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THE EFFECT OF MIND MAPPING ON STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXTS AT GRADE VII OF SMP SWASTA CINTA RAKYAT 3 PEMATANGSIANTAR

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan Teknik Mind Mapping terhadap koherensi siswa kelas VII dalam menulis teks deskriptif di SMP Swasta Cinta Rakyat 3 Pematangsiantar. Menulis teks deskriptif merupakan keterampilan yang menantang bagi siswa SMP, khususnya dalam menyusun ide secara koheren dan logis. Banyak siswa mengalami kesulitan dalam mempertahankan alur ide yang jelas, menghubungkan satu kalimat dengan kalimat lainnya, serta mengembangkan deskripsi secara terorganisir sehingga tulisan yang dihasilkan seringkali tampak terfragmentasi dan kurang terpadu. Kondisi ini menunjukkan perlunya teknik pengajaran yang efektif untuk membantu siswa menyusun pemikiran sebelum menulis. Metode yang digunakan dalam penelitian ini adalah menggunakan metode kuantitatif dengan desain kuasi-eksperimental dengan yang melibatkan dua kelompok, yaitu kelompok eksperimen dan kelompok kontrol. Populasi penelitian adalah seluruh siswa kelas VII SMP Swasta Cinta Rakyat 3 Pematangsiantar, dengan sampel sebanyak 60 siswa yang dipilih menggunakan teknik purposive sampling, masing-masing 30 siswa pada kelompok eksperimen dan kelompok kontrol. Data dikumpulkan melalui tes menulis berupa pre-test dan post-test, kemudian dianalisis menggunakan statistik deskriptif dan uji-t. Hasil penelitian menunjukkan bahwa skor koherensi siswa pada kelompok eksperimen lebih tinggi dibandingkan dengan kelompok kontrol. Hasil uji-t menunjukkan bahwa nilai t-hitung lebih besar daripada t-tabel pada taraf signifikansi 5% ($t = 4,86$; $p < 0,05$). Berdasarkan temuan tersebut, dapat disimpulkan bahwa Teknik Mind Mapping berpengaruh positif dan signifikan terhadap koherensi siswa dalam menulis teks deskriptif. Secara praktis, hasil penelitian ini dapat menjadi acuan bagi guru bahasa Inggris dalam menerapkan teknik pembelajaran yang efektif untuk meningkatkan kemampuan menulis siswa dan mendorong mereka menyusun ide secara lebih sistematis, serta dapat menjadi referensi yang bermanfaat bagi peneliti selanjutnya dalam melakukan penelitian yang lebih mendalam terkait pembelajaran menulis.
Kata kunci: Teknik Pemetaan Pikiran, Menulis, Teks Deskriptif, Koherensi

Abstract

The purpose of this study was to determine the effect of the use of Mind Mapping Technique on the coherence of seventh grade students in writing descriptive texts at SMP Swasta Cinta Rakyat 3 Pematangsiantar. Writing descriptive texts is a challenging skill for junior high school students, especially in organizing ideas coherently and logically. Many students have difficulty in maintaining a clear flow of ideas, connecting one sentence to another, and developing descriptions in an organized manner so that the resulting writing often appears fragmented and less integrated. This condition indicates the need for effective teaching techniques to help students organize their thoughts before writing. The method used in this study is a quantitative method with a quasi-experimental design involving two groups, namely the experimental group and the control group. The study population was all seventh grade students of SMP Swasta Cinta Rakyat 3 Pematangsiantar, with a sample of 60 students selected using a purposive sampling technique, 30 students each in the experimental group and the control group. Data were collected through writing tests in the form of pre-tests and post-tests, then

analyzed using descriptive statistics and t-tests. The results showed that the coherence scores of students in the experimental group were higher than those in the control group. The t-test results show that the calculated t-value is greater than the t-table at a significance level of 5% (t = 4.86; p < 0.05). Based on these findings, it can be concluded that the Mind Mapping Technique has a positive and significant effect on students' coherence in writing descriptive texts. Practically, the results of this study can serve as a reference for English teachers in implementing effective instructional strategies to improve students' writing skills and encourage them to organize their ideas more systematically, as well as provide useful references for future researchers in conducting more in-depth studies related to writing instruction.
Keywords: *Mind Mapping Technique, Writing, Descriptive Text, Coherence*

INTRODUCTION

English is a global language widely used in communication, education, science, and technology (Raimjanova & Jordánová, 2023). In Indonesia, English is a compulsory subject from junior high school to prepare students for global interaction. Students are expected to master four basic skills: listening, speaking, reading, and writing. Among these, writing is considered the most difficult skill, especially in English education, because it involves a complex process that requires several competencies (Bulqiyah, Mahbub, & Nugraheni, 2021). If students do not know how to write well, they cannot express their ideas in a well-written text. Writing skills involve producing and organizing ideas and mastering various aspects such as grammar, vocabulary, word choice, and punctuation (Suvin, 2020).

