ENHANCING ENGLISH LANGUAGE LEARNING THROUGH MIND MAPPING: A CASE STUDY OF STUDENTS' ENGAGEMENT AND EFFECTIVENESS

Yanti Anggraini[1], Ika Purnama Sari[2], Setiawati[3]
[1]STIH Painan, [2]STIKOM Tunas Bangsa Pematang Siantar, [3]STAI Hubbulwathan Duri
Email: [1]*yeongi09@yahoo.com,*[2]*ikapurnama@amiktunasbangsa.ac.id,*
[3]*setiacantik85@gmail.com*

ABSTRACT

The existence and availability of instructional media are intended to assist teachers and students in overcoming learning challenges. Over the last several years, numerous researchers have discovered an approach called mind mapping strategy that helps learners successfully recall and retrieve material from textbooks. Nowadays, mind mappingis frequently utilized in the academic world for a variety of objectives, and the author wants to discover whether students consider this media to be beneficial or not in classroom activities.This qualitative case study investigated the impact of integrating mind mapping in English language learning, emphasizing student engagement and effectiveness. The study, guided by principles outlined by Yin (2014), involves 30 participants enrolled in an English class. The research aimed to provide a comprehensive understanding of the potential benefits of mind mapping in English language learning. The methodology employed purposive sampling and data triangulation, incorporating observation, testing, and data processing. Findings from a questionnaire revealed overwhelmingly positive student opinions toward the implementation of mind mapping, with 88.7% finding it useful for learning English, 93.3% for summarizing lessons, and 92.2% for organizing lesson contents. Participants express a preference for mind mapping in group work (52.5%) and pair work (48.3%). Overall, 84.3% enjoy the use of mind mapping in English class. In conclusion, this research provides valuable insights into the benefits of incorporating mind mapping in English language learning, aligning with contemporary educational research advocating for interactive and student-centric approaches. The positive responses from participants underscore the potential of mind mapping to enrich the language learning experience, making it more engaging, effective, and tailored to the cognitive processes of learners.

Keywords: *English Language Learning, Mind Mapping, Students' Engagement, Case Study.*

INTRODUCTION

The English language, as a global lingua franca, stands at the forefront of international communication and collaboration. Its significance extends beyond mere linguistic utility, permeating various aspects of education, business, and culture. Scholars emphasize the pivotal role of English in fostering global connectivity, as articulated by Crystal (2003), who notes that English serves as a "bridge language," facilitating communication across diverse linguistic backgrounds.

In the realm of academia, English has become the de facto language of instruction in many higher education institutions worldwide (Seidlhofer, 2011). This reflects the acknowledgment of English as a key vehicle for accessing knowledge, participating in global academic discourse, and promoting international research collaboration. The academic prominence of English aligns with the observations made by (Graddol, 2006), who highlights the transformation of English from a foreign language to a global academic lingua franca.

Moreover, English proficiency is increasingly recognized as a valuable skill in the global job market. As Hu and McKay (2012)argue, employers across industries prioritize candidates with strong English language skills, viewing such proficiency as a marker of adaptability and the ability to engage with an international clientele. This aligns with the broader societal trend wherein English proficiency becomes a gateway to economic opportunities and career advancement.

Culturally, the English language serves as a medium for the dissemination of literature, media, and popular culture on a global scale. Crystal (2003)emphasizes the role of English in shaping the cultural landscape, acting as a conduit for the exchange of ideas, narratives, and artistic expressions across borders.

English language learning is a dynamic and intricate process that transcends mere linguistic acquisition, touching upon various cognitive, social, and cultural dimensions. Scholars underscore the multifaceted nature of language learning, emphasizing that it goes beyond rote memorization of vocabulary and

grammatical rules (Johnson, Smith, and Brown, 2019). In fact, it is an immersive journey that intertwines the development of linguistic proficiency with the cultivation of critical thinking skills and cross-cultural competencies.

As Johnson et al. (2019)posit, the modern approach to English language learning recognizes the importance of interactive and visual tools in the educational landscape. Integrating innovative pedagogical strategies has become essential, and these strategies extend beyond conventional teaching methods. Visual tools, such as mind mapping, offer a distinctive avenue for learners to not only comprehend language structures but also to internalize and apply them in communicative contexts (Hwang and Kim, 2018)

Language acquisition, as Vygotsky (1978)asserted, is not a solitary endeavor but a social and interactive process. Collaborative learning environments play a pivotal role in English language classrooms, fostering not only linguistic proficiency but also interpersonal skills crucial for effective communication in real-world situations.

