STUDENT'S PERCEPTIONS ON THE USE OF MIND MAPPING DIAGRAM IN IMPROVING STUDENTS' ABILITY IN COMPREHENDING TEFL SUBJECT

THESIS

This Thesis is Submitted to Fulfill the Requirement

For "Sarjana" Degree in English Study Program

By:

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ENGLISH TADRIS STUDY PROGRAM

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Assalamualaikum Warohmatullahi Wabarokatuh

Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.

Setelah mengadakan pemeriksaan dan juga perbaikan, maka kami berpendapat bahwa skripsi atas nama **TRI DINDA MEPIPTA SARI (21551041)** sebagai mahasiswa dari program studi Tadris Bahasa Inggris, dengan judul **"Student's Perceptions On The Use Of Mind Mapping Diagram In Improving Students' Ability In Comprehending Tefl Subject"** sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, besar harapan kami agar bapak dapat menyetujui hal ini. Terima kasih.

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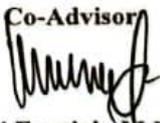
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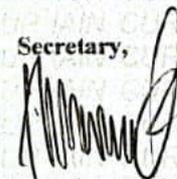
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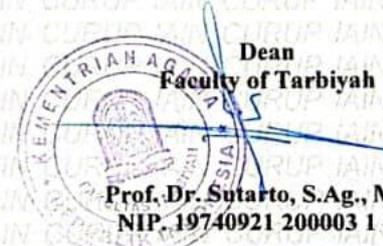
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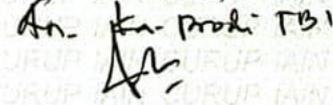
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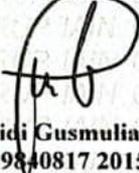
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PREFACE

First and foremost, I would like to express my deepest gratitude to Allah SWT for His blessings, guidance, and strength, which have enabled me to complete this research proposal entitled **"Student's Perceptions On The Use Of Mind Mapping Diagram In Improving Students' Ability In Comprehending Tefl Subject"**. as one of the requirements to obtain a Bachelor of Education degree in the English Language Education Study Program, Faculty of Tarbiyah IAIN Curup.

The author realizes that this thesis is still far from perfect, therefore the author is happy to accept all forms of criticism and constructive suggestions for improvement in the future. Hopefully this thesis can provide benefits to readers, especially in the fields of pragmatics and English learning.

Curup,   Januari 2026
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MOTTO

"Maka sesungguhnya bersama kesulitan ada kemudahan. Maka apabila engkau telah selesai (dari suatu urusan), tetaplah bekerja keras (untuk urusan yang lain). Dan hanya kepada TUHAN mu lah engkau berharap"
(QS. Al-Insyirah, 6-8)

"Hatiku tenang karena mengetahui bahwa apa yang melewatkanku tidak akan pernah menjadi takdirku, dan apa yang ditakdirkan untukku tidak akan pernah melewatkanku"
(Umar Bin Khattab)

"Apapun yang sudah terjadi dalam hidupmu, jangan katakan "seandainya", tapi katakan "Qadarullah" karna semua yang terjadi adalah takdir dan takdir Allah itu selalu baik, karna Allah itu maha baik"
(Ustadz Hanan Attaki)

"Setetes Keringat Orang Tuaku yang keluar, ada seribu langkahku untuk maju"
~TDMS~

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The researcher finished this thesis entitled **"Student's Perceptions On The Use Of Mind Mapping Diagram In Improving Students' Ability In Comprehending Tefl Subject"**. This thesis is obtained in partial fulfillment of the requirement for Degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer like to express the deepest appreciation to:

1. **Mr. Prof. Dr. Idi Warsah, M. Pd. I** as Rector of IAIN Curup

2. **Mrs. Jumatul Hidayah, M. Pd** as the Head of English Tadris Study Program.

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Finally, the writer realized that this thesis is still far from being perfect. So, the writer is really contented, if there are criticisms or suggestion directly to the writer to make this thesis better and more perfect. Hopefully, the result of this research can give a beneficial contribution mainly for readers and English Lecturer in English Tadris Study Program. Wassalamu'alaikum Wr. Wb.

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DEDICATION

1. **To My Superhero and role model**, my beloved father Haris.P, thank you for always fighting for the writer's life. He did not have the opportunity to pursue higher education, but he was able to educate the writer, motivate him, provide encouragement, and always teach him kindness in life so that the writer was able to complete his studies and earn a bachelor's degree. May he always be healthy and live a long life because "Bapak" must always be there in every struggle and achievement in the writer's life. *I Love You More*.

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3. **To my both supervisors**, I would like to extend my deepest gratitude to **Ma'am Dr. Leffi Noviyenti, M.Pd**, for your unwavering support, valuable insights, and continuous encouragement throughout the completion of this thesis. Your guidance has not only shaped my academic journey but also instilled in me the importance of resilience and

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though the journey felt so heavy. I am proud of myself! Moving forward, for a body that remains strong and a heart that stays resilient, let us work together to grow even more into better individuals day by day. *I'm so proud of you,* Dinda.

