



MINDOMO: A DIGITAL MIND MAPPING IN ENHANCING STUDENTS' WRITING SKILL

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ABSTRACT

This study aims to find out the use of digital mind mapping through Mindomo application in enhancing students' writing skills focused on descriptive text in second grade at SMA Negeri 3 Teupah Selatan 2023/2024. The purposive sampling was used in this research which consists of 19 students. The instruments that is used to collect the data is pre-test and post-test. The result of the test shows that there is an increasing score of students from the pre-test to the post-test. The students' pre-test average score was 47.47 which were classified as poor grade, while the post-test score was higher than the pre-test average score of 78.15 which was categorized as an excelent category. Based on the explanation above, it can be concluded that the accepted hypothesis states that the use of digital mind mapping through the Mindomo application enhanced students' ability in writing a descriptive text. Digital mind mapping (Mindomo application) allows students to brainstorm ideas collectively. This can be particularly useful for students to compose a descriptive text. The digital mind mapping through the mindomo application can be chosen as one of the effective technology to use in teaching writing in order to enhance students' writing skills particularly in descriptive text.

Keywords: *digital mind mapping, mindomo application, writing a descriptive text.*

INTRODUCTION

According to Rosdiana (2017), Writing is an important part of thinking, and it helps us organize our thoughts and ideas in such a way that we can share and communicate our ideas to readers and convey our intentions in a clear way. Meaning Writing is a skill used to communicate ideas and thoughts indirectly, productively, and expressively. It is also a productive activity that allows students to communicate their ideas to others. Writing is influenced by other productive skills, such as speaking and listening skills as well as aspects of reading and comprehension.

Writing is a difficult subject because students must pay attention to many things (ideas, concepts, vocabulary, and grammar). There are many text types of writing in English learning and one of them is descriptive text. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a place and animals, or things. Rosdiana (2017) states that descriptive paragraphs are a type of paragraph that uses descriptive language to describe an object, person, or place. This type of paragraph is often dense with nouns, adjectives, and adverbs. It is understood that descriptive writing is a type of writing that is dense with nouns, adjectives, and adverbs and is designed to clearly describe the object, person, or place that is the topic of the text for the reader.

Based on the observations of researchers in class XI of SMAN 3 Teupah Selatan, shows that not all students are able to write a good descriptive texts. It is because they perceive writing as a difficult thing to do. This is caused by several cases. Most students do not have the vocabulary and also have difficulty applying in English grammar. When starting to write, the students are always stuck. Students do not have many concepts to write down about the topic different.

Furthermore, mind mapping is a technique that is generally used by people before they start writing something. According to Buzan (2002), mind maps are often built around a single word or text, placed in the center, where related ideas, words, and concepts are added. Main categories radiate from a central node, and lesser categories are sub-branches of larger branches. Its means that mind mapping technique can be applied in teaching writing in order for help the students of SMAN 3 Teupah Selatan in improving their writing skills especially in descriptive texts.

Many studies have been conducted related to increasing students' writing skills by mind mapping technique in teaching English. First, a study by Khoriyah (2024), under the title "Increasing the Students' Writing Skill through Mind Mapping Technique". Khoriyah concluded that the students' scores of writing test is improved after applying mind mapping technique. Students had really made significant progress. The analyses resulted in the findings that mind mapping technique could improve the students' writing skills.

Next, a study by Dwi Suci Amaniarsih and friends (2020), with the title "Improving Students' Writing Skill of Descriptive Paragraph Through Mind Mapping Method". It found that the use of mind mapping method can improve students' writing skills of descriptive text. It can be seen from the final score of the student's writing test which increased significantly. Thus, it could be concluded that the use of mind mapping method could improve students' writing skill of descriptive paragraph.

Last, a study by Rista Cahya Kusuma (2021) under the title "Improving Students' Writing Skill By Using Mind Mapping". It was found that the improvement of students' writing skill can be seen from the improvement of the students, mean score of pre-test and post-test. Therefore, it can be concluded that teaching writing by using Mind Mapping can be improve writing skill.

The mind map technique is one of the techniques proposed by Tony Buzan with basing his research on how the brain works, by writing or noting the main topic in the middle and writing down sub-topics, and the details are placed around the main topic. Mind mapping is a technique of utilizing the whole brain by using visual images and other graphic infrastructure to form deeper impressions. Mind maps aim to create visual and graphic patterned subject matter which in turn can help record, reinforce, and recall information that has been learned

In addition, according to Sabbah (2015), the conventional method of mind mapping involves students drawing a square or circle in the center of a piece of paper and writing the main topic inside it. They then create nodes and jot down related words or ideas around the central topic. To expand on their main ideas as sub-ideas, students add more nodes and use various colors to distinguish them. Nevertheless, this approach has been proven to be a drain on time, resources, and energy.

