

**IMPROVING STUDENTS' WRITING REPORT TEXT ACHIEVEMENT  
THROUGH GUIDED MIND MAPPING AT THE SECOND GRADE  
STUDENTS OF SMA YP UNILA BANDAR LAMPUNG**

**(Undergraduate Thesis)**

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## **ABSTRAK**

### **PENINGKATAN PRESTASI MENULIS TEKS LAPORAN SISWA MELALUI PEMETAAN PIKIRAN TERBIMBING PADA SISWA KELAS DUA SMA YP UNILA BANDAR LAMPUNG**

**Tarisa Azmi Tamari**

Penelitian ini bertujuan untuk mengetahui apakah terdapat peningkatan signifikan pada kemampuan menulis teks laporan siswa setelah diajarkan dengan menggunakan pemetaan pikiran terbimbing. Populasi penelitian adalah siswa kelas dua SMA YP UNILA Bandar Lampung dan sampelnya adalah kelas XI-9 yang terdiri dari 25 siswa. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan desain Pretest-Posttest Satu Kelompok. Tes menulis siswa diukur sebelum dan sesudah perlakuan. Data dianalisis menggunakan uji t sampel berpasangan melalui SPSS 31.0. Hasil penelitian menunjukkan bahwa prestasi menulis siswa meningkat, dengan rata-rata skor pra-tes 62,2, pasca-tes 84,9, dan peningkatan sebesar 23,4. Nilai signifikansi dua arah adalah  $<0,001$ . Ini berarti terdapat perbedaan signifikan pada prestasi menulis siswa dari pra-tes ke pasca-tes setelah diajar dengan menggunakan peta pikiran terbimbing. Karena nilainya lebih rendah dari tingkat signifikansi standar 0,05 ( $0,001 < 0,05$ ), hipotesis diterima. Aspek penulisan yang paling meningkat adalah konten. Peningkatan ini dapat dikaitkan dengan penggunaan peta pikiran terbimbing, yang membantu siswa menghasilkan dan mengatur ide-ide mereka dengan lebih jelas. Akibatnya, tulisan mereka menjadi lebih detail, koheren, dan terstruktur dengan baik. Temuan ini menunjukkan bahwa peta pikiran terbimbing efektif dalam mendukung kemampuan menulis siswa secara keseluruhan.

Kata kunci: peta pikiran terbimbing, teks laporan, menulis

## **ABSTRACT**

### **IMPROVING STUDENTS' WRITING REPORT TEXT ACHIEVEMENT THROUGH GUIDED MIND MAPPING AT THE SECOND GRADE STUDENTS OF SMA YP UNILA BANDAR LAMPUNG**

**Tarisa Azmi Tamari**

This present study aimed to find out whether there was significant improvement of the students' writing ability in report text after being taught by using guided mind mapping. The population of the research was the second grade students of SMA YP UNILA Bandar Lampung and the sample was class XI-9 which consisted 25 students. This research was quantitative research using One Group Pretest-Posttest design. The students' writing test was measured before and after the treatments. The data were analyzed by using Paired-Sample t-test through SPSS 31.0. The results showed the students' writing achievement was enhanced as the average score of pre-test was 62.2, post-test was 84.9, and the gain was 23.4. The value of two tailed significance was  $<0.001$ . It means that there was a significant difference of students' writing achievement from pre-test to post-test after being taught by using guided mind mapping. Because the value is lower than the standard significance level of 0.05 ( $0.001 < 0.05$ ), the hypotheses was accepted. The aspect of writing that improved the most was content. This improvement can be attributed to the use of guided mind mapping, which helps students generate and organize their ideas more clearly. As a result, their writing becomes more detailed, coherent, and well-structured. These findings suggest that guided mind mapping is effective in supporting students' overall writing ability.

*Keywords: guided mind mapping, report text, writing*

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STUDENTS OF SMA YP UNILA BANDAR LAMPUNG**

**By:**

**Tarisa Azmi Tamari  
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**Submitted in a Partial Fulfillment of  
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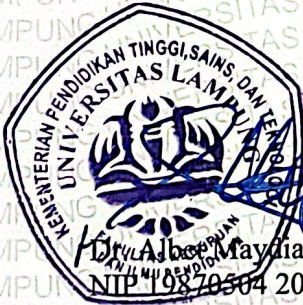
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## CURRICULUM VITAE

Tarisa Azmi Tamari was born in Bandar Lampung, on May, 27th, 2004. She is the second daughter in the family of Tabrani and Yulis Masari (Alm). She has one elder brother, Asraf Fauzan Tamari, and one younger brother, Dirga Arzaqwa Tamari.

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During her time at the University of Lampung, she joined SEEDS (Society of English Education Department Students) and was active as the secretary of the education division in 2023. From January to February 2025, she carried out her KKN program in Penawar Tama, Tulang Bawang, and conducted her PLP at SMAN 1 Penawartama, Tulang Bawang. In addition to her academic activities, she also gained professional experience by working as a private tutor and working at a foreign company from 2023 to 2025 while pursuing her university studies, which helped her develop both her professional and interpersonal skills. To complete her study, she undertook research related to students' writing in report text through mind mapping at SMA YP UNILA Bandar Lampung.

## **DEDICATION**

The writer dedicates this work to:

**Her beloved parents**

Tabrani and Yulis Masari (Alm).

**Her beloved brothers**

Asraf Fauzan Tamari and Dirga Arzaqwa Tamari.

**Her Almamater**

University of Lampung.

**MOTTO**

*“Allah does not burden a soul beyond that it can bear.”*  
**(QS. Al-Baqarah: 286)**

*“The secret of getting ahead is getting started.”*  
**(Mark Twain)**

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Finally, the writer believes that her writing is still far from perfection. There might be weakness in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers and to those who want to conduct further research.

Bandar Lampung, March 2026

The Writer,

Tarisa Azmi Tamari

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## **I. INTRODUCTION**

This chapter discusses the background of the problems, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

### **1.1. Background of the Problems**

Writing is an essential skill in various aspects of life, especially in academic contexts. In general, writing can be defined as the process of conveying ideas, information, or thoughts through written symbols or signs that can be understood by the reader. Writing is not only about putting words into the text, but also involves critical thinking skills, precise word choice, and the ability to organize ideas in a structured and coherent manner. According to Harmer (2004:31), writing is a way to produce language and express idea, feeling and opinion. According to Abbas (2006:125), writing skills is the ability to express ideas, opinions, and feelings to other parties through written language.

Writing can be difficult for students, especially when they need to develop ideas for their work. Many students feel unsure about what to write, particularly in report texts. They often have trouble organizing their sentences, use a limited range of vocabulary, and find it hard to apply correct grammar. As a result, these difficulties can prevent students from achieving the minimum standard required in writing.

According to Huinker and Laughlin (1996), writing is considered one of the more difficult skills for students to learn because it involves many abilities and strategies. Students are expected not only to write but also to express their ideas and thoughts clearly. In line with this, Weigle (2002) explains that writing is a complex process that requires skill, practice, and patience in order to communicate ideas effectively. Through writing activities, students learn how to gather and organize their ideas

into a form that can be understood and shared. However, writing in a second language can be even more challenging because students need a good understanding of vocabulary and grammar.

A study conducted by Hermansyah (2019) found that many students still have difficulties in writing and often do not reach the minimum required standard. The research showed that students struggle with arranging words, have limited vocabulary, and find grammar rules difficult to use. In addition, many of them feel confused when trying to develop ideas, especially in report writing. These findings show that students need better support and effective strategies to improve their writing skills.

