THE EFFECTS OF MIND MAPPING ON THE STUDENTS’ WRITING PROCESS IN PARAGRAPH WRITING CLASS

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By Laurensia Angela Wandut
Student Number: 141214173

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2018
A Sarjana Pendidikan Thesis on

THE EFFECTS OF MIND MAPPING ON THE STUDENTS’ WRITING PROCESS IN PARAGRAPH WRITING CLASS

By
Laurensia Angela Wandut
Student Number: 141214173

Approved by
Advisor
Truly Almendo Pasaribu S.S., M.A.

Date
14 May 2018
A Sarjana Pendidikan Thesis on

THE EFFECTS OF MIND MAPPING ON THE STUDENTS' WRITING PROCESS IN PARAGRAPH WRITING CLASS

By

LAURENSIA ANGELA WANDUT

Student Number: 141214173

Defended before the Board of Examiners on 6 June 2018
and Declared Acceptable

Board of Examiners

Chairperson: Yohana Veniranda, S.Pd., M.Hum., M.A., Ph.D.
Secretary: Christina Lhaksmita Anandari, S.Pd., Ed.M.
Member: Truly Almendo Pasaribu, S.S., M.A.
Member: Priytno Ardi, S.Pd., M.Hum.
Member: Gregorius Punto Aji, S.Pd., M.Hum.

Yogyakarta, 6 June 2018
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

Dr. Yohanes Harsoyo, S.Pd., M.Si.
This thesis is dedicated to:

Myself

My beloved parents

My dearest little sisters

IF I CAN DREAM IT
THEN I CAN GET IT
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 6 June 2018

The Writer

Laurensia Angela Wandut
141214173
LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:
Nama : Laurensia Angela Wandut
Nomor Mahasiswa : 141214173

Dengan pengembangan ilmu pengetahuan, saya memberikan kepada Perpustakaan Universitas Sanata Dharma karya ilmiah saya yang berjudul:

THE EFFECTS OF MIND MAPPING ON THE STUDENTS’ WRITING PROCESS IN PARAGRAPH WRITING CLASS

cerita perangkat yang diperlukan. Dengan demikian saya memberikan kepada Perpustakaan Universitas Sanata Dharma hak untuk menyimpan, mengalihkan dalam bentuk media lain, mengelolanya dalam bentuk pangkalan data, mendistribusikan secara terbatas, dan mempublikasikannya di Internet atau media lain untuk kepentingan akademis tanpa perlu meminta ijin dari saya maupun memberi royalti kepada saya selama tetap mencantumkan nama saya sebagai penulis.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di Yogyakarta
Pada tanggal: 11 Juni 2018

Yang menyatakan,

[Signature]

Laurensia Angela Wandut
ABSTRACT


This research is about the effects of mind mapping on the students’ writing process in Paragraph Writing Class in Sanata Dharma University. The aim of this research was to find out the effects of mind mapping on students writing process in Paragraph Writing Class.

The researcher formulated two research problems in this research: (1) How is mind mapping implemented in Paragraph Writing Classes? (2) How does mind mapping affect students’ writing process in Paragraph Writing Classes?

With these questions, the researcher conducted mixed methods to answer those research questions. The participants of this research were fifty (50) students from Paragraph Writing Class C and E in the English Language Education Study Program Sanata Dharma University. The data was gathered from observation, questionnaire, and interview results.

The first finding revealed that the implementation of writing using mind mapping involved some processes first is choosing a topic, writing related words, choosing supporting ideas, writing the supporting sentences and writing a paragraph based on mind mapping. The second finding showed that the implementation of mind mapping affects students’ writing process in some aspects. The students stated that the implementation of mind mapping as their brainstorming activity could help them not only to reduce some difficulties in writing but also to motivate them to write, organize their ideas in their writing and promote their creativity in writing as well. However, there were several suggestions from the students for the better implementation of mind mapping in the future especially in writing class.

Keywords: Mind Mapping, Paragraph Writing.
ABSTRAK


Penelitian ini adalah tentang pengaruh mind mapping terhadap proses menulis siswa pada kelas paragraph writing. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana mind mapping mempengaruhi siswa dalam proses menulis pada kelas Paragraph Writing.

Peneliti membuat dua rumusan masalah dalam penelitian ini: (1) Bagaimana penerapan mind mapping di kelas Paragraph Writing? (2) Bagaimana mind mapping mempengaruhi proses menulis siswa dalam kelas Paragraph Writing?

Dengan rumusan masalah tersebut, peneliti menggunakan metode campuran untuk menjawab pertanyaan penelitian. Peserta dalam penelitian ini adalah lima puluh (50) siswa dari kelas Paragraph Writing C dan E Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma. Data di kumpulkan dari hasil observasi, kuisioner, dan wawancara.

Hasil pertama menunjukan bahwa penerapan menulis menggunakan mind mapping melibatkan beberapa proses, yakni; memilih sebuah topic, menulis kata kata yang berhubungan, memilih ide pendukung, menulis kalimat – kalimat pendukung dan menulis sebuah paragraf. Hasil kedua menunjukkan bahwa penerapan mind mapping di kelas Paragraph Writing mempengaruhi siswa dalam beberapa aspek. Para siswa menyatakan bahwa penerapan mind mapping sebagai kegiatan pramenulis dapat membantu mereka bukan hanya mengurangi beberapa kesulitan dalam menulis tetapi juga mind mapping memotivasi mereka untuk menulis, membantu mereka dalam merancang ide-ide dalam menulis dan dapat mendorong kreativitas mereka dalam menulis. Tetapi, ada beberapa saran dari para siswa untuk penerapan mind mapping yang lebih baik kedepannya, khusus pada kelas-kelas menulis.

Kata Kunci: Mind Mapping, Paragraph Writing
ACKNOWLEDGEMENTS

Frist of all, I would like to express my greatest gratitude to my Jesus Christ my savior because His blessing and grace in my life. I realize, without His blessing and grace, I could not finish this thesis well.

A special gratitude goes to Mr. Conscilianus Laos Mbato M.A., Ed. D. my academic advisor, Ms. Truly Almendo PASARIBU S.S., M.A. my thesis advisor for her patience in guiding me form the beginning until I finish this thesis. A special gratitude also goes to Ms. Mega Wulanadi M.Hum. and Ms. Truly Almendo PASARIBU S.S., M.A. for giving me permission to conduct this research in their Paragraph Writing Class and I thank all the students of Paragraph Writing Class C and E for taking part in this research. I also want to say thanks to my class mate, class F 2014 for being such a good motivator in every step of the way of my thesis.

Last but not least, my deepest grateful goes to my family. My Mama and Papa for their never ending motivation and support for me. A special gratitude for my sisters Felis, Rila, and Claudia for being one of the reasons for me to finish this thesis. I thank them for always bringing a positive energy in my life especially when I work on this thesis. I thank every person, who I cannot mention their name one by one, who helped in the process of finishing this thesis, I thank everyone who take even a little part in helping me do this research.

Sincerely,

[Signature]

Laurensia Angela Wandut
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGES</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION PAGE</td>
<td>iv</td>
</tr>
<tr>
<td>STATEMENT OF WORK’S ORIGINALITY</td>
<td>v</td>
</tr>
<tr>
<td>LEMBAR PERNYATAAN PERSETUJUAN</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>viii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xiv</td>
</tr>
<tr>
<td><strong>CHAPTER I. INTRODUCTION</strong></td>
<td>1</td>
</tr>
<tr>
<td>A. Research Background</td>
<td>1</td>
</tr>
<tr>
<td>B. Research Questions</td>
<td>3</td>
</tr>
<tr>
<td>C. Research Significance</td>
<td>3</td>
</tr>
<tr>
<td>D. Definition of Terms</td>
<td>4</td>
</tr>
<tr>
<td><strong>CHAPTER II. REVIEW OF RELATED LITERATURE</strong></td>
<td>6</td>
</tr>
<tr>
<td>A. Theoretical Description</td>
<td>6</td>
</tr>
<tr>
<td>1. The Nature of Mind Mapping</td>
<td>6</td>
</tr>
<tr>
<td>2. Responses</td>
<td>14</td>
</tr>
<tr>
<td>3. Paragraph Writing</td>
<td>15</td>
</tr>
<tr>
<td>B. Theoretical Framework</td>
<td>17</td>
</tr>
<tr>
<td><strong>CHAPTER III. RESEARCH METHODOLOGY</strong></td>
<td>18</td>
</tr>
<tr>
<td>A. Research Method</td>
<td>18</td>
</tr>
</tbody>
</table>
B. Research Setting ........................................................................................................ 19
C. Research Participants ............................................................................................... 20
D. Research Instrument and Data Gathering Technique .............................................. 21
E. Data Analysis Technique .......................................................................................... 25