In practice, many students struggle with writing, particularly in descriptive texts. They face difficulties in understanding generic structures, applying appropriate language features, and using proper mechanics such as spelling and punctuation (Wulandari et al., 2023). Since descriptive text is a key genre in the junior high school curriculum, students must master its structure and linguistic features, such as the use of adjectives and simple present tense, to produce effective writing (Hernindaria et al., 2022).

To overcome these challenges, researchers have explored various strategies, and the mind mapping strategy has shown promising results. Sakkir (2023) reported that students' writing scores improved significantly after using mind mapping. The study focused on students' ability to generate and organize ideas, showing that visual mapping helped learners plan their writing more systematically and develop content more coherently. Similarly, Khusniyah (2019) found that mind mapping had a positive effect on students' descriptive writing, particularly in improving their organization and idea development. The technique allowed students to construct paragraphs logically based on the connections between main and supporting ideas. Elawati, Riandi, and Gumelar (2022) confirmed that mind mapping enhanced students' overall writing skills, emphasizing improvements in vocabulary usage and sentence structure, as students could visualize word associations related to the topic. Meanwhile, Bakarena, Zulianti, and Marcela (2022) highlighted mind mapping's positive influence on students' writing fluency and idea expansion, indicating that the strategy encouraged learners to produce more detailed and structured descriptions.

Furthermore, Nuraini et al. (2022) observed that students became more motivated and engaged in writing descriptive texts when using mind maps because the visual form helped them organize their thoughts before writing. Other studies also confirmed its effectiveness, such as

Rahmadani, Conny, and Aziz (2021), who found that mind mapping had a positive effect on students' descriptive writing. These findings consistently show that mind mapping is an effective strategy to improve students' writing ability.

Despite the positive evidence, a closer look at previous studies reveals a major limitation. Most studies measure writing improvement solely through overall writing scores rather than focusing on specific aspects, particularly coherence. In other words, although many studies show that mind mapping helps students write better descriptive texts, very few have examined in detail how mind mapping affects coherence, which plays an important role in making texts more comprehensible (Wahyuni & Syamsudin, 2021). This condition is also found at SMP Swasta Cinta Rakyat 3 Pematangsiantar, where students' writing ability in descriptive text is only measured through overall writing scores. This indicates that further research is needed to evaluate the effectiveness of mind mapping in this specific context, especially in students' ability to write descriptive texts more coherently. This issue is important to investigate because when students fail to produce coherent writing, readers struggle to follow the writer's meaning, the communicative purpose of the text is compromised, and the author's intended message may be ignored. Accordingly, this study investigates the effect of the Mind Mapping Technique on students' coherence in writing descriptive texts at SMP Swasta Cinta Rakyat 3 Pematangsiantar. The research problem addressed in this study is: Does the Mind Mapping Technique significantly affect Grade VII students' coherence in writing descriptive texts?

The objective of this study is to determine whether the Mind Mapping Technique significantly affects Grade VII students' coherence in writing descriptive texts at SMP Swasta Cinta Rakyat 3 Pematangsiantar. This study is expected to provide both theoretical and practical benefits. Theoretically, this research is expected to enrich references related to teaching writing, particularly in using mind mapping to improve coherence in descriptive texts. Practically, this study is expected to help teachers apply effective strategies to improve students' writing skills, motivate students to organize their ideas more systematically, and provide useful insights for future researchers who are interested in conducting similar studies. This study employs a quantitative quasi-experimental design involving an experimental group and a control group. The experimental group will be taught using the Mind Mapping Technique, while the control group will receive conventional teaching methods. Data will be collected through pre-tests and post-tests to measure students' coherence in writing descriptive texts.

The hypotheses of this study are formulated as follows:

- H_0 (Null Hypothesis): The Mind Mapping Technique does not significantly affect Grade VII students' coherence in writing descriptive texts at SMP Swasta Cinta Rakyat 3 Pematangsiantar.
- H_1 (Alternative Hypothesis): The Mind Mapping Technique significantly affects Grade VII students' coherence in writing descriptive texts at SMP Swasta Cinta Rakyat 3 Pematangsiantar.

