic selection is not bound by any stringent criteria; rather, students are encouraged to choose a subject they are already familiar with. This familiarity serves as a foundation upon which the rest of the Mind Mapping exercise will build. Importantly, students are granted the freedom to choose a topic that genuinely piques their interest. This element of choice is pivotal as it empowers students to engage with a subject matter that holds personal significance to them.

The emphasis on student interest is strategic in multiple ways. Firstly, when students choose a topic they find appealing, it naturally evokes a sense of curiosity and excitement, thereby making the learning experience more enjoyable. This enthusiasm often translates into increased willingness to explore the topic in greater depth. Secondly, selecting a

familiar and interesting topic facilitates a smoother and more efficient brainstorming process. Students are likely to have a reservoir of knowledge and ideas related to the chosen topic, enabling them to generate a rich array of associated words and concepts.

Moreover, this initial step aligns with the principles of student-centered learning, acknowledging that learners are more engaged when their preferences and interests are taken into account. By initiating the Mind Mapping exercise with this personalized approach, the teacher sets the stage for an active and invested learning journey. This approach not only supports the acquisition of subject-specific knowledge but also cultivates vital skills such as critical thinking, creativity, and effective communication. As students embark on this journey with a topic of their choice, they are better positioned to embrace subsequent stages of the Mind Mapping technique and ultimately produce well-structured and insightful written compositions.

After students find ideas to write down, the teacher then asks them to write and circle their main topic in the middle of the blank paper to make it easier for students to make branches of their Mind Maps. Students start making Mind Maps by writing down the main topic in the middle of a blank paper and circling it. Students said:

Extract 2

S 7 : “The first thing teachers usually do is ask us to choose a topic before writing”

Extract 3

4.1.1. 2 Writing Related Words

The next step involves students being instructed to draw several lines from the central main topic written in the middle of their paper. Subsequently, they write some keywords on each line they create, ensuring that these words have a direct relationship with the main topic. Following this, they encircle the keywords on each line, with the intention of creating a guide for the supporting sentences in their writing. The teacher encourages students to jot down any words related to the main topic without fear, as they will later select these words based on several classifications.

This process enables students to expand their understanding of the main topic by identifying relevant keywords. By drawing lines extending from the main topic, students create a visual conceptual framework. Writing keywords along these lines helps illustrate the connections between concepts associated with the topic. Encircling the keywords also serves to highlight crucial elements that will be elaborated upon in the supporting sentences.

Furthermore, the teacher's instruction to have students write down related words without fear reduces potential barriers that might arise in generating ideas. This fosters free and creative thinking, allowing for the inclusion of various aspects relevant to the topic without feeling

constrained by initial structures or judgments. In the subsequent stage, when they select words based on classifications, students have the opportunity to refine and choose the most pertinent words to support specific aspects of their writing.

From the observation, the researcher found that most students used wrap line. However, only few of them who used color on their Mind Map. One student admitted that,

Extract 4

S4 : "I give some color to my writing when using a Mind Map, to make it look interesting and help me to easily remember important words in my writing"

However, it's important to note that not all students opt to utilize colors in their Mind Maps. A majority of students choose not to incorporate colors, citing reasons such as a desire to save time that would otherwise be spent coloring or a personal preference for monochromatic Mind Maps. As one student candidly expressed:

Extract 5

S 8 : "I don't use color in my Mind Map, because I don't think it's necessary and not the most important thing in writing."

Therefore, a significant number of students abstain from integrating colors into their Mind Maps, often without realizing the importance of colors in enriching the cognitive process.

4.1.1.3 Choosing Supporting Ideas

In the next step, students choose 2 or 3 keywords from the branch they created. They carefully select keywords that are relevant while eliminating those that are not suitable. These chosen keywords are then prepared to be used for crafting supporting sentences in their future writing.

This step is crucial as it involves a process of refinement where students make intentional decisions about which keywords to include and which to exclude. By identifying the most relevant keywords, students are better equipped to create focused and coherent supporting sentences that align with the central theme of their writing. The act of selecting and refining keywords also fosters critical thinking skills, encouraging students to assess the appropriateness and significance of words within the context of their written work.

The teacher advises students to choose at least 2 - 3 keywords, because it will make 3 supporting sentences which are the minimum number of a simple paragraph, but there are also students who make 2, 4 keywords. Students classify their supporting sentences in various classifications of benefits, disadvantages, consequences etc.