CHAPTER IV. RESEARCH RESULTS AND DISCUSSION .................................. 28
A. The Implementation of Mind Mapping in Paragraph Writing Class ........... 28
   1. Choosing A Topic .................................................................................................. 29
   2. Writing Related Words ...................................................................................... 30
   3. Choosing Supporting Ideas .............................................................................. 31
   4. Writing Supporting Sentences ........................................................................... 33
   5. Writing A Paragraph Based on Mind Mapping.............................................. 34
B. The Effects of Mind Mapping on the Writing Process ........................................... 36
   1. Mind Mapping Motivates Students in Writing ............................................... 36
   2. Mind Mapping Helps Students Organize Ideas in Writing ........................... 38
   3. Mind Mapping Reduces Difficulties in Writing ............................................. 40
   4. Mind Mapping Promotes Creativity in Writing ............................................. 42

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS .......................... 45
A. Conclusions ........................................................................................................... 45
B. Recommendations ................................................................................................ 46

REFERENCES ............................................................................................................. 48

APPENDICES ............................................................................................................. 51
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Data Gathering Schedule</td>
<td>20</td>
</tr>
<tr>
<td>3.2</td>
<td>The Coding of the Interviewees</td>
<td>20</td>
</tr>
<tr>
<td>3.3</td>
<td>Blue Print</td>
<td>23</td>
</tr>
<tr>
<td>4.3</td>
<td>Questionnaire Result on the Motivation</td>
<td>36</td>
</tr>
<tr>
<td>4.4</td>
<td>Questionnaire Result on the Organization Ideas</td>
<td>38</td>
</tr>
<tr>
<td>4.5</td>
<td>Questionnaire Result on the Reducing Difficulties</td>
<td>40</td>
</tr>
<tr>
<td>4.4</td>
<td>Questionnaire Result on the Creativity</td>
<td>42</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Hand Writing Mind Mapping</td>
<td>8</td>
</tr>
<tr>
<td>2.2</td>
<td>Software Mind Mapping</td>
<td>9</td>
</tr>
<tr>
<td>2.3</td>
<td>Stage on Writing by Hammer (2004)</td>
<td>12</td>
</tr>
<tr>
<td>4.1</td>
<td>Example of a Student’s Mind Mapping</td>
<td>32</td>
</tr>
<tr>
<td>4.2</td>
<td>Example of a Student’s Paragraph</td>
<td>35</td>
</tr>
</tbody>
</table>
LIST OF APPENDICES

Appendix 1: Observation Sheet ................................................................. 51
Appendix 2: Questionnaire ................................................................. 53
Appendix 3: The Transcript of the Interview ............................................. 55
Appendix 4: Students’ Mind Mapping Pictures ........................................ 57
CHAPTER I
INTRODUCTION

This chapter is the introduction part of this research. In this chapter the researcher will present the research background, research questions, research significance and the definition of terms of this research.

A. Research Background

There are four skills that have to be mastered by the English students, namely reading, writing, listening and speaking. Richards & Renandya (2002) state that “Writing is the most difficult skill to be mastered” (p. 303). They claim writing as the most difficult skill, because the skills involve in writing are highly complex. Students not only deal with generating and organizing ideas, but they also need to consider some aspects, such as translating their ideas into readable text, using the right spelling, punctuation, word choice and so on. Alsamadani (2010) mentions that

Writing is a complex, challenging, and difficult process because it includes multiple skills such as generating thesis statement, writing supporting details, and elaborating the topic sentences, reviewing for mistake made, and making necessary editing after reviewing (as cited in Javid & Ummer, 2014, p. 53).

Fitzmaurice & O’Farrell (2013) add that writing is an important skill to be mastered by students because it remains one of the main ways students will be assessed in university.

Regardless of its difficulties, writing skill is important to be mastered by students because of its benefits. Ribeiro (2015) asserts that learning to write in
college will help students to get more out of their college education, enhancement of future employment opportunities, and it also can help students to improve their analytical skill and self-expression. Foster and Russel (2002) believe that “The ability of students to the demands of different genres and rhetorical setting in the workplace depends in the large part on whether and how they develop their writing at university” (as cited in Pirls, 2011, p. 71). However, Nation (2009) points out that “Writing is most likely to be successful and meaningful for the learners if they prepare for what they are going to write”. Therefore, the success of students’ writing depends on how well they prepare their writing.

Since writing is a skill that has to be mastered by the English students, English Language Education Study Program (ELESP) of Sanata Dharma University provides some writing courses for its students. One of the writing courses is Paragraph Writing which is given to the second semester students. Muhyidin (1988) mentions that paragraph is a piece of writing which consists of three main parts, namely topic sentence, supporting sentences and concluding sentence. In Paragraph Writing Class, students are taught how to write a good paragraph. In order to overcome the difficulties in writing and help the students to prepare their writing well, the lecturers use some methods to teach their students. One of the methods is mind mapping. According to Buzan (1968), “Mind mapping which is also called as “clustering idea” is a way of collecting ideas around a particular topic and defining connections”. Mind mapping is divided into two versions namely, the traditional mind mapping and the mind mapping software or the modern style of mind mapping. Since some of the lecturers in ELESP Sanata Dharma University use mind
mapping to help their students to prepare for writing, the researcher wants to know the implementation of mind mapping in the class. The researcher is curious to know about the implementation of mind mapping and the effects of it toward the writing process. Thus, the aim of this research is to find out how mind mapping is implemented in Paragraph Writing Classes and how it affects students’ writing process.

B. Research Questions

Based on the research background, the researcher generates two research questions which are presented as follow:

1. How is mind mapping implemented in Paragraph Writing Classes?
2. How does mind mapping affect students’ writing process in Paragraph Writing Classes?

C. Research Significance

This research provides some benefits for the lecturers who teach writing, the future researchers who are interested in doing the similar research and for the students in Paragraph Writing Class.

1. Lecturers of Paragraph Writing

This research provides some benefits for the lecturers who use mind mapping for helping students write because it presents students’ responses and opinions about the implementation of mind mapping. Moreover, students also give their suggestions for the lecturers toward the future implementation of mind
mapping method. Since this research reflects students’ responses, opinions and suggestions toward the implementation of mind mapping, the lecturers can know the responses from the students and they can use it as the guide for the better mind mapping implementation in the future.

2. The Next Researchers

This research is valuable for the next researchers who are interested in conducting the similar research. The next researchers can develop the mind mapping method since this research already provides the suggestions from the students for the next better mind mapping technique.

3. The Students in Paragraph Writing Class

This research helps students in Paragraph Writing Classes to state their opinions and difficulties that they face during the implementation of mind mapping. Therefore, the students can know their strengths and weaknesses during the implementation of mind mapping. Moreover, their suggestions which are delivered to the lecturer, will help them to achieve their goals in writing.

D. Definitions of Terms

1. Response

This research focuses on students’ responses. The responses of the students in this research refer to their opinions about the implementation of mind mapping in their Paragraph Writing Class. According to Braun (1979), “Response refers to any action or thought that have relation to satisfaction or reduction of a drive (as cited in Erstentia, 2016, p. 12). In this study, the satisfaction refers to the benefit of
mind mapping in helping students prepare their writing, while reduction refers to the disadvantage of it.

2. **Paragraph Writing**

   Paragraph Writing is a writing class which is given to the second semester students in ELESP of Sanata Dharma University. This is a core and prerequisite subject. It means that every ELESP student of Sanata Dharma University must take this subject. However, students have to pass their Basic Writing Class in the first semester, so they are allowed to take this class in the second semester.

