

STUDENTS' IMPRESSION OF MIND MAPPING TECHNIQUE MIXED WITH FREEWRITING INFLUENCE THEIR WRITING ABILITY

Nurlaili Qurrotu Aini, Muhamad Sofian Hadi, Haznor Anis Aqilah Binti Hazzaidi

Muhammadiyah University of Jakarta

Muhammadiyah University of Jakarta

Islamic Science University of Malaysia

nrlaili273@gmail.com, hadisofianmuhamad@gmail.com, aqilahhazzaidi@gmail.com

Submitted: 2023-08-10

Accepted: 2023-08-15

Abstract: Students' impression is one of the factors that can influence their learning process, especially in writing ability. Students' lack of writing ability to be a fundamental problem that face the teacher to solve with an effective technique in learning process. The important of this research was to identify how is students' impression in learning process can influence their writing ability using mind mapping technique mixed with freewriting. Students from one communication class who take English for Communication subject at Islamic Science University of Malaysia was chose as a participant. Quantitative descriptive with survey research method was used in this research. Technique of collecting the data, the researcher used questionnaire as an instrument and used SPSS 23 version to analyze the data. The validity and reliability used to test every statement in questionnaire with the rtable is 0.514 from Pearson's correlation coefficient. Based on the analysis, the questionnaire showed that 80% students selected agree. The results of this research revealed that students' impressions of the mind mapping technique mixed with freewriting influence their writing ability is positive. They can improve the writing ability using mind mapping technique mixed with freewriting. As a result of this research, mind mapping technique mixed with freewriting can be used to improve students' writing ability.

Keywords: Students' Impression, Mind Mapping Technique, Freewriting

INTRODUCTION

Learning techniques are vital important things that can affect students' ability in class. The selection of learning techniques has been determined by the teacher in improving students' abilities, especially writing. However, one of the problems that can affect whether the technique is effective or not, can be seen from how students' impressions of the technique. The relations between the techniques used in the learning process and student impressions is one of the factors that must be considered by the teacher. Forster et al. (2020) analyzed that when the teacher can pay attention to student impressions regarding factors that influence the learning process such as the technique that want to use, students will be more motivated and more interested in participating in learning which can improve student learning abilities.

Writing is an important ability to learn since it will be employed in formal situations such as colleges and corporations. Students who are unable to express themselves in writing will find it hard to communicate effectively with anyone. Writing is also learnt in formal education due to the importance of having a good writing ability. Every student has a different level of difficulties when trying to improve their writing ability (Klimova, 2013). Writing to communicate is an advanced skill that goes beyond structurally replicating written words or even formulating simple sentences. It requires students to create a writing material by using the

target language actively and critically, evaluating information and creating original work (Dragomir & Niculescu, 2020).

Tyner (2016) highlighted that the low level of academic achievement of students in writing skill at the university level, as well as their incapability to use the language effectively for occupational needs and other requirements. Suastra (2020) mentioned that most language learners, although, recognize that learning to write fluent English and expressively is not the same thing. Because writing requires the simultaneous control of multiple number variables. However, defining writing ability is difficult.

In Malaysia elaborated that writing in English is one of the test components that students must take in every level of education. Taking English subject is a must for every student. This is inseparable from the difficulties students experience when they start to write. The choice of vocabulary and the arrangement of sentences is one of the factors of difficulties experienced by students when start to write (Azlan, 2020). Based on researcher's experience while study in Malaysia especially for communication student in Faculty of Leadership and management, they have a subject for academic writing in English language.

In this research, the used of mind mapping technique mixed with freewriting will influence students' writing ability. Polat (2021:432) mentioned that in recent years, mind mapping techniques have been applied. The technique is still employed in forming an idea, remembering previously taught knowledge, collecting notes, creating connections between the primary issue and the root of the topic below, strengthening memory, and analyzing concepts between interrelated sentences. Wette (2017:60) analyzed that mind mapping is a technique that pays attention to the way student develop a topic that they get and how they can easily elaborate on the topic with ideas that come into their minds. Therefore, the creativity can increase when students are compiling sentence from the main topic that they can use with mind mapping technique.