LITERATURE REVIEW

Writing

Writing is a very crucial language skill and an expression of ideas, thoughts, and experiences in written form. It can be explained as the creation, structuring, and clear articulation of ideas to readers (Nurmaulia 2022). Fitria (2024) defines writing as an indirect communication method that is employed to communicate feelings and pass information. Despite writing being a

complex and a difficult skill, it is essential that students learn to master this skill since it will enable them to be able to convert whatever they think in written form. As far as English learning is concerned, writing helps students express their ideas, share the information and tell their experiences in the form of a written source. Writing is done to convey ideas, opinions and information to the readers in a clear manner. Relationships can be created with the help of writing because of the correct choice of words and logical presentation. It helps people to communicate emotions, persuade other people, as well as share knowledge. Putri (2022) identifies writing as an informative way, a persuasive one, self-expression, a creative process, problem-solving, and entertainment.

Andriani et al. (2022) describe writing as having five primary elements, including content, organization, vocabulary, use of language, and mechanics. Content, the information in any writing should be easily comprehensible and simple to understand to ensure that the readers get the message the writer intends to convey and get information out of it. This attribute represents the skill of the writer to build and interrelate thoughts in a logical manner towards a single outcome. Organization is simply the general framework and logical organization of ideas in a text. A clearly structured writing work will generally have an introduction paragraph, in which the author will present the general statement of the paper, then body paragraphs, where each significant point is explained in a logical progression. This element highlights the way the author organizes his or her thoughts in an orderly manner. Vocabulary entails the process of using the right words to mean something. Good vocabulary enables authors to express themselves well and with more accuracy. The use of language is associated with proper usage of grammar and sentence structure in the writing. It involves the proficiency of verbs, modifiers (adjectives, adverbs, etc.) and other forms of grammar that define clarity and meaning. Mechanics are defined as rules of writing, (capitalization, punctuations and spelling) that contributes to reliability and validity. The text will be easier to follow and ideas will be better expressed with the help of proper mechanics.

Descriptive Text

A descriptive text is a kind of writing that intends to present and explain the object or situation being explained by using a clear and detailed language so that the readers can interpret the object or situation being explained effectively (Asyifa, 2024). Descriptive text is concerned with the description of things that are observed and touches so that readers can have the sense that they can be experiencing whatever the writer is describing (Asyifa, 2024). The definition stresses the need to have language skills to communicate the said details in an objective and vivid manner that will enable the readers to see the same image of the object being described. The generic composition of descriptive writing comprises of identification that recognizes phenomenon to be described and description that explains bits, qualities and attributes. Language features namely, specific participant, has something like an object or explain only one thing e.g.my brother, my cat, my favorite food, etc. Simple Present Tense, the pattern of the sentence is Simple Present Tense due to the fact that it tells the fact regarding something (noun, place, person, etc.). Adjective, when describing in descriptive text, it is to describe the characteristics of the item e.g a beautiful place in pacitan, a popular singer, the handsome boy etc. Adverb is also used in descriptive text to further explain about the object.

Mind Mapping

Mind mapping is a technique introduced by Tony Buzan, who explains that mind mapping is a way of organizing ideas in a structured framework to assist in remembering and analyzing problems (Buzan, 1993). This technique transfers human thinking processes into written form through the use of images and keywords. Mind mapping takes advantage of the brain's natural ability to process visual information, making it easier for students to retrieve ideas directly from their memory.

According to Buzan (2009), the human brain consists of millions of brain cells that function through a central point and branching parts spreading in various directions, resembling a tree structure. This branching system becomes the foundation of mind mapping, where ideas develop from a central topic into several related subtopics. By using words, lines, symbols, diagrams, and pictures, students can strengthen their memory and better connect information.

This statement is supported by Prayudi (2008), who claims that mind mapping can improve students' memory by up to 78%. Therefore, this method enables students to recall and extract information more effectively from their minds. The application of mind mapping in writing instruction is considered an innovative strategy for both teachers and students. It is particularly suitable for teaching descriptive texts because it helps students organize their ideas systematically. Furthermore, mind mapping makes the learning process more engaging, as students can express their ideas creatively through colorful shapes, lines, and images.

In implementing mind mapping, the teacher first introduces the main topic, after which students choose the topic and begin generating ideas on paper. Keywords, symbols, and colors are used to represent patterns and connections. After forming the main idea, students arrange their ideas into a descriptive text. Each branch represents a supporting idea, and students are free to add as many ideas as possible based on their thoughts. Through this process, students can select appropriate vocabulary to describe objects effectively. The brainstorming stage also reduces students' anxiety about making mistakes because they are given an opportunity to revise and edit their writing afterward.