One of the students said:

Extract 6

S 12 : I usually choose 3 words that are relevant and supportive

4.1.1. 4 Writing the Supporting Sentences

After students choose relevant keywords for supporting ideas, then they are directed to develop them into supporting sentences for their writing. Students are also directed by the teacher to write sentences on each of the keywords they choose to make it easier for them to develop supporting sentences.

In this step, once students have identified the keywords that will underpin their supporting ideas, they are guided towards transforming these keywords into full-fledged supporting sentences. This transition from isolated keywords to comprehensive sentences not only adds depth to their writing but also ensures that their supporting ideas are well-elaborated and substantiated.

Furthermore, the teacher's instruction to write sentences on each chosen keyword serves as a scaffolding technique. By structuring sentences around keywords, students are provided with a starting point to expand their ideas. This approach aids in breaking down the process of composing supporting sentences into more manageable tasks. It also facilitates a smoother transition from keywords to meaningful sentences, enhancing the overall coherence and clarity of their writing.

In essence, this stage bridges the gap between generating keywords and crafting coherent supporting sentences. It provides students with a systematic method to articulate their ideas and ensures that the supporting sentences align with and strengthen the central topic. Through this

approach, students gradually refine their expression and achieve a higher level of engagement in the writing process. In Mind Mapping, students must decide which supporting sentence is the first and which is the last. For example, the researcher found that Paragraph Writing students arranged their ideas from the least important to the most important, or vice versa and so on.

4.1.1.5 Writing A Paragraph Based on Mind Mapping

In this last step, students develop their Mind Mapping into writing into a paragraph. The students started to make the first draft based on the Mind Map they made earlier, the students were given about 30 minutes to 1 hour to develop the Mind Map. The students admitted that this process became easier because they already had clear guidelines, namely Mind Mapping.

Extract 7

S 2 : "Mind Mapping in the way that was taught by our teacher really helped me in writing good writing in paragraphs and every word."

One of the students also added:

Extract 8

S3 "I find it easy to make the first draft of my writing because of the Mind Mapping which guides me to write so that I can develop my writing."

After the first draft is finished, the teacher checks their writing and sometimes the teacher also orders students to exchange writing with their friends then students make edits in their respective work, and they make

comments on their friends' writings, then in the end the teacher checks and evaluates their writing. Teacher said that:

Extract 9

S 1 " I am Usually immediately check their writings and sometimes I make them exchange ideas with each other, later at the end of the session I will check their writings."

4.1.2 Student Perception in Using of Mind Map

This section aims to answer the main question of the research, "students' perceptions on the use of Mind Maps to enhance good writing product".

Based on the questions asked by the researcher to the students, the students expressed their positive perceptions regarding its implementation in the classroom, including the following:

4.1.2. 1 Mind Map Makes Happy in Learning Writing

In learning, a happy situation is needed so that the learning process becomes positive and fun. Findings from the interviews underscore the capacity of Mind Maps to cultivate constructive interactions and enriching learning atmospheres between educators and students. This assertion is substantiated by the students' own testimonies, which are elucidated as follows:

Extract 10

S2= *I am really happy because it can be easy to make a sentence and its fun*

Extract 11

S3 = *I am happy because teacher also give us a simple way to write a sentence in english class.*

Extract 12

S8 = I am happy because I am not confused

Extract 13

S11 = Mind Map is a good way to enhance my writing and I am really happy because teacher was fun.

Based on the extract above, when being asked the acceptance of the student if teacher used Mind Map in class, most of the informan answered the question with a word happy and fun. which meant the student was accepted the use of Mind Map with happy and fun.

In extract 1 and extract 2, the researchers found that from the results of the questions the researchers asked S2 and S3, they stated that they were happy with the implementation of Mind Maps in class and also very fun.

While S8 stated that he liked the Mind Map because he was no longer confused in writing, which means that the student found it easier to write compared to not using a Mind Map.

While S11 stated that Mind Maps are a good way to improve students' writing, this is supported by teacher teaching that is fun and enjoyable and easy to understand.

Students stated that they liked to use Mind Maps because it was fun and easy to understand and the teacher was also easy to understand and the teacher's teaching was very fun.