In the writing process, students are expected to collect information, develop ideas, and make judgments based on the purpose of their writing. To help students achieve this, teachers need to choose appropriate teaching methods and materials that suit the classroom situation. Therefore, it is important for English teachers to use suitable techniques to make the teaching of report text more effective.

Based on these considerations, the researcher applied guided mind map as a technique in teaching report writing. Mind mapping is a way of taking notes that helps students see the connection between ideas and develop them more easily. This technique was introduced by Buzan (1993), who explains that mind mapping reflects radiant thinking, a natural thinking process where ideas spread out from a central point and connect in different directions, similar to how the human brain works.

Guided mind mapping is a technique used to organize ideas by providing students with structured support, such as prompts, keywords, or predetermined branches, to help connect related ideas more effectively. These branches usually include keywords, short phrases, colors, and images to make information clearer and easier to understand (Buzan, 2006). This technique can be applied to various writing topics, including report text, such as explaining general information about animals,

plants, natural phenomena, or other objects by organizing details like classification, characteristics, functions, and behaviors. In addition, guided mind mapping can improve students' creativity and make learning more enjoyable because the structured guidance helps students develop, organize, and express their ideas more easily in writing.

Mind mapping not only enhances memory but also encourages critical and creative thinking. In the learning process, mind maps are effective tools for summarizing material, planning writing, or mapping out the main ideas of a topic.

In mind mapping research, many studies have been done on mind mapping strategies. Al-Jarf (2009) investigated how mind mapping software could enhance EFL students' writing performance. The study found that students who used mind mapping were better able to organize their ideas, generate supporting details, and produce coherent essays. The technique encouraged creativity, improved idea development, and reduced writing anxiety. The researcher concluded that integrating mind maps into writing instruction promotes better structure and independent thinking among EFL learners.

A previous study Kusuma (2021) conducted a study on improving students' writing skills through the mind mapping technique. This classroom action research involved eighth-grade students at SMP N 2 Karangmalang. The research, carried out in two cycles, demonstrated a significant improvement in students' writing skills. The mean score increased from 43.56 in the pre-test to 79.5 in the post-test of cycle two. The mind mapping technique also boosted students' motivation to write, as it helped them organize their ideas more effectively and creatively. The study concluded that mind mapping was an effective tool in enhancing students' writing abilities in Narrative Text.

Virgosa et al. (2020) conducted a study to assess the impact of the mind mapping technique on students' writing ability, specifically narrative text, and their perception of the technique. The study involved 32 students from SMAN 15 Bandar

Lampung. The results revealed a significant improvement in students' writing abilities, with scores increasing from an average of 65.75 in the pre-test to 79.22 in the post-test, showing a gain of 13.47 points. The majority of students (84.4%) expressed positive perceptions of the technique, reporting that it helped them organize their ideas and enhance creativity. Consequently, mind mapping proved to be an effective tool in improving writing skills.

Sahli (2021) conducted a classroom action research to improve students' recount text writing skills using mind mapping and journal techniques. The study involved 11th-grade students at SMA KORPRI Banjarmasin and was carried out in two cycles. Both qualitative and quantitative data were collected, including observations, interviews, and writing tests (pre-test, progress test, and post-test). The results showed significant improvements in students' writing skills across all aspects (content, organization, vocabulary, grammar, and mechanics), with mean scores increasing from 53.52 in the pre-test to 70.58 in the post-test. The study concluded that mind mapping and journal writing were effective in enhancing students' writing skills in Recount Text.

Harefa et al. (2023) state that Mind Mapping is a highly effective technique for improving students' ability to write procedure texts. It not only increased their enthusiasm for writing but also significantly enhanced their ability to organize and generate ideas. By addressing common writing challenges such as lack of ideas and vocabulary, Mind Mapping proved to be a valuable tool in the classroom setting, leading to improved student achievement in writing.

Asror et al. (2024) state that Mind Mapping is an effective strategy for enhancing students' writing skills, particularly in personal recount texts. It helped students improve in grammar, vocabulary, idea development, and text organization. The use of visual tools like mind maps increased students' engagement and confidence, making it easier for them to structure their ideas clearly. This strategy led to significant improvement in writing performance and proved to be a practical approach in the classroom.

Based on the findings of those previous studies, it can be concluded that mind mapping is an effective technique for teaching writing, especially in helping students improve their writing skills. Therefore, this study is conducted to examine the use of guided mind mapping in teaching report text to senior high school students. This research is different from earlier studies in terms of the type of text used, the participants involved, and the location where the study is carried out. For this reason, the study is entitled “Improving Students’ Writing Report Text Achievement through Guided Mind Mapping Technique at the Second Grade Students of SMA YP UNILA Bandar Lampung.”

### **1.2. Research Questions**

Based on the background that has been discussed above, the researcher’s research questions are:

1. Is there any improvement of students’ writing skill in report text after they have been taught by using guided mind mapping?
2. Which aspect of writing improves the most after they have been taught by using guided mind mapping?

### **1.3. Objectives of the Research**

1. To find out whether there is any improvement of students’ writing skill in report text after they have been taught by using guided mind mapping.
2. To find out which aspect of writing improves the most after they have been taught by using guided mind mapping.

### **1.4. Uses of the Research**

The uses of the research are as follows:

1. Theoretically, the researcher hopes this research may contribute useful information for future research regarding the implementation of guided mind mapping in teaching writing.
2. Practically, as information for English teachers who want to improve students’

writing skill by using guided mind mapping.

### **1.5. Scope of the Research**

This research used a quantitative method. The purpose of the study was to determine whether the use of guided mind mapping in teaching report text was effective in improving students' writing skills. The study focused on the results of the implementation of the guided mind mapping technique in improving students' writing skills in report text and identifying which aspect of writing improved the most. The aspects of writing, which consisted of content, mechanics, organization, vocabulary, and language use, were measured by comparing the results of the pre-test and post-test. In this study, the researcher focused on report text, which consists of the generic structures of general classification and description.

### **1.6. Definition of Terms**

In order to avoid misunderstanding from the readers, definition of terms are provided as follows:

1. Writing is a process of communication that involves expressing ideas, thoughts, and feelings through written language.
2. Teaching writing is a complex and multifaceted process that involves helping students develop their ability to express ideas clearly and effectively in written form. It includes teaching grammar, punctuation, and syntax, as well as helping students develop their voice, style, and organizational skills. Effective writing instruction also involves guiding students through the writing process, from brainstorming and drafting to revising and editing, and providing feedback to help them improve their writing skills over time (Graham, S., & Perin, D. 2007).
3. Report text is a type of text that aims to provide factual information by classifying and describing general phenomena in the world. According to Derewianka (1990), report text is used to describe a whole class of things, such as animals, plants, natural phenomena, or non-living objects, rather than specific individuals or objects.
4. Guided mind mapping is a type of visual learning strategy that provides

prompts or structured support to help students organize information, understand concepts, and build connections between ideas (Buzan, 2018).

5. Improvement is the process of making something better or enhancing its quality from pretest score to post-test.

Those all above are what this chapter contains, such as, background of the problems, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

## II. LITERATURE REVIEW

This chapter deals with the following topics: theories of writing, aspects of writing, teaching of writing, techniques of writing, guided mind mapping, types of text, report text, guided mind mapping in teaching writing report text, procedure of applying mind mapping in teaching report text, advantages and disadvantages of using guided mind mapping, theoretical assumption, and hypothesis.

### 2.1 Writing

Writing is an important skill in learning English that students need to develop well. In Kurikulum Merdeka, writing is understood as the ability to produce a text that delivers ideas clearly and appropriately for a certain audience. It is not only about using correct grammar and vocabulary, but also about arranging ideas in a clear and creative way. Through writing, students can improve their critical thinking, creativity, and ability to communicate. They need to express their thoughts and turn them into written form by following proper steps.

