



## Facilitating EFL Students in Maintaining Flow of Talks Using Mind Mapping

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### ABSTRACT

This case study discussed the use of mind mapping in sustaining the EFL students' flow of talks. Mind mapping was utilized to assist the participants in generating ideas, retaining vocabulary, making notes and tasks, and providing clear progress for presentations or talks. After mind mapping was introduced, the participants were asked to talk. They were also interviewed to obtain their general sense of how much mind mapping has contributed to maintaining the flow of their talks. These data were then analyzed qualitatively through the following stages: familiarizing with the data; generating initial codes; searching for themes; reviewing themes; defining and naming themes, and producing the report. The findings revealed that participants could sustain the entire talk, particularly the introduction and body as opposed to the conclusion. As for the conclusion, one did not use it at all in the first and second talks. This was primarily because such a student has a poor cognition process. Since mind mapping has had profound benefits to the target learners and the teachers, such as it could aid the desire to read, and uplift the competence of generating and organizing ideas. Explore its application in the teaching and learning process to maintain the flow of the talks is highly recommended.

### 1. Introduction

This study aims to discuss the use of mind mapping in supporting the EFL students' flow of talks. The occupation of mind mapping in this study is to facilitate and provide the training process for the target learners to map their ideas as a habit. Research suggests a strong connection between practicing mind mapping as a way to train metacognitive skills and learning outcomes (Iskandar, 2014). What Iskandar (2014) insinuates might offer possible solutions to issues encountered by most current students in this study (Astriani et al., 2020). For example, it is not always easy for students who have the vocabulary to chain logical ideas for their communication in the absence of training.

Research on mind mapping has gained tremendous attention (Buzan, 1990 & 1994; Buran & Filyukov, 2015), especially in teaching and learning (Buran & Filyukov, 2015; Bystrova & Larionova, 2015; Nihilkumar, 2016; Paxman, 2011). These studies suggest that mind mapping assists the target learners in developing their ideas effectively since they can see the divergent ideas on the map. Mind mapping provides numerous advantages for the target learners to deal with issues, generate ideas, retain vocabulary, organize notes, improve reading skills, manage assignments remember new vocabulary, take notes, enhance their reading skills, organize the tasks, and presentations (Buran & Filyukov, 2015).

The research on mind mapping for everyday language reveals that mind

mapping could engage target learners to explore social and psychological processes (Pennebaker, 2017). This is due to the notion that it could map the common words used by the speakers, and as a result, this will determine the level as well as the intention of addressing their communication (Pennebaker, 2017). Mind mapping does not only enhance speaking accuracy but also speaking complexity (Kazemi & Moradi, 2019). Beyond these, it also could improve both confidence and cognition (Astriani et al., 2020).

Regardless of some researches that have been conducted on mapping which yield great benefit for EFL learners to improve their communicative ability, there have not been many types of research that are particularly interested in looking at how to target learners narrate the step-by-step experience in using mind mapping to sustain their flow of talks. As such, this study accentuates its focus on: (1) To what extent mind mapping help students maintain the flow of the talks? (2) How do the students respond to the use of mind mapping in sustaining the flow of the talks?

### **1.1. The nature of mind mapping in language learning**

In general, mind mapping could help maintain the flow of the talks. Buzan (1991 & 1994) elucidates that mind mapping is a diagram in the form of a drawing, figure, map, chart, table, and graph used to exemplify words, ideas, and tasks. These are usually organized with central keywords or ideas to assist the target learners in generating, visualizing, organizing, and classifying ideas. The ultimate goal is how to target learners to see the connections between portions of information. The function of learning such connection of information would help maintain oral communication (Buzan, 1991 & 1994).

Pennebaker (2017) maintains that mind mapping is a graphic organizer to help take notes, organize thinking, and develop concepts. Furthermore, mind mapping could be able to show and present ideas in a relational framework. Understanding the nature of mind mapping should become the underlying reason why mind mapping should be integrated in teaching and learning English. Students are trained to think critically and see how one idea intertwines with other ideas.