3. **Mind Mapping**

   Michelco (1993) mentions that mind mapping is an organized brainstorming method and it makes learning, note-taking, and organizing idea become simpler and easier. According to Buzan (1996), mind map, as well as encouraging the infinite continuous flows ideas, enable the brain to be awake and alert by making the brain uses its skills. It is expected by using mind map, students can organize their ideas for writing well. Students can use mind map in making the draft of their prewriting activity, since it is said before that the successful and meaningful of writing depends on how well students prepare their writing. At the same time, it also helps students to develop their thinking skill. Anderson (1993) notes that mind mapping can activates the imagination, the combined use of words and symbols which increase the creativity and thinking skill.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents several theories related to the issues discussed in this research. There are two main parts covered, namely theoretical description and theoretical framework. Theoretical description talks about the limited scope of this research, while theoretical framework covers the theories used to answer the research questions of this research.

A. Theoretical Description

There are three major points that will be presented in this part, namely the nature of mind mapping, response, and paragraph writing. The theories are presented as follows.

1. The Nature of Mind Mapping
   a. Definition of Mind Mapping

   Mind mapping is popularized by an author and a consultant named Tony Buzan who is also called “The ather of mind mapping”. Buzan (2005) states that mind mapping is a simple and an easy tool to put information in our brain and take the information for the brain (p. 4). He also adds that mind mapping is a way to write effectively and creatively. Buzan (2005) additionally explains that “Mind mapping harnesses the full range of cortical skills-word, image, number, logic, rhythm, color and spatial awareness – in a single, uniquely powerful technique” (p. 76). In addition, Backwell (2009) stresses that mind mapping is a method of
brainstorming which by definition falls into the prewriting category of the writing process and it is a note-taking technique where a main topic is broken into sub topics and then written on a branch structure. Thus, it can be said that mind mapping can give students a better way to begin writing.

b. Types of Mind Mapping

According to Buzan (2005), there are two kinds of mind mapping, namely the hand-writing mind map and mind mapping software. Hand-writing mind map is a mind map which is written manually by someone, while the soft-ware mind map is the one which uses a computer software to process. Both can help people to organize their ideas. The difference between hand-writing mind map and mind mapping software will be explained as follows.

1) Hand-Writing Mind Mapping

Buzan (2005) acknowledges that hand-writing mind map is also known as the traditional mind map technique. In this technique, students can develop or write their idea as creative as they want based on their imagination. The writers can draw their mind map and write the key words with their own decisions. It means that every person will have a different mind map because everyone has different creativity and imagination. This what makes traditional mind mapping technique is interesting. The example of hand-writing mind mapping is presented in Figure 2.1
2) Mind Mapping Software

Buzan & Buzan (2005) mention that mind mapping software, which is also known as computer mind map, is a ‘Digital ink’ that allows users to input data directory via computer screen with a digital pen. This mind mapping software offers significant improvements in personal productivity in the areas of automatic mind map generation, editing, analyzing, creating different views, navigating, linking information to sources, generating new mind map, sharing mind map, and converting mind map into reports, presentations and plans. The example of mind mapping software is presented in Figure 2.2.
c. The Implementation of Mind Mapping in a Writing Class

According to Backwell (2009), there are four steps in implementing mind mapping in a writing class. The steps are introducing, choosing topic, producing mind map, and speed writing. Every step will be discussed as follows.

1) Introduction of Mind Mapping

The first step of the implementation of mind mapping is explaining the concept of mind mapping itself to the students to make them understand. In his paper, Backwell (2009) states that writing has four major steps. The first step is pre-writing activity. Here, students can use mind mapping in doing the pre-writing activity. He adds, it will be better if teachers provide their own mind mapping as the example and explain it to the students. It may help students to get a clear understanding about mind mapping.
2) **Students Choose a Topic**

The second step is picking up a topic. In this step, students are given time to choose their own topic on what they are going to write. Since they can choose a topic that they like or they are already familiar with, students will be eased to develop a particular topic. Moreover, by giving students a chance to choose their own topic for writing, will help them create a conducive and enjoyable writing activity.

3) **Students Make Mind Map**

The third step is giving time to the students to make their mind map. The important thing in this step is letting the students to think and choose their own ideas as it can promote their creative thinking. Backwell (2009) suggests in order to make the process of making mind mapping become more interesting for the students, they are suggested to use various colors and draw some needed images in their mind map.

4) **Speed Writing**

After making their own mind mapping, the students are asked to make a speed writing. In this writing process, the students develop their writing from the mind mapping that already make. Any mistake will be edited later in editing process.

d. **Making Mind Map in Seven Steps**

In his book, Buzan (2005) states that there are seven steps in making mind map (p. 15). The seven steps are explained as follows.
1. Begin the mind map from the middle of a blank paper. It will help our mind to go to every direction freely. The purpose is to help us state our ideas more naturally and freely.

2. Use pictures or photos for the main idea. According to Buzan (2005), a picture or photo consists of thousand meanings and it can build up our imaginations. A general picture will be more interesting because it keeps us focus and concrete. In addition, He argues general picture can activate our brain.

3. Use color, because color is as interesting as picture; it makes our mind map alive and more creative. Buzan (2005) claims that the use of colors can make our brain think creatively.

4. After making colorful image at the center of the mind map, we should create the branches. In creating the branches, we have to make sure to sort them based on the order and group them using different colors. It is in order to ease us to find the categories of the branches by grouping.

5. Make warped lines for each branch. Buzan (2005) sees that warped line is more effective rather than straight line, because straight line tends to make our brain bored. The warped line that connects the branches is more eye-catching.

6. Make key words in every branch. Every single word or picture is like a multiplier which creates its own relation to the topic that will be written.

7. Continue drawing pictures when there is an urge to create one at a particular branch. The more pictures used in one’s map, the better it will be. Buzan (2005) maintains that a mind will make natural associations that are a part of our
learning process. This can provide a substantial amount of information to start
the next phase of the writing process.

e. The Benefits of Mind Mapping

Harmer (2004) mentions the stages in writing and those are planning,
drafting, editing, and final version (p. 326). It can be seen in Figure 2.3.

---

As it can be seen from Harmer’s theory of writing process, planning is the
first stage in writing. Here, the students do brainstorming which aims to produce
the ideas for their writing. He says that one way in helping students to overcome
the problems that they may face in writing process is the use of brainstorming
students who usually do not want to write by creating nonthreatening atmosphere”
(p. 14). It is also supported by Harmer (2001) that the ideas obtained at this stage
may or may not be directly related to the topic, so brainstorming is beneficial in
giving the students opportunity to write down their ideas on paper before they
actually begin to write. In line, Buzan (1993) establishes that one of the biggest
advantages of brainstorming is that it virtually requires no preparation and it can be used with classes in every level and situation. Second is the drafting process in which the students choose the proper ideas to be written on their piece of writing. On the editing stage, students have to revise their writing in terms of word choice and punctuation to make a unity and coherent writing. Therefore, students can produce a good final version of their writing.

Overall, it can be said that mind mapping takes an important part in brainstorming activity. There are many experts who prove the benefits of mind mapping. Some benefits of mind mapping is listed in as follows.

1) According to Buzan (1993), Mind mapping not only helps someone to organize the ideas, but also serves several benefits that can be found, such as:
   a. Someone can easily add ideas in mind mapping or add another links that related to the main topic in a mind map.
   b. Mind map can help someone to concentrate on the information structure and relationship among the ideas.
   c. By using mind map, someone can really see the connections and similarities of the information gathered.
   d. It helps students to associate the ideas, promote creative thinking, and establish meaningful connections among ideas.

2) Hayes (1992) states that “Mind mapping can reduce difficulties in writing by giving students an organized strategy to get them started” (p. 203).
3) Doorn & O’Brien (2007) believe that map concepts can be used most effectively to promote students motivation and learning in higher education courses.

2. Response

a. The Definition of Response

McKchnie (1981) mentions that response is an act or action of responding (as by an answer); a responsive or corresponding act or feeling or responding act to a motivating force or situation (as cited in Silaban, 2014, p. 6). According to Braun (1979), response refers to any action or thought that has a relation to satisfaction or reduction of a drive (as cited in Erstentia, 2016, p. 12). In this study, drive refers to the action of the students, whether they are enthusiast to use mind mapping in paragraph writing class or not. The responses refer to their satisfaction of the use of mind mapping. Furthermore, mind mapping can help students write a paragraph easier and also increase their writing ability in a writing class.

b. Types of Response

Pavlov (1927) concludes that there are two kinds of response, namely conditioned and unconditioned response. A conditioned response is caused by a conditioned stimulus and it is a response that comes automatically from an ordinary neutral stimulus by training. While unconditioned response is a reflex response that comes from stimulus without any learning required. In this research, the conditioned response will be seen from the students’ action after they are given the mind mapping technique to help them write a paragraph and the unconditioned
responses will be seen from the students’ responses when they are using mind map in class.