Buzan (2009) outlines several steps in creating a mind map. First, students begin in the center of a blank sheet of paper placed horizontally. Second, they use an image or picture to represent the main topic. Third, colors should be applied throughout the mind map to enhance visual memory. Fourth, students connect the main branches to the central image and extend sub-branches to support ideas. Fifth, the branches should be curved rather than drawn as straight lines. Sixth, only one keyword is written on each branch. Finally, images should be added to strengthen understanding and memory.

In addition, Astawa (2019) proposes several procedures for implementing mind mapping in the classroom. First, the teacher presents the main topic. Second, students prepare a sheet of paper and write the topic in the center. Third, they draw thick curved lines extending from the central image to represent main ideas. Fourth, students label each branch with keywords and may include small images to activate both sides of the brain. Fifth, students create additional branches from each main idea, resembling tree branches, to develop supporting details. These branches represent factual information. Lastly, the teacher guides students in drawing conclusions based on the ideas generated. So, constructing paragraphs using mind mapping requires careful understanding and

accuracy in developing ideas from one point to another. This method supports students in organizing their thoughts systematically, which ultimately improves their writing performance.

RESEARCH METHOD

This study employed a quantitative quasi-experimental design using a pre-test and post-test control group and experimental group to examine the effect of the Mind Mapping Technique on students' coherence in writing descriptive texts. A quantitative quasi-experimental design is a research method used to measure the effect of a specific treatment on a variable without using full subject randomization (Anantasia, 2025). Two intact seventh-grade classes were involved in this study, with one class assigned as the experimental group, which received instruction using the Mind Mapping Technique, and the other as the control group, which was taught using conventional methods.

The participants of this study were grade VII students at SMP Swasta Cinta Rakyat, consisting of five classes with a total of 160 students in the 2025/2026 academic year. This study employed purposive sampling, a non-probability sampling method in which researchers select participants based on specific characteristics and objectives related to the research objectives (Creswell, 2014). From this population, two classes were purposively selected as the sample namely 7C and 7D. The purpose of purposive sampling in this study was to ensure that the selected classes had similar English language abilities and learning backgrounds so that observed differences after treatment could be attributed to the Mind Mapping intervention and not to other external factors.

Among the fifth seventh grade classes (7A, 7B, 7C, 7D, and 7E) at SMP Cinta Rakyat 3 Pematangsiantar, classes 7C and 7D were purposively selected as samples. This decision was made based on comparable English language achievement levels. Both classes had similar average scores and faced similar difficulties in writing text coherently. Furthermore, both classes were taught by the same English teacher, ensuring that differences in teaching style or classroom management did not impact the study results. In addition, in relation to the research objectives, initial observations and informal interviews with teachers indicated that students in both classes often struggled with coherence in writing descriptive texts, which aligns with the focus of this study. Based on this consideration, class 7C was designated as the experimental group, receiving instruction using the Mind Mapping technique, while class 7D served as the control group, receiving conventional instruction. The decision to assign class 7C as the experimental group was based on several academic and methodological considerations. First, preliminary observation and consultation with the English teacher showed that students in class 7C demonstrated moderate English proficiency and were highly responsive during classroom activities, making them suitable for the implementation of a new instructional strategy such as Mind Mapping. Similar reasoning was used by Sakkir (2023), who assigned an intermediate-level class as the experimental group to ensure that the students were capable of understanding and applying visual-based learning techniques effectively. Second, class 7C showed consistent participation and attendance, which is essential for treatment validity. Previous studies (e.g., Rahmadani, Conny, & Aziz, 2021; Elawati, Riandi, & Gumelar, 2022) emphasized that regular attendance and active engagement are crucial factors that support the successful implementation of Mind Mapping during the treatment phase. Third, based on input from English teachers, students in class 7C often have difficulty writing coherent texts but

show high motivation to improve them. This aligns with the characteristics of participants chosen in other quasi-experimental studies, such as in the research by Bakarena, Zulianti, and Marcela (2023), where the experimental group was composed of students who exhibited similar writing challenges but demonstrated a willingness to learn through new approaches. Lastly, logistical and scheduling considerations also supported the assignment of class 7C as the experimental group, since its timetable allowed consistent implementation of the Mind Mapping instruction over multiple sessions without overlapping with other core subjects. Therefore, assigning class 7C as the experimental group was both pedagogically justified and methodologically consistent with previous research designs. This ensured that the treatment could be delivered effectively and that any significant improvement in students' writing performance could reasonably be attributed to the use of the Mind Mapping technique. The total number of participants was sixty students, with thirty students assigned to the experimental group and thirty students to the control group. This purposive sampling ensured that both groups were relatively homogeneous in their general writing ability so that any observed differences in outcomes could reasonably be attributed to the teaching intervention.