Raimes (1983: 76) states that writing is a skill used to express ideas, feelings, and thoughts in the form of words, sentences, and paragraphs. Writing also helps students use sentence structure, tenses, idioms, and vocabulary correctly so that the reader can understand the message clearly. This means that writing is not only about sharing ideas, but also about using language accurately.

According to Chaffee (1999: 10), writing reflects our thoughts, feelings, and experiences. Harmer (2004: 86) also states that writing is an activity that helps organize ideas and events that may seem unclear, making them easier to understand. In this way, writing can be seen as a process of thinking through written language.

Moreover, writing should be viewed as a process, not only as a final result. Students need guidance at each stage of writing to help them improve their skills. Focusing only on the final product is not enough, because students need support during the process. Therefore, the use of appropriate teaching techniques is very important to help students improve their writing ability and make the learning process more effective (As-shidiqi, 2019).

From the opinions above, it can be said writing is a skill that students develop through practice. It's not just about using language correctly but also about organizing thoughts well and communicating effectively. Scholars agree that writing involves expressing ideas and feelings while following specific rules for different types of writing. By focusing on techniques and continuous improvement, teachers help students become better at writing. This prepares them to express themselves clearly and confidently in different situations.

## **2.2 Aspects of Writing**

In writing, there are several key aspects that students need to consider carefully. Brown (2001) identifies five main components that should be developed by learners, namely content, organization, discourse, vocabulary, and mechanics. Content refers to the ideas or information presented in a piece of writing, including how clear, meaningful, and relevant they are to the topic being discussed. Organization refers to how these ideas are arranged logically so the text flows smoothly. Discourse focuses on how sentences and paragraphs connect to create a cohesive and unified text. Vocabulary is the use of accurate and varied words to express ideas effectively. Finally, mechanics include correct spelling, punctuation, and capitalization to make the writing clear and free of basic errors.

In addition to Brown's framework, Jacobs et al. (1981) provide a widely used analytical scoring rubric consisting of five components: content, organization, vocabulary, language use, and mechanics.

1. Content in this model refers to the substance and relevance of the ideas

presented. A well-written paragraph includes a clear topic sentence and supporting sentences that are unified and informative.

2. Organization addresses how ideas are structured and logically connected. This includes the order of sentences, paragraph transitions, and the clarity of the introduction and conclusion.
3. Vocabulary relates to the selection of suitable and effective words that accurately reflect the writer's intention. Word choice should be appropriate for the audience and purpose.
4. Language use (grammar) concerns the writer's ability to use correct sentence structures, tenses, agreement, and syntax to clearly convey meaning.
5. Mechanics involves the technical aspects of writing such as correct spelling, punctuation, and capitalization. These features help ensure clarity and avoid confusion for the reader.

In this study, the researcher adopts the writing assessment framework proposed by Jacobs et al. (1981) to evaluate students' writing. This model provides a balanced and systematic approach that covers both the form and content of writing. It allows for detailed assessment across five dimensions, giving insights into students' strengths and areas for improvement. By focusing on content, organization, vocabulary, language use, and mechanics, this framework offers a reliable basis for analyzing students' writing performance and supporting their development into competent writers.

### **2.3 Teaching of Writing**

Teaching writing is a process that involves not only delivering content but also guiding students in constructing, organizing, and expressing their ideas through written language. As stated by Nunan (2003), writing is both a physical and mental act; it is a means of communicating ideas, and a way of exploring, discovering, and clarifying thoughts. Therefore, teaching writing should aim to support students in developing both the form and content of their writing through meaningful tasks.

To enhance students' motivation and engagement in writing, the learning materials

must be meaningful, age-appropriate, and connected to their real-life context. Richards and Renandya (2002) argue that writing is the most difficult skill to master for second language learners because it requires command over multiple aspects of language and composition. This means that teachers must be sensitive to the difficulties students face and should provide scaffolded instruction that allows students to build their skills gradually.

Hyland (2003) emphasizes that teaching writing should be based on a process approach, where learners are encouraged to explore, plan, write, and revise their texts. This approach shifts the focus from simply producing a correct final product to viewing writing as a developmental process. It also allows students to receive support at each stage and to improve their writing through reflection and revision.

In the process approach to teaching writing, the writing activity is typically divided into three main stages: planning, drafting, and revising. These stages provide structure and clarity for students as they move from generating ideas to producing coherent texts.

1. Planning (Pre-writing)

In the planning stage, learners are encouraged to generate and organize their ideas before they begin writing. This may involve brainstorming, making lists, outlining, or using branches like mind maps. According to Oshima and Hogue (2006), pre-writing activities help students collect their thoughts and define the purpose and structure of their text.

2. Drafting (Writing)

In the drafting stage, students begin transforming their ideas into sentences and paragraphs. The focus here is on translating thought into written form without worrying too much about grammatical or mechanical accuracy. This phase allows students to focus on content and organization, knowing that they will return later to refine their work.

3. Revising (Post-writing)

In this final stage, students review and refine their drafts. Revising includes reorganizing content, improving sentence structure, clarifying meaning, and

correcting errors. According to Seow (2002), revision is central to the writing process because it enables learners to reflect on what they have written and make improvements to better express their intended meaning.

In conclusion, teaching writing is not a one-step activity but a developmental process that requires planning, support, and reflection. A process-based approach enables students to improve over time by engaging with their own ideas and practicing how to structure and refine their writing. This study used three steps in writing: pre-writing, writing, and revising. However, mind mapping was used in the pre-writing and writing steps.

#### **2.4 Techniques of Teaching**

According to Sivakumar and Arun (2019), teaching techniques refer to the strategies and methods used by teachers to facilitate learning and achieve instructional objectives. In line with Techniques of Teaching, these techniques include various approaches such as lecture, discussion, demonstration, problem-solving, and cooperative learning, which can be adapted based on classroom needs. Teaching techniques are not only focused on delivering content but also on engaging students actively in the learning process. Therefore, the use of appropriate teaching techniques can enhance students' understanding, encourage participation, and create a more effective and meaningful learning environment.

Teaching techniques have developed alongside changes in educational approaches over time. Traditional techniques mainly emphasized teacher-centered instruction, where teachers acted as the main source of knowledge and students passively received information. Modern teaching techniques highlight student-centered learning, encouraging active participation, collaboration, and critical thinking. These techniques allow students to explore ideas, solve problems, and learn from both teachers and peers. Furthermore, teaching techniques provide various ways for students to experience learning, such as through discussion, hands-on activities, and group work. By using a variety of techniques, teachers can address different

learning styles and create a more dynamic and engaging classroom environment. The effectiveness of teaching techniques also depends on how well they are planned and implemented by the teacher. Teachers need to consider students' needs, learning objectives, and classroom conditions when selecting appropriate techniques. The use of varied and flexible techniques can help maintain students' interest and motivation during the learning process. Moreover, effective teaching techniques also support continuous assessment, allowing teachers to monitor students' progress and provide feedback. As a result, teaching becomes not only a process of delivering knowledge but also a way to guide students toward achieving meaningful learning outcomes.

### **2.5 Guided Mind Mapping**

According to Buzan (2002), guided mind mapping is a learning technique that presents ideas in a visual form while providing structured support, such as prompts, keywords, or predetermined branches, to help learners organize information more effectively. In *The Mind Map Book (Buzan & BBC Worldwide Limited, 1993)*, mind mapping is explained as a powerful visual method that can maximize the brain's potential by combining different thinking skills such as words, images, numbers, logic, rhythm, colors, and spatial understanding into one complete approach. Guided mind mapping expands this concept by offering learners a framework that supports the development and connection of ideas, allowing their thinking process to become more organized and meaningful.

