

**EFL TEACHER'S REFLECTION ON
EMPLOYING MIND MAPPING AS A
WRITING PREPARATION TECHNIQUE**

A THESIS

Submitted in Partial Fulfillment of the Requirement
for Gaining the Bachelor Degree of English language
Education



By:

ANISATUL UYUN
Student Number: 1803046123

**ENGLISH EDUCATION DEPARTMENT
EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI WALISONGO
SEMARANG
2022**

THESIS STATEMENT

I am the student with the following identity:

Name : Anisatul Uyun

Student Number : 1803046123

Department : English Education Department

State that this thesis entitled **“EFL TEACHER’S REFLECTION ON EMPLOYING MIND MAPPING AS A WRITING PREPARATION TECHNIQUE”** is purely my work. I am responsible for the content of the thesis. Other writers’ opinion and findings in this thesis are quoted or cited based on ethical standards.

Semarang, 29 September 2022

Writer,



Anisatul Uyun

SN: 1803046123



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387

RATIFICATION

Thesis with the following identify:

Title : EFL TEACHER'S REFLECTION ON EMPLOYING MIND
MAPPING AS A WRITING PREPARATION TECHNIQUE
Name of Student : Anisatul Uyun
Student's Number : 1803046123
Department : English Language Education

It has been approved by the board of examiners of the Education Teacher Training Faculty of the Walisongo State Islamic University and can be accepted as one of any requirements for achieving the Bachelor's Degree in English.

Semarang, 28 September 2022

THE BOARD OF EXAMINERS

Chairperson,

Lulut Widyaningrum, M.Pd
NIP. 19800803 200901 2 010

Secretary,

Dr. Siti Tarqiyah, M.Hum
NIP. 19721108 199903 2 001

Examiner I,

Dra. Hj. Ma'rifatul Fadlilah, M.Ed
NIP. 19670803 198903 2 003

Examiner II,

Nadiyah Ma'mun, M.Pd
NIP. 19781103 200701 2 016

Advisor

Lulut Widyaningrum, M.Pd
NIP. 19800803 200901 2 010

ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

ADVISOR NOTE

To

The Dean of Education and Teacher Training Faculty

Walisongo State Islamic University Semarang

Assalamu'alaikum Wr. Wb.

I inform that I have given guidance, briefing, and correction to whatever extent of the following thesis identification:

Name of Student : Anisatul Uyun

Student Number : 1803046123

Department : English Education

Title : **EFL TEACHER'S REFLECTION ON EMPLOYING MIND
MAPPING AS A WRITING PREPARATION TECHNIQUE**

I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training at Walisongo State Islamic University Semarang to be examined at the Munaqosah session

Wassalamu'alaikum Wr. Wb.

Semarang, 12 September 2022

Advisor,

Lulut Widyaningrum, M.Pd.
NIP. 19800803 200901 2 010

ABSTRACT

Title : EFL Teacher's Reflection on Employing
Mind Mapping as a Writing Preparation
Technique

Writer : Anisatul Uyun

Student Number : 1803046123

This research aimed to describe the EFL teacher's reflection on employing mind mapping as a writing preparation technique, what are the difficult things faced by EFL teacher on employing mind mapping, what are the EFL teacher's strategies for overcoming the difficult things on employing mind mapping. This study used qualitative descriptive research and applied in-depth interviews to collect the data. The result of the study shows that although there are some advantages, the EFL teacher also faced some difficult things when employing mind mapping as a writing preparation technique. And to overcome the difficult things, the EFL teacher prepare other teaching media, provides an ice-breaking, prepared a lesson plan, planning the teaching activities in different scenarios, improving the skill of drawing and developing the skill of technology.

Keyword: *Reflection, EFL teacher's reflection, mind mapping, writing preparation technique*

MOTTO

حَا سَبُوا أَنْفُسَكُمْ قَبْلَ أَنْ تُحَا سَبُوا وَتَزَيَّنُّوا لِلْعَرْضِ الْأَكْبَرِ

*“Correct yourselves before you are judged and decorate
(with good deeds) for a great performance (on the Day of
Resurrection)” (HR Tirmidzi)*

DEDICATION

All praises to Allah SWT, the creator of everything in the universe who had given me a healthy body, taking care of me all the time, given me the opportunity to study at UIN Walisongo Semarang, and given me the opportunity in finishing this thesis.

The thesis is dedicated to:

1. My self, Anisatul Uyun
2. My lectures and my University, UIN Walisongo Semarang
3. My Family, especially my two lifelines, my mother and father (Mrs. Ummi and Mr. Alwi)

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The writer would like express her highest gratitude to:

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7. Ummi H. Aufa Abdullah Umar, A.H as my parent and my spiritual teacher thank you a lot for your love, admonition, and experience.
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9. The writer's family members, her little brothers, Ahmad Latif, Muhammad Syahrul Futtuh, Muhammad Syarif Hidayatullah, and Muhammad Irfan Badruzzaman for their care and love.
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The writer realizes that this thesis is not complete. Therefore, the writer needs some suggestions to make it better. Hopefully, this thesis is useful for writers and for readers.

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CHAPTER I

INTRODUCTION

This chapter describes the background of the research, the research questions, the purpose of the research, the significance of the research, and the limitations of research problems.

A. Background of Study

The basic skills required for EFL learners are listening, speaking, reading and writing. According to Ben Chang and Fang Chen Lu, writing is the most challenging for EFL students among these four basic skills because it imposes organizational constraints and linguistic fit on the product.¹ The success of EFL students' writing task depends on how well their information and ideas are conveyed and organized. Thus, pre-writing activities are needed to facilitate the writing process before formal writing exercises.

¹ Ben Chang and Fang Chen Lu, 'Social Media Facilitated English Prewriting Activity Design and Evaluation', *Asia-Pacific Education Researcher*, 27.1 (2018), 33–42 <<https://doi.org/10.1007/s40299-017-0363-0>>.

Writing is basically the process of expressing ideas, and good writing comes from good preparation and good thinking.² As a main part of the writing process, pre-writing plays and facilitates an important in the design of writing, as well as it helps writers in setting goals, organizing, brainstorming and deciding text structure. The stage of pre-writing is known as the activity that inspires students to write, inspires winning thinking, and prevents them from standing in front of a blank sheet of paper to generate ideas and gather information about writing. It involves some strategies: free writing, brainstorming, clustering, outlining, etc.³ It is necessary to use the right method in writing preparation. Innovative and creative learning must be

² Rafidah Abd Karim, Abdul Ghani Abu, and Farah Natchiar Mohd Khaja, "Brainstorming Approach and Mind Mapping in Writing Activity," *1st English Education International Conference (EEIC)* (2016): 423.

³ Narmeen Mahmood Muhammad, 'The Effect of Using Concept Mapping as a Pre-Writing Stage Strategy on Iraqi EFL College Students' Achievement in Essay Writing The Effect of Using Scaffolding Strategies on EFL Students' Reading Comprehension Achievement View Project', *ResearchGate*, December, 2018
<<https://doi.org/10.13140/RG.2.2.29464.93441/1>>.

realized by the teacher also to facilitate the process of transfer of knowledge and transfer of value.⁴

The concept of creative learning and innovative learning style is a learning style that combines theoretical, application in daily life and care for the needs and problems faced by society. Besides being useful in the development of science itself, creative and innovative learning also can solve the problems that exist in society. With this, students have learning experiences and life skills that will be taken as provisions for life.⁵

One finding that appears to anticipate the learning paradigm above is the application of innovative learning-oriented approaches such as the Mind Map method.⁶ A mind map, according to Buzan is the easiest way to input the information into the brain and extract information from the brain (Buzan, 2006).⁷

⁴ Tri Riya Anggraini, “Menulis Dan Mencatat Dengan Menggunakan Metode Peta Pikiran (Mind Mapping),” *Jurnal Bindo Sastra* 1, no. 1 (2017): 52.

⁵ <https://satuguru.id/menjadi-guru-yang-kreatif-dan-inovatif/>, retrived on August, 14th March 2022

⁶ Anggraini.

⁷ Tony Buzan, “*Buku Pintar Mind Map*”, Jakarta: PT Gramedia Pustaka Utama, (2005): 4.

A mind map can be used in teaching English writing, which is beneficial to fostering students' improvement in writing skills, improving students' self-reflection and self-efficacy, and helping students to recognize common types of writing errors. This is because the characteristic of a mind map is the same as the characteristics of human thought.⁸ Human thinking is divergent and jumping, which is consistent with the divergence of the mind map tree. Human beings have certain sensitivity to color, which can help humans deepen their memory and help human distinguish things. Humans can capture image information more quickly than text information and it less likely to be forgotten. Humans' memory of phrases and short sentences is better than that of large paragraphs of text. Therefore, the four characteristics of mind maps are consistent with the characteristics of human thinking.