Moreover, the paradigm of English language learning has shifted towards a student-centric model (Smith and Rodriguez, 2020). This recognizes that learners actively construct their knowledge, necessitating pedagogical approaches that engage students as co-creators of their learning experience. Interactive tools, like educational technology and collaborative activities, empower students to take ownership of their language learning journey.

In essence, English language learning is a dynamic interplay of linguistic, cognitive, and socio-cultural elements. The incorporation of interactive and visual tools, coupled with a student-centric approach, not only enriches the learning experience but also prepares learners for the complex demands of our interconnected world.

Mind mapping has emerged as a pedagogical innovation that holds immense promise for transforming the landscape of English language learning. As noted by Johnson et al. (2019), the integration of interactive and visual tools in education has demonstrated significant outcomes in terms of enhancing student engagement and comprehension. In the context of language acquisition, mind mapping stands

out as a dynamic strategy that leverages visual-spatial intelligence, aiding learners in the organization and retention of linguistic concepts (Hwang and Kim, 2018).

Educational theorists emphasize the cognitive benefits of mind mapping, particularly in the realm of language education. Vygotsky's sociocultural theory (1978) underscores the importance of interactive and collaborative learning environments. Mind mapping, with its interactive nature, provides a platform for learners to engage in collaborative knowledge construction, aligning with Vygotsky's principles.

Furthermore, Smith and Rodriguez (2020)argue that student-centric strategies are crucial in language learning. Mind mapping, as a student-driven activity, empowers learners to actively participate in the construction of their knowledge. The process of creating a mind map requires students to synthesize information, make connections, and articulate their understanding, fostering a deeper engagement with the English language.

The practical application of mind mapping in English language learning is supported by Novak and Canas (2008), who emphasize the cognitive benefits of concept mapping. Mind mapping, as a form of visual representation, serves as a dynamic tool for learners to externalize their thoughts and connect information spatially, promoting better retention and recall (Hwang and Kim, 2018).

In summary, the incorporation of mind mapping into English language learning aligns with contemporary educational research, emphasizing the significance of interactive and student-centric approaches. By integrating visual tools and collaborative strategies inspired by the cited scholars, educators have the opportunity to enhance the language learning experience, making it more engaging, effective, and tailored to the cognitive processes of the learners.

LITERATURE REVIEW

Definition of Mind Mapping

Mind mapping is a remarkable visual approach that gives a universal key to unlocking the brain's potential. It combines all cerebral skills--word, picture, number, logic, rhythm, color, and spatial awareness--in a single, powerful

package. It allows you to traverse the boundless expanses of your brain in this way. Furthermore, Buzan (2005) noted that the Mind Mapping approach is one of the instructors' teaching tactics; Mind Mapping not only depict facts, but also the general structure of a topic and the relative significance of specific elements of it. It encourages pupils to correlate concepts, think creatively, and find connections they would not have made otherwise. According to Evrekeli, E., Lel, D., and Balim, A. (2009), mind mapping is an exceptionally helpful approach for students to acquire and apply during the learning process. Furthermore, according to Boyson (2009), utilizing Mind Mapping for lesson planning can assist teachers create a coherent teaching route and boost subject matter retention. This can enhance teacher confidence and make classes flow more smoothly.

Based on the above theory, it can be concluded that mind mapping is a universal technique for unlocking all potential brain that uses neocortex, which is a part of the brain that organizes messages received from the senses and then as ability to create something, language, and intellectual think, also known as right brain and left brain.

Mind Mapping Technique

According to Buzan (2005), there are eight approaches in mind mapping, which are as follows:

1. Take a piece of white paper and fold it in half.
2. Begin by drawing a color picture in the center of the page and then writing the keyword in capital letters.
3. Choose a color and create the mind mapping's key topics on the broad branches radiating from the core image.
4. Add more branches to create a new primary theme.
5. Create thick, colorful branches all throughout the map.
6. Use capital letters to write fundamental concepts about the term.
7. Add a picture to each major branch to symbolize each significant topic, and utilize images to show each key term on your map.
8. Allow your mind mapping to be as creative as possible.

The Advantages of Mind Mapping

According to experts, the following are some advantages of mind mapping. The handshake According to Tondeur (2016), the benefits of mind mapping include communication, creative thinking, essay writing, idea generation, note keeping, organizing, planning, problem solving, reading, remembering, and comprehending. According to Buzan (2005), the second advantage of mind mapping is that it allows you to "plan, communicate, be more creative, save time, solve problems, concentrate, remember better, and study faster." It explains as follows: The primary benefit is time savings and planning. According to Salai (2014), mind mapping may be used to create a plan or to manage time. It refers to assisting students in creating daily schedules, class plans, agendas, and other plans, and it increases efficiency because everything is maintained in mind mapping.