### **1.2. Mind mapping could enhance speaking skills**

Undoubtedly, researchers are convinced that mind mapping is a beneficial tool to realize the ability of the target learners to communicate effectively. Pramono (2013) sees mind mapping as a strategy to provoke the target learners to improve their speaking skills in some aspects of language, which entails vocabulary, pronunciation, clarity, the naturalness of speech, and task achievement. This implicitly has a tremendously positive effect on students' language development if applied decently.

In what way mind mapping sustained oral communication produced by the students throughout the talks is paramount to be understood. Pennebaker (2017) outlined that mind mapping would promote specific skills in communication, such as keeping the main and central topic or idea to stand together with all its major sub-topics nearby. This focuses the target learners on seeing the connections and ideas easier to notice, making the learning more entertaining. Al-Jarf (2011) saw that this could enhance the quality of language learning. Al-Jarf (2011) maintained that students with strong visual skills would benefit from mind mapping because it enables learners to manage thought, direct learning, and make connections, and support the target learners to better organize, prioritize, and integrate the material presented in a course.

## **2. Method**

This study employed case studies (Creswell, 2014) to investigate the mind mapping used by three participants to maintain the flow of talks. The participants of this study were novice students. They have just attended the speaking class for three meetings in their first year. The reason for choosing such participants was that they had not been exposed to how to develop ideas in mind mapping. This will provide authentic information on how much mind mapping contributes to the growth of ideas.

In attempting to procure the data, the participants were assigned to draw two mind mappings. In the first one, they were asked to draw mind mapping on daily activities, and in the second one, they were asked to draw mind mapping on capital punishment. The participants were instructed to only use critical ideas in every branch of their mind mapping to support their ideas and see how such ideas are interwoven with one another.

Once the participants were done with their mind mapping, they were asked to talk for about 5 to 7 minutes, which is recorded. To analyze the recorded data, this study transcribed all the utterances produced by the participants. This then was analyzed using three indicators: introduction covers attention-getter, presentation structure, and preview; body covers activities and or position and details; conclusion covers restating the main idea of the talk. To enable the data to fit into the three categories, this study used coding (Braun & Clarke, 2006) to identify the patterns from such indicators. Before the data was finally presented, the mind mapping and the recording were reanalyzed to see how much it facilitated the students to maintain the flow of talks.

## **3. Findings and Discussion**

This part will firstly present the talks' finding by categorizing the introduction, body, and conclusion components. The talks are organized separately within one table. The first part of the finding will exhibit the development of ideas of daily activity as a student and continued with capital punishment. These are presented in the form of a table. The next part is the presentation of the interview result and followed up with a discussion.

### **3.1. Structure of the talk**

The presentation of transcription of the talk made by the students aimed to reveal the structure of the entire talk delivered by the students in the recorded video. The table 1 dan 2 elucidated how participants had better changes after having the second mind mapping.

In general, the elicitation of information in the first mind mapping in terms of introduction, body, and conclusion was somewhat diverse. The participants could outline the body of the talk regardless of some exhibited lengths of ideas that were still poor. In contrast to the introduction and conclusion, they found them quite challenging. Two participants could provide the talk with attention getter and preview and failed to present the presentation structure. The other one did not completely address any of the introduction's components. Concerning the conclusion, the three participants could not channel their talk to the conclusion.

This is obvious that the absence of training in generating ideas may hinder the participants from producing the desired result of a talk (Iskandar, 2014). Another argument for this failure would be students still bring their background

knowledge of how to convey a talk because feedback had not been provided at this stage. While it is understandable that students will have a good internal process aiming to achieve language learning competence after feedback given by the teacher (Musa, Mansor, Mufti, Abdullah, & Kasim, 2012). They maintained that students would be able to process and organize information after feedback had been provided.

Another interesting fact that the talks presented were the participants were still conflicted about the use of appropriate grammar and tenses. Since this study has a peripheral interest in grammar and tenses, this area of mistakes could be investigated in future research.