According to Borich (2000), there are two kinds of students’ responses in classroom. Those are positive and negative responses. Positive response is desired by the teacher since it can support the learning and teaching process. While negative response means that the response is undesired by teacher because it can disturb the learning and teaching process (as cited in Erstentia, 2016, p. 12).

3. Paragraph Writing

a. The Definition of Paragraph

Bram (1995) states that “A good paragraph is a group of sentences which contains relevant information about a main or a central idea” (p. 13). He adds that it is a group of sentences that develops one main topic. In Paragraph Writing Class, students are taught how to develop one main idea into a good paragraph. Bram (1995) adds that basically a paragraph consists of three parts which are introduction, body, and conclusion (p. 13). In addition, Muhyidin (1988) states that “A paragraph is a piece of writing that is made up of three main parts namely main sentence, supporting sentences, and concluding sentence” (p. 2).

b. Writing Paragraphs

Muhyidin (1988) emphasizes that in order to make a good paragraph, we have to pay attention to the three main parts, namely topic sentence, supporting sentences, and concluding sentence. A topic sentence should introduce the topic of the paragraph and it should state one idea or one topic as well (p. 2). Bram (1995)
argues that a topic sentence must have a subject and an attitude and it can be placed at the beginning (the first sentence) of the paragraph, somewhere in the middle, or in at the end (the last sentence). However, he suggests that it is better to put a topic sentence at the beginning of the paragraph so we will have a clear guide to finish the rest of paragraph. (p. 16).

The second main aspect is supporting sentences. According to Muhyidin (1988), supporting sentences function to develop the topic sentence by giving examples, reasons, and facts. These sentences should be served to back up, clarify, illustrate, explain, or prove the point you make in your topic sentence.

The last main aspect is a concluding sentence. Muhyidin (1988, p.15) states that concluding sentence is not a must in a paragraph, however this is very helpful to summarize the main points of the paragraph and it gives final comment on your topic and leaves the reader with the most important idea to think about.

In addition, besides the three main parts of a paragraph, there are some aspects that we have to pay attention to in writing. Bram (1995) says that to make a good paragraph we should make it unity and coherent. Unity means that all the supporting sentences that are used in a paragraph should express the topic sentence, while coherence means that the paragraph should contain smoothly-connected ideas which will make the movement of the each sentences runs smoothly. In making a coherent paragraph, the writer should use proper transitions, such as however, although, finally, nevertheless, and etc.
B. Theoretical Framework

In this part, the researcher will answer the two research questions presented in this research, namely (1) How is mind mapping implemented in Paragraph Writing classes? and (2) How does mind mapping affect students’ writing process in Paragraph Writing Classes?

The first research question is answered by using the theory of Buzan (2005) and Buzan (1993) as it has been discussed in the previous part of this chapter. In order to complete the explanation, the researcher will also use the theory of Bram (1995) and Muhyidin (1988) about paragraph writing.

The second research question is about the effects of mind mapping toward students’ writing process. In order to see in detail about the effects of mind mapping toward students’ writing process, the researcher will use the theories from Doorn & O’Brien, (2007), Buzan (2005), Hayes, (1992) and Buzan, (1993) which talk about the benefits of mind mapping in writing.
CHAPTER III

METHODOLOGY

In this chapter, the researcher discusses the method that is used in this research. There are five main parts in this chapter, namely research method, research setting, research participants, instruments and data gathering technique and data analysis technique.

A. Research Method

In this research, the researcher implemented mixed methods which consisted of qualitative and quantitative method. According to Creswell (2003), “A researcher who uses mixed methods looks to many approaches to collecting and analyzing data (e.g., quantitative and qualitative)” (p. 12). Mix methods also help the researcher to get the data in order to answer the best understanding of the research problem(s). Therefore, the researcher used mixed methods in answering the research questions. Hopefully it could help the researcher to give the best understanding of the research results.

The researcher used mixed methods because it allowed the researcher to use triangulation data to collect the data of this research. According to Tashakkori and Teddlie (2003), “Data triangulation must include a combination of qualitative and quantitative approaches within single method” (p. 298). This two methods are different both in data instrument and data result presentation. According to Bodgan (2003), “Qualitative research is descriptive, the data collected take the form of word
or picture rather than numbers” (p. 5). Moreover, Tashakkori and Teddlie (2003) confirm that in qualitative method, if the researcher uses questionnaire, then it is involved to use open-ended questionnaire because of the data result’s characteristic is in a descriptive explanation. Creswell (2012) states that “Quantitative method’s characteristic is collecting numeric data from a large number of people using instrument with present questions and responses” (p. 13). In other words, closed-ended questionnaire is required in the qualitative method, since it uses numerical data in presenting the data result.

B. Research Setting

This research took place at Sanata Dharma University in Paragraph Writing Class C and E. The researcher chose these classes, because the lecturers who teach in these classes implemented mind mapping to help the students in writing. So, the students already had the experience in using mind mapping for writing. The data collection was done in March 2018. Both classes were held on the same day. Paragraph writing class C was held on Thursday at 11.00 – 12.50 in k. 46 room. Class E was held on Thursday at 09.00 – 10.40 in S301 room. Firstly, the researcher observed each class twice; 1st March and 8th March 2018. After that, the researcher delivered questionnaires on 15th March 2018. Lastly, the researcher interviewed five of the students who were chosen randomly on 19th March 2018.
3.1 The Data Collection Schedule

<table>
<thead>
<tr>
<th>No</th>
<th>Research Instrument</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Observation</td>
<td>1st March 2018</td>
</tr>
<tr>
<td>2</td>
<td>Observation</td>
<td>8th March 2018</td>
</tr>
<tr>
<td>3</td>
<td>Questionnaire</td>
<td>15th March 2018</td>
</tr>
<tr>
<td>4</td>
<td>Interview</td>
<td>19th March 2018</td>
</tr>
</tbody>
</table>

C. Research Participants

The participants of this research were the students from Paragraph Writing Class C and E, batch 2017. They were the second semester students in English Language Education Study Program (ELESP) of Sanata Dharma University. They already passed their Basic Writing Class in the first semester. Therefore they were required to take Paragraph Writing in their second semester. There were 29 students from class C and there were 21 students from class E. Thus, all the participants of this research were 50 students. The researcher chose the participants specifically in class C and E because the students in those classes had the experience of using mind mapping for their writing activity. The researcher also randomly chose five from the fifty students for the interview session. The interviewees were coded as follows.

3.2 The Coding of the Interviewees

<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewee 1</td>
<td>Female</td>
<td>#11</td>
</tr>
<tr>
<td>Interviewee 2</td>
<td>Male</td>
<td>#12</td>
</tr>
<tr>
<td>Interviewee 3</td>
<td>Male</td>
<td>#13</td>
</tr>
<tr>
<td>Interviewee 4</td>
<td>Female</td>
<td>#14</td>
</tr>
<tr>
<td>Interviewee 5</td>
<td>Female</td>
<td>#15</td>
</tr>
</tbody>
</table>
D. Research Instruments and Data Gathering Technique

This part elaborates the instruments used in this research to answer the research problems. The researcher used three instruments in gathering the data. The instruments are observation, questionnaire, and interview.

1. Observation

Creswell (2015) states that “Observation is the process of gathering open-ended, firsthand by observing people and places at a research site” (p. 211). He adds that the observation process is beneficial because it can give opportunity to the researcher to record information as it occurs in a setting, to study actual behavior and to study individuals who have difficulty verbalizing their ideas. In addition, Simpson and Tuson (2003) confirm that

Observation is a highly flexible form of data collection that can enable researcher to have access to interaction in social context and to yield systematic records of these in many forms and contexts, to complement other kinds data” (as cited in Cohen et al, 2011, p. 457).