ABSTRACT

TRI DINDA MEPIPTA SARI	:	Student's Perceptions On The Use Of Mind Mapping Diagram In Improving Students' Ability In Comprehending Tefl Subject
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This study investigates students' perceptions of the use of mind mapping diagrams in improving their ability to comprehend the Teaching English as a Foreign Language (TEFL) subject at the English Tadris Study Program of IAIN Curup. Employing a mixed-methods approach with a Sequential Explanatory Design, this research was conducted through quantitative and qualitative phases. The quantitative data were collected using a structured questionnaire distributed to fifth- and seventh-semester students who had completed the TEFL course, while the qualitative data were obtained through structured interviews with selected participants. The findings indicate that the majority of students hold positive perceptions toward the use of mind mapping in learning TEFL, as it helps them organize ideas, understand relationships among concepts, enhance concentration, and improve memory retention. However, some students expressed negative perceptions, particularly related to the time required to create mind maps and difficulties in applying the technique effectively. Overall, the study highlights that mind mapping serves as a beneficial learning strategy in supporting students' comprehension of complex and theoretical TEFL materials. These findings suggest that mind mapping can be strategically integrated into TEFL instruction to promote meaningful learning, active engagement, and deeper understanding among students.

Keywords: Mind Mapping, Student Perceptions, Reading Comprehension, TEFL, English Tadris Students.

LIST OF CONTENT

LIST OF TABLE

LIST OF DIAGRAM

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research focus, and the objectives of the research, explaining the context of using mind mapping as a learning strategy in the Teaching English as a Foreign Language (TEFL) course at the English Tadris Study Program of IAIN Curup and its relevance to students' comprehension of complex and theoretical materials. It also outlines the research questions, scope and limitations of the study, significance of the research, and definitions of key terms related to mind mapping and students' perceptions. Finally, this chapter concludes with the organization of the thesis, providing a systematic overview of the structure of the study.

A. Background of The Research

Teaching English as a Foreign Language (TEFL) plays a crucial role in improving learners' English proficiency, particularly in countries where English is not used as a first language.[1] TEFL does not merely focus on the mastery of language skills but also emphasizes the understanding of linguistic theories, teaching approaches, methods, and techniques that are appropriate for the characteristics of EFL learners.[2] Through TEFL courses, prospective English teachers are equipped with the ability to understand learners' needs, language learning difficulties, and effective instructional strategies.

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[1] Harmer, J. (2007). *How to Teach English*. Harlow: Pearson Education

[2] Brown, H. D. (2007). *Principles of Language Learning and Teaching*. New York: Pearson Education

In the context of higher education, especially in the English Tadris Study Program, TEFL is a core course that is theoretical and conceptual in nature. The course covers theories of language acquisition, language teaching approaches and methods, the roles of teachers and learners, and pedagogical principles in English language teaching.[3] These materials require students to possess abstract, analytical, and systematic thinking skills in order to understand the interrelationships among concepts.

However, in practice, many students experience difficulties in comprehending TEFL materials. The content is dense, abstract, and highly interconnected, which often makes it difficult for students to organize information meaningfully. As a result, students tend to rely on memorization rather than developing deep conceptual understanding.[4]

Based on preliminary observations and informal interviews conducted with several students of the English Tadris Study Program at IAIN Curup, it was found that many students struggled to understand TEFL course materials. Students reported that theories related to teaching approaches, methods, and pedagogical principles were difficult to comprehend because they were conceptual and closely interconnected. Consequently, some students depended more on rote learning than on meaningful comprehension.

To overcome these difficulties, several students began using visual learning strategies, one of which is mind mapping. Mind mapping is believed

[3] Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press

[4] Setiyadi, A. B. (2020). *Teaching English as a Foreign Language*. Yogyakarta: Graha Ilmu

to help students organize concepts, connect main ideas with sub-concepts, and simplify complex materials into visual forms that are easier to understand.[5]

Mind mapping is a visual learning technique that presents information in the form of diagrams, with a central idea placed in the middle and expanded into branches containing related concepts, keywords, colors, and symbols. This technique allows learners to view relationships among concepts holistically and systematically. According to Buzan, mind mapping reflects the natural way the human brain works, which processes information associatively rather than linearly.[6]

In educational contexts, mind mapping is widely used for note-taking, summarizing, reading comprehension, and problem-solving. The use of mind mapping can improve concentration, creativity, and long-term memory retention because it involves visual and associative elements.[7] Therefore, mind mapping is considered a potential strategy for helping students comprehend theoretical subjects such as TEFL.