4.1.2. 2 Mind Mapping Motivates Students to Improve Writing skills

Guided by the researcher's inquiries, students expressed a sentiment of motivation fostered by the utilization of Mind Maps, encouraging them to enhance their writing prowess. This is evidenced by the following statement:

Extract 14 <i>S3 = Yes, Mind Map help and motivate meto improve my writing in the class.</i>
Extract 15 <i>S2 = The concept of Mind Map its fun and easy to me for improving my writing skill.</i>
Extract 16 <i>S12 = I think Mind Map was interested so, the student like me, can make a writing skill better than before.</i>

Based on the extract above, the researcher ascertained a unanimous perception among all students that Mind Maps possess the capacity to serve as a motivating force for enhancing their writing skills. This motivation extends beyond mere conceptual comprehension, encompassing the allure of employing enjoyable methodologies as a principal driver for their writing skill enhancement. Reinforcing this notion, Source 2 (S 2) highlights that Mind Maps are perceived as highly engaging and uncomplicated tools for advancing writing abilities.

From this, the researcher believes that Mind Maps are a good way to help students improve their writing skills, and most students admit this. This can also be seen from the students' answers to the following questions:

Tabel 4.1 The Questionnaire Result

Question Number	STATEMENTS	SD	D	N	A	SA
1	I'm interested in using Mind Map in writing because its motivate me to imptove my writing.	0	0	25%	50%	25%
3	Mind Map helps me express my ideas using various vocabularies so that I can make a good sentence.	0	0	25%	25%	50%
6	Mind Map can help me organize ideas and understand my writing easily.	0	0	25%	50%	25%
8	Mind Map gives me the better ideas for my writing.	0	0	25%	50%	25%

Based on the results of the questionnaire, it can be seen that the results are positive. The 4 answers to the questionnaire above show that Mind Maps can motivate students to write.

For the first statement there were 50% who agreed, and 25% the students who strongly agreed that they were intereted using Mind Map like wise with the other four answers which showed positive results.

From the results of these data reinforce the reason that students feel Mind Maps motivate them to improve and improve writing.

4.1.2. 3 Mind Mapping Make Student Creativity in Writing

Based on the questions the researcher asked, the students felt that the Mind Map made them feel creative in writing. Creativity in writing is one of the characteristics of an increase in writing. Students stated that:

Extract 17

S9 = "Mind Maps help me to be creative in every writing, and it doesn't seem monotonous".

Extract 18

S2 = "The concept of a Mind Map really helped me find the easiest way to write".

Extract 19

S12 = "I feel that the implementation of Mind Maps in class makes it easier for me to find new ideas in each of my writings".

From the results of the questions above, students felt that the implementation of a fun and interesting Mind Map from the Mind Map really helped students to be creative in writing. As stated by S12 that he finds new ideas in writing every time he uses a Mind Map in writing. The same thing was also said by S9 and S2 that they found the easiest way to write and also made their writing more varied and not monotonous than what they had written before.

In response to this, the English teacher stated that:

Extract 20

S 1 = "There is an increase and students' interest in Mind Maps, they are very enthusiastic and find it easier to understand the concept of writing in class, students are also creative in developing their writings."

This can also be seen from the students' answers based on the questionnaire that the researcher proposed with the following results:

Tabel 4.2 The Questionnaire Result

Question Number	STATEMENTS	SD	D	N	A	SA
9	Mind Map is a good way that help me develop my creativly in writing	0	0	25%	50%	25%
10	Mind Map can enhance my thinking skill.	0	0	25%	25%	50%

From these data it shows that students who feel agree that Mind Maps are a good way to increase their writing creativity by 50% and strongly agree on the percentage of 25% while the other 25% feel neutral.

While students who feel strongly agree with the Mind Map can increase the creativity of the mind in writing by 50% while the other 25% feel agree and neutral.

From these results, it shows good and positive results where students feel Mind Maps help and make them creative in writing. This is also supported by the statement of their English teacher by stating that there is an increase and creativity of students in writing.

4.1.2. 4 Mind Mapping Reduces Student in Difficult Writing

The next question that the researcher asked obtained another point, namely the Mind Map that reduces students' difficulties in writing. Difficulty in writing is one of the problems of students in writing, this can occur from various aspects, both from the difficulty of students making writing or the absence of ideas when they want to write.

From the questions that the researchers asked the students, they stated that:

Extract 21

S15 = "Yes, of course Mind Maps help me in arranging sentences easily and it looks easier than not using a mind map".

Extract 22

S14 = "I find it easier to write when using a Mind Map, my previous difficulties can be minimized".

Extract 23

S12 = "Mind Maps help me reduce errors when I have trouble writing".

From these results, it shows positive results where S15 suggests that Mind Maps help him compose and make sentences well easily.