Freewriting is for "thinking on paper" students can freely write everything that is in their minds that has a relationship with the main topic that has been determined. Freewriting can develop students' exploration in selecting the words and sentences they will write (Schiff, 2019). Mind mapping technique mixed with freewriting entails writing whatever come to mind and feelings with a symbols or line that connected each other. Freewriting allows you to think and write at the same time. It helps you to improve the writing ability itself. John (2019) mentioned that for years, freewriting has been used to improve writing ability. He instructs students how to write by instructing students to focus on the ideas and freely share their thoughts.

The different between this research with the previous research is focus on students' impression about mind mapping technique mixed with freewriting which can influence their writing ability. That is the reason for researcher to conduct this research. The objective of this research is to identify the impression of student about mind mapping technique mixed with freewriting will give a positive influence on their writing ability. Therefore, the benefit of this research can affect students to use the mind mapping technique mixed with freewriting to improve their writing ability. Based on the explanation in the background of the study, researchers confront several difficulties while conducting this research: Students find it difficult to write a sentence in writing task because the technique that teacher choose for student ineffective to improve students' writing ability. There is one research questions formulated as follow: What are students' impressions of mind mapping technique mixed with freewriting influence their writing ability?

METHOD

Researchers was used quantitative descriptive method with survey research. Quantitative descriptive is a method for testing objective theory by finding out the factors that occur between variables that have been determined by the researcher. After that, the researcher measured the factors obtained by using measuring tools and numbered data obtained when collecting the data using statistical analysis. Survey provides a quantitative description by paying attention to an attitude, perception or opinion that occurs in the population and sample that the researcher has determined (Creswell, 2013). Quantitative descriptive research is used to test or validate the suitability of existing theories to explain a particular behavior or phenomenon (McConvile, 2017).

This research was conducted at Islamic Science University of Malaysia. The object of the research were 15 students of the 3rd semester of communication course that took English for Communication subject. These students participated in this research from beginning to the end.

In this study, the researcher chose and controlled the independent variable, while the dependent variable was tested to assess the effect of the independent variable.

- Independent variable (X): Mind mapping technique mixed with freewriting
- Dependent variable (Y): Influence in students' writing ability

The questionnaire as an instrument used to collect the data for this research. The design of questionnaires and their distribution to respondents are both time-consuming activities. The instrument to be used must have a clear relationship between the indicator of the question and the aim that researcher wants to measure (Leavy, 2017).

Likert scale was used to collect data for the questionnaires. Joshi et al., (2015) stated that a Likert scale is a set of statements (items) given in response to actual or theoretical issue. Participants are asked to rate their level of agreement on a metric scale. There were 4-point likert scale in this research: Strongly Agree, Agree, Disagree, and Strongly Disagree. The researcher gave the instrument to the respondents by using Google Form and analyzed the result. Additionally, to support the data, the research tested the validation of the questionnaire before giving to the respondent by the lecture as a validator.

The researcher used the Statistical Package Social Science to analyze the data (SPSS) 23 version. The formula that used is follows:

$$P = \frac{F}{N} \times 100$$

Note:

P	: Percentage
F	: Frequency of the respondents
N	: The number of the respondents

Data acquisition for each report item was presented in a table containing the percentage and frequency. Further, the researcher analyzed and interpreted the data according to the rules of the scale and decided as follows:

Table 1. Level of Percentage

No.	Percentage	Interpretation
1.	100%	Excellent
2.	70% - 99%	Almost
3.	51% - 69%	More than half
4.	50%	Half
5.	40% - 49%	Almost Half
6.	1% - 39%	Least

The Validity and Reliability test was used by the researcher to check the variables X and Y Validity and reliability are the most important criteria for evaluating a study (Bryman, 2013). The statement will be valid if the value of $r_{count} > r_{table}$ and will be invalid if the value of $r_{count} < r_{table}$. The significance value also used in this research. The statement will be valid if the significance value < 0.05 and will be invalid if the significance value > 0.05 . The Alpha Cronbach approach was used to determine the study's reliability. The reliability test was carried out by the researcher using the SPSS 23 version. If the Cronbach Alpha value exceeds 0.6, the questionnaire is considered reliable.