Buzan introduced the mind mapping technique in the 1960s. Based on Buzan (2005:15), this idea originates from the way the brain stores and processes information. He explains that the brain consists of nerve cells that form many branches, helping to store and connect information in different ways. These branches allow the brain to organize ideas effectively. Therefore, to make information easier to understand and remember, guided mind mapping provides a structured visual format that helps learners arrange ideas in a clear yet flexible manner.

Guided mind mapping allows learners to collect, organize, and store information naturally with the support of visual guidance. It uses colors, symbols, keywords, and predetermined branches to help learners separate concepts and understand relationships between ideas. Guided mind mapping takes the form of a hierarchical or branching structure in which the main topic is placed at the center while supporting ideas develop through guided subsections. This approach encourages creativity while helping learners connect information systematically.

Guided mind mapping can be created using teacher-provided templates or partially completed maps that include categories, keywords, or guiding questions. Students then develop these branches by adding relevant information, images, symbols, and colors according to their understanding. As a result, the learning process becomes more enjoyable, interactive, and visually engaging. The completed guided mind map illustrates interconnected ideas, with the main topic at the center and supporting concepts arranged in organized branches.

Based on the theories above, it can be concluded that guided mind mapping is a useful and flexible learning technique that helps activate students' thinking skills by combining visual representation with structured guidance. This technique supports understanding, creativity, and language development while helping students organize and process information more effectively. In addition, guided mind mapping is beneficial in teaching writing skills because it assists students in planning, organizing, and developing ideas more clearly, particularly when writing report texts.

## **2.6 Types of Text**

According to Anderson and Anderson (1997), text types are developed to fulfill particular social purposes and are organized through specific stages that help convey meaning effectively. In line with their explanation in *Text Types in English*, each text type is designed with a clear goal, whether to entertain, inform, describe, instruct, or persuade. These purposes influence how a text is structured and what kind of language features are used, making each type distinct and functional in

communication. The types of text identified include narrative, descriptive, recount, report, procedure, and exposition, each representing a different way of organizing and expressing ideas. Understanding these elements allows students to recognize patterns in texts and apply them in their own writing.

The structure of each text type plays an important role in delivering messages clearly. For instance, texts are organized into stages such as orientation, events, and conclusion, depending on their purpose. This organization helps readers follow the flow of information and understand the main idea more easily. In addition, language features such as verb tense, vocabulary choice, and sentence patterns are carefully selected to match the purpose of the text. These elements work together to create a coherent and meaningful piece of writing.

The classification of text types by Anderson and Anderson (1997) supports the development of students' literacy skills, particularly in writing. By learning different text types, students can practice organizing ideas, choosing appropriate language, and expressing thoughts in a structured way. Teachers can guide students by providing models and encouraging them to analyze how texts are constructed. As a result, students not only understand how texts function but also become more confident in producing their own texts for various purposes.

According to Beverly Derewianka (1990), text types are categories of texts that are created to achieve different social purposes. Each text type has its own communicative goal, generic structure, and language features that help writers convey their messages effectively to readers. In her work, she classifies texts into several major types, including narrative, recount, information report, instruction (procedure), explanation, and exposition. These text types are designed to serve different functions in communication, such as telling stories, describing events, providing information, explaining processes, giving instructions, or presenting arguments.

Furthermore, Derewianka (1990) emphasizes the importance of understanding text types, as they help learners recognize how language is organized to achieve specific communicative purposes. Each text type serves a distinct function and is characterized by its own generic structure and language features. For instance, narrative texts are intended to entertain readers through a sequence of events, whereas information reports aim to present factual information about a person, place, animal, or phenomenon. Similarly, explanation texts describe how or why something occurs, while exposition texts seek to persuade readers by presenting arguments supported by evidence. Therefore, knowledge of different text types can enhance students' reading comprehension and writing abilities, enabling them to communicate more effectively in various contexts.

This study focuses on report text as one of the text types proposed by Derewianka (1990). According to Derewianka, report text is a genre that aims to present factual and systematic information about a particular subject by describing its general characteristics and classifications. As a factual genre, report text plays an important role in developing students' ability to organize and communicate information objectively. Therefore, Derewianka's theory is adopted as the theoretical framework for analyzing the generic structure and language features of report text in this study.

## **2.7 Report Text**

Report text is a type of text that focuses on a thing or, more precisely, a class of things rather than a specific individual (Derewianka, 1990). The purpose of report text is to provide factual information by classifying and describing general phenomena systematically. Report texts commonly discuss categories such as living things, objects, or natural phenomena by presenting information about their characteristics, functions, behaviors, or systems.

According to Derewianka (1990), information reports can contain different kinds of information, such as:

1. Classification into different types (subclasses)

This type classifies phenomena into categories or groups. For example, different types of animals or climates.

1. Examination of components

This type explains the parts or components that make up an object or system.

2. Description of various aspects

This type focuses on characteristics such as size, function, behavior, habits, or systems.

The generic structure of report text, according to Derewianka (1990), consists of:

1. General Classification (General Statement)

This section introduces the topic by giving general information, definitions, or classifications about the phenomenon being discussed. The opening statement may also indicate a specific aspect of the topic.

2. Description

This section presents factual information about various aspects of the subject. Each paragraph may focus on different characteristics, such as appearance, behavior, functions, uses, components, or systems.

According to Derewianka (1990), the language features of report text include:

1. Focus on generic participants

Report texts discuss an entire class of things rather than specific individuals. For example, volcanoes instead of a particular volcano.

2. Use of material processes (action verbs)

Action verbs may be used, especially when explaining behavior or activities.

3. Use of relational processes (linking verbs)

Verbs such as is, are, has, have, and belongs to are commonly used to define, classify, or describe characteristics.

4. Use of simple present tense

Report texts usually use simple present tense because they express factual information and general truths.

5. Use of descriptive and factual language

The language tends to be precise, objective, and factual rather than imaginative. It

explains what things are like, what parts they have, or what functions they perform.

#### 6. Use of technical vocabulary

Technical terms related to the topic are often used to increase accuracy and specificity.

#### 7. Formal and objective style

Report texts are generally written in a formal style and avoid personal opinions or first-person pronouns.

In this study, the researcher focused on several language features of report text, namely generic participants, simple present tense, relational processes (linking verbs), and technical vocabulary. These features help students produce report texts that are factual, systematic, and easier to understand. The use of generic participants allows students to discuss general phenomena, while simple present tense supports the presentation of universal facts. In addition, relational processes and technical vocabulary help students explain classifications and characteristics more accurately.

### **2.8 Guided Mind Mapping in Teaching Writing Report Text**

In general, teaching is more than just delivering information, it involves supporting and guiding students toward achieving their goals. Brown (2000:7) explains that teaching is the process of assisting learners by fostering their understanding and creating a supportive learning environment. This perspective highlights the role of educators not only in presenting material but also in helping students build the skills and knowledge for academic and personal success.

To achieve this, teachers are expected to implement strategies that actively engage students in the learning process, particularly in writing instruction. One approach that has proven effective is the use of mind mapping. Several previous studies have investigated the impact of mind mapping on students' writing abilities, showing its potential as a helpful technique in the classroom.