S12 also said the same thing, he revealed that it was easier for him to write when he used a Mind Map and the difficulties he faced could be minimized. Meanwhile, S13 stated that Mind Maps can reduce their writing errors.

This error in writing is a fundamental problem for students, this is also stated by the English teacher that:

Extract 24

S 1 : "Students often make mistakes in writing, and in my opinion that is a natural thing because as a student there is room to continue learning."

He further revealed:

"Mind Maps provide space for students to minimize errors and difficulties in writing, I have seen an improvement that students show when using mind maps, students are easier to write with fewer mistakes."

From the statement above, the researcher assumes that difficulties and errors in writing are things that often occur but students feel helped when using Mind Maps.

On the other hand, the researcher also posed a questionnaire to the students with the following results:

Tabel 4.3 The Questionnaire Result

Question Number	STATEMENTS	SD	D	N	A	SA
11	Mind Map helps me choose the relevant information with the main topic of my writing.	0	0	25%	50%	25%
5	Mind Map helps me reduce the difficulties in writing.	0	0	25%	25%	50%

Based on the results above, it can be concluded that students stated that 50% thought mind maps helped them to choose information with the main topic of writing. Which means that students find it easy to write with a Mind Map, while 25% think neutral and strongly agree.

Meanwhile, in the Mind Map statement, help them reduce the difficulties in writing, 50% stated strongly agree, and 25% chose neutral and agree.

4.1.2. 5 Mind Mapping Make Student Easy To Improve Their Ideas in Writing

The next researcher found the point that Mind Maps make students easy to improve their ideas. Every student has an idea in his mind and wants to put it in writing, the problem is that students sometimes have difficulty putting it in writing. Mind maps are an easy way to develop writing ideas, this is stated by students with the following data:

Extract 25
<i>S9 = "With a Mind Map I find it easier to express ideas in writing".</i>
Extract 26
<i>S4 = "For me, when the teacher teaches us a Mind Map, it is easier for me to describe my ideas in writing"</i>
Extract 27
<i>S6 = "I have lots of ideas for writing so that when I use a Mind Map I can continue to improve those ideas"</i>

From this data, the researcher can explain that S9 stated that with a Mind Map he found it easy to put his ideas into writing,

Meanwhile, S4 stated that when the teacher introduced them to the Mind Map, he found it easier to describe his ideas in his writing.

Meanwhile, S6 stated that he had a lot of ideas and that it was easier to put them out when using a Mind Map.

The teacher also stated the same thing that:

Extract 28
 S1 : “I find it easy for students to understand their ideas well. When using a Mind Map, and they look very enthusiastic, I have seen their progress and there are many good developments.”

Thus, the researcher concludes based on the responses and also the teacher's statement that Mind Maps make it easier for students to develop their ideas in writing. Furthermore, the researcher made a questionnaire that strengthened the argument. The results can be seen as follows:

Tabel 4.4 The Questionnaire Result

Question Number	STATEMENTS	SD	D	N	A	SA
2	Mind Map can make me choose ideas easier in writing.	0	0	25%	50%	25%
4	Mind Map gives me the better ideas for my writing.	0	0	25%	25%	50%
7	Mind Map helps me to develop ideas better	0	0	25%	50%	25%

From the data above, it can be explained that 50% of students stated that Mind Maps can make them choose ideas easier in writing, while 25% were neutral and strongly agreed.

As for Q. 4, students who stated strongly agree as much as 50% for the answer Mind Map gives them the better ideas for writing.

In the last question, 50% of students agreed with the statement that the Mind Map helps them to develop ideas, and 25% on the neutral answer and strongly agreed.

From the answers to the questioner and student statements above, the researcher concludes that Mind Maps can make it easier for students to develop their ideas when writing.

4. 2 Discussion

The main research objective of this study was about the EFL students' perception in using Mind Map to enhance good writing skill at students of SMAN 7 Konsel. This part presents the discussion from the research findings. This study describes how the EFL students' perception in using of Mind Map to enhance good writing skill.

At this stage the researcher describes 2 aspects that have been found, namely how the process of implementing Mind Maps in the classroom and the second or core part is how students perceive the implementation of Mind Maps in the classroom.

4.2. 1 The Implementation of Mind Mapping in Class

This section presents a discussion of the research results. This study describes how students' perceptions of the implementation of the Mind Map in

the classroom. This study uses online questionnaires and interviews given to students.