Edward explains that mind mapping has several advantages including the process of making mind mapping is fun because it does not only rely on the left

⁸ Xiuli Gou, Peng Zhang, and Wenwei Jia, 'Mind Map and Its Application in English Teaching', *ACM International Conference Proceeding Series*, 2021, 1010 <<https://doi.org/10.1145/3456887.3457451>>.

brain and it is easy to remember because mind map attracts the attention of the eyes and brain.⁹ With the mind mapping method, there is an extraordinary interaction between the two hemispheres of the brain so that it triggers creativity which makes it easier for students in the writing process. Typically, students develop using the potential of both brains and an increase in some aspects will be achieved, such as understanding, creativity, and comprehension is achieved, allowing students to create sentences through mind mapping. In preparation for writing, mind mapping makes it easy for a writer to make an outline so that later in writing the author does not come out of the conceptual framework. In every kind of writing such as persuasive, recount, argumentative, descriptive, and narrative the mind mapping strategy can be used and also used to explore various topics in writing.¹⁰

⁹ Tyas Sri Utami, “Penggunaan Metode Peta Pikiran (Mind Mapping) untuk Meningkatkan Kemampuan Menulis Argumentasi Pada Siswa Kelas X.1 SMA Negeri 1 Slogohimo Tahun Ajaran 2010/2011,” *Thesis*, (2011): 8

¹⁰ Rafidah Abd Karim, Abdul Ghani Abu, and Farah Natchiar Mohd Khaja. *1st English Education International Conference (EEIC)*, (2016): 425.

Recently, reflection theory has been widely used in various teacher education programs to help teachers clarify their ideas about teaching practice and evaluate these ideas in learning.¹¹ Teachers can deal with unexpected and uncertainty conditions in the classroom and school through reflection. Reflection motivates us to critically evaluate ourselves, our attitudes and current beliefs, and our interactions with the students and others at school.¹² In reflection, people recalling, reviewing and evaluating their experiences usually in relation to improving their practice and deepening their understanding of that experience.¹³

Reflective practice becoming a very prominent idea within development programs and teacher

¹¹ Atilla Çimer, Sabiha Odabaş Çimer, and Gülşah Sezen Vekli, “How Does Reflection Help Teachers to Become Effective Teachers?,” *International J. Educational Research* 1, no. 4 (2013): 133.

¹² Atilla Çimer, Sabiha Odabaş Çimer, and Gülşah Sezen Vekli, “How Does Reflection Help Teachers to Become Effective Teachers?,” *International J. Educational Research* 1, no. 4 (2013): 133.

¹³ Atilla Çimer, Sabiha Odabaş Çimer, and Gülşah Sezen Vekli, “How Does Reflection Help Teachers to Become Effective Teachers?,” *International J. Educational Research* 1, no. 4 (2013): 135.

education¹⁴ resulting in an abundance of study on reflective practices in many fields of teacher education¹⁵, and teaching.^{16 17 18} Reflective practice has gained popularity in the language teaching context, focusing on pre-service, in-service, less experienced and experienced English language teachers.

¹⁴ Thomas S.C. Farrell, 'Anniversary Article: The Practices of Encouraging TESOL Teachers to Engage in Reflective Practice: An Appraisal of Recent Research Contributions', *Language Teaching Research*, 20.2 (2016), 223–47 <<https://doi.org/10.1177/1362168815617335>>.

¹⁵ Frederick L. Nelson, Libbi R. Miller, and Cathy Yun, "It's OK to Feel Totally Confused": Reflection without Practice by Preservice Teachers in an Introductory Education Course', *Reflective Practice*, 17.5 (2016), 648–61 <<https://doi.org/10.1080/14623943.2016.1197113>>.

¹⁶ Sheng Wen Hsieh and others, 'Effects of Teaching and Learning Styles on Students' Reflection Levels for Ubiquitous Learning', *Computers and Education*, 57.1 (2011), 1194–1201 <<https://doi.org/10.1016/j.compedu.2011.01.004>>.

¹⁷ Liangyue Lu, 'Cultivating Reflective Practitioners in Technology Preparation: Constructing Tpack through Reflection', *Education Sciences*, 4.1 (2014), 13–35 <<https://doi.org/10.3390/educsci4010013>>.

¹⁸ Kym M. Simoncini, Michelle Lasen, and Sharn Rocco, 'Professional Dialogue, Reflective Practice and Teacher Research: Engaging Early Childhood Pre-Service Teachers in Collegial Dialogue about Curriculum Innovation', *Australian Journal of Teacher Education*, 39.1 (2014) <<https://doi.org/10.14221/ajte.2014v39n1.3>>.

In this era of change and the ongoing complexity of education and technology, it is becoming increasingly important for teachers to become reflective practitioners, assessing and contextualizing their own teachings.¹⁹ In practice, English teacher does not know their strengths and weakness in the use of mind mapping in writing preparation for student learning. Many studies only discuss how to apply mind mapping to improve writing skills without any reflection from the teacher who teaches.

Based on the description above, it is shown how important the teacher to reflect in the implementation of mind map as a writing preparation. Thus, the researcher conducts this research “*EFL Teachers’ Reflection on Employing Mind Mapping as a Writing Preparation Technique*”.

¹⁹ Grace Oakley, Mark Pegrum, and Shannon Johnston, ‘Introducing E-Portfolios to Pre-Service Teachers as Tools for Reflection and Growth: Lessons Learnt’, *Asia-Pacific Journal of Teacher Education*, 42.1 (2014), 36–50 <<https://doi.org/10.1080/1359866X.2013.854860>>.

B. Research Questions

Based on the background of the study, this research sought answers to the following research questions:

1. How does EFL teacher employ mind mapping as a writing preparation technique?
2. What are the difficult things faced by EFL teacher on employing mind mapping as a writing preparation technique?
3. What are the EFL teacher's strategies for overcoming the difficult things on employing mind mapping as a writing preparation technique?

C. Objectives of the Study

The aims of the research are to find out:

1. How does EFL teacher employ mind mapping as a writing preparation technique.
2. What are the difficult things faced by EFL teacher on employing mind mapping as a writing preparation technique.
3. What are the EFL teacher's strategies for overcoming the difficult things on employing mind mapping as a writing preparation technique.

D. Significances of the Study

This research is expected to provide the benefits as follows:

1. Theoretical Significance:

This research can enrich existing theories about the implementation of reflection in various contexts and is expected to become a source information for the readers about the EFL teacher's reflection on employing mind mapping as a writing preparation.

2. Practical Significances

This researcher hopes that the result of this research can provide some positive contribution in the context of teachers' reflection. The result of this research is expected to provide a source of information for the researcher and the field of education. The writer hopes that the result of this research can be useful for:

a. For the teacher

- a) This research can encourage the teacher to be used the material for consideration in the preparation for writing lessons and develop their

own reflection on employing mind mapping as a writing preparation

- b) By doing reflection can provide benefits for EFL teachers at the junior high school level on what aspects they should consider in the teaching and learning process.
- c) As a reference for EFL teachers, especially at the junior high school on how to reflect on employing mind mapping as a writing preparation technique.

b. For the Researcher

As one of the requirements, the research can assist and be valuable to the researcher in repairing and finishing the research. The researcher hopes that the research will be useful to readers.

c. For the Other Researchers

The research can be useful to the next researcher who is working on a similar topic. Hopefully, the next researcher will be able to dig up more information on the same topic.

CHAPTER II

LITERATURE REVIEW

This chapter aims to explain the theoretical basis used in this research. It includes components of writing skill, reflection, and mind mapping. This chapter also provides theoretical answer to research questions through theoretical framework.

A. Previous Research

Considering the topics discussed in this research, there are some studies have been done related to this topic, given the topics covered in this research:

1. *Student Teachers' Patterns of Reflection in the Context of Teaching Practice*. A European Journal of Teacher Education by Auli Toom, Jukka Husu & Sanna Patrikainen.

Through a detailed analysis of various patterns of reflection in the student-teacher portfolio, this study aims to identify different patterns of reflection in teacher-student written pedagogical reflection and how written reflection contributes to student-teacher learning and practical knowledge. It attempts to gain a better

understanding of the process and results of creating a portfolio in the context of teaching practice. Six main starting points for reflective episodes and some of the patterns below can be determined by analyzing the portfolio text. Furthermore, the pattern of reflective episodes was examined in terms of their deductive and inductive dimensions, as well as static and dynamic. Data were collected from eight teachers during their last teaching practice period. The findings suggest that student teachers may be able to reflect on more than just practical issues of practice and elaborate on them integratively and learn from theory and practice as a result of reflection on their future profession.²⁰

2. *Student Teachers' Perceptions of Feedback as an Aid to reflection for Developing Effective Practice in the Classroom*, a European Journal of Teacher Education by Hazel Crichton and Fransisco Valdera Gil

²⁰ Auli Toom, Jukka Husu, and Sanna Patrikainen, 'Student Teachers' Patterns of Reflection in the Context of Teaching Practice', *European Journal of Teacher Education*, 38.3 (2015), 320–40 <<https://doi.org/10.1080/02619768.2014.943731>>.

The goal of this study was to discover student's perceptions on how to develop a reflective perspective on their classroom practice through lesson evaluation, aided by feedback and research literature, in order to improve their competence in areas they believe are important for their progress. The purpose of this study is to investigate how student teachers become aware of different types of feedback and how they interpret it. This study describes what students believe helps them develop a reflective approach to practicing their classroom in their first teaching location and what challenges they face in developing a reflective approach to teaching and learning. Data was gathered through essays and interviews with 25 students studying to teach modern language subjects, ranging in age from 23 to 42 years. The findings revealed that there were three main sources of feedback that they considered to be useful in evaluating learning successes and shortcomings, namely, mentor feedback and student feedback. These resources enable them to consider cause and effect as well as

the next steps that should be taken to improve their practice.²¹

3. *Reflective Journal Writing: Exploring In-Service EFL Teachers' Perceptions*. An ELSEVIER Journal System by Arman Abednia, et.al.