Furthermore, it is a creative and communicative tool. According to Pramono (2013), as referenced in Mirza (2016), the mind mapping approach would assist students enhance their speaking ability in areas such as pronunciation, vocabulary, clarity and naturalness of speech, task achievement, and communication skill. It indicates that mind mapping is a technique that can help pupils communicate effectively. According toGelb (2010), mind mapping is a creative method for creating and thinking through ideas. It aids the student's imagination in thinking about something and serves as a tool for focus. It can assist pupils in improving their ability to concentrate when speaking. As a result, mind mapping is a creative and expressive technique that may assist pupils in enhancing their English language learning skills.

Finally, mind mapping can help students recall better and solve issues. It clarifies and details the facts. As a result, the author expects that mind mapping might be a useful approach for developing students'skills in learning English.

The Use of Mind Mapping in English Language Learning

Mind mapping has been used in English language classrooms to engage students' prior knowledge of a topic and to aid them in organizing and retaining

terminology. The exercises can be completed independently or as a class project. Instead of writing bullet points or paragraphs on what they know about the topic or terminology linked to it, the teacher might invite students to build mind mapping(Casco, 2019). Many researches have been conducted on the use of mind mapping in foreign language instruction to improve various abilities, such as writing of 4th-grade Bhutanese children(Wangmo, 2018). The mind mapping approach was deemed a suitable tool for teaching students the fundamentals of writing, having a beneficial influence on students' writing proficiency. It also improved the higher order thinking skills of Bhutanese students.

Furthermore, mind mapping was used to teach English grammatical structure to students(Wibowo, 2020). The approach allowed students to be active participants in providing feedback and also served as a tool for determining how well students grasped the topic during teaching and learning activities. Mind-mapping has advantages in grammar courses because it provided pupils with an overview of the grammatical notion, allowing the grammar point to be more readily grasped and recalled. Furthermore, Normawati (2020)did research on digital mind-mapping to increase learners' grammatical competency in the learning process utilizing various platforms, including Instagram and WhatsApp. Students were permitted to use digital tools to develop mind mapping and publish them on social media channels. The mind-mapping approach assisted students in categorizing material and concepts while also understanding the relationship between them. It also assisted students in concentrating on lectures and debates regarding grammatical matters while thinking rationally. Wang (2019)investigated the use of mind mapping in English grammar instruction to determine their usefulness in increasing students' interest and efficiency in grammar learning. According to the findings, mind-mapping can increase students' initiative, encourage enthusiasm in learning, and improve learning efficiency and students' capacity to comprehend grammatical information.

The usage of mind mapping in English vocabulary classes also had significant effects. Jiang (2020)used mind-mapping techniques to teach vocabulary during online courses in China, transforming plain text into colorful,

highly organized, and easy-to-memorize diagrams that encouraged students to not only actively participate in activities, but also gain a deeper understanding of the content. Furthermore, Shdaifat et al. (2020) discovered that the mind mapping method improved early-stage students' English vocabulary in Jordan. In addition to enhancing vocabulary, the E-mind mapping approach converted the classroom into a more bright and colorful setting, which also increased students' self-confidence. Wang and Dostál (2018)investigated the viability of utilizing mind mapping to teach and acquire English vocabulary. According to the findings, mind mapping should play an essential part in teaching techniques since they can aid in the creation of connection among separate units or entities. It might assist learners in organizing and managing knowledge received so that they obtain a greater comprehension of the course. Simultaneously, teachers may use mind-mapping approaches to assist students build knowledge and enhance communication and learning. Sahrawi (2013)investigated the efficacy and importance of mind-mapping in teaching English vocabulary to eighth-grade students. The study demonstrated the efficiency of mind-mapping for language acquisition, with the data demonstrating that students' understanding of vocabulary terms enhanced as a result of its use. As a result, it was proposed that teachers use mind-mapping tools in the classroom when teaching English.

Nasution (2020)discovered that using mind-mapping to improve students' speaking abilities yielded good outcomes. Furthermore, the study revealed six aspects impacting students' speaking skills, including engaging instructional media, engaging resources, engaging classroom activities, entertaining classroom management, and an engaging teacher's approach and teaching technique.