Upon analyzing the research findings, the researcher unveiled that at its core, Mind Maps are designed to stimulate students in generating improved ideas and cultivating enhanced thinking skills for writing. This notion aligns with the perspective presented by Bobbi De Porter (2010), who remarked that "Mind Maps are constructed to harmonize with the leaps that take place in the mind, mirroring the functioning of the brain itself, thereby fostering profound insights and creative concepts."

To commence, the outcomes derived from the application of Mind Maps in the classroom demonstrate a notably effective progression from initiation to conclusion. During the phase of implementing paragraph or sentence composition in class, parallels can be drawn to the process of brainstorming, encompassing phases such as drafting, editing, and finalizing. This observation resonates with the perspective put forth by Bram (1995), who affirms that "During the brainstorming process, we jot down all thoughts and ideas that come to mind, temporarily setting aside concerns about their quality."

Then, another thing is supported by the students' perception which states that the use of colors, shapes and branches makes students happy to make Mind Maps. This can also be attributed to the students' freedom to create Mind Mapping forms based on their version. Miao (2007) states that teaching and learning foreign languages using Mind Mapping is very effective and fun, because it helps motivate learners to learn and use new words, concepts, ideas

and themes easily. This is in line with Budd (2004) Mind Mapping is a pictorial technique that facilitates the acquisition of knowledge and retrieval of information through the use of visual clues such as images, colors and shapes.

Furthermore, the implementation of the Mind Map also shows that the teacher has done good results, where when it involves the freedom of students to choose topics that are in accordance with their abilities or topics that they are familiar with. This is in line with the opinion of Abbas (2006), the efforts that teachers can make to make students enjoy writing are by give freedom to students to write what they like according to the theme of the learning that will be carried out.

Furthermore, the implementation of the Mind Map has shown a good stage, for example making a branch in the middle of a blank paper whose aim is to make it easier for students to make branches, this is in line with the opinion of Buzan (2006), starting the main topic from the middle of a blank paper will help students to think freely and naturally. At this stage students make several lines to create keywords that support the main idea of the article and must be in accordance with the main topic. In making the branches, Buzan (2006) suggests to use wrap line and colors, because he confirms that using wrap line and color can make a Mind Map more alive and interesting. It can give energy to students' mind to think creatively.

Fundamentally, Mind Mapping is designed to facilitate easy recall and comprehension of materials. Research has also indicated that students find it effortless to formulate and retain sentences for their writing through the

utilization of Mind Maps. This aligns with Deporter's perspective (2010) that the Mind Map technique aids in the memorization of vocabulary and enhances material understanding. The visual approach employed in Mind Mapping allows information to be presented in a structured and interconnected manner, making it easier for the brain to associate different concepts. As a result, students are not only able to comprehend the relationships between these ideas, but also to remember and apply them more effectively in their writing."

Furthermore, it is important to acknowledge that Mind Mapping has a positive impact on various cognitive aspects. The process of creating a mind map involves breaking down material into smaller, relevant parts, which helps clarify complex concepts. In research conducted by Deporter (2010), it was found that students tend to have improved abilities to recall and apply information after using the Mind Mapping method. Therefore, Mind Mapping serves not only as a tool for retaining information but also as an aid in developing critical and analytical thinking skills. Overall, the combination of visual concepts and the organization of ideas in Mind Mapping helps lay a strong foundation for enhancing writing skills and material comprehension among students.

4.2. 2 Student Perception in Using Mind Map

The first perception of the students felt that the **Mind Map makes happy in learning Writing**. Based on the findings above, students feel happy with the writing process when using Mind Maps, this is based on several aspects, one of

which is the existence of a good relationship between students and teachers as well as good and straightforward delivery so that the concept of Mind Maps offered is quite easy to understand.

The experience of happiness during the learning process is equally crucial, as emphasized by Rose and Nocholl in Jamal Ma'mur Asmani's work (2011). They assert that an essential aspect of enjoyable learning involves establishing a stress-free and relaxed environment, alongside presenting materials that are not only engaging but also relevant.

Experiencing happiness while learning has the potential to elevate an individual's enthusiasm for the learning process. In this context, educators endeavor to introduce the concept of Mind Maps as a tool to aid students in enhancing their writing skills. This approach is congruent with the assertion made by Slameto (2010) that interest is characterized by an ongoing inclination to pay sustained attention, coupled with a sense of enjoyment.

The incorporation of joyful learning experiences, combined with innovative methodologies such as Mind Mapping, can contribute significantly to fostering a positive attitude towards learning and promoting active engagement among students.