Therefore, the researcher did the observation as one of the data instruments because the researcher was going to find out directly the implementation process of mind mapping in Paragraph Writing Classes. Moreover, the observation helped the researcher to know better about the participants and saw the real situation in classes when students used mind map in their writing activity.

In the observation process, the researcher focused on writing note on students’ activities in the classrooms, because the data of the observation would be used to answer first research question supported by the other instrument results. The observations were done twice in each class when the lecturer implemented the mind
mapping technique. The first observation was on 1\textsuperscript{st} March and the 2\textsuperscript{nd} observation was done on 8\textsuperscript{th} March 2018.

2. Questionnaire

In order to know the effect of mind mapping toward the writing process in Paragraph Writing Class, the researcher gave questionnaire to the students. Wilson and McLean (1994) state that

Questionnaire is widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze (as cited in Cohen et al, 2011, p. 377).

In addition, Cohen, Manion, & Mannison (2011) state that “Questionnaire is a useful instrument to gathering belief, opinion, and experiences both in present and past time” (p. 90).

The questionnaire was a close-ended questionnaire which consisted of 14 statements that aimed to find out the students’ responses toward the implementation of mind mapping as the pre-writing activity in Paragraph Writing Classes. The close-ended questionnaire was adapted from Likert scale style which described SD (Strongly Disagree), D (Disagree), N (Neutral/Undecided), A (Agree) and SA (Strongly Agree). The researcher used closed-ended questionnaire because the researcher wanted the student stated directly their responses and opinions about the effects of mind mapping in their writing process. The blueprint of the questionnaire is presented as follows.
## Table 3.1 Blueprint of the Questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>Elements</th>
<th>Theories</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Motivate students to write</td>
<td>Doorn &amp; O’Brien (2007) states that “Mind map concept can be used most effectively to promote students motivation in writing”.</td>
<td>1.1 I’m interested in using mind mapping in writing my paragraph.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.2 Mind mapping makes me enthusiastic about my topic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.3 Mind mapping makes me interested in developing my ideas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.4 Mind mapping motivates me to write more not only in class but also outside the class.</td>
</tr>
<tr>
<td>2</td>
<td>Organize ideas</td>
<td>Buzan &amp; McGrift (2000) mentioned that “Using mind mapping is an excellent way to help learners organize their ideas”.</td>
<td>2.1 I can chose ideas well in writing because I use mind mapping techniques.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.2 Mind mapping can help me organize ideas and understand my writing information easily.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.3 Mind mapping helps me to develop ideas more effectively.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.4 Mind mapping gives me the better ideas for my writing.</td>
</tr>
<tr>
<td>3</td>
<td>Reduce difficulties in writing</td>
<td>Hayes (1992) confirms that “Mind mapping can reduce difficulties in writing by giving students an organizing strategy to get them started”.</td>
<td>3.1 Mind mapping helps to reduce the difficulties in writing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.2 Mind mapping helps me express my ideas using various vocabularies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.3 It is easy to find transition words for my writing when I use mind mapping.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.4 Mind mapping helps to choose the relevant information with the</td>
</tr>
</tbody>
</table>
3. Interview

As it said before, after gathering the data in the form of questionnaire, the researcher would interview some students who were chosen randomly. Creswell (2015) explains that

Interview is equally popular to observation in qualitative research. A qualitative interview occurs when researchers ask one or more participants general open-ended questions and record their answer. The researcher then transcribes and types the data into a computer file for analysis (p. 216).

Patton (1990) states “The purpose of interview is to find what is in and on someone else’s mind”. The interview was done in order to find out how students made their mind mapping and to see deeper about their opinion on the effects of mind mapping in the writing process in class. Since in the questionnaire, students did not have chance to express more their ideas or opinions. The interview was done on 19th of March 2018 after the researcher did the observation and delivered the questionnaire to the students.

Basically, the researcher used interview as an instrument for data collection because the researcher used close-ended questionnaire which mean the participants could only answer directly whether they agreed or disagreed with the statements.
given in the questionnaire. Students did not have chance to express more their ideas or opinions. Thus, the researcher added interview as the instrument to fill the data. The interview was prepared to the students so they could express more their opinions about mind mapping. Moreover, students’ answers in the interview process would strengthen their answer in the questionnaire.

E. Data Analysis Technique

Once the data became available, the next step was analyzing the data. In analyzing the data in mixed methods, Tashakkori and Teddlie (2003) say that “It all depends on the type of data collected, which in turn depends on the sample size, which in turn deepens on the research design, which in turn depends on the search purpose” (p. 351). So, the data analyzing in mixed method can be various, depends on the things said above. The data analyzing process is discussed below.

1. Analyzing the Observation

First of all, the researcher analyzed the observation result since it was the first data instrument that was used to collect the data. The researcher analyzed the observation by reading the observation sheet and note that were written during the implementation of mind mapping in class. The main purpose of the observation data was to see the implementation process of mind mapping done by the lecturers and students step by step. The data will be presented in qualitative way.
2. Analyzing the Questionnaire

Next, the researcher analyzed questionnaire. The questionnaire was quite easy to analyze because the number of the participants were in even number. There were fifty students as the participants of this research. First, the researcher counted every score (X score) in every statement to see how many students that chose certain scale of agreement in every statement. After the researcher got the score (X score) in every statement, the researcher timed it with one hundred. Then, the number (X number) resulted from the multiple was divided with the number of the whole students, which was fifty. Here was the formula:

\[ \frac{\sum x}{\sum n} \times 100\% \]

\( \sum x \): total of respondents who choose the same degree of agreement in each statement

\( \sum n \): total of all respondents

In order to make the validation of the data, the researcher used Microsoft excel in the process of counting the questionnaire result. The questionnaire result was presented in a table and in percentage number. In other words, it was presented in qualitative way.

3. Analyzing the Interview

In analyzing the interview, firstly, the researcher heard the recording conversation with every interviewees many times. It aimed to understand every answer that were given by the interviewees. After that, researcher wrote down the transcript of the interview with all the interviewees. Then, the researcher made
summary and conclusion. The interview result was combined with the observation result to answer the first research question and the questionnaire result was combined with the interview result to answer the second research question. In presenting the interview result, the researcher used code for the interviewees. For instance, #I1 was the first interviewee, #I2 was the second interviewee, #I3 was the third interviewee, #I4 was the fourth interviewee, and #I5 was the fourth interviewee.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

This chapter presents the research results and discussion to answer the two research problems in this research. The results and discussion are presented together with the discussion. Therefore, there will be two sections presented in this chapter. The first section is the implementation of mind mapping in Paragraph Writing Classes and the second section is the students’ responses toward it.

A. The Implementation of Mind Mapping in Paragraph Writing Classes

This section aims to answer the first research question about the implementation of mind mapping in Paragraph Writing Class C and E. The lecturers began the explanation by telling the students about the parts of a paragraph. They used a picture of a burger to give the explanation about paragraph to the students. Every layer of the burger took a role as a part of the paragraph. The top bun of the burger was the main topic of the paragraph, the filling part was the supporting sentences and the bottom bun was the concluding sentence.

After that, the lecturer explained to the students that writing process is divided into four steps namely brainstorming, drafting, editing and final drafting. Bram (1995) affirms that “In the brainstorming process, we write down every single thing that exists or comes into our mind without need to worry about the quality of the idea for the time being (at least)” (p. 64). In this step, students used a method
named mind mapping. Based on the observation, the researcher found five steps that students did when they implemented mind mapping.

1. **Choosing A Topic**

First of all, the students were asked by the lecturers to choose a main topic that they familiar with. It could be whatever as long as students were interested at their chosen topic. According to Backwell (2009), giving students a chance to choose their own topic for writing, will help them create a conducive and enjoyable writing activity.

Then, after the students found an idea to write, the lecturers asked them to write and circled their main topic in the middle of a blank paper. So, it would be easy for them to create the branches of their mind map. The students began making their mind mapping by writing the main topic on the middle of a blank paper and they circled it. According to Buzan (2005), begin a main topic from the middle of a blank paper will help students to think free and natural. He further suggests to put or draw a picture in the main idea, because a picture contains thousand meanings. So, he believes that using picture will help students find words for the branches of their mind mapping.

In fact, the students did not use any picture in their main idea. They said it was not really important.

“It is not really important to use picture on my mind mapping, key word is enough for me to be the guide for a main sentence in my paragraph” (11).