FINDING AND DISCUSSION

The research already has done finding students' impressions of mind mapping technique mixed with freewriting influence their writing ability. Furthermore, the questionnaire is

considered valid because the statement item is significantly correlated with the total score. The researcher conducted a validity test on a questionnaire with (n) 15 respondents. The researcher did a validity test based on 2 variables, X mind mapping technique mixed with freewriting and Y is influence in students' writing ability. The X variable has 5 statements and Y variable has 5 statements.

Based on the number of respondents and significant level according to Pearson correlation table, the rtable for this study was 0.514 with a free degree of 13 according to the calculation formula ($DF = n - 2 = 15 - 2 = 13$) and a significant rate 0.05

Table 2. Result of Validity Test on X and Y Variable

No. Statement	R count	R table	Notes
X1	0.707	0.514	Valid
X2	0.537	0.514	Valid
X3	0.841	0.514	Valid
X4	0.561	0.514	Valid
X5	0.695	0.514	Valid
Y1	0.741	0.514	Valid
Y2	0.817	0.514	Valid
Y3	0.920	0.514	Valid
Y4	0.813	0.514	Valid
Y5	0.662	0.514	Valid

Based on the table above, the result of validity using SPSS 23 version showed that 10 statements of X and Y variable are valid. It has qualified of $r_{count} > r_{table}$, the $r_{count} > 0.514$ based on the critical values for Pearson's correlation coefficient.

Table 3. Cronbach Alpha Value

Variable	Cronbach Alpha Value	Notes
Mind mapping technique mixed with freewriting (X)	0.675	Reliable
Influence in students' writing ability (Y)	0.853	Reliable

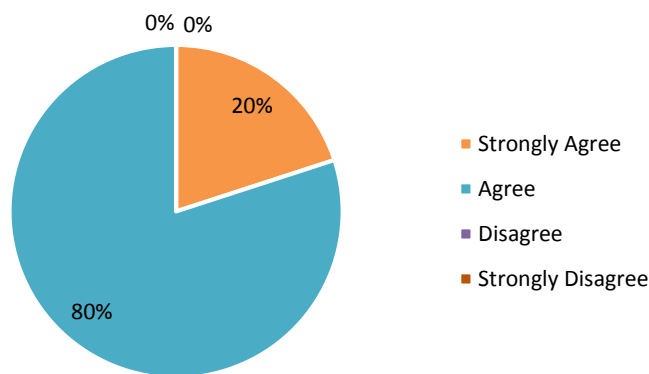
The table above showed that the result of the reliability test on the X and Y variable is reliable. Mind mapping technique mixed with freewriting as a X variable has 0.675 Cronbach Alpha Value and Influence in students' writing ability as a Y variable has 0.853 Cronbach Alpha Value. It can be concluded that the X and Y variable in the questionnaire are reliable because the Cronbach Alpha Value is more than 0.610.

Table 4. Analysis result of the Questionnaire

No	Statements	Analysis Result	P (%)	Interpretation
1	Freewriting has greatly improved my writing abilities.	Agree	65%	More than half

2	Freewriting has enabled me to explore my personal perceptions.	Strongly Agree	50%	Half
3	Mind mapping can increase my vocabulary and improve my sentence structure in writing ability.	Strongly Agree	45%	Almost half
4	Mind mapping technique with freewriting has a good influence in developing my writing style more attractive.	Agree	55%	More than half
5	Mind mapping technique can help to develop problem-solving abilities and influence critical thinking in writing.	Agree	75%	Almost
6	Freewriting can develop my creative ideas in writing abilities because I can freely explore my thoughts and ideas.	Agree	85%	Almost
7	Mind mapping mixed with freewriting allows me to generate ideas for writing and enhance my writing abilities.	Agree	80%	Almost
8	The mind mapping approach, combined with freewriting, gives a visual framework for organizing thoughts and ideas into sentences.	Agree	80%	Almost
9	Freewriting with mind mapping as an affective technique to explore multiple perspectives and making connections between the concepts.	Agree	75%	Almost
10	By applying mind mapping technique with freewriting, I feel more free to provide an idea into my writing without feeling forced.	Agree	70%	Almost

Figure 1. The Percentage of Questionnaire Result



Based on the table and diagram of analysis results above, 10 statements have been discussed. It can be concluded that the question was answered with the majority agree and strongly agree. Furthermore, the researcher compared this study with 2 previous findings, it turns out that the findings revealed are the same results from John (2019) claimed that free

writing improves writing fluency. During his studies, he noticed that two graphs supported the fact that the activities helped students raise the amount of words written per minute. This is comparable to Stokhof (2020) concluded that mind mapping can be used by teachers to monitor and assess students' writing ability. Mind maps are techniques for expressing ideas. They enable existing experience and understanding to be factored when incorporating new concepts into the perceptual framework. Learners use mind maps to connect unfamiliar and known knowledge, leading to a greater comprehension.