From these opinions and the results that the researchers found, the researchers assumed that the Mind Map introduced by the teacher could be said to have succeeded in making students feel happy, this can be seen from the average answers and direct statements by students.

The second perception of students felt that **Mind Mapping motivates their to improve writing skills**, students feel that the concepts offered from Mind Maps trigger them to continue to hone their writing.

This is also stated by Hamalik (2014) According to him that several things that raise student motivation are the level of student self-awareness, teacher attitudes towards class, for example, teachers know and understand how to carry out activities towards clear and meaningful goals. In this case, the success of the Mind Map cannot be separated from the role of a teacher.

Therefore, the researcher considers that the Mind Map as a learning concept triggers students' motivation to continue to hone their writing skills and this cannot be separated from the role of a teacher in the classroom.

The third perception of students feels that **Mind Mapping makes their creativity in writing**. Student creativity is shown as one of the effects of the successful introduction of Mind Maps. This can be strengthened by students' creativity in writing, for example choosing to use color when writing, or digging deeper into the chosen theme according to their own writing style, this is in line with Silberman's opinion (2009) according to him in order to create a creative generation of teachers need to create a variety of learning activities so as to meet the various levels of student abilities.

This perspective is further supported by Simamora (2012), whose study was conducted to enhance students' writing proficiency in a junior high school in Bandung. Similar to the findings of other studies, Simamora's research demonstrated a noticeable enhancement in the students' writing skills.

Furthermore, the questionnaire responses revealed that students held favorable views regarding the utilization of Mind Mapping. They expressed that Mind Mapping not only provided an engaging learning experience but also stimulated their creativity, presenting a novel and straightforward approach to writing instruction.

The convergence of these findings underscores the potential of Mind Mapping to positively impact students' writing abilities while also fostering an enjoyable and effective learning environment.

From the above and the facts found, researchers feel that Mind Maps have succeeded in making students feel that they trigger creativity in writing that is very different when writing without using Mind Maps.

The fourth perception of students feels that **Mind Mapping reduces their difficulty in writing**, difficulty in writing is one of the main problems in EFL students, the lack of creativity of teachers in learning and the use of media are also things that affect this. Mind Map as a concept that offers these two things seems to be able to slightly reduce the impact of students' difficulties in writing.

Buzan (2013) expressed his opinion that "Mind Mapping is a way of taking notes that is creative, effective and will literally "map" our thoughts". In other words, Mind Maps make it easier for students to write so that difficulties in writing can be reduced, because the concept of Mind Maps is able to make students think quickly and easily remember concepts by remembering predetermined keywords.

The findings of the research conducted by the researchers showed that there was a good impact on the implementation of Mind Maps in the classroom, so the researchers assumed that as a good concept for EFL students, Mind Maps were able to help students reduce difficulties in learning and writing.

The Last perception of students feels that **Mind Mapping makes their easy to improve ideas in writings**. Improving ideas in writing is not easy however, in this case the Mind Map is able to help students to improve their ideas in writing. This is in line with the opinion of Edward (2009), who states "Mind Maps are all the most effective and efficient ways to enter, store and output data from or to the brain. This system works naturally so that it can optimize all existing potential". Mind Maps significantly facilitate students in enhancing their ideation skills for writing. Based on this, the researcher posits that the implementation of a structured and user-friendly mind map concept provides students with valuable assistance in effectively conveying their ideas.

In addition, students felt that there was a significant improvement from the implementation of Mind Maps in the writing class. Students felt that it was easier for them to write good writing. the students also stated that Mind Mapping had helped them overcome writing problems. Al Naqbi (2015) also showed similar results. She conducted the research in 9 weeks in a government school located in the United Arab Emirates (UAE). The aim of the research was to improve the students' writing performance under exam conditions using the mind map strategy. The finding of the research showed that by using Mind

Mapping, the students were able to generate, to plan and to organize their ideas effectively. As a result, they were able to produce a well-organized writing. They could generate their ideas better and evaluate them quickly. Mind Mapping also helped in developing the students' cognition skills and aided to information recovery in an assessment situation. Buzan (2013) expressed his opinion that "Mind Mapping is a way of taking notes that is creative, effective and will literally "map" our thoughts". In other words, Mind Maps make it easier for students to write so that difficulties in writing can be reduced, because the concept of Mind Maps is able to make students think quickly and easily remember concepts by remembering predetermined keywords.

Based on the results of the student responses, the researcher concludes that Mind Maps are able to help students overcome problems in writing and also Mind Maps can be a good concept as an effort to improve students' writing skills in the classroom.