This study aims to determine the perceptions of in-service EFL teachers regarding reflective journal writing. This research attempts to answer some of the main questions posed in the discussion regarding reflective journal writing, there are: what are the benefits of writing a reflective journal; what challenges do you face when writing a reflective journal, and what are the solutions that can solve the problem. The findings of this study indicate that writing a reflective journal is useful for things like growing self-awareness and expanding personal understanding. The teacher's lack of understanding of writing reflective journals and necessary there is encouragement for student teachers to read and

²¹ Hazel Crichton and Francisco Valdera Gil, 'Student Teachers' Perceptions of Feedback as an Aid to Reflection for Developing Effective Practice in the Classroom', *European Journal of Teacher Education*, 38.4 (2015), 512–24 <<https://doi.org/10.1080/02619768.2015.1056911>>.

comment on journals each other in a constructive and dialogical manner.²²

4. *Mediating Pedagogical Innovation via Reflective Practice: a Comparison of Pre-Serve and In-Service Teachers' Experiences*, a Journal of Reflective Practice by Martin East.

This study aims to determine the experience between pre-service and in-service teachers in implementing Task-Based Language Teaching (TBLT), which is a curriculum innovation in New Zealand. This study attempts to answer the question of whether there is a difference between pre-service and in-service teachers. This study provides a comparison between pre-service teachers and in-service teachers with data collected through critical reflection. The data is taken from quantitative frequency data and illustrative comments that suggest the value of reflection on the teacher's thinking (pre-service and in-service). The findings of this study suggest that teacher education, when combined with reflective practice, can make a

²² Arman Abednia and others, 'Reflective Journal Writing: Exploring in-Service EFL Teachers' Perceptions', *System*, 41.3 (2013), 503–14 <<https://doi.org/10.1016/j.system.2013.05.003>>.

difference in both pre-service and in-service teacher understanding and practice. This research proves that participants in both programs are able to utilize critical reflection as a useful tool to develop and improve their teaching.²³

5. *Pre-Service Elementary School English Teachers' Learning and Reflection through Simulated Teaching Practice and Oral Interviews*, a journal of Reflective Practice by Chin Wen Chien.

This study employed a case study to examine how pre-service elementary school English teachers learned and reflected after integrating practice teaching and simulated oral interviews into a Taiwanese language teacher education program. According to the findings, the participants had never before participated in oral interviews based on films, peers' response cards, and reflection. Their contextual reflection was fostered and located in a social setting where they employed reflection tools (their instructor's comments, peers comments, and

²³ Martin East, 'Mediating Pedagogical Innovation via Reflective Practice: A Comparison of Pre-Service and in-Service Teachers' Experiences', *Reflective Practice*, 15.5 (2014), 686–99 <<https://doi.org/10.1080/14623943.2014.944128>>.

seeing classmates present) to assist them in analyzing their own weaknesses and strengths.²⁴

Based on the previous point of the study, it shows there have been several studies on reflection with several different methods, subjects and themes. What makes this research different from previous research is the research location, and research subjects and this study explains how an EFL teacher reflect on employing mind mapping technique in writing preparation. This study discusses the reflection of an English teacher at SMPN 18 Semarang.

B. Literature Review

1. Reflection

John Dewey defined reflection as the process of critically evaluating one's own decisions and actions and making sense of them in light of the experience.²⁵ Additionally, he also described reflection as an active,

²⁴ Chin Wen Chien, 'Pre-Service Elementary School English Teachers' Learning and Reflection through Simulated Teaching Practice and Oral Interviews', *Reflective Practice*, 15.6 (2014), 821–35 <<https://doi.org/10.1080/14623943.2014.944139>>.

²⁵ Rebekkah Middleton, 'Critical Reflection: The Struggle of a Practice Developer', *International Practice Development Journal*, 7.1 (2017), 1–6 <<https://doi.org/10.19043/ipdj.71.004>>.

ongoing, and rigorous study of any belief or form of knowledge presumptively assumed on the basis of the grounds that support it and the subsequent conclusions that lead to it.²⁶

Haton and Smith defined reflection as deliberate thought about action with the goal of improving it.²⁷ Furthermore, reflection as defined by Loughran, is a valuable practice that allows teachers to gain a better understanding of what teaching entails and how they can improve their own practice.²⁸

Meanwhile, Rogers distills Dewey's writing into four criteria defining reflection and his perceived purpose. Rogers' conclusion on educator's and teacher candidates' understanding and promotion of reflective

²⁶ Abednia and others., ELSEVIER Journal, (2013): 503-504

²⁷ Daniel Bergman, 'Comparing the Effects of Classroom Audio-Recording and Video-Recording on Preservice Teachers' Reflection of Practice', *Teacher Educator*, 50.2 (2015), 127-44 <<https://doi.org/10.1080/08878730.2015.1010054>>.

²⁸ Betil Eröz-Tuga, 'Reflective Feedback Sessions Using Video Recordings', *ELT Journal*, 67.2 (2013), 175-83 <<https://doi.org/10.1093/elt/ccs081>>.

practices. Rogers' four reflection criteria are as follows²⁹:

- a. As a student progresses from one experience to the next, reflection helps them make sense of how those experiences relate to and connect to other experiences and concepts. It is the thread that enables continuous learning and ensures individual and, ultimately, societal progress. It is merely a means to an end.
- b. Reflection is a method of thinking that is systematic, rigorous, and disciplined way of thinking, with roots in systematic inquiry.
- c. Reflection must take place in society, in interaction with other people.
- d. Reflection necessitates a mindset that values one's own and others' personal and intellectual growth.

Reflection is defined and interpreted differently by different academics and researchers, but they all

²⁹ Cathy A Thorsen and Simone Devore, 'International and Multidisciplinary Perspectives Analyzing Reflection on/for Action : A New Approach', *Reflective Practice*, 14, 1.March 2013 (2013), 88/103
<file:///C:/Users/User/AppData/Local/Temp/14623943.2012.732948.pdf>.

agree that it is a desirable attitude and behaviour.³⁰ Reflections are classified into three types: reflection-in-action, reflection-on-action, and reflection-for-action. Schön discussed reflection-in-action as reflecting while performing an activity, and reflection-on-action is thinking about what has happened during a previous even. The main goals in both of these situations are to try to understand what has happened or is happening, and to investigate the performance, revealing tacit knowledge and providing an opportunity to improve performance.³¹ Van Manen defined reflection-for-action as reflection before action or anticipatory reflection. According to Van Manen, teachers use reflection not only to solve problems that arise during the course of teaching, but also to consider potential problems or situations that may arise in future teaching. In other words, reflective practitioners can identify their strengths and weakness, evaluate the strategies or techniques they use in their classrooms, and thus

³⁰ Çimer, Odabaş Çimer, and Vekli. *International J. Educational Research*, Vol.1 Issue 4, (2013):134.

³¹ John P. Wilson, 'Reflecting-on-the-future: A Chronological Consideration of Reflective Practice', *Reflective Practice*, 9.2 (2008), 177–84 <<https://doi.org/10.1080/14623940802005525>>.

improve their teaching practices by overcoming anticipated problems or situations through reflection-for-action.³²

Reflections are classified by time, type, and competency, according to Calandra. Teacher candidate may reflect in action, on action, and for action in terms of time. Van Manen (1977) proposed three types of reflection lenses: technical rationally, critical reflection, and contextual reflection. Knowledge, skills and dispositions are all part of the competency lens. (Calandra et al., 2009).³³

2. How to Develop Skills of Reflection

The reflective cycle, according to Gibbs, consists of six stages of reflection and action following an experience.³⁴

³² Elif Burhan-Horasanlı and Deniz Ortaçtepe, 'Reflective Practice-Oriented Online Discussions: A Study on EFL Teachers' Reflection-on, in and for-Action', *Teaching and Teacher Education*, 59 (2016), 372–82 <<https://doi.org/10.1016/j.tate.2016.07.002>>. *Teaching and Teacher Education* 59 (2016): 373.

³³ Chien, 'Pre-Service Elementary School English Teachers' Learning and Reflection through Simulated Teaching Practice and Oral Interviews'.

³⁴ Colin Paterson and Judith Chapman, 'Enhancing Skills of Critical Reflection to Evidence Learning in Professional

- a. Description. What happened is described by the therapist.
- b. Feelings. Thoughts and feelings that occurred at the time are investigated.
- c. Evaluation. An analysis is performed by identifying what was positive and challenging about the experience.
- d. Analysis. This analysis entails making sense of the situation and acknowledging the impact that it had on the therapist's professional practice.
- e. Conclusion. Literature is explored and colleagues are consulted at this time (though it can happen at any point in the cycle) to better understand the situation and determine what else could have been done.
- f. Action plan. A future plan of action is developed, outlining alternative approaches should this or a similar situation arise in the future.