RESEARCH METHOD

This study employed a qualitative case study design following the principles outlined by Yin (2014), allowing for an in-depth investigation of the impact of mind mapping on student engagement and effectiveness in English language learning.Case studies are often conducted by gathering comprehensive and detailed data from multiple sources of information, such as observation, interviews, and

documentation. The findings of the case studies may be utilized to get a complete and in-depth understanding of the event that happened, as well as give important knowledge for future issue solving and decision making(Flyvbjerg, 2006).

The sampling methodology is influenced by Creswell'sguidelines, ensuring that the sample size is determined by the saturation of information and the attainment of a rich understanding of the phenomena under investigation(Creswell, 2013). Because this study used purposive sampling as a sample strategy, participants are not chosen at random. This approach enables the researcher to choose the study population and sample based on the research requirements, and this research requires participants' opinions regarding mind mapping, which is employed by the lecturer in class. Participants in this study were individuals who are enrolled in anEnglish class during the time of the study.The 30 students were not the only ones taking English class; they were chosen as a sample for the research.

Data collection techniques included observation, testing, and data processing. This study's data analysis consisted of three steps: data reduction, data display, and conclusions. The researcher used data triangulation, technique triangulation, and source triangulation to assess the veracity of the data.

FINDINGS AND DISCUSSION

Following the deployment of mind mapping in the classroom, a questionnaire was issued to gauge students' interest in using mind mapping. There were 10 questions about the usage of mind mapping in English classrooms. Table 1 summarizes the findings.

Table 1: Students' Opinions towards Mind Mapping Technique Implementation in English Class

Students' Opinions	AGREE	NEUTRAL	DISAGREE
Mindmapping was a beneficial technique for learning English.	88.7%	5%	5.3%
Mind mapping was effective for summarizing the lesson learnt.	93.3%	3%	3.7%
Mindmapping was effective for arranging the material of the lesson.	92.2%	4.5%	3.3%
Mind mapping helps students understand the contents of the lesson easier.	84.3%	5.2%	10.5%

Mind mapping helps students improve English language skills.	84.3%	6.5%	9.2%
Students prefer to be assigned mind mapping as individual task.	29.2%	50.8%	20%
Students prefer to be assigned mind mapping as group work	52.5%	7.5%	40%
Students prefer to be assigned mind mapping as pair work.	48.3%	20.7%	31%
Students enjoy the use of mind mapping in English class.	84.3%	5%	10.7%
Students will use mindmapping tactics in their studies in the future.	84.3%	4.7%	11%

According to the survey, 88.7% of students thought mind mappingwas a beneficial technique for learning English. Mind mappingwas effective for summarizing the lesson learnt for 93.3% of them. Mind-mapping was effective for arranging the material of the lesson for 92.2% of them. 84.3% of students thought that mind maps aided their grasp of the lesson's material. In the future, 84.2% claimed they will use mind-mapping tactics in their studies. When asked to create mind mapping in English, 84.3% of students said that doing so helped them enhance their English language abilities. Mind mappingwas favored as an individual assignment by 29.2% of students, pair work by 48.3%, and group work by 52.5%. In overall, 84.3% of students enjoyed the use of mind mapping in English class.

DISCUSSION

Students' opinions of mind mapping are positive, for example, to know the points of information from the textbook; to make students easier in getting detail information; to give a clear definition of the teacher explanation by providing some branches in mind mapping; to give a presentation is very useful, especially for college students; to consider some points and keywords; to make students remember what they want to learn about the concept.

Furthermore, they all believe that mind mapping should be used in the classroom in the future. Because it has keywords; it can change the way teachers and students try to deliver or explain the subject; it is one of the best ways to explain more about the subject; and it develops students' cognitive and learning processes to become more effective and efficient.

Moreover, using mind-mapping resulted in a favorable emotional domain among students. Many students appreciated the addition of mind-mapping exercises in English class, as well as the creative process that went along with it, which is consistent with the findings of Jiang (2020), Shdaifat et al. (2020), Wang and Dostál (2018), and Nasution (2020).

CONCLUSION

Students that used mind mapping have a more motivated approach toward learning and can enhance their English abilities. According to the research, around 84.3% of students contribute considerably. Furthermore, student engagement might be considered as less impediments in employing mind mapping in English language learning. Students appear to find the learning process more fascinating and inspiring.

Over the observation, the use of mind mapping in English language learning had favorable results. It demonstrates that as students were more acquainted with the application, their passion, engagement, and autonomous learning behavior greatly improved. The majority of students said it improved their learning experience. Overall, mind mapping aided learning by increasing student involvement and participation with English language activities.

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