The study conducted by Kusuma (2021) aimed to improve the writing skills of eighth-grade students at SMP Negeri 2 Karangmalang through the implementation of the Mind Mapping technique. Using a Classroom Action Research (CAR) design, the research was carried out over two cycles, with each cycle involving planning, implementation, observation, and reflection. The results demonstrated that mind mapping helped students generate and organize ideas more effectively, which led to improvements in paragraph structure and vocabulary use. Initial difficulties such as a lack of ideas and weak grammar were gradually addressed through guided writing activities using mind maps. The students' writing scores improved significantly from the pre-test to the post-test, indicating that mind mapping was not only an engaging strategy but also an effective tool to support the development of writing skills. The study concluded that mind mapping was an effective tool in enhancing students' writing abilities in Narrative Text.

The study conducted by Virgosa et al. (2020) explored the effectiveness of the mind mapping technique in enhancing students' ability to write narrative texts. Conducted at SMAN 15 Bandar Lampung with 32 first-grade students, the research applied a one-group pre-test and post-test design to measure improvement before and after the intervention. The findings revealed a significant increase in students' writing scores, rising from an average of 65.75 in the pre-test to 79.22 in the post-test, indicating that mind mapping played a crucial role in helping students generate, organize, and express their ideas more clearly. The technique allowed students to visualize the structure of narrative texts; such as orientation, complication, and resolution which helped improve the coherence and development of their writing. Moreover, the study also gathered data on students' perceptions, and 84.4% of them responded positively, stating that mind mapping made the writing process easier, more structured, and enjoyable. They appreciated how the use of keywords, colors, and branches helped them remember details and plan their stories effectively. In conclusion, the study affirmed that mind mapping is not only an effective strategy for improving writing performance but also a helpful tool to increase student motivation and confidence, particularly in learning how to write narrative texts.

Sahli (2021) conducted a collaborative classroom action research at SMA KORPRI Banjarmasin to improve the writing skills of eleventh-grade students in recount texts by applying the mind mapping technique alongside journal writing. The study was carried out over two cycles and involved both qualitative and quantitative data collection, including observations, interviews, and writing assessments (pre-test, progress test, and post-test). The research was motivated by students' low achievement in writing, caused by limited practice, lack of vocabulary, weak grammar, and low confidence. The findings showed substantial improvement in all five aspects of writing, namely content, organization, vocabulary, grammar, and mechanics. Among these aspects, content showed the most significant improvement, as students were able to generate ideas more easily, develop events in greater detail, and express their experiences more clearly and coherently. The average score increased from 53.52 in the pre-test to 70.58 in the post-test. The use of mind mapping helped students generate and connect ideas more easily, while journal writing encouraged regular practice and reflection.

Khoiriyah (2014) conducted a classroom action research study aimed at improving the writing skills of first-year university students through the use of the mind mapping technique. The study was carried out in several instructional cycles that included planning, action, observation, and reflection. Before the implementation, students encountered difficulties in generating ideas, organizing their writing coherently, and developing paragraphs clearly, which resulted in low overall writing performance. Mind mapping was then applied as a pre-writing strategy to assist students in brainstorming and structuring their ideas before writing. The findings indicated that students' writing performance improved significantly after the implementation of mind mapping. The results from classroom observations and writing assessment rubrics showed that the most notable improvements occurred in the aspects of content, as students were able to arrange ideas more logically and express them more clearly in written form. The study concluded that mind mapping is an effective instructional technique for enhancing university students' writing skills, particularly in improving content and idea generation.

The previous studies were used as references and comparisons for this research. They helped the researcher understand how mind mapping was used in writing classes. From these studies, it was clear that both the earlier studies and this research used mind mapping to improve students' writing. However, this research used a different type of text. The text used in this study was report text, which was the main focus of the research.

### **2.9 Procedures of Applying Guided Mind Mapping in Teaching Report Text**

During writing practice using the mind mapping technique, the researcher observes the learning process and applies steps adapted from Blanchard and Root (2003), which are specifically developed for teaching report text.

#### **Pre-writing**

1. Explain the purpose, generic structure, and language features of report texts, including general classification and description.
2. Present a teacher-made guided mind map on a general topic related to report text (e.g., animals, plants, natural phenomena, or objects).
3. Explain each part of the guided mind map and show how it helps organize key report information, such as classification, characteristics, functions, habitats, behaviors, or components.
4. Introduce the simple present tense as the main tense used in report texts. Provide examples of report text sentences using the simple present tense, generic participants, and technical vocabulary.
5. Highlight commonly used technical terms, relational processes (is, are, has, have, consists of), and descriptive language for writing report texts.

#### **Writing**

1. Using the provided guided mind map, write a sample report text together as a class.
2. Emphasize the use of generic participants, simple present tense, relational processes, technical vocabulary, and factual language while writing the text.

3. Highlight how the guided mind map helps organize ideas and present factual information systematically.
4. Distribute another teacher-made guided mind map on a different report topic.
5. Guide students in understanding and interpreting the guided mind map and identifying important information to include in the report text.
6. Assist students in outlining their own report text using the guided mind map, ensuring the use of correct language features and organized information.
7. Provide each student with a new teacher-made guided mind map on another topic.
8. Ask students to write the first draft of a report text based on the guided mind map.
9. Encourage students to explain the topic clearly using accurate facts, classifications, and appropriate technical vocabulary.

### **Revising**

1. Pair students to exchange drafts for peer review.
2. Provide a checklist that matches the report text structure and the guided mind map, including general classification, description, factual information, simple present tense, and technical vocabulary.
3. Guide students to give constructive feedback on how well the text follows the guided mind map and presents clear factual information.
4. Review students' drafts and provide feedback on how effectively the guided mind map was used to organize ideas and how accurately the report text language features were applied.
5. Ask students to revise their drafts based on feedback from both peers and the teacher.
6. Conduct a class discussion to reflect on how guided mind mapping helped students write more organized and informative report texts.
7. Emphasize the importance of clear classification, factual description, and systematic organization in report writing and explain how guided mind

mapping supports idea development.

8. Invite students to share their experiences using guided mind maps and reflect on how the technique made the report writing process clearer and more engaging.

### **2.10 Advantages and Disadvantages of Guided Mind Mapping**

Guided mind mapping is a visual learning technique that provides students with structured support, such as prompts, keywords, or predetermined branches, to help organize information and develop ideas systematically. According to Buzan (2006), mind mapping follows the natural way the brain works by connecting ideas from a central topic. Guided mind mapping expands this concept by offering learners guidance to organize and develop information more effectively. In teaching writing, especially report text, guided mind mapping helps students classify information, organize factual details, and develop report texts systematically. However, despite its advantages, guided mind mapping also has several limitations when applied in different classroom situations.

According to Buzan (2006) and Alamsyah (2020), the advantages of using guided mind mapping in writing activities are as follows:

1. Helps generate ideas

Guided mind mapping helps students develop ideas more easily by providing keywords, categories, or predetermined branches related to the report topic. This guidance supports students in identifying classifications, characteristics, functions, or behaviors of a phenomenon while encouraging brainstorming within a structured framework.

2. Improves focus and clarity

By placing the main topic at the center and organizing supporting information into guided branches, students can stay focused on relevant factual information. This helps students present report texts more systematically and avoid including unrelated details.

3. Improves memory and understanding

The use of colors, symbols, images, and structured visual layouts helps

students remember information more easily. Furthermore, guided mind mapping assists students in understanding relationships between concepts, classifications, and characteristics within report texts.

4. Helps organize ideas systematically

Guided mind mapping supports students in organizing information according to the generic structure of report text, namely general classification and description. As a result, students can present factual information in a more organized and coherent manner.

5. Increases student interest and participation

Because guided mind mapping is visual and interactive, it makes learning more engaging and reduces students' anxiety about writing report texts. The structured guidance also increases students' confidence because they have support in developing and organizing ideas.