2. Reflective Practice

Reflective practice has a long history and is rooted in philosophy, specifically Dewey's work on

Practice', *Physical Therapy in Sport*, 14.3 (2013), 133–38
<<https://doi.org/10.1016/j.ptsp.2013.03.004>>.

reflective thinking for personal and intellectual growth.³⁵ Reflective practice, as defined by Dewey, is a systematic problem-solving process in which teachers deliberate thoughtfully dwell on a specific event, incident, or situation.³⁶ Reflective practice, in the opinion of Farrel, enables educators to pause, consider where they are right now, and decide where they want to go (professionally) in the future.³⁷ According to Newell, the essence of reflection is the interaction of experiences that takes place in a collegial setting, encouraging social responsibility, efficacy, flexibility and consciousness.³⁸

Reflective practice is defined as an active, dynamic, action-based and ethical set of skills applied

³⁵ Mary Ryan, 'The Pedagogical Balancing Act: Teaching Reflection in Higher Education', *Teaching in Higher Education*, 18.2 (2013), 144–55
<<https://doi.org/10.1080/13562517.2012.694104>>.

³⁶ Burhan-Horasanlı and Ortaçtepe.

³⁷ Elif Burhan-Horasanlı and Deniz Ortaçtepe, "Reflective Practice-Oriented Online Discussions: A Study on EFL Teachers' Reflection-on, in and for-Action," *Teaching and Teacher Education* 59 (2016): 373Burhan-Horasanlı and Ortaçtepe.

³⁸ Chin Wen Chien, 'Analysis of a Language Teacher's Journal of Classroom Practice as Reflective Practice', *Reflective Practice*, 14.1 (2013), 131–43
<<https://doi.org/10.1080/14623943.2012.732951>>.

in real time to real, complex and difficult situations.³⁹ Reflective practice's basic premises that it assists teachers in applying theory to practice, leads to improved classroom practice, and allows practitioners to grow professionally by learning from classroom-related experience.⁴⁰

3. Concept of Writing

Harmer defined that writing is a way to produce language and express feeling, idea and opinion. Furthermore, he explains that writing is a process that what individuals write is often heavily affected by the constraints of genres, and then these components have to be introduced in learning activities.⁴¹ It means that writing is a way to produce language that comes from our idea. The idea, opinion or feeling developed as a result of writer's work. Additionally, it is a physical

³⁹ Kathryn Pavlovich, 'The Development of Reflective Practice through Student Journals', *Higher Education Research and Development*, 26.3 (2007), 281–95 <<https://doi.org/10.1080/07294360701494302>>.

⁴⁰ Andrzej Cirocki and Handoyo Puji Widodo, 'Reflective Practice in English Language Teaching in Indonesia: Shared Practices from Two Teacher Educators', *Iranian Journal of Language Teaching Research*, 7.3 (2019), 15–35.

⁴¹ Jeremy Harmer, *How to Teach Writing*, Longman: Pearson Education Limited, (2004): 31

practice that aids in the writer's ability to put their thoughts into coherent language.

People must organize their speech such that the readers will understand it in order for communication to be successful. Therefore, writing in particular must be coherent and cohesive.⁴² Coherence means the connection of thought and points that will be conveyed, while cohesive means the arrangements of thoughts, knowledge, words, and other things used in written language into sentences that are grammatically well understood by the reader so that both can communicate with each other.

4. Characteristic of Writing Process

The writing process, according to Harmer, involves a series of steps that lead to the creation of a finished piece of writing. There are four elements:

a. Planning

A plan is a set of actions taken to accomplish a goal. The planning stage is critical because it is where the purpose of writing is determined. This could include extensive notes.

⁴² Jeremy Harmer, *How to Teach Writing*, Longman:Pearson Education Limited, (2004): 246.

b. Drafting

Drafting is the process of writing down all ideas and thought on pieces of paper, which can be very rough. This phase requires editing to ensure that the text is correct; it is assumed that this is the first draft of a pieces of writing.

c. Editing

Editing is an opportunity to revise and improve your first draft. Editing is a necessary step in preparing a text for public consumption or publication. When a writer drafts, people usually read through what he or she has written, no matter how ambiguous or confusing. Richards and Willy showed that in editing, the writers check the accuracy of her text during editing, supporting grammar, diction, phrasing, punctuation, sentence structure, and citations, examples, etc.

d. Final draft

It is the completed text. Once the author has revised and polished the initial draft and created the final version. This may differ drastically from the initial plan and the first draft because some things might have altered during the editing process.

5. Mind Mapping

Mind Mapping is the easiest way to enter information into the brain and extract information from the brain (Buzan, 2008:4).⁴³ Mind Mapping is a simple way to take notes creatively and effectively. Meanwhile, according to Michalko, it means that Mind Mapping is an alternative to thinking the brain for linear thinking (Buzan, 2008:2).⁴⁴ Mind Mapping reaches in all directions and captures thoughts from all angles. Mind Mapping is a method that uses the whole brain by utilizing visual images and other graphic forms to create an impression (Windura, 2013: 2-3).⁴⁵ Mind Map always use colors, curved lines, symbols, words and pictures according to brain activity. Everything has a natural structure that radiates from the center (Buzan, 2008:5).⁴⁶ By using a Mind Map, students draw a diagram of the knowledge learned in a

⁴³ Tony Buzan, *“Buku Pintar Mind Map,”* Jakarta: PT Gramedia, (2007): 4.

⁴⁴ Tony Buzan, *“Buku Pintar Mind Map,”* Jakarta: PT Gramedia, (2007): 2.

⁴⁵ Sutanto Windura, *“1st Mind Map untuk Siswa, Guru, dan Orang Tua: Teknik Berpikir dan Belajar Sesuai Cara Kerja Alami Otak,”* Jakarta: Elex Media Komputindo, (2013): 2-3.

⁴⁶ Tony Buzan, *“Buku Pintar Mind Map,”* Jakarta: PT Gramedia, (2007): 5.

book on a piece of paper in the form of symbols, pictures and lines of different colors. According to DePorter, Reardon and Nourie (2010: 225), the best mind map is those that are colorful and use lots of pictures and symbols. Pictures or symbols can help us to remember a lot of information.⁴⁷

This note-taking method is based on research on how the brain works in processing information. The brain takes mixed information such as images, sounds, smells, thoughts, and messages and separates them in a linear form. When the brain remembers information, it is usually in the form of colorful images, symbols, sounds and emotions. The brain records information through icons, images, emotional meaning and colors, just as the brain processes it. Mind Map involves both sides of the brain, the left brain thinks logically and the right brain thinks imaginatively so that it is easier to remembering the information.⁴⁸

⁴⁷ Bobbi Deporter, et.al, “*Quantum Teaching*”, Bandung: Kaifa, (2010): 225.

⁴⁸ Bobbi Deporter, et.al, “*Quantum Teaching*”, Bandung: Kaifa, (2010): 225.

6. The Steps to Create a Mind Map

The steps to create a Mind Map are as follows:

- a. Starting from the center of the surface, a sheet of white paper is placed in a longitudinal position. Why? Because starting from the center of the surface of the paper gave him the flexibility to let his brain function spread out in all directions, and to express himself more naturally and freely.
- b. Use pictures to convey your main point. Why is this the case? Because a picture is worth a thousand words and allows you to express yourself creatively. The image in the center will be more interesting, help you to focus, keep you focused, and keep your brain active and busy.
- c. Use color. Why? Because for the brain, colors are as attractive as pictures. Colors make mind maps brighter and more vibrant, enhance creative thinking and this is fun too
- d. Connect the main branch to the central image and connect the branch of levels two and three to levels one and two secondary and tertiary branches to the first and second level images, and so on. Because, as we know, the brain works using association. We

will be easier to understand and remember if we connect the branches.

- e. Draw a curved line instead of straight lines. Why? Because if it's just a straight line, it will be very boring for your brain. The curvy and lively tree branches like tree branches will be much more attractive and beautiful in your eyes.
- f. Use one keyword per line. Why? Because one keyword will make the mind map stronger and more flexible. Each word or picture is like a multiplier, creating its own set of special associations and relationships. When you use single words, each word is freer and therefore easier to form or spark new ideas and thoughts. Phrases or phrases tend to reduce the effect of these triggers. The *Mind Map* shows that having as many keywords as a hand has fingers all of them are free to move at an agile speed. Mind Map consists of phrases or sentences like hands where all the fingers are linked together
- g. Use the pictures in the *Mind Map*. Why is that? Because each picture, like the center picture, is also worth a thousand words. So, if we only have 10 pictures in the Mind Map, that is equal to 10.000 words contained in the contained in the notes.