However, there was one student who admitted that

“I think it will be very interesting if we put picture in our mind mapping, because I have ever made and used mind mapping when I was in senior high
school, and I found it was very interesting because I had some pictures on it” (#15).

Based on the observation and interview, the researcher did not find any student who put picture in their mind map. It was because, mostly students believed that key word was enough as their main idea on their mind mapping.

2. Writing Related Words

In this step, the students were asked to draw out some lines from the main topic written in the middle of their paper. Then, they wrote some key words in each line that they made, of course the words had to have relation with their main topic. After that, they circled the key words in each line. Those words would be the guide for the supporting sentences in their writing. The lecturer asked the students to write any words that had relation to their main topic without being afraid, because later, they would select the words based on some classification. In making the branches, Buzan (2005) 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. 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,

“Mind mapping is not a new thing for me, because I have ever used it when I was in senior high school and I used it for memorizing. It was very interesting because I put picture and used some colors on my mind mapping. It really helped me to memorize, but we did not use any colors in our mind map in Paragraph Writing Class” (#15).

One of the students added that he did not know if using color in mind mapping had an effect for the brain.
“I don’t know if is good to use color on mind mapping, I just make it as what the lecturer showed” (#I3).

This was same with the example of the mind mapping shown by the lecturers, both lecturers in class E and C did not use colors. So, most of the students in Paragraph Writing classes did not use colors and they did not know that it mattered to their thinking process in making their paragraph. Otherwise, almost all students use wrap line in making the branches.

3. **Choosing Supporting Ideas**

Next step, the students were asked to select three key words from the branches that they made before. The students chose three relevant key words and omitted the irrelevant key words, because the relevant key words were prepared for the supporting sentences in students’ writing. The three relevant key words had to be grouped in one classification. Muhyidin (1998) mentions that “Supporting sentences are sentences that develop the main sentence by giving examples, reasons, facts, disadvantages and disadvantages”. In addition, Bram (1995) states that one of the keys to make a good paragraph is making a good supporting sentences. He adds that the good supporting sentences are sentences that express only one main idea which clearly stated in the topic sentence of a paragraph.

The lecturers suggested to choose at least three key words, since three supporting sentences were the minimum number for a simple paragraph. However, there were also some students who chose four until five key words which meant that these students would have four until five supporting sentences in their
paragraph. The students classified their supporting sentences in various classifications. The students classified the supporting ideas by kinds, advantages or benefit, disadvantages, example, effects, and reasons. Here was one of the examples on how a student classify his supporting ideas.

**Figure 4.1 Example of a Student’s Mind Mapping**

The picture above was the example of a student’s mind mapping from Paragraph Writing Class C. This student chose bullying as the main topic of his writing and he decided to classify his writing based on ‘kinds’. So he omitted ‘the impact of bullying’ and ‘reasons of bullying’, because those key words did not belong to the kind of bullying. In other words, he omitted those words because they were irrelevant.

In making the key words, Buzan (2005) suggests to continue drawing when there is an urge to create one at a particular branch. The more pictures used in one’s
map, the better it will be. None the less, students did not draw pictures on the branches in their mind mapping. One student explained,

“I did not like to draw picture on the branches of my mind mapping. I did not need to do it because keywords were enough. Moreover, drawing picture in every branch would be time consuming. I preferred to use my time more in develop the writing rather than in the brainstorming process. (#12)

As it could be seen from the picture above, there was no any picture or image in that mind mapping. Students believed that drawing picture could consume much time. They did not like to do it because they wanted to spend their time more in the drafting process.

4. Writing the Supporting Sentences

After choosing relevant key words for the supporting ideas, students started to develop them into sentences so they would have their supporting sentences for their writing. As it could be seen in picture 4.1, the students wrote a sentences in every chosen key word. The lecturers suggested students to write a sentence in every key words, so it would be easy for them to develop the supporting sentences in their writing. After done making the sentence in each key words, the lecturers then suggested to put their supporting sentences in good order. So, the students’ writing would be coherence. Muhyidin (1988) confirms that “A paragraph must be coherence; that is, it must contain sentences that are logically arranged” (p.13). In their mind mapping, the students had to decide which supporting sentence would be the first and which one would the last. As an example, the researcher found that the students in Paragraph Writing Classes arranged their ideas from the least important to the most important idea, or vice versa. There were some students who
arranged their supporting ideas from the strong to the strongest reason and from past to present time. This could help the students to their writing coherence.

5. Writing A Paragraph Based on Mind Mapping

In this step, students developed their mind mapping in to a paragraph. So, the students begun to make their first draft based on the mind mapping that they already made before. Students were given more less one hour to develop their mind mapping. Students admitted that this process become easier because they already had a clear guide which was their mind mapping.

“Mind mapping was very helpful. I think, the first drafting was easier than I expected, because I already have a clear guide in my mind mapping” (#12).

Another student added,

“I like when the lecturer asked us to write a sentence in every key words on our mind map, because it was very helpful for me since it’s really hard for me to write supporting sentence. I found that by write a sentence in every key words helped me to develop the supporting sentences in my writing easier” (#13).
Figure 4.2 Example of a Student’s Paragraph

After done with their first draft, students exchanged their writing with a friend who sat beside them. Then, they did the editing in each other’s work. The editing focused on the grammar, word choice, unity, and the coherence of the paragraph. Students did the editing by giving comments to the incorrect part of their friends’ work. Last, students did the final drafting based on the comments from their friends.
B. The Effects of Mind Mapping on the Students’ Writing Process

This section aims to answer the second research question about the effects of mind mapping toward students’ writing process in Paragraph Writing Classes. In answering the question, the researcher will use the data from questionnaire and interview as well. The data results and discussion will be presented below.

1. Mind Mapping Motivates Students in Writing

Doorn & O’Brien (2007) states that “Mind map concept can be used most effectively to promote students motivation in writing”. They believe so because of the research that they did. Doorn & O’Brien (2007) found that the use mind mapping can affect students’ motivation in writing because it made the writing process become easier and interesting and students more like to do something that they find interesting. The result of the questionnaire toward this aspect can be seen in the table below.

<table>
<thead>
<tr>
<th>No</th>
<th>STATEMENTS</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I’m interested in using mind map in writing my paragraph.</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>48%</td>
<td>32%</td>
</tr>
<tr>
<td>2</td>
<td>Mind map makes me enthusiastic about my topic.</td>
<td>0%</td>
<td>0%</td>
<td>30%</td>
<td>50%</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>Mind map makes me interested in developing my ideas.</td>
<td>0%</td>
<td>0%</td>
<td>18%</td>
<td>60%</td>
<td>22%</td>
</tr>
<tr>
<td>4</td>
<td>Mind map motivates me to write more not only in class but also outside the class.</td>
<td>0%</td>
<td>4%</td>
<td>48%</td>
<td>34%</td>
<td>14%</td>
</tr>
</tbody>
</table>

There were four statements related to this first aspect. For the first statement there were 48% who agreed, and 32% the students who strongly agreed that they were interested using mind map in writing their paragraph. A student admitted that
“This is my first time using mind map, so I feel interesting in using it” (#I3).

Next, there were 50% of the students who agreed, and 20% of the students who strongly agreed that mind mapping made them enthusiastic about their topic. A student said it depended on the topic.

“It depends on the main topic, if the topic is something that I familiar with, then it will be interesting for me to use mind mapping, but if I don’t really familiar with the topic, then I don’t feel enthusiastic. Luckily, the lecturer allowed us to choose our main topic. So I was enthusiastic using mind map because I chose a topic that I liked” (#I5).

Then 60% of the students agreed, and 22% of the students strongly agreed with the third statement which said mind mapping make them interested in developing their ideas for their writing. Last but not least, there were 4% of the students who disagreed, 34% of the students who agreed, and 14% of the students who strongly agreed that mind map motivated them to write more, not only in class but also outside the class.

“Mind mapping motivates me to writing better. I use the mind mapping method not only in Paragraph Writing Class, but also in another classes whenever the lecturers ask me to write something. For example, I also use the concept of mind mapping in listening class when the lecturer asked us to write the summary of our listening task”. (#I5)

It can be seen that the students mostly were in agreement that mind mapping could motivate them in writing. There was a student who also used the mind mapping method outside the Paragraph Writing Class.