Meanwhile, the disadvantages of using guided mind mapping in writing report texts include:

1. Students may become dependent on guidance

Since guided mind mapping provides predetermined structures or prompts, some students may rely too much on the guidance and struggle to generate ideas independently.

2. Requires more preparation time from teachers

Teachers need to design guided mind maps suitable for report text topics and learning objectives, which may require additional time and effort.

3. May limit students' creativity

Although guidance helps organize ideas, excessive structure can sometimes reduce students' opportunities to explore ideas freely.

4. Not all students have the same learning preferences

Some students may prefer direct writing or other methods rather than using visual organizers, so guided mind mapping may not be equally effective for everyone.

5. Can be challenging for complex topics

When report text topics contain extensive classifications or technical

information, guided mind maps may become crowded and difficult to organize clearly.

Based on the explanation above, it can be concluded that guided mind mapping is an effective technique for supporting students in writing report texts, particularly in organizing factual information, improving understanding, and developing ideas systematically. However, teachers should apply guided mind mapping appropriately to maximize its benefits while minimizing its limitations.

### **2.11 Theoretical Assumption**

Guided mind mapping is considered a helpful technique that can make writing easier for students, especially when they are asked to write report texts. Many students often feel confused about how to begin writing, what factual information to include, and how to organize ideas systematically. By using guided mind mapping, students receive structured support, such as keywords, categories, or predetermined branches, which helps them organize information visually and understand the relationships between ideas. For example, when writing a report text about animals, plants, or natural phenomena, students can group information into categories such as classification, characteristics, habitat, behavior, functions, or components.

This visual and structured way of organizing information helps students understand what they want to write and how to present it systematically. Instead of presenting information randomly, students already have a simple framework before they begin writing. As a result, the writing process becomes more organized and less confusing. Students can follow their guided mind map step by step, which helps them create report texts that are more coherent, factual, and easier to understand.

In addition, guided mind mapping allows students to develop ideas more effectively because they receive support in identifying important information before focusing on sentence structure or grammar. This often leads to more detailed and informative report texts. For example, when discussing an animal, students may not only

explain its physical characteristics but also include information about its habitat, classification, behavior, and functions, making the report more comprehensive and informative.

Based on this explanation, the researcher believes that using guided mind mapping can improve students' ability to write report texts. By creating or completing a guided mind map before writing, students can plan their ideas more clearly, stay focused on factual information, and organize their thoughts more effectively. This helps them produce report texts that are more organized, informative, coherent, and well-structured.

### **2.12 Hypotheses**

The hypotheses are: "There is an improvement in students' writing ability in report text after they have been taught using guided mind mapping" and "There is no significant difference among the improvements in each aspect of writing after students are taught using guided mind mapping."

Those all above are what this chapter covers, such as theories of writing, aspects of writing, teaching writing, writing techniques, guided mind mapping, types of text, report text, the use of guided mind mapping in teaching report writing, procedures for applying guided mind mapping in teaching report text, advantages and disadvantages of using guided mind mapping, theoretical assumptions, and hypotheses.

### **III. METHODS**

This chapter discusses about research design, population and sample, data collecting technique, research procedure, scoring criteria, instrument, validity, reliability, data analysis, hypothesis testing.

#### **3.1 Research Design**

This study used a quantitative approach to examine the improvement of students' writing skills in producing report texts through the use of the guided mind mapping technique. The research was carried out in a classroom and involved only one group of students as the sample. The design applied was a one-group pretest–posttest design, where students' writing ability was assessed before and after the treatment. According to Hatch and Farhady (1982: 20), the research design can be illustrated as follows:

**T1 X T2**

Notes:

- T1 refers to the pretest that is given before the researcher teaches through guided mind mapping in order to measure the students' competencies before they are given the treatment.
- T2 refers to the posttest that is given after implementing guided mind mapping and to measure how far the students' improvement after they get the treatment.
- X refers to the treatments given by the researcher through guided mind mapping to improve students' writing.

#### **3.2 Population and Sample**

Setiyadi (2018) explains that a population refers to all individuals involved in a study, while a sample is a smaller group selected to represent that population and

provide the research data. In this study, the population consisted of second-grade students of SMA YP Unila Bandar Lampung in the academic year 2025/2026. From this group, one class was chosen as the experimental class through purposive sampling. The selected class was XI-9, which consisted of 25 students, based on the recommendation of the English teacher.

### **3.3 Instrument**

An instrument is a tool used to collect data in a research study. In this research, the researcher used a pre-test and a post-test to assess students' writing ability. The pre-test required students to write a report text in order to find out their initial writing skill before they were taught using the mind mapping technique. After the treatment, the post-test was given with a similar report writing task to measure students' improvement. Both tests were designed with clear instructions, specific writing topics, and time limits to keep the process consistent. The results from the pre-test and post-test were then compared to identify students' progress. To ensure the quality of the test, the instruments were also checked for their validity and reliability.

### **3.4 Validity**

A test is said to be valid if it truly measures what it is supposed to measure and meets the expected criteria. Hatch and Farhady (1982) explain that validity indicates how accurately a test assesses the targeted skill. To ensure the validity of the test, the researcher focuses on content validity and construct validity, as these are the most relevant types for this study. Face validity is only concerned with how the test looks, while criterion-related validity is related to predicting future performance, so both are not applied in this research. The explanations of content validity and construct validity are described as follows:

#### **1. Content Validity**

Content validity refers to how well the test matches the material taught in the classroom. According to Hatch and Farhady (1982), a test has good content validity if it covers a representative sample of the learning material. In this research, the test has content validity because it is designed based on the curriculum and learning

objectives for senior high school students. The writing tasks are appropriate to the material taught, especially report text, and reflect the goals of the teaching and learning process.

## 2. Construct Validity

Construct validity refers to whether a test measures the specific skill it is intended to measure. Setiyadi (2018) explains that construct validity focuses on the aspects that represent the skill being assessed. In this research, students' writing skills are assessed using the scoring criteria developed by Jacobs et al. (1981), which include content, organization, language use, vocabulary, and mechanics. These aspects represent the main components of writing ability. Therefore, the test has construct validity because the scoring rubric aligns with the writing skills being measured.

### 3.5 Reliability

Gay (2000) states that reliability is the degree to which a test consistently measures the same skill. It shows how well a test produces similar results when given to the same students at different times. This consistency is important because a student's score consists of both correct and error elements. Reliability helps reduce the effect of these errors, as different tests may have different sources of error. In this study, the researcher used the writing aspects proposed by Jacobs et al. (1981) as the scoring rubric to assess students' writing performance.

To ensure that the scoring was consistent, the researcher applied inter-rater reliability. This means that both raters used the same scoring rubric when assessing the students' work. Inter-rater reliability is used when test results are evaluated separately by two different raters. In this study, the first rater was the researcher, while the second rater was an English teacher. To calculate the reliability of the scores, the researcher used the Rank Order Correlation formula as follows: follows:

$$P = 1 - \frac{6 \sum d^2}{N(n^2 - 1)}$$

With the following explanation:

P = coefficient of rank order

d = difference of rank correlation

N = number of students

1-6 = constant number

(Hatch and Farhady, 1982, p. 206)

The reliability coefficient can be analyzed with the reliability standard proposed by (Arikunto, 1998, p. 260) below:

- a) A very low reliability (range from 0.00 to 0.19)
- b) A low reliability (range from 0.20 to 0.39)
- c) An average reliability (range from 0.40 to 0.59)
- d) A high reliability (range from 0.60 to 0.79)
- e) A very high reliability (ranges from 0.80 – 0.100)

Based on the standard of reliability above, it can be concluded that writing tests are considered reliable if the tests reach the minimum range of 0.60-0.79.

