

**EFL STUDENTS' PERCEPTIONS ON THE USE OF MIND
MAPPING IN DOING WRITING TASKS**

THESIS

Submitted By

**NURUL RAIHANI
NIM. 220203133**

**Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education**



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY**

BANDA ACEH

2026 M/1447 H

**EFL STUDENTS' PERCEPTIONS ON THE USE OF MIND MAPPING IN
DOING WRITING TASKS**

THESIS

Has Been Approved and Submitted to the Thesis *Munaqasyah* Defense as
One the Requirements to Obtain a Bachelor's Degree in the field of
English Language Education

By

NURUL RAIHANI
NIM. 220203133

Student Department of English Language Education
Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh

Approved by:

Supervisor

Head of Department



Siti Khasinah, S.Ag., M.Pd.
NIP. 196904201997032002



Syarifah Dahliana, S.Ag., M.Ed., Ph.D
NIP. 19750416200003200

It has been defended in *Sidang Munaqasyah*
in front of the board of Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

Tuesday, January, 06th 2026 M
Rajab, 17th 1447 H

In Darussalam, Banda Aceh

Board of Examiners,

Chairperson,




Siti Khasinah, S.Ag., M.Pd.

Secretary,



Azizah, S.Ag., M.Pd.

Member,



Dr. Chamisah, S.Ag., M.Ed

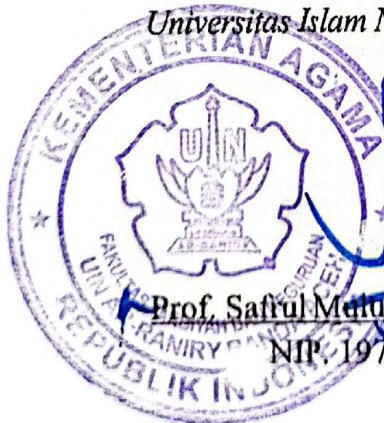
Member,



Rita Hermida, S.Pd.I., M.Pd

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh




Prof. Saiful Meluk, S.Ag., M.A., M.Ed., Ph.D.

NIP. 197301021997031003

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan dibawah ini

Nama : Nurul Raihani

NIM : 220203133

Tempat/tanggal lahir : Langsa, 14 Oktober 2003

Alamat : Ds. Tutong Kec. Labuhan Haji Barat Kab. Aceh Selatan

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**EFL Students' Perceptions on The Use of Mind Mapping
in Doing Writing Tasks**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 18 Desember 2025

Saya yang membuat surat pernyataan



METERAI
TEMPEL
55028ANX151976340
Nurul Raihani

Nurul Raihani

ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim

In the name of Allah, the Most Gracious, the Most Merciful. I express my heartfelt gratitude to Allah SWT for granting me the joy of life, the chance to strive, the breath of life, and the inspiration and strength to write and finalize this thesis. I also send blessings and peace upon the esteemed Prophet Muhammad SAW, whose teachings have illuminated our minds and hearts, guiding us toward knowledge and wisdom, as well as upon his family and companions who tirelessly led their community on the righteous path.

With deep humility, I would like to convey my deepest gratitude to all those who have supported, helped, and guided me in completing this thesis. I am especially grateful to my thesis supervisor, Mrs. Siti Khasinah S.Ag., M.Pd., for his invaluable support, guidance, and encouragement during the process of writing this thesis. My thanks to my academic advisor, Mrs. Rahmi Fhonna M.A., for her support and guidance during my three and a half years of labor at the English Education Department of UIN Ar-Raniry. My sincere appreciation also goes to all lecturers of Department of English Language Education UIN Ar-Raniry who have provided knowledge, assistance and support throughout my academic journey. May Allah reward their kindness and efforts abundantly. *Aamiin*.