2. Mind Mapping Helps Students Organize Ideas in Writing
Buzan & McGrift (2000) mentioned that “Using mind mapping is an excellent way to help learners organize their ideas”. It can be denied that one of the benefit of mind mapping is to help people organize idea. As it said before in the process of making mind mapping. The students used mind mapping so that they could prepare their ideas for writing in a better and easier way. The result of the questionnaire related to this aspect can be seen in table below.

4.4 The Questionnaire Results on the Organization Idea

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>0%</th>
<th>0%</th>
<th>32%</th>
<th>42%</th>
<th>26%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>I can choose ideas easier in writing because I use mind mapping method.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Mind map can help me organize ideas and understand my writing easily.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mind map helps me to develop ideas more effectively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mind map gives me the better ideas for my writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There were four statements related this aspects. And the result showed that there were 42% of the students who agreed, and 26% of the students who strongly disagreed that they could choose ideas well in writing because they used mind mapping. A student said

“When I used mind mapping, it was easier for me to choose ideas for my writing. As an example I chose ideas based on “reasons” in my writing” (#13).

Second, there were 48% of the students who agreed, and 40% of the students who strongly agreed that they could organize ideas and understand their writing easily when they used mind mapping.

“I enjoyed it, because it helped to make organize writing result. In class we are taught two methods for brainstorming, which were mind mapping and
free writing. To be honest, I liked mind mapping better than free writing, because through mind mapping, we could decide what things that we want to write. While in free writing, we just only write all ideas that come in to our mind which mostly make the result of my writing is not coherence” (#I2).

Third, there were 46% of the students who agreed and 30% of the students who strongly agreed that mind map helped them not only organize their ideas but also it helped them to develop their ideas effectively. A student said that she could develope her ideas into a paragraph.

“It is very useful for the students or for me, at least, because always I confuse how to organize the ideas in my writing. Mind mapping is very helpful in order to help me organize my ideas. I can organize my ideas from the least important idea until the most important idea. I think by writing my ideas in good order, will make my writing become more unity and I think it will also help the readers to understand the purpose of my writing clearly” (#I5).

Last, there were 2% of the students who disagreed, 50% of the students who agreed, and 14% of the students who strongly agreed that mind map gave them better ideas for their writing.

Based the questionnaire and interview result, the researcher concluded that mostly the students were in agreement that the implementation of mind mapping in their class could help them to organize their ideas. As what Buzan & McGrift (2000) says that “Using mind mapping is an excellent way to help learners organize their ideas.” Students in Paragraph Writing Classes felt that mind mapping was very helpful in organizing their ideas for writing their paragraph.
3. Mind Mapping Reduces Difficulties in Writing

Hayes (1992) confirms that “Mind mapping can reduce difficulties in writing by giving students an organizing strategy to get them started”. He states that because he believes that not only mind mapping can help students organize ideas but it will also eased them to choose transition words and help students to choose the relevant information as it was explained in the previous section. Here is the questionnaire result related to this aspect.

4. 5 The Questionnaire Results on the Reducing Difficulties

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>0%</th>
<th>2%</th>
<th>38%</th>
<th>44%</th>
<th>16%</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Mind map helps me reduce the difficulties in writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mind map helps me express my ideas using various vocabularies.</td>
<td>0%</td>
<td>8%</td>
<td>50%</td>
<td>32%</td>
<td>10%</td>
</tr>
<tr>
<td>11</td>
<td>It is easy to find transition words for my writing when I use mind map.</td>
<td>0%</td>
<td>2%</td>
<td>56%</td>
<td>34%</td>
<td>8%</td>
</tr>
<tr>
<td>12</td>
<td>Mind map helps me choose the relevant information with the main topic of my writing.</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>70%</td>
<td>10%</td>
</tr>
</tbody>
</table>

In this third aspects, the researcher gave four statements in the questionnaire. First, there were 2% of the students who disagreed, 44% of the students who agreed, and 16% of the students who strongly agreed that mind map helped them reduce the difficulties.

“I have to admit that mind mapping made the writing process become easier for me. The most difficult things about writing for me, is to make it unity and coherence. Here, the use of mind mapping allowed me to choose the relevant ideas by simply classify them and arranged them well. Thus, it was easir for me to find proper transition words for my writing” (#13).
There was also one student that said that through mind mapping I could find that writing process become easier.

“When I wrote the key words on the branches of my mind mapping, it was easy for me to develop them into sentences and this what I like from mind mapping, it eased me to make the supporting ideas for my writing. Before I used mind mapping for writing, I felt that writing is very difficult because I have difficulties in making supporting sentences, but after using mind map, writing becomes easier for me.” (#I5).

Next, there were 8% of the students who disagreed, 32% of the students who agreed, and 10% of the students who strongly agreed that mind mapping helped them expressed their ideas using various vocabularies. Next, there were 2% of the students who disagreed, 34% of the students who agreed, and 8% of the students who strongly agreed with that mind mapping helped them found appropriate transition words in their writing.

“It was easy for me to find the transition words that I wanted to use to make my writing coherence, because in my mind mapping I already knew how to organize my ideas in writing, so it really helped me to find the transition words rather than just use first, second, lastly” (#I1).

Last, there were 70% of the students who agreed and 10% of the students who strongly agreed that mind mapping helped them chose the relevant information with the main topic of their writing.

“Yeah, in class the lecturer asked as to write any ideas that came to our mind when we made the branches on our mind map, after that, we could choose the ideas that fit to our main topic based on some categories such as fact, example, reason, etc. and by using mind map, I could choose the relevant ideas for my writing easier” (#I5).

From the results of the questionnaire and the interview, the researcher could conclude that the use of mind mapping really help the students to reduce some difficulties in writing, as the same as it also helped them in organizing their ideas.
in writing. As Muhyidin (1988) says that the difficulties in writing a paragraph are to make it unity and coherence. Here, the use of mind mapping could help the students to reduce those difficulties.

4. Mind Mapping Promotes Creativity in Writing

Buzan (2010) affirms that “Mind mapping helps students to associate ideas, promote creative thinking”. He believes so, because the use of pictures, colors, and wrap line can trigger students mind to think creatively. The questionnaire result of this aspect can be seen in the table below.

<table>
<thead>
<tr>
<th></th>
<th>The Questionnaire Results on the Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Mind map helps me enhance my thinking skill.</td>
</tr>
<tr>
<td>14</td>
<td>Mind map is a good tool that help me develop my creativity in writing.</td>
</tr>
</tbody>
</table>

The researcher provided two statements in this last aspects of the questionnaire. First, there were 52% of the students who agreed and 22% of the students who strongly agreed that mind mapping could enhance their thinking skill.

“Yes, because I feel demanded to find out the related ideas on my main topic” (#I1).

The last, 44% of the students who agreed and 28% of the students who strongly agreed that mind mapping was a good tool that helped them developed their creativity in writing. Related to this statement there was a students that said she became more creative in writing for example in using transition words. The meaning of being creative here was the students were able to express their ideas and
thoughts using various word choice, suitable transition words, which could help them to produce a good writing result. One student admitted that,

“"Yes, I become better in using transitions words. In my mind map, I already make my supporting sentence in order, therefore it easier for me to find a suitable transition words for my writing which can make my writing become coherence" (#11).”

However there were some students who neutral with two statements above. From the interview, there was one student who said that,

“"I was not sure if mind mapping could develop my thinking skill, but I felt that it allowed me to think easier, since mind mapping guide me step by step to plan my writing in easy way” (#13).

From the result above, we could see that mostly the students were in agreement that mind mapping could help them to be creative. Some students found that they became more creative in using transition words. However, there were also few students that were not sure if mind mapping could promote their creativity, as they argued that mind mapping could only make the writing process become easier.

The result of the research showed that mostly the students gave satisfaction and positive responses toward the implementation of Mind Mapping. According to Braun (1979) response refers to any action or thought that have relation to satisfaction or reduction of a drive (as cited in Erstentia, 2016, p. 12). In this study, drive refers to the implementation of mind mapping. It can be seen from the findings that had been presented above. In addition, Borich (2000) mentions that there are two kinds of students’ responses in classroom namely positive and negative response. Positive response is desired by the teacher since it can support the learning and teaching process. While negative response means the response is undesired by
teacher because the response can disturb the learning and teaching process. Based on the observation, the researcher did not find any negative response from the students. The students responded in positively way toward the implementation of mind mapping.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of two parts namely conclusions and recommendation. The conclusions part talks about the summary of the study in general and the recommendation part the will show some recommendations for the lecturer and future lecturer and for the future researchers who want to conduct the similar research.