The research procedure was conducted in several stages. Prior to implementation, researchers conducted initial observations at SMP Swasta Cinta Rakyat 3 Pematangsiantar, to assess school facilities, the students' learning environment, and their general English language skills. The school was equipped with learning facilities, such as classrooms with whiteboards, but not all classes had visual aids to help students understand the material and feel more motivated and interested in learning.

Then, in the next stage, discussions were held with English teachers. It was discovered that seventh-grade students, particularly classes 7C and 7D, had intermediate English skills. They could construct sentences but often faced challenges organizing ideas and maintaining coherence in written text. However, they demonstrated active participation, curiosity, and a preference for visual learning, making them suitable candidates for the Mind Mapping Technique. This strategy was expected to help them organize their thoughts visually, connect main and supporting ideas, and plan paragraph structures effectively, in line with their cognitive and linguistic developmental levels.

Third, pre-tests were administered to the control and experimental groups (each meeting lasted 80 minutes). Fourth, the treatment was conducted during one meeting (each meeting lasting 80 minutes). In the experimental group (7C), students were taught using the Mind Mapping Technique. The teacher explained the concept of mind mapping, demonstrated how to construct a mind map using example topics, and guided students in developing their own mind maps as pre-writing organizers. Students then used their mind maps to generate ideas, organize them into a logical sequence, and structure their descriptive text. In the control group (7D), students were taught using conventional methods (without the use of mind mapping tools).

After the treatment period, both groups were given a post-writing test using writing prompts of the same level and topic. This allowed for a direct comparison of improvements in coherence between the two groups. All student writing was collected, coded anonymously, and evaluated using an analytical scoring rubric.

The instrument of this research is a written test. This test was administered to both the experimental and control groups during the pre-test and post-test stages. Students were asked to write a short descriptive text consisting of approximately 120–150 words on a topic. In the pre-test, students were asked to write a descriptive text entitled "My Best Friend." In the post-test, students were asked to write a descriptive text entitled "My Idol." These topics were chosen because they were relevant to their daily lives. Paragraph 1 required students to introduce the subject and provide a general description (identification), while paragraph 2 developed details or characteristics (description).). This structure reflected the standard generic structure of a descriptive text, allowing consistent analysis across participants. Each writing was evaluated using an analytic scoring rubric. To ensure content validity, the writing test and the analytic scoring rubric were validated through expert judgment by two English teachers at SMP Swasta Cinta Rakyat 3 Pematangsiantar.

Data for this study were collected through writing tests administered to seventh-grade students at SMP Swasta Cinta Rakyat 3 Pematangsiantar during the first semester of the 2025/2026 academic year. The data collection was conducted from October 20 to October 28, 2025. Students' writing data were obtained through a pre-test and a post-test, which were administered to both the experimental and control groups. All students' written works were collected, coded anonymously, and prepared for scoring using an analytic rubric focusing on coherence.

The data were analyzed using quantitative statistical techniques. Descriptive statistics, including mean scores and standard deviations, were calculated to describe students' coherence scores in both the experimental and control groups. To determine whether there was a significant effect in students' coherence after the treatment, a paired-sample t-test was used to compare the pre-test and post-test scores within each group. An independent-sample t-test was then applied to compare the post-test scores of the experimental and control groups. The statistical analysis procedures followed the guidelines proposed by Ary et al. (2014). All data analyses were conducted using SPSS, and the level of significance was set at $p < .05$.

RESULT AND DISCUSSION

This section presents the results of the study examining the effect of the Mind Mapping Technique on students' coherence in writing descriptive texts. The results are organized into descriptive statistics for both groups, followed by inferential statistical analyses addressing the research hypothesis.