Considering that fact, the researcher suggests mind mapping as the technique for teaching descriptive text. Drawing mind mapping is an activity that makes the brain easier to accept and remember visually stimulating, multi-colored mind maps, rather than monotonous, boring linear notes. Theoretically, it can be concluded that mind mapping is a creative technique that makes it easier for students to remember ideas or comprehend written information since mind mapping stimulates students' brains by seeing multi-colored mind maps (Sugiyono & Jaenab, 2022).

Furthermore, the researcher find out that digital mind mapping in the form of an application is easy for students to use in writing descriptive text. The application is "Mindomo" which is specifically designed to make a mind mapping in digital form. Digital mind maps have a selection of predefined templates which can be easily accessed through the app. The digital format allows for easy and immediate visualization of ideas without the need for physical preparation. This results in a faster idea visualization process. Using a digital mind map is more efficient and accessible because it can be accessed via a smartphone. This eliminates the need for physical writing and allows users to quickly visualize new ideas. Mind map applications can assist students in speeding up the process of visualizing ideas, which is useful in situations where the teacher may ask for a quick visualization of a big idea.

According to Exswap (2016), digital mind mapping mindomo contributes significantly to enhancing our teaching and learning abilities, as well as bolstering our performance during presentations and meetings. This useful tool enables us to transform our ideas into vibrant mind maps, which not only promotes better comprehension for the audience but also serves as an excellent model to showcase the progression of our plans. By digital mind mapping-mindomo, the teacher can effectively convey complex concepts and information in an engaging and organized manner, making it an invaluable asset for educators, professionals, and students alike.

In addition, Mindomo is an Android app that lets you create mind maps to express ideas visually. You start with a main idea bubble and can add subtopics, images, links and more. This app offers a wide selection of designs and fonts to make your mind map look professional and attractive. The Nice Mind app allows users to collaborate on real-time mind maps, while enhancing their skills in brainstorming, analyzing, problem solving and researching. The tool has advanced features for task management and a user-friendly interface,

making it easy for anyone to collaborate and use partially filled templates to save time. This allows users to focus on important work rather than formalities.

METHODS

Experimental research methods are divided into three major groups, namely pre-experimental, experimental, and quasi-experimental. Sugiyono (2014: 107), says that the experimental research method can be interpreted as a research method used to look for the effect of certain treatments on others under controlled conditions. In this study, the authors used a pre-experimental method of the one-group pretest and posttest design. Pre-experiment is a design that includes only one group or one class that is given a pre-test and post-test.

RESULTS AND DISCUSSION

RESULT

The pre-test was conducted in the first meeting before the treatments were given. Meanwhile, the post-test was conducted in the last meeting after the treatments were given. After the writer conducted the two tests, the writer tabulated the score of the pre- test and the score of the post-test, then she compared both score in the form of the table. Normalized gain or N-gain score is designed to determine method or treatment effectiveness. To calculate the gain score and Mann Whitney use SPSS. The comparison between the pre-test and the post-test score can be seen in the following table:

Table 1. N-Gain Pre-test and Post-test

No	Name	Pre-test	Post-Test	N-gain (%)
1.	S Y	43	77	76.79
2.	N P	40	78	47.46
3.	I P	41	86	56.36
4.	S A	44	78	62.50
5.	Y F	55	70	63.49
6.	R D R	45	79	59.65
7.	S R	46	77	63.33
8.	S H	47	76	76.27
9.	L M S	54	76	60.71
10.	S M	42	76	31.11
11.	F R	49	77	61.82
12.	P D L	45	79	57.41
13.	R H	44	80	54.72
14.	Z	44	77	47.83

15.	F N	86	90	58.62
16.	J C	44	83	54.90
17.	N A	42	76	61.82
18.	C F	45	72	64.29
19.	R A	46	78	58.93
Total		902	1485	1078.81
Mean	N-Gain score (%)	56.78		
Minimal		28.57		
Maximal		76.27		

Based on the results of the calculation of the N-gain score test above, it shows that the average N-gain score for the experimental class is 56.78 or 56.78% which is quite effective. The minimum N-gain value is 28.57% and the highest is 76.27%. Therefore, it can be concluded that the use of mind mapping technique through mindomo application is quite effective in increasing interest in learning, especially writing text.

