

# MIND MAPPING: A BRAIN-BASED WRITING STRATEGY

*Ary Setya Budhi Ningrum*

---

Email: ary\_oyesip@yahoo.com  
Sekolah Tinggi Agama Islam Negeri (STAIN) Kediri  
Alamat Korepondensi: Jalan Sunan Ampel No. 7 Ngronggo Kediri 64127

---

## **Abstract**

In EFL context, it is believed that developing writing skills is more complicated than developing other language skills. In order to be able to write well, the foreign language learners need to be equipped with early and continued writing experiences. Thus, the teacher's task to develop the students' writing skill is more complicated than the other skills. One of the most current issues to deal with such phenomena is to ferret out the writing strategy that is able to enhance the students' writing ability as well as to reinforce their critical thinking in writing by maximizing the use of both sides of the brain (the left and the right hemispheres). In response to such issues, this paper takes into account mind mapping as a strategy in writing and elaborates the theoretical review of mind mapping for better understanding.

## **Keywords**

Mind Mapping, Writing

## **Introduction**

In EFL context, it is believed that developing writing skills is more complicated than developing other language skills. In order to be able to write well, the foreign language learners need to be equipped with early and continued writing experiences. Thus, the teacher's task to develop the students' writing skill is more complicated than the other skills. One of the most current issues to deal with such phenomena is to ferret out the writing strategy that is able to enhance the students' writing ability as well as to reinforce their critical thinking in writing by maximizing the use of both sides of the brain (the left and the right sides). In response to such issues, this paper takes into account mind mapping as a strategy in writing and elaborates the theoretical review of mind mapping for better understanding.

## Conclusion

This paper has tried to examine the strength of one strategy at writing namely mind mapping. It claim that mind mapping takes into account all of the elements used in the left and right hemispheres of the brain it is able to stimulate the brain creatively and eventually it will foster students' critical thinking in writing. However, in the research development, the new neuroscience findings reveal that male and female brain have differences in

their structure/anatomy and its differences may lead to the differences in functioning their brain in the process of their thinking. Thus, a potential future research is to interrelate between these two fields--pedagogy and neuroscience. An important question may rise up is whether mind mapping had benefited to all students in writing with get rid of gender differences. In a nutshell, the study to ferret out the effect of mind mapping and gender differences on the students' writing ability is pertinent to do.

## REFERENCES

- Agustina, L. 2011. The Importance of Teaching Reading Strategies to Improve Students' Reading Comprehension. In B.Y. Cahyono and N. Mukminatien (Eds.), *Techniques and Strategies to Enhance English Language Learning* (pp.75-85). Malang: State University of Malang Press.
- Brown, H. D. 2001. *Teaching by Principles. An Interactive Approach to Language Pedagogy* (2<sup>nd</sup> ed). New York: Pearson Education
- Buzan, T. 2005. *Buku Pintar Mind Map*. Translated by Susi Purwoko. 2010. Jakarta: PT Gramedia Pustaka Utama.
- Buzan, T & Buzan, B. 1993. *The Mind Map Book: How to Use Radiant Thinking to Maximize Your Brain's Untapped Potential*. New York: Penguin Books Ltd.
- Calderonello, A. H. & Edwards, B.L. 1986. *Roughdrafts: The Process of Writing*. Boston: Houghton Mifflin Company.
- Christenson, T. A. 2002. *Supporting Struggling Writers in the Elementary Classroom*. Newark: The International Reading Association.
- Cohen, M., and Margaret, R. 1989. The Effect of Distance on Students' Writing. *American Educational Research Journal*, Vol.26, no.2, pp.143-159.
- Dorn, L. J. & Soffos, C. 2001. *Scaffolding Young Writers: A Writers' Workshop Approach*. Portland: Stenhouse Publisher.
- Eanes, R. 1983. *Content Area Literacy: Teaching for Today and Tomorrow*. Albany: Delimar Publisher.
- Farris, P. J. 1993. *Language Arts: A Process Approach*. Madison: Wm. C. Brown Communications.
- Funk, R., Day, S., & McMahan, E. 1993. *Options for Reading and Writing*. New York: Macmillan Publishing Company.
- Gere, A.R. 1992. *Writing and Learning*. New York: Macmillan Publishing Company.
- Goffman, L. W & Berkowitz, D. G. 1990. *Thinking to Write: A Composing Process Approach to Writing*. New York: Maxwell Macmillan.
- Hartfiel, V. F., Hughey, J. B., Wormouth, D. R., & Jacobs, H. L. 1985. *Learning ESL Composition*. Rowley: Newbury House Publisher, Inc.
- Irmscher, W.F., Hall, J.P., Jensen, A.L., Nilsen, A.P., Stanford, G. & Weaver, C. 1983. *Language and Writing*. New York: Holt Rinchard and Winston Publisher.
- Kirchner, B. 2009. Mind Map Your Way to an Idea. *The Writer*, 122(3): pg. 28, (Online), in ProQuest (<http://proquest.umi.com/pqdweb/?did=1645450541&sid=2&Fmt=3&clientId=83321&RQT=309&VName=PQD>), retrieved on 2 March 2011.