A. Conclusions

This research focused on two main purposes which were the implementation of mind mapping in Paragraph Writing Classes and the effects of it toward the writing process. The researcher found two main conclusions based on the research findings and analysis. The lecturers and students did not colors and pictures when the implementation of mind mapping in Paragraph Writing Classes. The implementation process of mind mapping was one into five steps as it is discussed in the previous chapter.

However, mostly students gave positive responses about the use of mind mapping in their classes. It was proven by the answers that students gave on the instruments used in this research; observation, questionnaire, and interview. Mostly, students showed and said that mind mapping give the positive effects toward the writing process.
Students also admitted that mind mapping can motivate them in writing, because some of them also used the mind mapping concept to write outside Paragraph Writing Class. Mind Mapping can help them organize ideas and also it can help them reduce the difficulties in writing. Students admitted that writing became easier because they used mind mapping. Lastly, mind map also can promote their creativity in writing in using word choice in their writing.

B. Recommendations

After conducting the research, there are several points that the researcher can give as the recommendations. The recommendations are presented as follows.

1. Writing Teacher and Lecturer

The findings of this research showed that mind mapping can affect students’ writing process positively. The researcher recommends mind mapping method for teachers or lecturers who teach writing to continue using mind mapping. It will be good if teacher and lecturer who teach writing continue using mind mapping method in class in order to help their students in doing brainstorming activity.

2. Future Researchers

This researcher has limitation by only focusing on students responses toward the implementation of mind mapping in a writing class. Therefore, the researcher hopes the next researcher who wants to conduct the similar research, can
focused more on the development or improvement of students’ writing skill in using this method.
REFERENCES


Erstentia, M. E. (2016). *Students’ responses to the implementation of impromptu speech practice to improve students’ speaking skills in critical listening and speaking 1 class*. Yogyakarta: Sanata Dharma University.


APPENDICES
APPENDIX 1

OBSERVATION SHEET

Observation Sheet on the Implementation of Mind Mapping Techniques
in Paragraph Writing Class

Observer : 
Class : 
Date : 
Time : 

I. Analysis of the classroom, lecturer, students, and activities.

<table>
<thead>
<tr>
<th>No</th>
<th>Observation</th>
<th>Y/N</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Classroom Observation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The classroom is clean and tidy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The classroom is comfortable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Complete learning media are provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Lecturer Observation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The lecturer open the lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The lecturer’s voice is clear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The lecturer uses of the media provided in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The lecturer gives questions to the students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The lecturer reviews all of the materials which have been discussed to the whole class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The lecturer gives feedback and evaluations which are beneficial for the students’ learning motivations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Students Observation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The students enjoy the implementation of mind mapping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The students become more active in class after the implementation of mind mapping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The students look bored in the implementation of mind mapping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students pay attention to the lecturer command</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
II. Time Table

<table>
<thead>
<tr>
<th>No</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III. Important Note

..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
APPENDIX 2

QUESTIONNAIRE

Dear friends,

This questionnaire was prepared to see your response about the implementation of mind mapping and also how it helps you on your brainstorming process in Paragraph Writing class. The answers of this questionnaire will be used only in thesis writing and all the information will be kept confidential. Please answer the questions below according to your own experience. Thank you very much for dedicating your time to help me.

Name:
S. Number:
WA/Phone Number:

The statements below are concerned with your opinions about the statement of mind mapping implementation on paragraph writing class. Please circle a number that best states your opinions (1–5). 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree

<table>
<thead>
<tr>
<th>No</th>
<th>STATEMENTS</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I’m interested in using mind map in writing my paragraph.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Mind map makes me enthusiastic about my topic.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Mind map makes me interested in developing my ideas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Mind map motivates me to write more not only in class but also outside the class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>I can choose ideas well in writing because I use mind mapping technique.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Mind map can help me organize ideas and understand my writing easily.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Mind map helps me to develop ideas more effectively.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Mind map gives me the better ideas for my writing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>Mind map helps me reduce the difficulties in writing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Mind map helps me express my ideas using various vocabularies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>It is easy to find transition words for my writing when I use mind map.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>12</td>
<td>Mind map helps me choose the relevant information with the main topic of my writing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>Mind map helps me enhance my thinking skill.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>Mind map is a good tool that help develop my creativity in writing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
THE TRANSCRIPT OF THE INTERVIEW

(Interviewee 1)

1. Do you think that writing is difficult task for you?
   It depends on the topic, and the length of my writing. If I am asked to write a topic that familiar with a simple writing, then it will be quite easy for me. However, if I do not have any idea about the topic then it will be difficult.

2. Do you think brainstorming is important to do before writing?
   Yes, it is very important, because with brainstorming we can have a plan on how we will arranged our writing and every part of it, like the sentence topic, the supporting sentence and the conclusion. Moreover it could help us to make our writing more unity and coherence.

3. Have you ever use mind mapping before in Paragraph Writing class?
   Yes I have ever used mind mapping before, when I was in senior high school, but I used it for memorizing not for writing. I find it quite interesting because I used pictures and colors, it really helped in memorizing the material of my subjects in Senior high School.

4. Do you enjoy using it as a prewriting activity? Why/ Why not?
   Yes, because it help me to write paragraph easier.

5. How did you make your mind map?
   I made it more less the same with what the lecturer had shown to us. I began my mind mapping in the middle of a blank paper. After that, I made the branches using a wrap line, and wrote key words in every branches, then circled it.

6. Did you use picture or did you draw any picture in your mind mapping?
   No, I did not use any picture or drew picture in mind map. I think, I don’t need to use picture on my mind mapping, key word is enough. Moreover drawing picture is very time consuming, I prefer to use my time more, in developing or writing my paragraph rather than use it in the brainstorming activity.

7. Did you use wrap line and colors?
I only used wrap line to draw the branches in my mind mapping, but I did not use colors, but I think, I will be interesting if I use colors in mind mapping.

8. **What is your opinion about the implementation of mind mapping in paragraph writing class?**
I think it was very helpful especially because it helped us managed our paragraph, and the material was explained good and clear by the lecturer so I could understand well how to make mind map.

9. **Based on your experience in class, what are the advantages and disadvantages of mind mapping?**
I think, I did not find any disadvantage. I only found the advantages, and they were, first mind mapping helped in organizing my paragraph especially the supporting sentences and do you know? Now, whenever I have something to write, I also use mind mapping to brainstorm, just for example, yesterday we were asked to write summary in my listening class, before I wrote, I did a brainstorming first and used mind mapping to brainstorm.

10. **Did it reduce difficulties in writing?**
Of course it did, for me it quite difficult to organize idea, but with mind mapping supported by the explanation of mind mapping, I can organized my supporting sentence better. It also help me doing

11. **Did it help you to be more creative in writing?**
Yes, I become better in using transitions words. In my mind map, I already make my supporting sentence in order, therefor it easier for me to find a suitable transition words for my writing which can make my writing become coherence

12. **Based on your experiences in class, is there any difficulties that you find when you implement mind map?**
To be honest I didn’t find any difficulties. As I said before, the material explanation about mind mapping was given clearly by the lecturer. So it was easy for me to understand. Moreover, the implementation of mind mapping itself, really made the writing process became easier.

13. **Is there anything else you want to say for a better mind mapping implementation in the future?**
I think, I would say that it is good to be continued because of the benefits that I found Paragraph Writing class.
APPENDIX 4

STUDENTS’ MIND MAPPING PICTURES

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
FREE WRITING

Express ideas fast and continuously
Write for ten minutes to make useful of the time for writing.

doesn't thinking about the grammar
Focus on what we are going to say about our idea

creative thinking
From free writing we can write down anything, about our idea in our head.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

- We can start it by finishing our assignment with passion.

- We can do it from the bottom until we reach to the top.

Steps

Hard work

- An attitude to achieve greatness
- A way to get maximum results

What

Famous people

- Usain Bolt
- Andy & Maya
- Oprah Winfrey

How
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI