



Comparison of Mind Mapping Method and Mind Writing Method on Outcomes and Motivation to Learn in Writing Narrative Essay of Fifth Grade Elementary School Students

Andi Nur Islamiah Zainal^{1*}, Sulfasyah², Rukli³, Rosleny Babo⁴

^{1,2,3,4} (Master of Elementary Education, University of Muhammadiyah Makassar, Indonesia).

* Corresponding Author. E-mail: 1andinurislamiahz@gmail.com

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui perbandingan hasil dan motivasi belajar menulis karangan narasi siswa melalui metode *mind mapping* dan metode *mind writing*. Jenis penelitian ini adalah penelitian eksperimen semu (*quasi experimental*) dengan desain penelitian *nonequivalent control group design*. Populasi penelitian merupakan siswa kelas V gugus VII Kecamatan Biringkanaya yang terdiri dari tujuh sekolah. Melalui *cluster random sampling*, sampel dalam penelitian ini adalah siswa kelas V SDIT Darussalam Makassar yang terdiri atas 50 siswa. Pengumpulan data dilakukan melalui teknik observasi, angket, dan tes. Data dianalisis melalui teknik analisis statistik deskriptif dan inferensial. Hasil penelitian menunjukkan bahwa hasil dan motivasi belajar menulis siswa melalui metode *mind mapping* mengalami peningkatan; hasil dan motivasi belajar menulis siswa melalui metode *mind writing* mengalami peningkatan; terdapat perbedaan hasil dan motivasi belajar menulis karangan narasi siswa melalui metode *mind mapping* dan metode *mind writing*. Disimpulkan bahwa metode *mind writing* lebih efektif meningkatkan hasil dan motivasi belajar menulis siswa daripada metode *mind mapping*.

Kata Kunci: *mind mapping, mind writing, menulis, narasi, hasil belajar, motivasi*

Abstract

The purpose of this research was to determine the comparison of students' outcomes and motivation to learn in writing narrative essay through *mind mapping* method and *mind writing* method. This type of research is a *quasi experimental* research with *nonequivalent control group design*. The research population was fifth grade students of cluster VII located in a sub-district of Biringkanaya which consisted of seven schools. Through *cluster random sampling*, the sample in this research were fifth grade students of SDIT Darussalam Makassar consisting of 50 students. Data were collected through observation, questionnaire, and test techniques. Data were analyzed through descriptive and inferential statistical analysis techniques. The research results showed that the students' outcomes and motivation to learn in writing through the *mind mapping* method increased; the students' outcomes and motivation to learn in writing through the *mind writing* method increased; there were differences in the students' outcomes and motivation to learn in writing narrative essays through *mind mapping* method and *mind writing* method. It is concluded that the *mind writing* method is more effective in improving students' outcomes and motivation to learn in writing than the *mind mapping* method.

Keywords: *mind mapping, mind writing, writing, narrative, learning outcomes, motivation*

Introduction

Language learning contains four aspects of skills, including listening, speaking, reading, and writing skills. Writing skill is the last skill to be mastered after listening, speaking, and reading skills thus it is placed at the highest level and considered as the most difficult one by some linguists (Nurmaisayah, Hamdu, 2018: 87). In line with this, Mahmud (2019) argues that in writing skill, students are not only required to pour ideas into writing, but also thoughts, concepts and feelings, therefore writing skill is very complex.

Writing skill requires the ability to understand letters, words, sentences, and paragraphs. At first, children only pay attention, remember, imitate, and add information taken from a book or information they hear. The beginning of this habit can train children's skills in choosing words, arranging them into sentences, assembling paragraphs, exposing problems, starting writing, and outlining content. It is not only that, writing activities require students to reconstruct their findings or ideas into written information using their own language. As for that reason, writing skill plays an important role in the development of students' intelligence. This is supported by Piaget's opinion (in Sulfasyah, 2016)

states that writing is one of the factors that influence the development of a person's logical reasoning.

One of the writing skills that elementary school students must master is narrative writing. Elementary school students must have the competence to write essays based on experiences by paying attention to word choices and spelling. This is in accordance with the writing competency standards contained in the 2013 Curriculum that is expressing thoughts, feelings, information, and experiences in writing in the form of essays, invitation letters, and simple dialogs. As stated on the curriculum, students are expected to be able to express thoughts, feelings, information, and experiences in various forms of writing.

Writing down experiences is closely related to the type of narrative essay. Through narrative essay, students can express various events they have experienced or seen in their daily lives. According to Nofianty (2006: 7), this is very useful for students' personal development, because later becoming the basis for their social life in society. The purpose of writing a narrative essay is to tell the events occurred in human life whether it is about real life, imagination, or a combination of both (Semi, 2007: 53).

In reality, not all students are happy and good at expressing their ideas, feelings, information, and thoughts into writing. Research conducted by Heniati (2006: 2) states that the factors causing students' inability include the fact that teachers emphasizing language theory and knowledge rather than language skills. The teaching and learning process is more teacher-dominated and giving less opportunity for students to participate. Nurmala (2008: 8) argues that this difficulty is caused by psychological and methodological factors. Psychologically, most students consider writing as a burden because they feel less capable to use good and correct Indonesian words. Methodologically, teachers generally lack of variety in choosing learning methods and strategies.

Based on the results of observations and pre-research interviews at SDIT Darussalam Makassar conducted by researchers, students have difficulty in finding ideas or thoughts according to the theme requested by the teacher. Factors causing the lack of success in learning to write include; *first*, lack of information or experience about the theme to be written; *second*, writing activities become a burden for students causing them less motivated; *third*, lack of exploration of writing materials; *fourth*, teachers emphasize

grammar theory; *fifth*, lack of varied writing learning methods.

Along with the results of pre-research, it can be concluded that the delivery of teaching materials carried out by the teacher is less effective because it is only done by using the type of lecture method. In delivering material using this method, students are less enthusiastic in receiving lessons due to the stimulus provided by the teacher and causing the response obtained is minimal. The outcomes of students' essays are less optimal since there is no reference in writing essays that are explained and described by the teacher.

The teaching and learning process needs to involve students' motivation because by involving motivation in learning, it can foster their enthusiasm to achieve their learning goals. Motivation is a process of changing students' behavior to achieve goals in learning. According to Prayitno (1989: 69), motivation can encourage students to be active in learning, focus their attention on the direction given by the teacher, and provide students with a pleasant learning experience.

Interesting learning methods will certainly enhance students' motivation in learning. A well-built motivation within students produces good learning outcomes as well. Semi (2007: 17) says that learning

outcomes are equal to learning experiences achieved by students in the form of certain abilities. These learning outcomes are influenced by student motivation, student readiness to learn, learning methods, as well as student relations with community components.

Learning methods that are considered influential in improving student achievement and motivation in Indonesian learning, especially in writing skills according to several studies are the mind mapping method (Mirnawati, 2019; Rizkiana, & Ediyono, 2019; Wardah, 2020) and the mind writing method (Rudanaviola, 2011).

The mind mapping method is a brain utilization technique using visual imagery through graphic design to create an impression consider that information is in the form of images, symbols, sounds, shapes, and feelings is easily remembered by the brain (De Porter in Mirnawati, 2019). As for the mind writing method, it is a writing activity with a psychological approach. The focus is on building students' enthusiasm in pouring their ideas, concepts, feelings, or thoughts into writing. Mind writing also has steps that can help students explore the topic of their writing thus the situation of idea congestion can be overcome (Priyono in Rizkiana, 2019: 110). In addition, research conducted by Rondonaviola (2011)

concludes that in learning to write narrative essays using mind writing method is in accordance with the learning objectives to be achieved, that the students can develop ideas through exploration of materials related to the themes they write. This can be seen from the improvement of students' writing skills in her research.

This is in harmony with Krashen's research (in Hernowo, 2004: 112) claims that we learn to write through reading. We acquire the style of writing and the specific language of writing by reading. Much evidence confirms that children who participate in free reading programs are writing in a better way. The more they read, the better their writing.

In accordance with this description, the researchers are interested in conducting research related to mind mapping method and mind writing method on writing skills and students' learning motivation entitled "Comparison of Mind Mapping Method and Mind Writing Method on Outcomes and Motivation to Learn in Writing Narrative Essay of Fifth Grade Students in SDIT Darussalam Makassar".

Methods

This research is a quasi experiment with a nonequivalent control group design as the research design. The researchers used two kinds of classes; experimental class and

control class. The experimental class used mind writing method while the control class used mind mapping method. Research population included the fifth grade of cluster VII elementary schools students located in a sub-district of Biringkanaya, Makassar. Through cluster random sampling, the researchers determined the fifth grade students of SDIT Darussalam Makassar as the sample in amount of 50 students divided into class VA and class VB.

Data collection in this research was carried out through several techniques, including observation, questionnaires, and tests. The questionnaire technique was used to collect data on students' writing motivation while the test technique was used to collect data on students' writing learning outcomes.

The collected data were then analyzed through descriptive analysis and inferential analysis. Inferential analysis includes multivariate test with the help of SPSS 20.0 for windows.

Results and Discussion

Learning Outcomes in Writing Narrative Essay through Mind Mapping Method

Measurement of learning outcomes of students' writing narrative essay is done through test technique. The test was conducted twice, through pretest and posttest to see the existence of

improvement before and after learning with mind mapping method. The following are the pretest outcomes before mind mapping was applied to the control class.

Table 1 Pretest Description of Writing Narrative Essay through Mind Mapping Method

No.	Statistic Descriptive	Score
1.	Maximum Score	74
2.	Minimum Score	66
3.	Mean	70.4
4	Standard Deviation	2.22

Based on the table above, the maximum score was 74 and categorized as the almost complete score category while the minimum score was 66 and categorized as the incomplete score category. Then for the mean obtained from the writing outcomes in the control class was as much as 70.4. The standard deviation on the control class pretest was 2.22. After categorizing into a table, it can be seen the frequency of students who got very low to very high scores. The following is the categorization of the outcomes in writing narrative essay in the control class pretest.

Table 2 Categorization of Pretest Outcomes in Writing Narrative Essay through Mind Mapping Method

Score Range	Frequency	Percentage (%)	Category
≤ 65	0	0	Very Low
65 – 74	25	100	Low
75 – 80	0	0	Moderate
81 – 90	0	0	High
91 – 100	0	0	Very High
Total	25	100	

Table 2 shows that there were no students completed in making narrative essays. All students were in the low category and there was not even one student with a moderate score, let alone a very high score. This means that writing an essay was still difficult for students.

Hereafter, learning is done through mind mapping method and then students were given a test again which is called a posttest. The following are the outcomes of students' posttest in writing narrative essay.

Table 3 Posttest Outcomes in Writing Narrative Essay in Control Class

No.	Statistic Descriptive	Score
1.	Maximum score	82
2.	Minimum score	71
3.	Mean	76.4
4.	Standard Deviation	3.45

After the learning was carried out using mind mapping method, students were given a second question to check the effect of the method applied. The mean outcome of writing narrative essay was 76.4. The maximum score obtained by students increased from the pre-learning test (pretest) which was 82, while the minimum score obtained turned out that there were still those who obtained incomplete score of 71 and got a standard deviation of 3.45. The data of this posttest outcome is also categorized based on the determined range of score, as follows.

Table 4 Categories of Posttest Outcomes in Writing Narrative Essay through Mind Mapping Method

Score Range	Frequency	Percentage (%)	Category
≤ 65	0	0	Very Low
65 – 74	8	32	Low
75 – 80	13	52	Moderate
81 – 90	4	16	High
91 - 100	0	0	Very High

Table 4 shows an enhancement after applying mind mapping method. After applying mind mapping method, there were 4 students or about 16% of the 25 students got high scores. About 52% or there were 13 students got moderate scores, which was in the score range of 75 to 80. The moderate and high scores categories were having more students than the scores of students who were not complete. Students who were still incomplete on the posttest were 32% or 8 out of all students. There were no students who scored in the very high category in the posttest activities through learning with mind mapping method.

Based on the outcomes of pretest and posttest analysis, it can be seen that there was an enhancement in students' learning outcomes in writing narrative essay through mind mapping method. This can be seen in the pretest stage, all students or 100% obtained scores in the very low category, while in the posttest stage, there were 4 students or 16% who were in the high category, 13 students or 52% who obtained scores in the moderate category, and only 8

students or 32% who were in the low category. In conclusion, there is an improvement in learning outcomes in writing narrative essays through the mind mapping method.

Learning Motivation in Writing Narrative Essay through Mind Mapping Method

Students' learning motivation was measured through questionnaire technique. This test was given to students who participated in learning through mind mapping and mind writing methods. Both groups were given a questionnaire twice, through pretest and posttest to determine the increasing in motivation through the learning methods used. The following are the outcomes of the pretest questionnaire of students' learning motivation in writing before the mind mapping method was applied.

Table 5 Learning Motivation Outcomes of Pretest Stage before the Application of Mind Mapping Method

No.	Statistic Descriptive	Score
1.	Maximum score	84
2.	Minimum score	63
3.	Mean	71.6
4.	Standard Deviation	5.4006

The outcomes analysis of learning motivation in the control class pretest according to table 5 showed that the highest score was 84 while the lowest score was 63. The highest score with the lowest score has

a fairly large distance in terms of the final score. After knowing the maximum, minimum, mean, and standard deviation score of the students' motivation outcomes in the control class pretest, then the scores are categorized into very low, low, moderate, and high motivation. The following categorization of students' learning motivation scores is presented in table 6 below.

Table 6 Categorization of Learning Motivation Pretest before the Application of Mind Mapping Method

Score Range	Frequency	Percentage (%)	Category
25 – 43	0	0	Very Low
44 – 62	0	0	Low
63 – 81	24	96	Moderate
82 – 100	1	4	High

Table 6 shows the categorization data of learning motivation outcomes at the pretest stage in the control class ranging from the very low category to the high category. There were 24 students who had moderate motivation with a percentage of 96%, while only 1 student with a percentage of 4% with a high motivation.

Furthermore, the questionnaire of students' learning motivation to write was analyzed at the posttest stage after the implementation of mind mapping method. Data analysis can be seen in table 7 below.

Table 7 Students' Learning Motivation Outcomes after the Application of Mind Mapping Method

No.	Statistic Descriptive	Score
1.	Maximum score	97
2.	Minimum score	62
3.	Mean	78.1
4	Standard Deviation	10.384

Posttest questionnaire of students' learning motivation to write in the control class or after applying the mind mapping method shows an improvement in learning motivation, especially for writing in comparing to the pretest stage. After learning in the control class, it turns out that students' motivation had mean score of 78.1. There were students who got a score of 97 including in the high category, while the lowest score has reached a score of 62 including in the moderate category. For more details, it is presented the categories of students' posttest learning motivation outcomes in the experimental class in the table below.

Table 8 Categorization of Learning Motivation Outcomes after the Application of Mind Mapping Method

Score Range	Frequency	Percentage (%)	Category
25 - 43	0	0	Very Low
44 - 62	1	4	Low
63 - 81	16	64	Moderate
82 - 100	8	32	High

The students' motivation outcomes at the posttest stage after applying the mind mapping learning method according to table 8 show that students with learning motivation in the low category were only 1

student with a percentage of 4%, 16 students in the moderate category with a percentage of 64%, and 8 students in the high category with a percentage of 32%.

In accordance with the analysis of the motivation questionnaire at the pretest and posttest stages in the group of students who took part in learning with the mind mapping method, it can be seen that the students' learning motivation in writing before the mind mapping method was applied as much as 96% in the moderate category or as many as 24 students and only 4% of students were in the high category as many as 1 student. Meanwhile, after the mind mapping method was applied, the motivation of students who were in the high category increased to 32% or as many as 8 students, and the remaining 64% were in the moderate category or as many as 16 students. In conclusion, there was an improvement in students' learning motivation to write essays through learning with the mind mapping method.

Learning Outcomes in Writing Narrative Essay through Mind Writing Method

This writing pretest was conducted on the group of students who would be applied the mind writing method. Before the mind writing method was applied, students were firstly given a test to meet the students' initial writing ability. The pretest outcomes can be seen in table 9 below.

Table 9 Description of Pretest Outcomes in Writing Narrative Essay before the Application of Mind Writing Method

No.	Statistic Descriptive	Score
1.	Maximum score	77
2.	Minimum score	71
3.	Mean	74.4
4	Standard Deviation	1.75

From table 9 above, it can be seen that the maximum score obtained by students was 77 and included in complete category. The minimum score obtained by students was 71 and included in incomplete category. The mean obtained in the experimental class pretest was not much different from the outcomes for the control class which was 74.4. For the standard deviation, the score was 1.75. The data on the pretest outcomes of writing narrative essay are also sorted into several categories that are adjusted to the predetermined score range. The following is the categorization of the outcomes of writing narrative essay.

Table 10 Categorization of Pretest Outcomes in Writing Narrative Essay before the Application of Mind Writing Method

Score Range	Frequency	Percentage (%)	Category
≤ 65	0	0	Very Low
65 – 74	13	52	Low
75 - 80	12	48	Moderate
81 - 90	0	0	High
91 - 100	0	0	Very High
Total	25	100	

Table 10 shows that there were 12 students with complete scores in a score range of 75 to 80 and were in the moderate category. The remaining 13 students

obtained scores below 75 in the range of scores 74 to 65 in the low category. Similar to the control class pretest, there were no students who scored below 65 or in the very low category. In this initial test, there were also no students who scored high or very high.

Henceforth, after learning through mind writing method, a posttest was conducted to figure out the improvement of learning outcomes through mind writing method. The following are the outcomes of the posttest analysis of students' learning outcomes in writing narrative essay after learning through the mind writing method.

Table 11 Posttest Outcomes in Writing Narrative Essay after the Application of Mind Writing Method

No.	Statistic Descriptive	Score
1.	Maximum Score	90
2.	Minimum Score	78
3.	Mean	83.08
4	Standard Deviation	3.43

As for table 11, the maximum score obtained by students when writing narrative essays was 90 and is considered complete. Likewise, the minimum score was also considered complete with a score of 78, thus the overall mean score was 83.08 and standard deviation of 3.45. The outcomes of the scores between the pretest and posttest are quite different starting from the maximum score to the standard deviation obtained. There is also an improvement in scores between the control class and the

experimental class. The outcomes of students writing in posttest activities are categorized according to the predetermined score range as follows.

Table 12 Categorization of Posttest Outcomes in Writing Narrative Essay after the Application of Mind Writing Method

Score Range	Frequency	Percentage (%)	Category
≤ 65	0	0	Very Low
65 – 74	0	0	Low
75 – 80	7	28	Moderate
81 – 90	18	72	High
91 - 100	0	0	Very High

The categorization of posttest scores in table 12 shows that all students were complete in writing narrative essays. Students who scored in the high category in the score range of 81 to 90 were 18 students or around 72% of the total sample in the experimental class. While students who scored in the moderate category in the score range of 75 to 80 were 7 students or about 28%. Therefore, it can be concluded that

Score Range	Frequency	Percentage (%)	Category
25 – 43	0	0	Very Low
44 – 62	0	0	Low
63 – 81	9	19	Moderate
82 - 100	16	60	High

the mind writing method affects the learning outcomes of students' ability in writing narrative essays.

Learning Motivation in Writing Narrative Essay through Mind Writing Method

The measurement of students' learning motivation to write in the group using mind

writing method was also carried out twice, pretest and posttest stages. The following is a pretest analysis of students' learning motivation in writing narrative essays.

Table 13 Learning Motivation Outcomes in Pretest before the Application of Mind Writing Method

No.	Statistic Descriptive	Score
1.	Maximum Score	97
2.	Minimum Score	67
3.	Mean	84.1
4.	Standard Deviation	8.81722

Learning motivation once the pretest was conducted to the experimental class students shows that the mean was quite high, especially for writing activities. The maximum score obtained by students was also high as much as 97 while the lowest score obtained by students was 67. The lowest score is included in the moderate category. Furthermore, the frequency of students who have motivation from very low to very high motivation will be seen as follows.

Table 14 Category of Score Range Pretest in Learning Motivation Outcomes before the Application of Mind Writing Method

Students' motivation outcomes at the pretest stage before the application of the mind writing learning method as presented in table 14 show that there were no students with low learning motivation, 9 students in the moderate category with a percentage of 19% and 16 students in the high category with a percentage of 60%.

After the application of the mind writing method, the students' learning motivation to write was measured again in a posttest using the questionnaire technique. The outcomes of the questionnaire data analysis of students' learning motivation in writing narrative essays at the posttest stage are as follows.

Table 15 Students' Learning Motivation Outcomes in Posttest after the Application of Mind Writing Method

No.	Statistic Descriptive	Score
1.	Maximum Score	100
2.	Minimum Score	75
3.	Mean	89.76
4.	Standard Deviation	7.389

The students' motivation outcomes after applying mind writing method turns out that students' motivation has increased. There were no longer students with a low motivation, especially in writing activities, seen from the acquisition of a minimum score from students as much as 75. Then for the maximum score obtained by students reached the determined maximum score as much as 100. The mean score obtained by all students reached 89.76 and resulting standard deviation as much as 7.389. For more details, it is presented in the table the categories of students' learning motivation outcomes through posttest in the experimental class below.

Table 16 Category of Score Range Posttest in Learning Motivation Outcomes after the Application of Mind Writing Method

Score Range	Frequency	Percentage (%)	Category
25 – 43	0	0	Very Low
44 – 62	0	0	Low
63 – 81	4	16	Moderate
82 - 100	21	84	High

The students' motivation outcomes of posttest as presented in table 16 show that there were an additional 21 students who are categorized as having high motivation in writing and the remaining 4 students with moderate motivation. Overall, there was an improvement in students' motivation, which initially only 8 students with high motivation, but later became 21 students who increased their learning motivation. In conclusion, the learning process of writing has improved after the implementation of mind writing method.

Moreover, inferential analysis was conducted to determine the differences in students' outcomes and motivation to learn in writing narrative essays through mind mapping and mind writing methods. Inferential analysis was conducted through multivariate test. However, the prerequisite test consisting of normality test and homogeneity test is firstly conducted before the multivariate test.

Normality Test

The normality test was performed through the Kolmogorov Smirnov technique with the help of SPSS 20.0 for windows with a significance level of 0.05. Based on the analysis, it is found that the

data distribution on the variables in the research obtained a significance value >0.05 and it can be concluded that the data is normally distributed and eligible.

Homogeneity Test

Data will be declared homogeneous if the significance score obtained >0.05 . Through the Levene Statistic test, the distribution of data in each test in the control class and experimental class obtained a significance value of $0.722 > 0.05$ thus it can be concluded that the data is homogeneous.

Hypothesis Test

Hypothesis test in this research was accomplished through multivariate tests to prove that there are differences in the students' outcomes and motivation to learn in writing narrative essays through mind mapping and mind writing methods. If the significance value obtained is < 0.05 , it is stated that there is a difference in the students' outcomes and motivation to learn in writing narrative essays through mind mapping and mind writing methods. The following are the outcomes of the multivariate test in this research.

Table 17 Output Results of Multivariate Test

Multivariate Tests ^a									
Effect	Value	F	Hypothesis df	Error df	Sig.	Noncent. Parameter	Observed Power ^c		
Intercept	Pillai's Trace	,999	20870,403 ^b	2,000	47,000	,000	41740,806	1,000	
	Wilks' Lambda	,001	20870,403 ^b	2,000	47,000	,000	41740,806	1,000	
	Hotelling's Trace	888,102	20870,403 ^b	2,000	47,000	,000	41740,806	1,000	
	Roy's Largest Root	888,102	20870,403 ^b	2,000	47,000	,000	41740,806	1,000	
	KELAS	Pillai's Trace	,674	48,533 ^b	2,000	47,000	,000	97,067	1,000
		Wilks' Lambda	,326	48,533 ^b	2,000	47,000	,000	97,067	1,000
		Hotelling's Trace	2,065	48,533 ^b	2,000	47,000	,000	97,067	1,000
		Roy's Largest Root	2,065	48,533 ^b	2,000	47,000	,000	97,067	1,000

a. Design: Intercept + KELAS

b. Exact statistic

c. Computed using alpha = ,05

As shown in the Multivariate Test table above, a significance of 0.000 was achieved. This significance value was smaller than 0.05, thus it can be concluded that there are differences in students' outcomes and motivation to learn in writing narrative essays through mind mapping and mind writing methods.

Along with the research outcomes, it shows that there are differences in students' outcomes and motivation to learn in writing narrative essays through mind mapping and mind writing methods. The outcomes and motivation to learn through the mind writing method experienced a more significant improvement than the mind mapping method. Consequently the mind writing method is considered to be more

effective than the mind mapping method in a subject of writing. This is in line with Rudanaviola's research (2011) states that it is effective for subject writing, especially in writing narrative essays. Apparently, this is influenced by children's freedom in expressing and pouring the substance they want to write. Learning to write through mind writing method gives students the freedom to write whatever comes to mind regardless of the writer's rules. This means that in this activity students are not limited by the rules of writing hence students do not feel any pressure in producing a written work. This is in accordance with the theory of humanism in learning. Humanism learning theory according to Carl Rogers (in Rennie, D. L., 2008) is the essence of meaningful learning that will occur if the learning process involves aspects of thoughts and feelings, not only aspects of the mind. Additionally, Perni (2019) explains that one of the applications of humanism theory is to prevent students from being in an under pressure condition in order to make them feel safe to learn. This is in contrast to the mind mapping learning method that limits students to predetermined concepts. Students must produce written work through the development of mind maps that have been made before, resulted students being fixated on the concept and unconsciously limits

them to pour out the ideas that come to mind.

Based on the research, it was found that in subject of writing, mind writing method produced better outcomes and motivation to learn than using mind mapping method. As for that, mind writing method can be one of the recommendations for methods that can be used in writing, especially in writing narrative essays.

Conclusion

There are differences in outcomes and motivation to learn in writing through mind writing and mind mapping methods. The improvement of students' learning outcomes in writing narrative essays through mind writing method is better than mind mapping method.

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ResearcherProfil

Andi Nur Islamiah Zainal is an Elementary School teacher and a final-year student in Magister of Elementary Education at the University of Muhammadiyah Makassar. She was born in Pangkep, South Sulawesi on May 12, 1994.