Table 1. Descriptive Statistics of Students' Coherence Scores in Writing Descriptive Texts

Group	Test	N	Mean	Minimum	Maximum
Experimental	Pre-test	30	63.73	55	73
Experimental	Post-test	30	80.10	65	91
Control	Pre-test	30	39.06	25	77
Control	Post-test	30	71.53	58	78

Table 1 presents the descriptive statistics of students' coherence scores in the experimental and control groups before and after the treatment. In the experimental group, the mean pre-test

score was 63.73, with scores ranging from 55 to 73. After the treatment using the Mind Mapping Technique, the mean post-test score increased to 80.10, with scores ranging from 65 to 91. In the control group, the mean pre-test score was 39.06, with scores ranging from 25 to 77. The post-test mean score increased to 71.53, with scores ranging from 58 to 78.

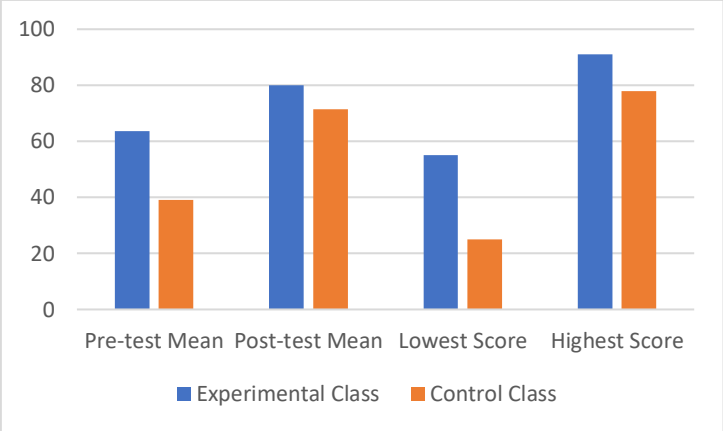

Figure 1. The Significant Effect of Mind Mapping Technique on Students' Ability to Write Descriptive Text

Figure 1 illustrates a significant effect of the Mind Mapping Technique on students' coherence in writing descriptive texts. The mean coherence score of the experimental group increased from the pre-test to the post-test, while the control group showed a smaller change. An independent-sample t-test comparing the post-test scores revealed a statistically significant difference between the experimental and control groups, $t = 4.86$, $p < .05$.

This study found that the Mind Mapping Technique had a significant effect on students' coherence in writing descriptive texts, as indicated by the substantially higher gain in the experimental group compared to the control group. This effect may have occurred because mind mapping helps students visually organize key concepts and supporting ideas before drafting, allowing them to maintain a clearer logical flow when composing their texts. The visual representation also supports students in identifying relationships among ideas, which strengthens the coherence of their descriptive writing. Furthermore, the structured pre-writing phase may reduce cognitive load, enabling students to concentrate more on connecting ideas rather than searching for content during the drafting stage.

These findings are consistent with the results of Sakkir (2023), Khusniyah (2019), and Elawati et al. (2022), who reported that mind mapping facilitates better organization and idea development in students' writing. Similar to Nuraeni (2022), this study also indicates that visual strategies enhance students' engagement during planning. However, unlike many earlier studies that examined general writing performance, the present research specifically highlights mind mapping's effect on coherence, thereby extending previous findings by demonstrating its contribution to textual connectedness in descriptive genres.

These findings indicate that implementing mind mapping in writing instruction can provide students with a clearer framework for generating and structuring ideas, making it a practical pedagogical tool for fostering coherence in descriptive writing. For teachers, mind mapping can serve as an effective scaffolding technique that guides students through the pre-writing stage.

Theoretically, the results reinforce the role of visual planning strategies in supporting discourse organization and cohesive text construction.

A limitation of this study is that the Mind Mapping Technique requires a relatively lengthy pre-writing process. Students need sufficient time to construct a complete map of ideas, and in instructional settings with limited time, this reduces the portion of time available for drafting and revising their descriptive texts. Consequently, some students may not fully demonstrate their writing abilities during the post-test.

Future research could employ a longer treatment duration to examine whether the effect of mind mapping on coherence remains stable over time. Studies may also incorporate qualitative data such as student reflections or classroom observations to capture how learners construct and use mind maps during the pre-writing stage.

CONCLUSION

This study investigated the effect of the Mind Mapping Technique on students' coherence in writing descriptive texts. This indicated that students taught using mind mapping achieved higher coherence in their descriptive writing than those instructed through conventional methods. These findings suggest that visual pre-writing technique plays an important role in helping students organize ideas and maintain logical flow in written texts. Despite the positive effect, the implementation of mind mapping required a longer pre-writing stage, which limited the time available for drafting. Therefore, future research could extend the duration of the instructional sessions to determine whether the effect of mind mapping on coherence remains stable when students are given more time to plan and produce their writing.

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