DISCUSSION

In this section, the discussion discusses the interpretation of findings related to the use of mind mapping technique in increasing students' writing skills on descriptive text through mindomo application for second grade students of SMAN 3 Teupah Selatan. This is indicated by the student scores on the pre-test and post-test of 19 students.

The researcher found that before being given treatment using mind mapping technique through mindomo application, the majority of students (5.27%) had a good enough classification. only a small proportion are able to write well. Meanwhile, some students (%84.21) had poor. In addition, there were no students who were in the very good or very poor categories. Therefore, before being given treatment, the second grade students of SMAN 3 Teupah Selatan had poor ability in writing, especially descriptive text.

From the aspect of vocabulary, it can be concluded that the use of words is good, the choice of words and phrases is not quite right, and vocabulary is still low. Students often make mechanical errors in their writing. Mechanical problem related to capitalization, punctuation and spelling errors and students have problems using structures that suit their writing and coherence. Second, the assessors also concluded that the administration of the

pre-test and post-test was approved by the text for middle to upper class respondents was good, schematic coherence and structure accordingly.

However, after being given treatment using mind mapping technique through mindomo application, almost all students were in the good category or had good writing skills. In addition, the percentage included in the quite very small category was only 2 students or 10.52%. There are no students who fall into the category of very good, less and very less. Therefore, the results of the study show that the use of animated video media can improve the descriptive writing skills of class XI students of SMAN 3 Teupah Selatan.

In other words, the use of mind mapping technique through mindomo application can improve students' writing skills, especially in descriptive text. That makes students more enthusiastic and interested in the teaching and learning process of writing. The students did not hesitate to express their ideas. Because the use of mind mapping technique through mindomo application can make students' imaginations more developed and make students more motivated to make good descriptive texts. Therefore, the results of this study also show that the use of mind mapping technique through mindomo application can improve students' writing skills, especially in descriptive text which focuses on five aspects of writing, namely content, grammar, structure, vocabulary and mechanics.

This research is supported by the theories of some experts. As stated by Tony Buzan, the developer of this learning tool, mind mapping is intentionally designed to be a creative visual learning tool that could help the students to understand the concept of the materials that they learn as things are simplified and shortened through the process of taking notes, summarizing, and organizing their ideas. Further, the benefits that were perceived by the students are the results of the efficiency of mind mapping itself as it is stated that mind mapping really has many benefits for the students in the learning process (Al-Zyoud et al., 2017). A study by Hallen and Sangeetha (2015) shows that the mind mapping learning tool is more effective compared to the conventional method as students have more visual images that they can remember better rather than just simple lines of sentences in conventional notes.

Furthermore, the findings show that the average score in the pre-test was 47.47 and after treatment it became 78.15, so that the post-test score > pre-test. Furthermore, the increase in the average value of the students' pretest and posttest was 30.68%. Other findings from this study show that the average N-gain score for the experimental class is 56.78 or 56.78%, which is quite

effective. The minimum N-gain value is 28.57% and the highest is 76.79% and the Mann-Whitney test it is known that Asymp.Sig. (2-tailed) of 0.01 is smaller than the probability value of 0.05. Based on the description above, it can be concluded that (Ho) is rejected. Otherwise, the alternative hypothesis (Ha) is accepted. In other words, the use of mind mapping technique through mindomo application can improve the ability to write descriptive texts for class XI students.

Based on the research above, the use of mind mapping technique in increasing students' writing skills on descriptive text through mindomo application has a significant effect on the teaching and learning process. The use of mind mapping technique through mindomo application is very suitable as a learning tool for English teachers using mind mapping technique through mindomo application as a method because it provides a variety of implementation materials to eliminate student boredom in learning to write, such as writing descriptive texts, narratives, essays and others.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the use of using mind mapping through mindomo application can improve students' writing skills, especially in writing descriptive texts in second grade of SMAN 3 Teupah Selatan. This is evidenced by the increase in the average score of students from the pre-test to the post-test. The students' pre-test average score was 46.44 which were classified as sufficient, while the post-test score was higher than the pre-test average score of 77.72 which was categorized as a good category. In addition, based on data analysis, the n-gain score was quite effective with 57.06 or 57.06% and the Mann-Whitney test it is known that Asymp.Sigh. (2-tailed) of 0.01 is smaller than the probability value of 0.05. This means that there is a significant difference. Therefore, Ho is rejected and Ha is accepted. In other words, the use of using mind mapping through mindomo application can improve students' descriptive writing skills.

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