**Table 1.** The development of ideas for daily activities as a student

<b>Student 1</b>		
<b>Introduction</b>		
<b>Attention Getter</b>	<b>Presentation Structure</b>	<b>Preview</b>
Assalamu'alaikum wr.wb. Hello Sir. In my daily activity as a student actually, I have a program to evaluate my skill in English skill	In my program, I I have three ways to evaluating develop my skill in English	Today I'm going be to talk about my mapping, especially my daily activity as a student
<b>Body</b>		
<b>Activities</b>	<b>Details</b>	
Reading	I read a Narrative text, I read a Legend to get a lot of vocabularies such as Danau Toba, Sangkuriang, Timun Mas, and others. I read a grammar book to recall Grammar material again	
Watching	I like watching the conversation video because I can get a lot of new vocabulary. I can get a new phrase by watching the conversation videos. I like watching Motivation videos when I y to study or when I am lazy to make my assignment. I usually watch the Motivation video to make me excited to study again. Sometimes, I generally watch a cartoon movie when I feel bored or down, and it makes my day to be comfortable.	
Memorizing	I like memorizing vocabulary because it can improve my vocabulary in Speaking. I also like to memorize phrases to improve my English skill	
<b>Conclusion</b>		
There is no conclusion found in the talk		

**Student 2**

<b>Attention Getter</b>	<b>Presentation Structure</b>	<b>Preview</b>
Assalamu'alaikum wr.wb. Hello, Good Morning, everyone. I am Ulfa. (only greeting, and no attention getter)	There is no presentation structure found in the talk	Today, I will present my mind mapping about daily activity as a student.

**Body**

<b>Activities</b>	<b>Details</b>
Listening	Listening to music can add to my vocabulary at least 2-3 words daily, and I can memorize the lyrics easily. Listening to music also can train my pronunciation because I can follow the song by using the same accent or same pronunciation
Watching	I like watching YouTube because I can learn from native speakers. Also, I can learn a lot of tenses on YouTube. I usually watch a movie on TV, especially western movies, to improve my communication. Watching western movies on TV, I can find an Idioms

**Conclusion**

**There is no conclusion found in the talk**

**Student 3**

<b>Attention Getter</b>	<b>Presentation Structure</b>	<b>Preview</b>
No attention-getter was found in the talk	No presentation structure found in the talk	No preview was found in the talk

**Body**

<b>Activities</b>	<b>Details</b>
Attend Online classes using WhatsApp	WhatsApp is a communication application, meaning we should write some texts or sentence or type it to communicate to others. Then, WhatsApp is like a Multifunctional tool for us because WhatsApp has some functions like sending videos, and photos and sharing a link.

**Conclusion**

**There is no conclusion found in the talk**

**Table 2.** The development of ideas about capital punishment (agree and disagree)

<b>Student 1</b>		
<b>Introduction</b>		
<b>Attention Getter</b>	<b>Presentation Structure</b>	<b>Preview</b>
Assalamu'alaikum wr.wb. Hi, sir. In society, the death penalty is still a topic of discussion. some people disagree and agree with the death penalty.	Not only the society but also an expert in Indonesia have a different opinion about capital punishment.	Today I will be talking about my mind mapping, especially capital punishment.
<b>Body</b>		
<b>Position</b>	<b>Details</b>	
Agree	Jaksa Agung M. Prasetyo agrees about capital punishment in Indonesia because he thinks about the danger from criminal such as Drugs, premeditated murder, and terrorism. M. Prasteyo also say Capital Punishment is not something fun but must be done because of the danger false criminals deserve to get capital punishment	
Disagree	There is not deterred effect for criminals. There is no proven capital punishment can reduce crime. here is a more effective way for deterrence, such as jail and life imprisonment	
<b>Conclusion</b>		
I more reverse to Usman Hamid, there is no connection capital punishment can reduce the crime so that capital punishment is not used. But I more reverse jail or life imprisonment because we don't take life to prevent crime happens.		
<b>Student 2</b>		
<b>Attention Getter</b>	<b>Presentation Structure</b>	<b>Preview</b>
Assalamu'alaikum. Wr.wb. Hello, good morning, everyone. The death penalty is the heaviest prison sentence in this world because of a human right known as the right to life.	The death penalty or capital punishment is still pro and contra	Today I'm going to talk about the Death penalty or Capital punishment.
<b>Body</b>		
<b>Position</b>	<b>Details</b>	
Agree	The death penalty ensures justice is done	
Disagree	There are nine reasons. One of the reasons is that it was expensive for the taxpayer. Research has shown that it costs, on average, more than \$ 1 million to kill a person.	
<b>Conclusion</b>		
So, my conclusion is that if people commit a crime by taking another person's life, they should be punished with the same death.		