Alamsyah (2009:23-24) suggest several benefits of using Mind Mapping, including: (1) being able to see a complete and clear picture (2) being able to see details without losing the general relationship between topics, (3) having group information, (4) attracts attention and is not boring, (5) helps concentration, (6) images and colors, and (7) makes it easier to remember thanks to visual cues.⁴⁹

7. The Benefits of Mind Mapping in Writing

There are many benefits to using mind map technique when writing. Zaid argued that mind mapping is an outline for writing a short essay on a topic, or an outline for using segments of the map when writing paragraphs. Furthermore, Mercer argued that mind mapping helps students understand the relationship among ideas and make connections between known and new information. He added that mind mapping has proven useful before, during and after writing. Keles also suggests that mind mapping enhances learning by providing an opportunities for

⁴⁹ Tri Riya Anggraini. Jurnal Bindo Sastra 1, no.1 (2017): 54-55.

visual stimulation, assessment, checking understanding, elaborating, note-taking, summarization, description of sequences of events and other creative teaching methods.⁵⁰

According to Al Naqbi, mind mapping helped students plan and organize ideas for writing assignments under exam conditions.⁵¹ Novak believes that mind maps can be used as learning strategy, as a means of gathering information about the concepts and content of individual subjects, and teaching strategies as a means of shaping the overall lesson, and of learners' understanding of what is being learned.⁵²

⁵⁰ Rafidah Abd Karim, Abdul Ghani Abu, and Farah Natchiar Mohd Khaja. *1st English Education International Conference (EEIC)*, (2016): 426

⁵¹ Anna Buran and Andrey Filyukov, 'Mind Mapping Technique in Language Learning', *Procedia - Social and Behavioral Sciences*, 206.November (2015), 215–18 <<https://doi.org/10.1016/j.sbspro.2015.10.010>>.

⁵² Ivana Simonova, 'Concept of E-Learning Reflected in Mind Maps of University Students', *Procedia - Social and Behavioral Sciences*, 116.2004 (2014), 1394–99 <<https://doi.org/10.1016/j.sbspro.2014.01.404>>.

CHAPTER III

RESEARCH METHOD

This chapter cover research design, research setting, research participant, data collecting procedure, data analysis technique

A) Research Design

This research is qualitative research. Qualitative research aims to get a clear description of the research. According to Catherine, qualitative is an approach that aims to study social phenomena; has a variety of naturalistic and interpretative genres, and uses several methods of investigation. Qualitative research is an approach to studying social phenomena; has a variety of genres that are naturalistic and interpretive, and they use several methods in inquiry.⁵³ The data that appears in the study are in the form of words and not a series of numbers. The data may usually be collected in a variety of ways (observations, interviews, document digests, tape recordings), and which are usually “processed”

⁵³ Catherine Marshall and Gretchen B. Rossman, “*Designing Qualitative Research*,” Unites State of America: SAGE Publications,” (2016): 71

sometimes before they are ready for use (via recording, typing, editing, or transcribing), but qualitative analysis stick to words, which are usually organized into expanded text.⁵⁴

In this study, the researcher used descriptive qualitative research design in analyzing the data. This study aims to described the reflection of English teacher on employing mind map as a writing preparation technique. The data in this study were qualitatively collected through interview. The questions guide for reflection refers to a Gibb's Reflective Cycle.

B) Research Setting

This research was collected from a EFL teacher who teaches at SMPN 18 Semarang who will later be called Mrs. Imah. She is 40 years old. She has been teaching in SMPN Semarang for 14 years. The research has been carried out from 06 June - 30 June in the odd semester of the 2021/2022 academic year. This teacher usually teaches in grades VII and IX.

⁵⁴ Matthew B. Miles & A Michael Hiberan, "*Analisis Data Kualitatif: Buku Sumber Tentang Metode-Metode Baru*," Jakarta: UII Pres, (2014): 15.

C) Research Participant

In this research, the term population was not used. This research used a sample called a participant or informant. During the research was being conducted, the teacher that teaches at SMPNN 18 Semarang only one teacher allowed by the headmaster to assist the research process. So, the participant in this research only one teacher.

D) Research Type and Data Source

The type of data in this research was EFL teacher's reflection on the Employing of Mind Mapping as a writing preparation technique. The data would be collected by recording an interview with the participant directly. The data collection would be used for finding out the participant's experience in this case as a EFL teacher's reflection on the employing mind mapping as a writing preparation technique.

E) Research Data Collection Technique

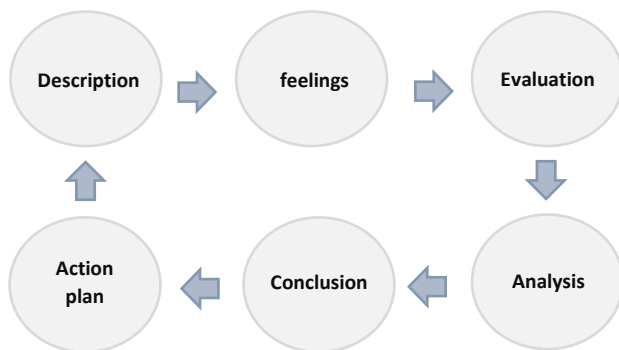
The data for the research was collected using a research instrument. It was a tool and facility for the researcher to make finding the result easier. The data collection technique can be applied through in-depth interviews.

The researcher used several methods to collect data in this study, including:

a. Interview

In the interview session, the researcher first guides the interview process. By doing this through several processes, the researcher dug deeper information in order to get rich information about the EFL teacher's reflection on the employing mind mapping as a writing preparation. In this case, the participant tells as much as possible about the experience felt in detail and thoroughly.

An interview technique can be done as a semi structured in-depth interview. The result of the interview was used to formulate data and to investigate the obstacle during the application of the



Gibb's Reflective Cycle

strategy. The reflective questions were developed by referring to the reflecting on experience theory by Gibbs (1988).

This would be conducted by the researcher by asking the participant to retell her experience on employing mind mapping as a writing preparation technique. The question for the teacher consists of 13 Questions.



Interview process with an EFL teacher

The lattice of instruments of the interview is as follows:

No.	Questions	Description
	Description	
1	Mind Mapping is a technique of writing	

	preparation. How is the method implemented in learning?	
2	Do you always apply this technique to prepare student for writing? Why it is needed?	
3	Do you apply mind mapping in all classes you have taught?	
Feelings		
1	Do you feel worry, confident, or normal when you apply mind mapping as a technique to prepare student for writing?	
2	Do students show displeasure when you apply mind mapping as a technique to prepare student for writing?	
Evaluation		

1	What are the advantages of mind mapping implementation as a technique to prepare student for writing?	
2	Do find any obstacles during the mind mapping implementation?	
Analysis		
1	What things support the successful of mind mapping implementation as a technique to prepare student for writing?	
2	What do you think if there is no success in using mind mapping?	
Conclusion		
1	How is your experiences when apply mind mapping as a technique to prepare student for writing?	

2	What skills do you need to develop to have a better mind mapping implementation?	
3	Should you improve different learning method? Why?	
Action plan		
1	What skills do you need to improve the quality of mind mapping implementation in the future?	

Adapted from Gibb's Model Reflection by Gibbs (1988)

b. Member Checking

Member checking entails the researcher submitting data transcripts or data interpretations to all or some participants for input. It is also known as informant feedback, respondent validation, member validation, or reliability checking. The goal of this kind of sharing is to increase the validity of participant involvement and data analysis.

In this case, member checking aimed to ensure the interview results and to get incomplete

information at the time of the interview. With the consent of the participant, a conversation was carried out via WhatsApp.

F) Data Analysis Technique

The data analysis used in this research is an analysis according to Miles and Huberman in Sugiyono. Miles and Huberman (1984), suggested that activities in qualitative data analysis conducted intelligence and persistently until completed so that the data are already saturated.⁵⁵ Activities in data analysis are data reduction, data display, and conclusion drawing/verification.⁵⁶

a. Data Reduction. Data reduction entails summarizing, selecting the main points, focusing on the important points, searching for themes and patterns, and removing those that are unnecessary. As a result, the reduced data will provide a clearer picture, making it easier for researchers to conduct additional research and look for it when needed.⁵⁷ In

⁵⁵ Sugiyono, “*Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*” Bandung: Alfabeta, (2016): 337

⁵⁶ Matthew B. Miles & A Michael Hiberan, “*Analisis Data Kualitatif: Buku Sumber Tentang Metode-Metode Baru,*” Jakarta: UII Pres, (2014): 16

⁵⁷ Sugiyono, “*Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*” Bandung: Alfabeta, (2016): 338

this step, the researcher conducted interviews with the subject.

- b. Data Display.** Data can be displayed in qualitative research in the form of brief descriptions, charts, relationship between categories, flowcharts, and so on. In this case, Miles and Huberman stated that narrative text has historically been the most common form of display data for qualitative research data. looking at displays helps us understand what is going on and to take action-further analysis or caution based on that understanding.⁵⁸
- c. Conclusion Drawing/verification.** In the final stage, the analysis results will produce conclusions based on the research that has been conducted. (Sugiyono, 2008) From the beginning of data collection, the qualitative analyst is starting to choose what things mean, is noting regularities, designs, explanations, conceivable arrangements, causal flows, and suggestions. Last conclusions may not appear until information collection is over, depending on the estimate of the corpus of the field

⁵⁸ Sugiyono, “*Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*” Bandung: Alfabeta, (2016): 341

notes; the coding capacity and retrieval strategies used, the modernity of the analyst and the demands of the subsidizing agency, but they regularly have been prefigured from the starting, indeed when a researcher claims to have been proceeding “inductively”. In this case, the conclusion will be in the form of description of EFL teachers’ reflection on employing mind mapping as a writing preparation.