After calculating the result of students' report writing, the data were calculated by the researcher by using the formula above (see appendices 9 and 10). The result of the reliability could be seen in the following table:

**Table 3.1. The result of Realibility**

Realibility	Pre-test	Post-test
	0.931	0.962

Based on the standard of reliability above, the writing test has very high reliability (range between 0.80000 - 0.10000). It can be concluded that the test produces consistent and dependable results, indicating that it is a reliable instrument for measuring students' writing abilities.

### **3.6 Data Collecting Technique**

The aim of this research was to obtain data on students' report writing skill scores before and after the treatments. The data were obtained from:

a. Pre-test

The pre-test was given before the students were introduced to the guided mind mapping technique. Its purpose was to identify the students' initial ability in writing report texts prior to the treatment. In this test, students were asked to write a short report text. They needed to focus on the content, especially the generic structure of report text, which includes general classification and description, as well as the appropriate language features of report text. The pre-test was conducted within 90 minutes.

b. Treatment

The treatments were carried out after the pre-test had been completed. In this study, the treatment referred to the teaching and learning activities that applied the guided mind mapping technique in teaching report text writing. Through guided mind mapping, students were provided with structured support, such as keywords, categories, or predetermined branches, to help organize information and develop ideas systematically. These treatment sessions were conducted three times during the research period.

c. Post-test

The post-test was given after the students had learned through the guided mind mapping technique. Its purpose was to measure the improvement in students' ability to write report texts. The format of the post-test was similar to the pre-test, where students were asked to write a report text. They were expected to focus on the content, particularly the generic structure (general classification and description) and language features of report text, such as generic participants, simple present tense, relational processes, and technical vocabulary. The post-test was conducted within 90 minutes.

### **3.7 Research Procedure**

In collecting the data, this study follows several systematic steps as outlined below:

#### **1. Selecting materials for treatment**

In selecting materials for the treatment, the researcher prepared materials related to report text. These materials included explanations of the definition, purpose, generic structure, and language features of report text, as well as examples of report texts and guided mind maps to support the teaching and learning process.

#### **2. Determining the population and selecting the sample**

At this stage, the researcher selected SMA YP Unila Bandar Lampung as the population of the study. From this population, one class was chosen as the sample, it was XI-9, which served as the experimental group.

#### **3. Administering a pre-test**

The pre-test was administered to identify the students' initial ability in writing report texts before the treatment was applied. In this stage, students were asked to write a short report text based on a provided topic. Their writing focused on the content, particularly the generic structure of report text, which includes general classification and description, as well as the appropriate language features of report text. The pre-test was conducted within 90 minutes.

#### **4. Conducting the treatments**

After the pre-test, the researcher carried out the treatment sessions using the guided mind mapping technique. These sessions were conducted in three meetings. During the treatments, students were guided in writing report texts by using guided mind maps as tools to organize information and develop ideas systematically. The learning activities included explaining the concept of report text, analyzing sample report texts, completing worksheets, working in groups, and developing their own report texts based on guided mind maps. Students were also guided in organizing information according to the general classification and description structures while applying appropriate language features of report text.

### 5. Administering a post-test

After the treatments were completed, a post-test was administered to measure the students' improvement in writing report texts. Similar to the pre-test, students were asked to write a report text based on a given topic. The test followed the same format and focused on several aspects of writing, including content, organization, vocabulary, language use, and mechanics, while emphasizing the application of the generic structure and language features of report text. The time allocated for the post-test was 90 minutes.

### 6. Analyzing the test results

After both the pre-test and post-test had been scored, the researcher analyzed the data using SPSS version 31.0.1.0. This analysis aimed to compare the mean scores of both tests and determine whether there was a significant improvement in students' ability to write report texts after applying the guided mind mapping technique.

## **3.8 Scoring Criteria**

In this study, students' report writing was assessed using five key aspects: content, organization, vocabulary, language use, and mechanics. These aspects were selected to ensure a thorough evaluation of the overall quality of students' written texts and to identify the effects of the treatment on their writing performance. The scoring criteria were adapted from the writing rubric developed by Jacobs et al. (1981), which provided a well-established and systematic framework for assessing writing ability. Through the use of this rubric, the researcher was able to evaluate students' writing progress in a consistent, reliable, and objective manner throughout the study.

The score of the test was derived as follows:

1. Content : 30%
2. Language use : 25%
3. Organization : 20%
4. Vocabulary : 20%
5. Mechanic : 5%

**Table 3.2. The Scoring criteria**

Aspect	Criteria	Score
<b>Content</b>	<b>Excellent to very good:</b> Knowledgeable, substantive, through development of thesis, relevant theory.	30-27
	<b>Good to average:</b> Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.	26-22
	<b>Fair to poor:</b> Limited knowledge of subject, little substance, inadequate development of topic.	21-17
	<b>Very Poor:</b> Does not show knowledge of subject, no substantive, not pertinent, not enough to evaluate.	16-10
<b>Organization</b>	<b>Excellent to very good:</b> Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.	20-18
	<b>Good to average:</b> Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.	17-15
	<b>Fair to poor:</b> Non-fluent, ideas confused or disconnected, lack logical sequence and development.	14-10
	<b>Very poor:</b> Does not communicate, no organization, not enough to evaluate.	9-7
<b>Vocabulary</b>	<b>Excellent to very good:</b> Sophisticated range, effective words/idioms and usage, word form mastery, appropriate register.	20-18
	<b>Good to average:</b> Adequate range, occasional errors of idiomchoice, usage but meaning not obscured.	17-15
	<b>Fair to poor:</b> Limited range, frequent errors of idiom/words, meaning confused or obscure.	14-10
	<b>Very poor:</b> Essentially translation, little knowledge of English vocabulary, not enough to evaluate.	9-7

<b>Language Use</b>	<b>Excellent to very good:</b> Effective complete constructions, few error of agreement, tense, number, word order, function, pronouns, and preposition.	25-22
	<b>Good to average:</b> Effective but simple construction, minor problem in complex construction, several error of agreement, preposition but seldom obscured.	21-18
	<b>Fair to poor:</b> Major problem in simple construction, frequent error of negation, agreement, tense. Number, word, pronoun. Meaning confused.	17-11
	<b>Very poor:</b> Virtually no mastery of Sentence construction rules, dominated errors, does not communicate, not enough to evaluate.	10-5
<b>Mechanics</b>	<b>Excellent:</b> Few errors of punctuation, spelling, and capitalization used correctly.	5
	<b>Good:</b> Occasional errors of punctuation, spelling, and capitalization.	4
	<b>Fair:</b> Numerous errors of punctuation, spelling, and capitalization.	3
	<b>Very Poor:</b> No mastery of convention, dominated by errors of punctuation, spelling, and capitalization	2
<b>Total Score</b>		100

### 3.9 Data Analysis

The data in this research were presented in the form of numerical scores. To obtain the results of the study, the data were analyzed through several systematic steps, as follows:

1. Scoring the students' writing worksheets from both the pre-test and the post-test using the established scoring rubric.
2. Tabulating the scores obtained from the students' worksheets into tables, as presented in Appendices 4 and 5.
3. Comparing the mean scores of the pre-test and post-test to identify any improvement in students' report writing skills. The statistical formula used to calculate the mean score was as follows:

$$Md = \frac{\sum d}{N}$$

With the following explanation:

Md = mean relates to total score

$\Sigma d$  = total students' score

N = the number of students

4. Drawing conclusions to answer the research question. The conclusions were derived from the results of statistical analysis conducted through computer-based calculation using a repeated-measures t-test in the Statistical Package for the Social Sciences (SPSS).