With all my heart, I would like to express my deepest gratitude and sincere love to my beloved parents, Abdul Wahab Musa and Khairani, for their unceasing prayers, unwavering support, boundless patience, and tireless encouragement. To my beloved siblings, Muhammad Ichsan, Muhammad Ichwan, Nurbayani S.H., and

Nanda Maulida Yani S.E., M.E., thank you for your unconditional love, kindness, and encouragement, all of which have consistently strengthened and inspired me.

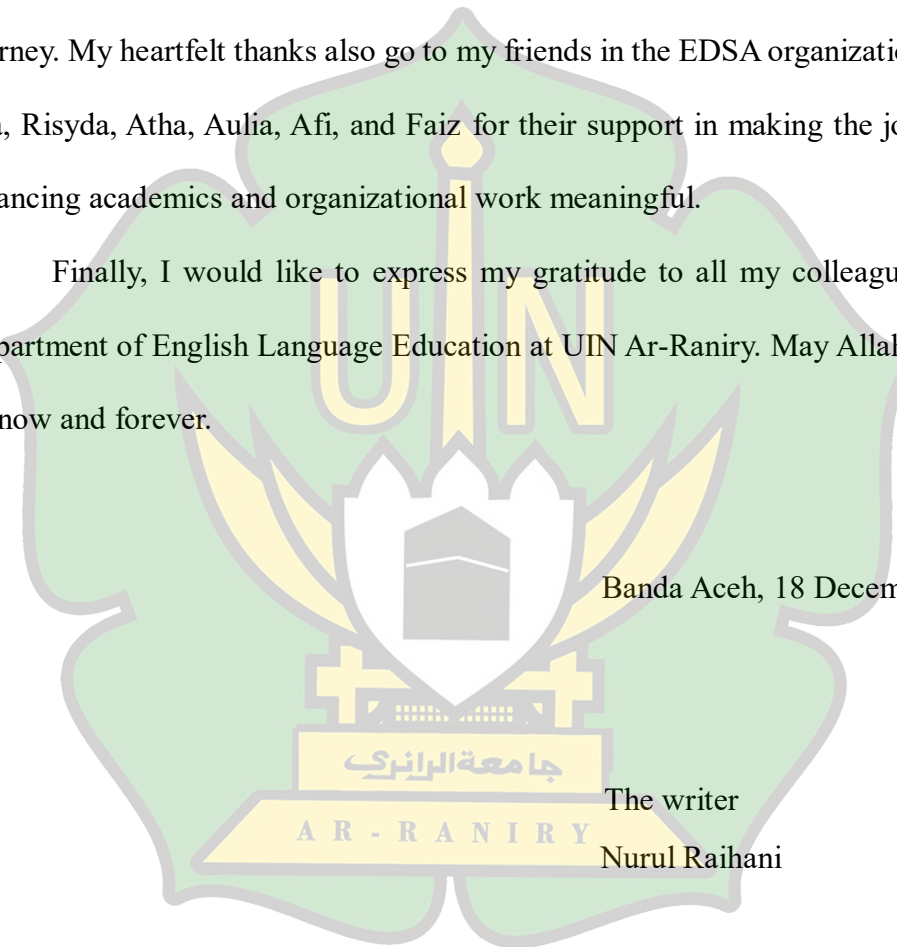
I would like to extend my deepest gratitude to my dear friends Aqis, Eja, Ulya, Saja, Oja, Sukma, and Hanum, with our beloved group “*cepat lulus*,” which always have been a place of support, inspiration, and comfort throughout this journey. My heartfelt thanks also go to my friends in the EDSA organization Tasya, Qia, Risyda, Atha, Aulia, Afi, and Faiz for their support in making the journey of balancing academics and organizational work meaningful.

Finally, I would like to express my gratitude to all my colleagues in the Department of English Language Education at UIN Ar-Raniry. May Allah bless us all now and forever.