In this research, students' impressions of mind mapping technique mixed with freewriting influence their writing ability is the focus. Based on the research above, the researcher tries to modify previous research conducted in Malaysia and to enrich similar research.

Data were obtained from questionnaire with 15 college students from the same major, faculty and university in Malaysia. The researcher found similarities between the 15 college students. They generally agree that mind mapping technique mixed with freewriting would help students' writing ability and their impressions about the use of mind mapping technique mixed with freewriting is positive.

CONCLUSION

Based on the data that showed from the finding and discussion, the results revealed that the validity and reliability of every statement on the questionnaire were valid and 80% of students selected agree with the statement. Researcher can be concluded that students' impression about mind mapping technique mixed with freewriting influence their writing ability is positive.

Derived from the conclusion, teachers can use mind mapping technique mixed with freewriting to improve students' writing ability and be aware of students' impressions that can influence their learning process. In order to enhance study like this, future researchers are required to be able to develop further references and related research.

REFERENCES

- Azlan, N. A. B., & Yunus, M. M. (2020). Undergraduates student perceptions' of social networking sites to improve English writing skills in Malaysia. *International Journal of Learning, Teaching and Educational Research*, 19(3), 329–351.
- Bryman, A. (2013). *Social Research Methods 4th Edition*. Oxford University Press (Fourth.). New York.
- Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. (L. Habib, K. Koscielak, B. Bauhaus, M. Masson, & A. Hutchinson, Eds.)

- (3rd ed.). United States of America: SAGE Publications.
- Dragomir, I. A., & Niculescu, B.-O. (2020). Different Approaches to Developing Writing Skills. *Land Forces Academy Review*, 25(3), 201–206.
- Forster-Heinzer, S., Nagel, A., & Biedermann, H. (2020). The Power of Appearance: Students' Impression Management within Class. *Pedagogy in Basic and Higher Education - Current Developments and Challenges*, (July).
- John, D. (2019). 'Free writing' versus 'Writing fluency.' *Journal of Asia TEFL*, 16(1), 369–376.
- Joshi, A., Kale, S., Chandel, S., & Pal, D. (2015). Likert Scale: Explored and Explained. *British Journal of Applied Science & Technology*, 7(4), 396–403.
- Klimova, B. F. (2013). The Importance of Writing. *Paripex - Indian Journal Of Research*, 2(1), 9–11.
- Leavy, P. (2017). *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community Based Participatory Research Approach*. United States of America: The Guilford Press.
- McConvile, M., & Chui, W. H. (2017). *Research Method for Law*. Edinburg University Press. Edinburg: Edinburg University Press.
- Polat, O., & Atış-Akyol, N. (2021). Mind Mapping as a New Method that Supports Readiness for Primary School. *Research in Pedagogy*, 11(2), 431–450.
- Schiff, R. (2019). Information Desk. *The Yale Review*, 107(4), 148–164.
- Stokhof, H., de Vries, B., Bastiaens, T., & Martens, R. (2020). Using Mind Maps to Make Student Questioning Effective: Learning Outcomes of a Principle-Based Scenario for Teacher Guidance. *Research in Science Education*, 50(1), 203–225. *Research in Science Education*.
- Suastra, I. M., & Menggo, S. (2020). Empowering students' writing through performance assessment. *International Journal of Language Education*, 4(3), 432–441.
- Tyner, T. (2016). *College Writing Skills*. United States of America: Breadan Publishing.
- Wette, R. (2017). Using mind maps to reveal and develop genre knowledge in a graduate writing course. *Journal of Second Language Writing*, 38(December 2016), 58–71. Elsevier.