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

This chapter describes the findings that are intended to answer the study problems. Based on the research questions, the researcher tried to find out how does EFL teacher employ mind mapping as a writing preparation technique, what are the challenges faced by EFL teacher when using mind mapping and what are the teacher's strategies for overcoming the challenges of using mind mapping as a writing preparation technique

A. Research Findings

1. Employing Mind Mapping as a Writing Preparation Technique

The teacher explains how to employ Mind Mapping as a writing preparation technique which is summarized as follows:

Firstly, The EFL teacher actively students' thinking by asked students what mind mapping is and asked them to search it. And then the EFL teacher introduced the topics by give examples to students of what Mind Mapping is, by displaying Mind Mapping in the form of bubble-shaped, funny things, and images, fill

and completed the charts together with students, and arranged the text according to the mind mapping that has been made. After mind map is finished, the EFL teacher appreciated on the students' creation, present the results to other classes as example and learning material for the next meetings.

This is explained by the English teacher as follows:

*“Of course, any student who do not understand about mind mapping. When I explained it, some of them know and even unaccustomed with it. For instance, the students of Class VII. I will automatically give how the example of mind mapping is? **I asked them to search it, then show the example.** So if I want to teach descriptive text, **I will describe the illustration (bubble-shaped, funny things, images) it certainly interests students because full of color.** Then they should describe it (write the descriptive text). **And I asked students to fill the bubbles.** When the topic is about an object. It needs object identification, understand the contains, create the chart, and **we complete it together. I do not directly point the mind mapping example, but I give them explanation through the descriptive text.** We give them a clue about the physical appearance. For example Class VII F try to describe the physical appearance of their friend. When they have determined the concept of mind mapping, so they should create the descriptive text. After it, they should present it through speaking. **Mind mapping is the fundamental of writing for students. The***

text and mind mapping are compatible. We can see the student mastery on the mind mapping exploration and we have to appreciate their excellent creation, then we present it to other classes as example and learning material for the next meetings”

The use of Mind Mapping is applied to all levels taught by the English teacher, as said by the EFL teacher:

“Yes, I do. I have applied mind mapping to grade VII and IX with of report material for grade IX, and descriptive material for grade VII.”

Then, EFL teacher does not always use mind mapping for writing preparation, the use of mind mapping depends on the basic skills being taught. This is as explained by the EFL teacher:

“Seldom. Sometimes we change the methods. We might apply interview methods and it actually depends on the theme that adjust the basic skills (KD) of student. If student tend to be able to do introduction, so we would not use mind mapping. Otherwise, we will apply interview methods through think peer share learning model. We collect the data from student conversation about introducing others.....”

2. The Challenges Faced by EFL Teacher When Using Mind Mapping

a. Student do Not Interested in Writing

The challenge faced by EFL teacher when using mind mapping is there were student who become lazy and feels burdened because their do not interested in writing. Mrs Imah said:

“mind mapping truly has a plenty of lacks. Most of students are burdened since they do not so much interested in writing. Moreover for the students who prefer speaking than writing, they will say writing is complicated, especially in this current situation students often learn from home. I have a student who actually has good skill in writing but he is lazy. So he never submit the writing tasks in every meeting.....”

b. Student Get Bored

And then, the employing of mind mapping is doesn't work effectively because of the students only concentrate on the lesson for a short period of time because get bored of the teacher's explanation. Miss Imah said:

“I find students only focus on the learning for few minutes because get bored of my explanation.”

On the other hand, during the employing mind mapping, the students are pleased when EFL teachers use mind map as a writing preparation technique because EFL teacher never ask to make mind mapping using expensive materials. Mrs. Imah said that:

*“No, because **I never ask them to make mind mapping using expensive materials.** I told them “anyway, you can use drawing book or create mind mapping through computer, some of them prefer to use drawing book and color it. We can see the student mastery on the mind mapping exploration and we have to appreciate their excellent creation, then we present it to other classes as example and learning material for the next year”.*

Then, the good points of implementation of mind mapping, the students are able to have ideas of what are there are going to write and more coherent writing. Miss Imah said:

*“of course, **students are able to have ideas of what are they are going to write, mind map are useful for maintaining coherent in the text. They have plan the description that facilitate them for writing, as people composing literary work have to make the prior framework**”*

3. The EFL Teacher's Strategies for Overcoming the Challenges of Using Mind Map

a. Preparing Other Teaching Media

For the student who dislike writing, mind mapping is not the best option. As a result, the EFL teacher suggested to create other teaching media, such as facilitate them by audio or video.

*“Mind mapping is not the best choice for students who dislike writing. **Thereby, we can prepare other teaching media. Students with speaking skills may facilitate them by audio or video about description text.** Students can identify the generic structure, select the vocabulary, and create description text and present it to us.”*

b. Provides an Ice-Breaking

The challenges faced by EFL teacher when using mind mapping is the teacher find students only focus on the learning for a few minutes because get bored of the teacher's explanation and the teacher's strategy for overcoming the challenges is to offer a variety of activities, one of them provides an ice-breaking by gymnastics. Miss Imah said:

*“It is difficult to deliver students to always focus on us, so that **we should try a lot of ways. We can provide an ice breaking by***

gymnastics to turn their spirit in the mid of learning.”

c. Prepared a Lesson Plan

In the other hand, the EFL teacher felt confident because EFL teacher have prepared a lesson plan before employing the mind mapping. Mrs. Imah said that:

“I do not feel worry about it. I have planned it previously. I have set the learning implementation and plan. I just need to perform it, whether it might happen as we plan or not.....”

d. Planning the Teaching Activities in Different Scenarios

Everything can go well on the employing of mind mapping because of teacher preparation. From teaching planning, it includes what kind of setting the teacher should have an planning. In addition, media such as projector and laptop must be available to support the process of delivering mind mapping to students. A game by working in group can also be a solution for change the projector media and as training for students to work together in teams. EFL teacher said:

“Certainly we need projector for the display of image. Projector is a tool to take materials more easily to the students. It also requires laptop, learning plan, and concept. We should prepare those things. Or we can change it into a game by working in group that students apply windows shopping to other group. It aims to teach students capable of cooperating one another in the future.”

e. Improving the Skill of Drawing

The action plan is how the teacher would deal with the similar situation in the future. In this case, what skills does the English teacher command to improve the quality of using mind mapping techniques in the future. The teacher will improve drawing techniques in making mind maps, for example drawing mind maps by utilizing technology as attractively as possible so that students also feel like doing that. Mrs Imah said:

“Maybe the skill of drawing. Mind mapping would be more interesting if it is colorful and students are interested in seeing it. Indeed, if we draw using software through the pads that appear on the screen, that become new digital drawing, it boosts students to create.”

f. Developing the Skill of Technology

The English teacher believes that there are several skills that need to be developed including

the ability to use technology, learning methods and how to invite children to always focus on lessons. The language teacher hopes that with a good application to be used for learning media it will be more interesting. Therefore, the teacher must also develop ways to attract children to always focus on the lesson, one way is to do ice breaking. Mrs. Imah said:

“I guess the skill I need to develop is technology science. There are so many learning methods nowadays to make a creative way to conveying materials to children. For example delivering game that can interest students. But the supply of game for learning is not as interesting as Mobile Legends game. It would be more exciting if we have the same kind of this game. There was a student of grade VII whose vocabulary skill obtain from game. So it is necessary to develop this method compared to cooperative learning. The thing we need to develop is how to maintain students’ focus on learning. Why it is most important? Because a strong focus on learning will deliver student to understand the materials, and vice versa. We can take a time for ice breaking, while teacher improve the way of their learning methods.”

In addition, in carrying out the learning method, one must see how the results are in the students. Is it successful or not. We must not force our innovations on our students if it is not appropriate for their learning. In

applying the learning method it must be appropriate to study a material. Mrs Imah said:

“.....The development of learning methods lead us to be more creative. We attempt to find better learning method through training or conference among teachers by asking their opinion. Teacher have to evaluate and encourage to improve the learning method for students. However, we should not violate the predetermined rules. The ordinary learning method can be improved and apply to students. We see their development. Did the method work or not? It would be challenging when student can not receive our innovation of learning methods. As well-known, we must not force our innovations on students if it is not appropriate for their learning. It is supposed to apply learning method according to the basic skill of students (KD).”

B. Discussion

1. EFL Teachers' Reflection

According to Gibb's model, reflection is a structure for learning from experience which offers a framework for examining experience, and given its cyclical nature, it lends itself to repetitive experiences, and allows for learning and planning from things that went well or didn't go well. In this research an EFL teacher reflect her own teaching

practice on employing mind mapping as a writing preparation technique. Reflecting on the EFL teacher's experiences, the mind mapping is helpful and effective for the writing preparation technique. On the other hand, mind mapping truly has a plenty of lacks. By reflection, the EFL teacher planning some strategies that handle the problems.