Banda Aceh, 18 December 2025

The writer

Nurul Raihani



ABSTRACT

Name : Nurul Raihani
Reg. No. : 220203133
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis working title : EFL Students' Perceptions on the Use of Mind Mapping in Doing Writing Tasks
Supervisor : Siti Khasinah S.Ag., M.Pd
Keywords : EFL Students' Perceptions, Mind Mapping, Writing Tasks

This study investigates how EFL students perceive the use of mind mapping in doing writing tasks, focusing on the advantages they experienced and the difficulties they encountered. The participants consisted of ten undergraduate students from the Department of English Language Education at UIN Ar-Raniry, batch 2022. Using a qualitative approach, data were gathered through semi-structured interviews to elicit students' in-depth personal views and experiences. The findings demonstrate that mind mapping offers five benefits in the writing process, including helping students improve their writing more systematically, generating and organizing ideas effectively, increasing creativity, reducing confusion in developing paragraphs, and supporting concentration and memory retention through visual representation. However, this study also identifies three challenges including the time-consuming nature of creating detailed mind maps, excessive focus on visual design rather than content development, and difficulty in identifying main ideas and selecting appropriate keywords. Overall, the results of this study indicate that mind mapping is a useful pre-writing strategy for EFL students, but its effective implementation requires proper guidance, consistent practice, a balance of visual elements and content, and good time management skills. This study reinforces the need to integrate creative exploration with structured planning in pre-writing activities to help students produce clearer and more coherent academic writing.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF APPENDICES	viii
LIST OF FIGURES	ix
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Research Questions	5
C. The Aims of Study	5
D. Significance of Study	5
E. Terminology	6
CHAPTER II LIERATURE REVIEW	9
A. Mind Mapping	9
B. Writing	24
C. Previous Study	31
CHAPTER III RESEARCH METHODOLOGY	34
A. Research Design	34
B. Research Participant	35
C. Data Collection Technique	36
D. Data Analysis Technique	37
CHAPTER IV FINDINGS AND DISCUSSION	38
A. Research Findings	38
B. Discussions	47
CHAPTER V CONCLUSIONS AND RECOMMENDATIONS	54
A. Conclusions	54
B. Recommendations	55
REFERENCES	57
APPENDICES	63
AUTOBIOGRAPHY	69

LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research
- Appendix C Confirmation Letter of Conducting Research at the English Language Department
- Appendix D Interview Protocol
- Appendix E Documentation of Research



LIST OF FIGURES

Figure 2. 1 Illustration of mind mapping	12
Figure 3. 1 Illustration of circle mind mapping	13
Figure 3. 2 Illustration of bubble mind mapping	14
Figure 3. 3 Illustration of double bubble mind mapping.....	15
Figure 3. 4 Illustration of tree mind mapping.....	15
Figure 3. 5 Illustration of brace mind mapping	16
Figure 3. 6 Illustration of flow mind mapping	17
Figure 3. 7 Illustration of multi flow mind mapping	18
Figure 3. 8 Illustration of bridge mind mapping.....	18



CHAPTER I

INTRODUCTION

A. Background of Study

Learning English is essential for learners of English as a Foreign Language (EFL) because it serves as a global communication tool in education, business, and everyday life. Mastering English opens up academic opportunities, career growth, and cultural exchange, allowing learners to connect with people around the world. According to Brown (2001), the English language has identified four key skills which are listening, speaking, reading and writing as being of utmost importance. These four skills are considered measures of a person's English proficiency.

Writing is one of the four essential skills in learning English. Through writing, writers can express their ideas, feelings, and opinions clearly so that information can be conveyed to readers. In modern life, having writing skills enables a person to take notes, convince, report, inform, and influence others. Writing also plays an important role in academic life as students are required to complete assignments, reports, and other tasks in writing. Wahid and Sudirman (2023) stated that, in writing, writers develop ideas into coherent sentences so that the text's meaning is easily understood.

However, writing is often considered the most difficult skill for English as a Foreign Language (EFL) learners because it requires not only knowledge of grammar and vocabulary, but also the ability to generate and organize ideas logically (Richard & Renandya, 2002). Many EFL students in Indonesia face

challenges when asked to write. Students often have difficulty generating ideas, developing coherent paragraphs, and using correct grammar and vocabulary (Berminati et al., 2023). For example, many students are confused about how to start their writing, or they can generate ideas but fail to organize them in a logical sequence. As a result, their writing is sometimes incoherent and unclear.

Cahyani et al. (2018) also found that students' interest in writing classes tends to be low because teachers often use conventional teaching methods such as lecturing, which makes the classes less interesting and many students leave feeling unmotivated or bored in writing classes. This situation shows that writing remains a problem for many EFL learners and new strategies are needed to make writing easier and more enjoyable.

To overcome this problem, the researcher believes that strategies are necessary to increase students' interest and motivation in writing. One strategy that can help students in writing is mind mapping. Mind mapping is a visual technique that organizes ideas around a central topic using keywords, branches, colours, and images (Buzan, 2005). A mind map usually starts with a main idea in the center of the page and expands into related subtopics. Each branch may contain keywords, short phrases, or even images and colours that help remember the ideas. This technique allows students to brainstorm ideas and connect systematically before they begin writing.

Zheng et al. (2020) argue that mind mapping is a key technique for stimulating thinking, displaying ideas generated around a central theme and how those ideas are connected. This technique also helps them to overcome the fear of

the blank page and provides a clear outline for their writing. After creating a mind map, students can easily transform these ideas into paragraphs and complete their writing tasks. In other words, mind mapping helps students overcome difficulties in generating and organizing ideas in writing. Miao (2007) believes that teaching and learning foreign languages through mind mapping is very effective and enjoyable because this method motivates English learners to regularly and effortlessly learn and use new words, concepts, ideas, and themes.

Some previous studies have conducted on the implementation of mind mapping in teaching writing. Muklisah (2017) examined the effectiveness of the mind mapping technique for writing narrative texts among 70 first-year students at SMAN 2 Meureudu. This study applied a quasi-experimental design with control and experimental classes, and the results showed that students in the experimental group achieved higher scores than those in the control group. This finding indicates that mind mapping significantly improved senior high school students' ability to write narrative texts.

Another study by Zurrafiqah (2023) examined teaching descriptive text. The research population consisted of 26 grade XI students at Madrasah Aliyah Darul Ihsan. This study used an experimental design with tests and questionnaires and found a significant difference between students taught using mind mapping and those taught without it. Students also stated that mind mapping made it easier for them to organize and express their ideas in descriptive text writing.

Although many previous studies have discussed the effectiveness of mind mapping in improving writing skills, few have focused on students' perceptions of

using mind mapping, especially when doing writing tasks. Most studies have focused on measuring outcomes, such as improved writing scores, while paying less attention to understanding students' attitudes, experiences, and challenges in using this technique. Perceptions are important because they reflect how students experience and accept a technique. If students have positive perceptions, they are more likely to use the strategy independently. On the other hand, negative perceptions can reduce its effectiveness even though the technique is useful.

In addition, most previous studies were conducted with senior high school students as participants, while attention to university students, especially those majoring in English, remained limited. In this study, the researcher focused on students of Department of English Language Education UIN Ar-Raniry, who experienced using mind mapping in doing writing tasks. Based on the researcher's academic experience and informal discussions with students, it was found that perceptions of mind mapping use varied. While some students felt that mind mapping helped them generate and organize ideas more effectively, others found it difficult to apply the technique and felt that it did not fully support their writing process. These experiences prompted the researcher to further explore the benefits and challenges of using mind mapping in writing tasks from students' perspectives.

Therefore, this study aims to explore in depth the benefits and challenges experienced by EFL students on the use of mind mapping in doing writing tasks. Furthermore, many previous studies used a quantitative approach to measure the impact of mind mapping on writing performance. Unlike previous studies, this study used a qualitative design to gain deeper insight into students' personal views

and experiences. By doing so, this research is expected to provide a deeper understanding of how mind mapping supports their writing, the benefits they feel, and the challenges they face. These findings can provide valuable input for teachers to design better writing instruction and for students to adopt more effective learning strategies.

B. Research Questions

Based on the background of the study, the research questions of this study are formulated as follows:

1. What benefits do EFL students perceive from using mind mapping in doing writing tasks?
2. What challenges do EFL students face when applying mind mapping in doing writing tasks?

C. The Aims of Study

Based on the research questions, this study aims to identify the benefits EFL students perceive when using mind mapping in doing writing tasks and to explore the challenges they face when applying this technique in the writing process.

D. Significance of Study

This research is expected to obtain useful results for readers, including:

1. Students

This research is expected to help students improve their writing skills by applying mind mapping as a supporting strategy in organizing and developing ideas. Through this technique, it is hoped that students will become more confident, systematic, and motivated in doing writing tasks.

2. Teachers

This research is expected to provide teachers with insights into students' perceptions of mind mapping, enabling them to adjust and design appropriate teaching strategies. This can also help teachers create more engaging, interactive, and effective classroom activities that support students in overcoming challenges with writing tasks.

3. Future Research

The findings of this study can serve as a reference for future researchers interested in investigating visual learning strategies. It is hoped that this research will provide useful information and contribute to further studies on the role of mind mapping in enhancing EFL learning outcomes.

E. Terminology

Terminology provides the keywords in this study to avoid misunderstandings. The following terms are described as follows:

1. Mind Mapping

According to Buzan (2006), mind mapping is a creative and effective way to take notes and think. Mind maps start with a central idea, which is then developed using keywords, branches, colors, symbols, and related images. This technique is

designed to match the brain's natural way of working, making it easier to remember, understand, and organize information visually and comprehensively. Al Jarf (2011) defines mind mapping as a visual aid in which main categories are spread out from a central idea, while subcategories represented as branches of larger branches. This visual tool can be used to generate ideas, take notes, organize thoughts, and develop concepts. In this study, mind mapping refers to a learning strategy that helps students organize their ideas visually in doing writing tasks.

2. Writing Task

Writing is the skill of expressing ideas, feelings, and opinions in a clear written form so that information can be conveyed effectively to readers. This involves organizing thoughts, choosing the right vocabulary, and presenting them in a structured form. On the other hand, writing tasks are learning activities in which students are required to produce written texts such as essays, reports, or academic papers to practice and demonstrate their writing skills. Writing tasks serve as a tool for assessing students' ability to organize ideas, develop arguments, and communicate meaning through written language. Suprianto (2024) emphasizes that providing training and writing tasks can significantly improve students' ability to write academically with coherent arguments. In this study, writing tasks refer to academic writing assignments given to students by a lecturer in class as part of the English language learning process.

3. EFL students

EFL (English as a Foreign Language) refers to the learning of English in countries where English is neither the native language nor the second official

language. Students generally learn English in formal educational settings such as schools or universities, but they have limited opportunities to practice the language outside of class. As explained by Yoko Wai (2011), EFL learners are those who live in non-English speaking countries, such as Indonesia or Egypt, where English is not commonly used in everyday communication. Unlike ESL learners who may experience English in their social environment, EFL learners often rely heavily on classroom instruction, textbooks, and teachers as their primary sources of exposure to the language.

In this study, EFL students refer specifically to undergraduate students majoring in Department of English Language Education at UIN Ar-Raniry of batch 2022, who study English in a non-native English speaking environment. Their use of mind mapping in doing writing tasks provides the basis for analyzing their experiences with the technique. Therefore, the perceptions of EFL students in this study describe how they view and interpret the benefits they gain and the challenges they face when applying mind mapping in doing their writing activities. This explanation also helps to clarify the scope of the study on their direct evaluative responses to the technique, rather than their broader attitudes towards English language learning.