<b>Student 3</b>		
<b>Attention Getter</b>	<b>Presentation Structure</b>	<b>Preview</b>
Capital punishment, or the death penalty, is the last or the finish punishment given to the people with the heavy criminal. However, there are different points of view arguments about the death penalty or capital punishment (there is no greeting)	No presentation structure is found in the talk	Today I'm going to talk about the death penalty or capital punishment
<b>Body</b>		
<b>Position</b>	<b>Details</b>	
<b>Agree</b>	The people who agree said that the death penalty is effective. Capital punishment is absolute punishment. The death penalty is very effective for people with a heavy criminal. People who get the death penalty cannot be doing anything.	
<b>Disagree</b>	Capital punishment is not suitable for human rights. Many peoples disagree about Capital Punishment because it is not Ineffective	
<b>Conclusion</b>		
There is no conclusion found in the talk		

The second mind mapping presented clear progress in the introduction and body of the talk but not in conclusion. The opening was pleasing because all the participants almost could use all components of the introduction: attention-getter, presentation structure, and preview. Even though one of them fail to regard presentation structure in the talk. The progress of the body of the talk remained the same with the first mind mapping. Unlike conclusion, two of the participants could present their conclusion. However, one of them could not address any conclusion from the two-assigned talks.

This may indicate that mind mapping could help the target learners generate their ideas, as posited by (Astriani et al., 2020; Bystrova & Larionova, 2015; Lestari, Rahayu, Wibowo, M. E., 2020). These studies, indeed, emphasized that training through mind mapping better helps the target learners organize and present their talk. Although the transcribed talk presented some grammatical mistakes and insufficient information in the introduction, body, and conclusion, the changes that have been made proved that they had come along after being introduced with mind mapping.

To conclude the two presented tables, table 1 visualized that the participants have been able to generate the body of the talks, and two of them find it somewhat complicated to have a clear introduction. One of them only used greeting and preview as opposed to having a complete introduction, which entails attention getter and

presentation structure, and the other does not use the introduction. In contrast to the conclusion, the participants could still not preset it in the talks. This might suggest that the three participants are still paving their way to discerning the use of mind mapping decently. This possibly occurred because it was firstly introduced in the class.

As for how the body was generated, the table revealed that participants have expanded their ideas by providing details. This might indicate that mind mapping could be used as a learning model (Astriani et al., 2020). This is due to the notion that mind mapping could provoke students to think differently (Leeds et al., 2019). This could be seen in how the participants develop activities and provide such development of activities with details. In addition, it could assist the teacher in presenting effective teaching because the target learners could be trained to think critically and navigate their learning (Nikhilkumar D. Parikh, 2016).

Furthermore, the body of the talks from Tables 1 and 2 revealed that the participants have started to read and find more ideas to avoid having undeveloped presentations (Liu & Yuizonono, 2020; Nikhilkumar D. Parikh, 2016). What is more, reading activity will immensely affect their vocabulary growth (Johnson & Heffernan, 2006). This may mean that if the target learners did not desire to echo similar points when addressing their talk, they may need to incorporate mind mapping in generating ideas before having their talks (Paxman, 2011). Indeed, before introducing this to the participants, they were more likely to reiterate ideas and vocabulary during their entire talks.

### **3.2. Participants' Responses to the Use of Mind Mapping in Sustaining Flow of Talks**

Two questions were given to the participants. These aimed to procure their general sense when they used mind mapping for their talks. The divergent responses made by the participants were very much in line with the relevant literature, which state that mind mapping can sustain and, even beyond this, could develop ideas (Buzan, 1991 & 1994). The questions and responses are displayed as follows.

*What do you think of mind mapping?*

The participants agreed that mind mapping was useful and practical for them to use and facilitated them to speak. They indicated as follows:

Mind mapping can help me organize my talk so I can address my talk effectively. (S1, S2, and S3)

The above concerns the organization of the talk which helps the participants communicate effectively. This could be attained because a diagram used to organize ideas provokes the target learners to see what needs to extend from the existing ideas. Beyond this, such mapping could systematically navigate the target learners to talk. Other students think of its effectiveness in helping them remember what they want to talk about, as could be seen in the following excerpt.

It is a kind of simple note which helps me understand and remember what I want to talk about. (S1)



It is a tool that helps me to explain and present something to other people, and this will help the audience to be able to understand and remember the ideas of my talk. (S2)

Such excerpts may indicate that mind mapping presented central ideas, and the presentation should not be wordy. Instead, the speaker may extend the ideas using their own words. This, in fact, made the talks seem natural as opposed to having longer notes and reading them while conveying the talks. On top of this, generating ideas logically and systematically enables the listeners to grasp the gist of the talks. This was due to the notion that naturally listeners could follow uncomplicated ideas and retain the heard information a bit longer.

*In what way mind mapping helps you to speak?*

In response to this question, the participants revealed that branches of mind mapping show them the clear development of ideas and supporting ideas. They also emphasized that the branches could shun them to the repetitive talk. It assisted the target learners in generating, visualising, organising, and classify ideas. After completing the mind mapping, the students could mark which ideas were presented, which led them not to iterate the ideas and examples. One of the principles goals of mind mapping before a talk or any presentation is guiding target learners to see the connections between portions of information. Once this has been done decently, students would be able to maintain the flow of oral communication. The participants indicated as follows:

I like the branches as they can navigate me not to having repetitive ideas. I also can control and group my ideas. (S1, S2, and S3)

It helps me control and organize my ideas and information. (S1, S2, and S3)

I am not going to speak in a loop because I can see which point I have addressed and which one I have not addressed. (S2)

They also talked about other advantages of mind mapping, such as training the speaker to speak effectively and fluently. This may mean that the development of ideas from one branch to another could be seen clearly. Students may be aware of the sentences that they have used. In other domains of language learning, this could be considered a desirable tool to have the students be more self-regulated learners. They could spot what sentence variations they need to utilize to support their ideas. If this habit formed within the target learners, they would be speaking much better and more fluently. This could be seen in the following excerpt is presented.

It trains me to think of new ideas and a good range of sentences. (S2)

It helps me speak better and fluently (S1, S2, and S3)

One student specifically talked about the benefit of using pictures and colours on the map. This would help the speaker to feel a bit more relaxed when talking and having a presentation. The use of pictures and colours was very effective because they may elicit many different ideas and languages to support the elaboration of the talks. To the same degree, the use line could navigate the students and link their ideas effectively. These learning facilities that mind mapping has may provide a sense of relaxation when having a presentation, as seen in the following excerpt.

The use of pictures, lines, and colours s greatly impacted me so relax when presenting. (S2)

One student also talked about confidence in speaking. Confidence here would result from the freedom to talk about the topic using the background knowledge of the speakers. A graphic organizer used in mine mapping helped the target learners to take notes, organize thinking, and develop concepts. In addition to this, mind mapping could show and present ideas in a relational framework, which will finally help the target learners to depend heavily on the notes they have prepared. In other words, when mind mapping was used effectively, writing more extended notes for supporting ideas was no longer needed. In another excerpt below, a student said that mind mapping could even help the target learner with a good range of examples. This may potentially mean that the target learner was able to see how the addressed ideas throughout the talks could be supported with a different example. To another extent, the target learner was starting to be aware of the support of the talks. This could be used as a positive and potential guide for the target learner to enrich their support to the talk they are conveying. This could be seen in the following excerpts.

It helps me develop the explanation of materials freely without writing all supporting ideas on paper. (S2)

I can easily provide a good range of examples for each point I want to discuss. (S1)

Finally, one student said that mind mapping motivated her to read to get new ideas. The propensity to posit this idea because a good quality of a talk encompasses a good range of ideas and each idea must be sustained with clear elaboration. This elaboration ought to be provided with ample reliable examples. Reading enables the target learner to go against the use of monotonous ideas. In other words, mind mapping here was the trigger for this target learner to read for such reliable ideas and information, and this was done to avoid the iteration of ideas in the course of the talks. The other student also posited a similar view that mind mapping could help improve a good range of linguistic resources and ideas. Implicitly, this could be discerned that mind mapping can direct the target learner to think effectively of new words in the process of expanding ideas for a successful talk. This might potentially aid such learners in learning and retaining new comments and information naturally. The excerpts of the two target learners may be seen as follows:

It motivates me to read to develop my ideas. (S2)

If I can use mind mapping consistently, I can control the progress of my vocabulary and ideas. (S3)

Concerning the participants' responses, the majority of the studies have revealed akin benefits in the use of mind mapping in assisting the target learners to be able to talk with a good collection of ideas (Kazemi & Moradi, 2019; Leeds, Kudrowitz, & Kwon, 2019). This can be seen in exhibited tables 1 and 2 in which the participants have come along in integrating components of the introduction and body of the talks. Regardless of some grammatical mistakes and inappropriate word choices, the

participants have shown clear progress, which could be validated as a progression of language learning.

The incapacity of one participant to include a conclusion in the conversations could prompt an allegation that mind mapping failed to sustain the talks. However, this inability is assumed to reduce as the utilization of mind mapping keeps going. The inclination of this belief to be trusted could be seen from the development of other areas of the talks, such as in the attention getter and presentation structure. As a whole, the target learners could sustain the talks because of the critical thinking practice practised throughout the writing process of mind mapping.

One way to hone critical thinking is by engaging the target learners with mind-mapping-related activities (Wu & Wu, 2020). This, indeed, could sustain the target learners to think and utter what they are going to say, as revealed in the following excerpt “mind mapping can help me organize my talk and so I can address my talk effectively”. This may mean that mind mapping enabled the ability to organize the talk. Moreover, the exhibition of the mapped ideas has facilitated the target learners to be capable of generating ideas simply and effectively.

On top of this, the participants also gave credit to the use of mind mapping in assisting them in retaining the information that they wanted to convey, as stated in the following excerpt “it is a kind of simple note which helps me understand and remember what I want to talk about”. This posited that the target learners might take enormous benefits in using it, such as aiding the students in retaining information. In many cases, a failure of a talk or presentation happened because the students could not recall the information or ideas that they were going to say. The benefits and the competence of the participants in communicating their ideas in the talk seemed to link back to what Busan suggested in the benefit of mind mapping (Wu & Wu, 2020) in which it could maximize the thinking process work optimally.

#### **4. Conclusion**

This research has shed the light on how to counter the majority of target learners’ nightmares in sustaining the flow of the talks. Both the result of transcription of the talks and the participants' responses revealed that the target learners could sustain the flow of the talks. Indeed, mind mapping could trigger the students to produce more words from one mind mapping to another. As for the students' response to the use of mind mapping in sustaining the talks. They exposed that mind mapping is of tremendous benefit to the participants because they are more likely to read, organize and avoid reiterated ideas, remember ideas easily, produce a good range of sentences and examples, and reduce the level of stress during the talks.

The pedagogical implication of this research is that both the EFL students and teachers need to revisit mind mapping for a better improvement of ideas in a talk or presentation. Beyond this, mind mapping could also be used to train the students to use different vocabulary to sustain their ideas. On top of this, mind mapping could trigger the target learners to read for ideas which eventually would help students to personalize and internalize the information of what they have read for any related future conversation. For a better investigation of the target learners’ progress in their language learning process, the teachers must carefully transcribe the elaboration of the talk or presentation of the target learners and match it with their mind mapping. This

will provide the teachers with clear information on what needs to maintain and develop of the target learners' skills in communication.

As a researcher and writer, I fully acknowledge that if the provision of feedback had been given sufficiently and effectively, the participants would have produced lesser mistakes in word choice and grammar use. To a greater extent, this will help them be aware of their unconscious mistakes. Provided that this is done appropriately the target learner will gain multiple benefits. In other words, they will not only learn how to speak decently with a good range of lexical and grammatical choices but also they could speak with excellent and systematic development of ideas and examples. Finally, the provision of mind mapping in a learning process as part of an attempt to sustain ideas when talking is highly advisable for language teachers.

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