In another research, EFL teachers' reflection is discussed by Ana Andúgar and Beatriz Cortina-Pérez. The research aims to find out the teaching strategies used by the teachers in order to motivate their students. The findings show that the positive personality that creates a pleasant atmosphere in class can help children learn the FL by encouraging them to take risks in communicative situations.⁵⁹

Then, according to Rebekkah Middleton, investigate why critical reflection is not easy for some people. Critical reflection was a difficult task because its process included a personal reflection

⁵⁹ Ana Andúgar and Beatriz Cortina-Pérez, 'EFL Teachers' Reflections on Their Teaching Practice in Spanish Preschools: A Focus on Motivation', May, 2018, 219-44 <https://doi.org/10.1007/978-3-319-77228-8_8>.

that brought transformation, empowerment, and enlightenment that was challenging for everyone.⁶⁰

Tosriadi, et. al, stated that teachers are required to gain an awareness of the effectiveness and efficiency of the teaching and learning process through reflection-in-action. The researchers described that teachers must be fluent in both the English language and the principles of pedagogy and instruction. Teachers are expected to expand their knowledge of any activities that can be utilized because doing reflection has been shown to be crucial for teacher development.⁶¹

2. Mind Mapping as Writing Preparation Technique

Writing is a communication activity to convey messages in writing to other parties using written language as the medium. Writing is also very important for students to be able to develop critical thinking skills on a problem that is being hotly discussed in writing activities. As a category of language skills, writing is still considered the most

⁶⁰ Middleton.

⁶¹ Tosriadi Tosriadi and others, 'In-Service Efl Teachers ' Reflection As a Pathway To', *International Online Journal of Education and Teaching (IOJET)*, 5.4 (2018).

difficult skill, compared to speaking and reading by most students. Richard and Renandya (2002) stated that there is no doubt that writing is one of the most difficult language skills for students to master. Therefore, it is necessary to use the right technique to help students improve their writing competence.⁶²

One technique that can be used is mind mapping. Mind mapping is one of the practices which supports the skills of individuals such as interpretation, analysis, explanation and evaluation.⁶³ Mind mapping is a graphical way to associate new concepts at a learning stage with previous ones, and to integrate and detail them using symbols, pictures, lines, colors, or keywords.⁶⁴

Based on the result of the interview, the EFL teacher's reflection on employing Mind Mapping as a

⁶² Agus Suyanto SMPNN, 'Improving Students' Ability in Writing Descriptive Text Using Instagram and Process-Based Approach', 1990, 101–9.

⁶³ Özgül Polat and Ebru Aydın, 'The Effect of Mind Mapping on Young Children's Critical Thinking Skills', *Thinking Skills and Creativity*, 38 (2020) <<https://doi.org/10.1016/j.tsc.2020.100743>>.

⁶⁴ Özgül Polat and Ebru Aydın, "The Effect of Mind Mapping on Young Children's Critical Thinking Skills," *Thinking Skills and Creativity* 38 (2020): 3.

writing preparation technique is the process evaluation of a teaching experiences that shows mind mapping is a way to interpret something, allows students to remember things easily and more enjoyable. In writing preparation, with the mind mapping, students are able to have ideas of what are there are going to write and more coherent writing. They plan the description that facilitate them for mind mapping creation, as people composing literary work have to make the prior framework. The advantages of mind mapping are also explained by Wu and Hou (2014) which integrated concept mapping tools into online discussion activities to increases student focus in online collaborative discussions, which in turn improves student concentration.⁶⁵ Thus, it is concluded that the mind mapping technique can be useful strategy for developing a cohesive and organized written text. For instance, Chmielewski and Dansereau found a positive transfer of text processing skills after having trained university

⁶⁵ Sheng Yi Wu and Huei Tse Hou, 'Exploring the Process of Planning and Implementation Phases in an Online Project-Based Discussion Activity Integrating a Collaborative Concept-Mapping Tool', *Asia-Pacific Education Researcher*, 23.1 (2014), 135–41 <<https://doi.org/10.1007/s40299-013-0089-6>>.

students in using and constructing maps, even when the mapping was not explicitly applied during learning.⁶⁶

From the findings of the research, not all the students are interested in writing. Moreover for the students who prefer speaking than writing, they will say writing is complicated, so mind mapping is not the best choice for students who dislike writing. The research of Rababah, et al (2013) tried to measure the level of writing creativity among EFL secondary school students through the TTCT (Torrance Test of Creative Thinking) tool. The study found that many EFL students lack creativity in writing and suggested the use of new technologies to increase creativity in EFL writing.⁶⁷

Although it has several weaknesses, the EFL teacher believes there is a need for other teaching techniques to overcome the weakness of the mind

⁶⁶ Emmelien Merchie and Hilde Van Keer, 'Mind Mapping as a Meta-Learning Strategy: Stimulating Pre-Adolescents' Text-Learning Strategies and Performance?', *Contemporary Educational Psychology*, 46 (2016), 128–47 <<https://doi.org/10.1016/j.cedpsych.2016.05.005>>.

⁶⁷ Luqman M Rababah and others, 'The Level of Creativity in English Writing Among Jordanian Secondary School Students', *Arts and Design Studies*, 10.December 2015 (2013), 25–30.

mapping, such as facilitating students by audio or video, and develop the technology science. According of Chang and Lu which offers pre-writing activities using the SchematicMind application (a concept map application) and discussions though social media that can be used to develop cohesive and organized written texts.⁶⁸

From some of the explanation above and also the findings of this study regarding the EFL teacher's reflection on the employing of mind mapping, the researcher found that, this implementation has a positive critical reflection. The teacher argues that mind mapping as a writing preparation technique is simple and helpful to support students in writing preparation. Thus, the EFL teacher applies mind mapping in all classes she has taught.

In addition, a very visible difference between the results of this research and previous research shows that this research uses Gibbs's theory reflection on employing mind mapping as a writing preparation technique. The previous research sed other reflection theories and other writing preparation technique.

⁶⁸ Chang and Lu.

C. Limitation of Research

The researcher realized that this research had not been conducted optimally. There was many factors that obstruct during the research process. Some limitations of this research were

1. This study focuses on looking at the EFL teacher's reflection on employing mind mapping as a writing preparation technique at SMPN 18 Semarang
2. Researcher did not generalize the findings of this study to all EFL teachers that teach English subject in Secondar School year 2021-2022
3. The researcher did not use observation as data collection.
4. The explanation about employed mind mapping is not specifically.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections: conclusion and suggestion.

1. Conclusion

From the research that has been done about EFL teacher's reflection on employing mind mapping as a writing preparation technique, the researcher could conclude that the teacher has a positive reflection. On employing mind mapping, the EFL teacher introduced the topics by give examples to students of what mind mapping is, by displaying mind mapping in the form of bubble-shaped, funny things, and images, fill and completed the charts together with students, and arranged the text according to the mind mapping that has been made.

They are the difficult things faced by EFL teacher on employing mind mapping as a writing preparation: 1) the students become lazy to create mind mapping because they are not interested in writing; 2) the student's focus which doesn't last long.

And some strategies are made for overcoming with the problems such as: preparing other teaching materials, provides an ice-breaking, prepared a lesson plan, planning the teaching activities in different scenarios, improving the skill of drawing and developing the skill of technology.

This is a reflection of one EFL teachers' experience on employing mind mapping as a writing preparation technique. The research findings cannot be generalized to larger EFL teacher populations. However, the data collection can be used to explain EFL teacher's perceptions on employing mind mapping as a writing preparation.

2. Suggestion

Based on the conclusion above the teacher would try to give some suggestions that could be beneficial for the teacher, students, and further researchers.

1. More participants to get the further investigation in the teacher's reflection on employing of Mind Mapping as a writing preparation technique. It will be better if the participant not only one participant. So there is a comparison between the first participants and the other participants.

2. EFL teacher more emphasis on students' creativity in EFL writing by optimizing ICT tools that are available at the school
3. For further research, should be any research that discusses a reflection on employing writing preparation that uses other than mind mapping techniques.
4. For further research, it would be better if the researcher uses observation to gather live data from naturally occurring social situation.

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APPENDIX 1

INTERVIEW GUIDELINE

No.	Questions	Description
	Description	
1	Mind Mapping is a technique of writing preparation. How is the method implemented in learning?	
2	Do you always apply this technique to prepare student for writing? Why it is needed?	
3	Do you apply mind mapping in all classes you have taught?	
	Feelings	
1	Do you feel worry, confident, or normal when you apply mind mapping as a technique to prepare student for writing?	

2	Do students show displeasure when you apply mind mapping as a technique to prepare student for writing?	
Evaluation		
1	What are the advantages of mind mapping implementation as a technique to prepare student for writing?	
2	Do find any obstacles during the mind mapping implementation?	
Analysis		
1	What things support the successful of mind mapping implementation as a technique to prepare student for writing?	
2	What do you think if there is no success in using mind mapping?	

	Conclusion	
1	How is your experiences when apply mind mapping as a technique to prepare student for writing?	
2	What skills do you need to develop to have a better mind mapping implementation?	
3	Should you improve different learning method? Why?	
	Action plan	
1	What skills do you need to improve the quality of mind mapping implementation in the future?	