The mean formula was applied to determine whether there was an improvement in students' report writing ability after the implementation of the guided mind mapping technique. Meanwhile, this research was intended to find out whether the data were normally distributed or not by using normality test (SPSS 31.00). *The One-Sample Kolmogorov–Smirnov test* was used by the researcher to analyze the normality of the data.

The criteria for normal distribution are as follows:

H0: The data are normally distributed.

H1: The data are not normally distributed.

The decision criteria are:

- If the significance value (p-value) is higher than 0.05, H0 is accepted, which means the data are normally distributed.
- If the significance value (p-value) is less than 0.05, H0 is rejected, which means the data are not normally distributed.

**Table 3.3. Test of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	.134	25	.200*	.929	25	.081
Posttest	.150	25	.151	.972	25	.706

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From Table 3.3, it can be seen that the value of normality test in the pre-test (0.081) and the value of normality test in the post-test (0.706) is higher than 0.05. It could be concluded that H<sub>0</sub> is accepted. In other words, the data of the pre-test and the post-test are normally distributed.

### 3.10 Hypothesis Testing

Hypothesis testing is conducted to determine whether the hypothesis proposed in this study is statistically valid. The analysis will be carried out using statistical software (SPSS), with a significance level set at  $p = 0.05$ . The hypotheses are formulated as follows:

- Alternative Hypothesis (H<sub>1</sub>): There is a significant improvement in students' writing skill in report text after being taught using guided mind mapping. H<sub>1</sub> is accepted if the p-value is less than 0.05 ( $p < 0.05$ ), indicating a statistically significant result.
- Alternative Hypothesis (H<sub>2</sub>): Among the aspects of writing, the content aspect improves the most after students are taught using guided mind mapping. H<sub>2</sub> is accepted if the mean score for content shows the highest increase compared to other aspects and the difference is statistically significant ( $p < 0.05$ ).
- Null Hypothesis (H<sub>01</sub>): There is no significant improvement in students' writing skill in report text after being taught using guided mind mapping. H<sub>01</sub> is accepted if the p-value is greater than or equal to 0.05 ( $p \geq 0.05$ ).

- Null Hypothesis ( $H_0$ ): There is no significant difference among the improvements of each aspect of writing after students are taught using guided mind mapping.  $H_0$  is accepted if there is no statistically significant difference ( $p \geq 0.05$ ) between the improvement scores of each aspect.

### 3.11. Schedule of the Research

During the implementation, this research took five meetings, i.e., the pre-test, the first treatment, the second treatment, the third treatment, and the post-test. To be more specific, the table below describes the administration of the research.

**Table 3.4. Table of the Research Schedule**

Meeting	Activity	Description
First meeting October 23 <sup>rd</sup> 2025	Pre-test	- Administering the pre-test to measure students' initial ability in writing report text.
Second meeting October 30 <sup>th</sup> 2025	Introduction and Treatment 1	- Introducing the concept of report text, including its generic structures (general classification and description) and language features, while introducing guided mind mapping as a pre-writing technique to help students organize factual information systematically. - Implementing guided mind mapping in group work. Students developed ideas based on teacher-provided guided mind maps (e.g., chicken and tiger) and collaboratively constructed a report text by organizing information related to classification, characteristics, habitat, behavior, and functions.
Third meeting November 6 <sup>th</sup> 2025	Treatment 2	- Implementing guided mind mapping individually. Students completed or developed their own guided mind maps based on selected topics, such as animals or natural phenomena, and independently wrote a report text following the generic structures of general classification and description.

Fourth meeting November 13rd 2025	Treatment 3	<ul style="list-style-type: none"> <li>- Implementing guided mind mapping with different topics and revising to improve students' writing. Students reviewed and revised their drafts based on content, organization, vocabulary, language use, and mechanics, with teacher guidance and feedback, while focusing on improving the generic structures and language features of report text to produce more systematic and informative writing.</li> </ul>
Fifth meeting November 20 <sup>th</sup> 2025	Post-test	<ul style="list-style-type: none"> <li>- Administering the post-test to measure students' improvement in writing report text after the implementation of guided mind mapping.</li> </ul>

This chapter covers such as research design, population and sample, data collecting technique, research procedure, scoring criteria, instrument, validity, reliability, data analysis, hypotheses testing, and schedule of the research.

## V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teachers and further researchers.

### 5.1 Conclusion

Based on the results of this study, several key conclusions can be drawn regarding the use of mind mapping to improve students' report writing:

1. There was an improvement in students' ability to write report texts after they were taught using guided mind mapping as a technique. The post-test results showed improvements in content, organization, vocabulary, language use, and mechanics, indicating that guided mind mapping helped students develop their writing skills more effectively. By organizing information through structured categories and guided branches, students were able to generate ideas more easily, arrange information systematically, and develop clearer explanations. This support helped students understand what information should be included in their writing, reduced confusion during the writing process, and improved their confidence. As a result, writing report texts became more organized, systematic, and easier for students.
2. The greatest improvement was found in the content aspect. Guided mind mapping helped students develop ideas more effectively by organizing information into clear categories and supporting details. This process encouraged students to provide more specific, detailed, and relevant information, resulting in more informative and coherent report texts. Through guided mind mapping, students were able to present factual information more clearly and systematically, making their writing easier to understand.

## 5.2 Suggestions

In reference to the conclusion above, the writer gives some suggestions as follows:

### 1. Suggestions for English Teachers

- a) English teachers are encouraged to use guided mind mapping regularly as a technique to help students plan, organize, and structure their report texts more effectively. By providing guided categories or predetermined branches, teachers can support students in identifying general classifications, organizing factual information, and developing detailed descriptions systematically. In addition, teachers may incorporate supporting media, such as pictures, videos, or digital platforms including Canva, to create guided mind maps. The use of these learning media may help students visualize information more clearly, improve idea development, increase engagement in the learning process, and make report writing activities more meaningful.
  
- b) In my research, some students experienced difficulties in completing guided mind maps and developing detailed information within the allocated time. Therefore, teachers are recommended to provide sufficient time for students to complete guided mind maps carefully before starting the writing process. Additional time may help students organize information more systematically, develop richer details, and produce more comprehensive report texts. Furthermore, teachers are encouraged to provide clear instructions, examples, and step-by-step guidance to ensure that students understand how to use guided mind mapping effectively in organizing and developing their ideas.

### 2. Suggestions for Further Researchers

- a) The researcher suggests that future researchers who encounter similar problems conduct studies using guided mind mapping at different educational levels and with various text types. This is intended to determine

whether guided mind mapping is also effective in improving students' idea development and overall writing ability in different learning contexts.

- b) The future researchers may explore combining guided mind mapping with other learning media or digital applications to investigate whether this integration further improves students' creativity, organization, engagement, and writing performance. Such studies may provide broader insights into how guided mind mapping supports students' learning across different contexts and educational settings.
- c) The researcher suggests that future researchers use more comprehensive statistical analyses to identify which aspects of writing show the greatest improvement after treatment implementation. Rather than relying only on n-gain analysis, future studies may apply statistical methods such as ANOVA, paired sample tests, or other analyses available in SPSS to compare the improvement across different writing aspects more systematically. Using these methods may provide deeper insights into the significance and differences in improvement among aspects such as content, organization, vocabulary, language use, and mechanics, resulting in more accurate and comprehensive findings.

Those are the conclusion of this study after using mind mapping, also the suggestions for both English teachers and further researchers.

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