- Langan, J. 2008. *College Writing Skills with Reading* (7<sup>th</sup> ed.). Singapore: McGraw-Hill Education (Asia).
- Linse, C.T. 2006. *Practical English Language Teaching Young Learners*. New York: McGraw-Hill Companies.
- McCrimmon, J. 1980. *Writing with a Purpose*. Boston: Houghton Mifflin Company.
- McKee, L. 2006. Big Picture Thinking. *Training Journal*, pg.43-46, (Online), in ProQuest (<http://proquest.umi.com/pqdweb/?did=1053607801&sid=2&Fmt=4&clientId=83321&RQT=309&VName=PQD>), retrieved on 2 March 2011.
- Muth'im, A. 2010. EFL Learners' Ability in Writing Comparison-Contrast Essays. In B. Y. Cahyono (Ed.), *Second Language Acquisition and English language Teaching* (pp. 105-115). Malang: State University of Malang Press.
- Raimes, A. 1983. *Techniques in Teaching Writing*. Oxford: Oxford University Press.
- Richards, J.C. 1990. *The Language Teaching Matrix*. New York: Cambridge University Press.
- Rivers, W. M. 1987. *Interactive Language Teaching*. Cambridge: Cambridge University Press.
- Savignon, S. J. 1983. *Communicative Competence: Theory and Classroom Practice*. Massachusetts: Addison-Wesley Publishing Company.
- Smalley, R. L., Ruetten, M. K., and Kozyrev, J. R. 2000. *Refining Composition Skills: Rhetoric and Grammar* (5<sup>th</sup> ed). Boston: Heinle & Heinle Publisher
- Tompkins, G. E & Hoskisson, K. 1991. *Language Arts: Content and Teaching Strategies*. New York: Macmillan Publishing Company.
- Training Journal. 2009. *Buzan World: Competition*, p. 13. (Online), in ProQuest (<http://proquest.umi.com/pqdweb/?did=1636243431&sid=2&Fmt=3&clientId=83321&RQT=309&VName=PQD>), retrieved on 2 March 2011.
- Troyka, L. Q. 1987. *Simon & Schuster Handbook for Writers*. London: Prentice Hall.
- Wang, W., Lee, C., and Chu, Y. 2010. A Brief Review on Developing Creative Thinking in Young Children by Mind Mapping. *Journal International Business Research*, (Online), Vol. 3, No. 3; July 2010, (<http://ccsenet.org/ibr>), retrieved on 2 March 2011.
- Weigle, S. C. 2002. *Assessing Writing*. Cambridge: Cambridge University Press.
- Widiati, U. & Cahyono, B. Y. 2006. The Teaching of EFL Writing in the Indonesian Context: the State of the Art. *Jurnal Ilmu Pendidikan*, 13(3), pp. 139-150.