APPENDIX 2

INTERVIEW RESULT

No.	Questions	Description
	Description	
1	Mind Mapping is a technique of writing preparation. How is the method implemented in learning?	Of course, any student who do not understand about mind mapping. When I explained it, some of them know and even unaccustomed with it. For instance, the students of Class VII. I will automatically give how the example of mind mapping is? I asked them to search it, then show the example. So if I want to teach descriptive text, I will describe the illustration (bubble-shaped, funny things, images) it certainly

		<p>interests students because full of color. Then they should describe it (write the descriptive text). And I asked students to fill the bubbles. When the topic is about an object. It needs object identification, understand the contains, create the chart, and we complete it together. I do not directly point the mind mapping example, but I give them explanation through the descriptive text. We give them a clue about the physical appearance. For example Class VII F try to describe the physical appearance of their friend. When they have determined the concept of mind mapping,</p>
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		<p>so they should create the descriptive text. After it, they should present it through speaking. Mind mapping is the fundamental of writing for students. The text and mind mapping are compatible. We can see the student mastery on the mind mapping exploration and we have to appreciate their excellent creation, then we present it to other classes as example and learning material for the next year.</p>
2	<p>Do you always apply this technique to prepare student for writing? Why it is needed?</p>	<p>Seldom. Sometimes we change the methods. We might apply interview methods and it actually depends on the theme that</p>

		<p>adjust the basic skills (KD) of student. If student tend to be able to do introduction, so we would not use mind mapping. Otherwise, we will apply interview methods through think peer share learning model. We collect the data from student conversation about introducing others. Thus we know the way of their interactions.</p>
3	Do you apply mind mapping in all classes you have taught?	<p>Yes, I do. I have applied mind mapping to grade VII and IX with of report material for grade IX, and descriptive material for grade VII.</p>
	Feelings	

1	Do you feel worry, confident, or normal when you apply mind mapping as a technique to prepare student for writing?	I do not feel worry about it. I have planned it previously. I have set the learning implementation and plan. I just need to perform it, whether it might happen as we plan or not. Even all students are able to create mind mapping, but it still has some errors because they have different capability of understanding. We have provide a clear example, and we do not directly point the description of the contents, student have to identify it by introducing the product. Some students write random structure, that one paragraph only include identification. Student
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		<p>may not use the same methods. So it requires some facilities to support students' learning process. It can be in a form of power point or mind mapping. Student possibly has kinesthetic or audio skills that determine their comprehension ability. Other way is making a product to show the real visualization. I think the lack of understanding of student to my explanation is caused by the degrees of competence. Teacher should be able to find several ways to deliver it well, such as providing audio, video, audio-video, image, power point, and etc. Mind mapping serves</p>
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		some forms or ways, but we still need to prepare other references.
2	Do students show displeasure when you apply mind mapping as a technique to prepare student for writing?	No, because I never ask them to make mind mapping using expensive materials. I told them “anyway, you can use drawing book or create mind mapping through computer”, some of them prefer to use drawing book and color it. We can see the student mastery on the mind mapping exploration and we have to appreciate their excellent creation, then we present it to other classes as example and learning material for the next year.

	Evaluation	
1	What are the advantages of mind mapping implementation as a technique to prepare student for writing?	of course, students are able to have ideas of what are they are going to write, mind map are useful for maintaining coherent in the text. They have plan the description that facilitate them for writing, as people composing literary work have to make the prior framework
2	Do you find any obstacles during the mind mapping implementation?	mind mapping truly has a plenty of lacks. Most of students are burdened since they do not so much interested in writing. Moreover for the students who prefer speaking than writing, they will say writing is complicated, especially in this current situation students often learn from home. I have a student who actually has

		<p>good skill in writing but he is lazy. So he never submit the writing tasks in every meeting. We as teacher should not generalize and compare students' skills, we have to be able to handle them. Mind mapping is not the best choice for students who dislike writing. Thereby, we can prepare other teaching materials. Students with speaking skills may facilitate them by audio or video about description text. Students can identify the generic structure, select the vocabulary, and create description text and present it to us.</p>
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	Analysis	
1	What things support the successful of mind mapping implementation as a technique to prepare student for writing?	Certainly we need projector for the display of image.\. Projector is a tool to take materials more easily to the students. It also requires laptop, learning plan, and concept. We should prepare those things. Or we can change it into a game by working in group that students apply windows shopping to other group. It aims to teach students capable of cooperating one another in the future.
2	What do you think if there is no success in using mind mapping?	I find students only focus on the learning for few minutes because get bored of my explanation. It is

		<p>difficult to deliver students to always focus on us, so that we should try a lot of ways. We can provide an ice breaking by gymnastics to turn their spirit in the mid of learning.</p>
	Conclusion	
1	How is your experiences when apply mind mapping as a technique to prepare student for writing?	<p>As long as I know, mind mapping is a way to interpret something. Student are freely to transform information and interpret it into a text. This interpretation is produced by the way in which our students read and understand ideas. They can interpret and compose the materials for instance social subject or others. So</p>

		mind mapping allows students to remember things easily and more enjoyable.
2	What skills do you need to develop to have a better mind mapping implementation?	I guess the skill I need to develop is technology science. There are so many learning methods nowadays to make a creative way to conveying materials to children. For example delivering game that can interest students. But the supply of game for learning is not as interesting as <i>Mobile Legends</i> game. It would be more exciting if we have the same kind of this game. There was a student of grade VII whose vocabulary skill obtain from game. So it is

		<p>necessary to develop this method compared to cooperative learning. The thing we need to develop is how to maintain students' focus on learning. Why it is most important? Because a strong focus on learning will deliver student to understand the materials, and vice versa. We can take a time for ice breaking, while teacher improve the way of their learning methods.</p>
3	Should you improve different learning method? Why?	<p>Yes, we should. The development of learning methods lead us to be more creative. We attempt to find better learning method through training or conference among</p>

		<p>teachers by asking their opinion. Teacher have to evaluate and encourage to improve the learning method for students. However, we should not violate the predetermined rules. The ordinary learning method can be improved and apply to students. We see their development. Did the method work or not? It would be challenging when student can not receive our innovation of learning methods. As well-known, we must not force our innovations on students if it is not appropriate for their learning. It is supposed to apply learning method</p>
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		according to the basic skill of students (KD).
	Action plan	
1	What skills do you need to improve the quality of mind mapping implementation in the future?	Maybe the skill of drawing. Mind mapping would be more interesting if it is colorful and students are interested in seeing it. Indeed, if we draw using software through the pads that appear on the screen, that become new digital drawing, it boosts students to create. We should provide the clear contents and deliver kind of techniques of mind mapping. It is more difficult for us to show its techniques than explaining the materials, because the material of subjects are

		<p>never change. While students are replaced to the new students. So we can not apply the same method between student A and B.</p>
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APPENDIX 3



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Prof. Hanka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: 2969/Un.10.3/D1/TA.00.01/06/2022

Semarang, 14 Juni 2022

Lamp : -

Hal : Mohon Izin Riset

a.n. : Anisatul Uyun

NIM : 1803046123

Yth.

Kepala Sekolah SMP Negeri 18 Semarang

Ngaliyan Semarang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, Bersama ini kami hadapkan mahasiswa:

Nama : Anisatul Uyun

NIM : 1803046123

Alamat : Krajan, RT.07/RW.02, Kangkung, Mranggen

Judul skripsi : EFL TEACHER'S CRITICAL REFLECTION ON EMPLOYING MIND
MAPPING AS A WRITING PREPARATION TECHNIQUE

Pembimbing :

1. Lulut Widyaningrum, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 24 hari, mulai tanggal 06 Juni 2022 sampai dengan tanggal 30 Juni 2022.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

APPENDIX 4



PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 18

Jalan Purwoyoso I, Kel. Purwoyoso, Kec. Ngaliyan Telp. (024) 7603798 Semarang
Web : smpn18.semarangkota.go.id, Email : smp18smg@gmail.com

SURAT KETERANGAN

Nomor : B/435/423.4/IX/2022

Dasar: Surat Keterangan dari Universitas Islam Negeri Walisongo Semarang, Nomor: 1500/Un.10.3/K/DA.04.09/03/2022, tanggal: 07 Maret 2022.

Dengan ini Kepala SMP Negeri 18 Semarang menerangkan bahwa :

Nama : Anisatul Uyun
NIM : 1803046123
Fakultas/Jurusan : Ilmu Tarbiyah dan Keguruan
Jurusan : Pendidikan Bahasa Inggris

Mahasiswa tersebut benar-benar telah melaksanakan penelitian di SMP Negeri 18 Semarang pada tanggal 6 Juni 2022 s.d. 30 Juni 2022 dengan judul "*Efl Teacher's Reflection On Employing Mind Mapping As A Writing Preparation Technique*"

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Semarang, 13 September 2022

Kepala SMP Negeri 18 Semarang



Dra. Nurwalidah Pramudiyati

CURRICULUM VITAE

A. Personal Identity

Name : Anisatul Uyun

Place and Date of Birth : Demak, 14 December 1998

Address : Krajan, 07/02, Kangkung
Mranggen

WA number : 085784194210

Email : anisatul.uyun14@gmail.com

B. Educational Background

Formal Education

1. SDN Sukorejo 01, Sukorejo Guntur Demak
2. MTs Assa'adah, Sukorejo Guntur Demak
3. MA Miftahul Huda, Mranggen Demak
4. Education and Teacher Training Faculty of
UIN Walisongo Semarang

Non-Formal Education

1. Assa'adah Islamic Boarding School
2. LPP Graha Wisata Semarang
3. Tahaffudzul Qur'an Islamic Boarding School