Nevertheless, preliminary observations at IAIN Curup also revealed differences in students' perceptions of mind mapping. Some students had positive perceptions and believed that mind mapping helped them understand TEFL materials, organize concepts, and make learning more engaging. On the other hand, other students had negative perceptions, considering mind mapping time-consuming, difficult to apply, or ineffective without sufficient

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[5] Buzan, T. (2018). *Mind Map Mastery*. London: Watkins Publishing

[6] Buzan, T., & Buzan, B. (2010). *The Mind Map Book*. London: BBC Active

[7] Novak, J. D., & Cañas, A. J. (2008). *The Theory Underlying Concept Maps and How to Construct and Use Them*. Florida: IHMC.

guidance. These differences indicate that the effectiveness of mind mapping is influenced not only by the strategy itself but also by how students perceive and use it.[8]

Several previous studies have examined the use of mind mapping in English language learning. A study conducted by Sakkir and Sakkir, entitled "Students' Perceptions on the Use of Mind Mapping Technique in Writing Class," found that most students had positive perceptions of mind mapping because it helped them organize ideas and increased their motivation in writing activities.[9] However, this study was conducted at the secondary school level and focused on writing skills rather than on theoretical courses at the university level.

Another relevant study by Elsa, entitled "Digital Mind Mapping Using MindMeister on Writing: The Effect and Students' Perceptions," reported that digital mind mapping had a positive effect on English learning.[10] Nevertheless, this study was still limited to writing skills and school-level contexts and did not explore students' perceptions of mind mapping in understanding pedagogical and conceptual materials such as TEFL.

In addition, a study by Fathinah and Iqlima, entitled "The Effect of Mind Mapping on Students' Learning Comprehension," revealed that mind mapping significantly improved students' comprehension of learning

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[8] Brown, H. D. (2014). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson

[9] Sakkir, G., & Sakkir, A. (2023). "Students' Perceptions on the Use of Mind Mapping Technique in Writing Class." *Journal of Language Teaching and Research*, 14(2)

[10] Elsa, D. (2022). "Digital Mind Mapping Using MindMeister on Writing: The Effect and Students' Perceptions." *Journal of English Education Studies*, 5(1).

materials.[11] However, this study primarily emphasized quantitative learning outcomes and did not examine students' perceptions in depth, including both positive and negative perspectives.

Based on these previous studies, a research gap can be identified. First, most prior studies focus on specific language skills such as writing or reading, rather than on TEFL as a theoretical and conceptual course. Second, previous research tends to emphasize the effectiveness of mind mapping on learning outcomes, while studies specifically investigating students' perceptions remain limited. Third, few studies have examined both positive and negative student perceptions in a balanced manner.

Therefore, this study is important to address these gaps by focusing on students' perceptions of the use of mind mapping diagrams in comprehending TEFL materials. By understanding students' perceptions, lecturers can design instructional strategies that better suit students' learning needs and preferences. Thus, this study is entitled **"Students' Perceptions on the Use of Mind Mapping Diagram in Improving Students' Ability in Comprehending TEFL Subject".**

B. Research Questions

Based on the background, the problem of this research are formulated toward the following objective:

1. What are the Students' Perceptions on the use of Mind Mapping in Teaching of English as a Foreign Language (TEFL) course?

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[11] Fathinah, N., & Iqlima, R. (2024). "The Effect of Mind Mapping on Students' Learning Comprehension." *Jurnal Pendidikan Bahasa*, 9(1)

2. What are the factors that support and hinder the effectiveness of mind mapping in Teaching of English as a Foreign Language (TEFL) course?

C. Objective of the Research

Based on the problem formulation described above, the research objective formulated in this study are to investigate:

1. Students' perceptions on the use of mind mapping in Teaching of English as a Foreign Language (TEFL) course.

2. Factors that support and hinder the effectiveness of mind mapping in Teaching of English as a Foreign Language (TEFL) course.

D. Limitation of the research

This research employs a mixed-methods approach in which the questionnaire and interview instruments are developed based on mind mapping theories proposed by different scholars from different periods. The questionnaire is primarily grounded in Tony Buzan's theory of mind mapping, which explains the role of visual association, keywords, and imagery in enhancing concentration, comprehension, memory retention, creativity, efficiency, and learning motivation. Meanwhile, the qualitative phase is supported by cognitive learning perspectives such as Novak and Cañas's concept mapping theory, which are used to interpret students' positive and negative perceptions related to idea organization, active engagement, critical thinking, flexibility, and metacognitive awareness.

E. Significances of the research

1. For Students

This research is expected to provide benefits for students of the English Tadris Study Program, particularly in understanding the role of mind mapping in learning Teaching English as a Foreign Language (TEFL). Through this study, students can gain insights into how mind mapping helps them comprehend learning materials, organize ideas, and improve memory retention. Therefore, students are encouraged to use mind mapping as an effective learning strategy to enhance their engagement, creativity, and learning outcomes in the TEFL course.

2. For Lecturers

The findings of this research are expected to serve as a valuable reference for lecturers in selecting and implementing more innovative and effective teaching strategies, especially through the use of mind mapping in TEFL instruction. This study provides insights into students' perceptions of mind mapping, enabling lecturers to adjust teaching methods, learning materials, and classroom activities according to students' needs. In addition, this research may contribute to curriculum development, improve the quality of teaching and learning processes, and encourage the integration of visual and creative learning strategies in English language education.

3. For Researcher

This research is expected to provide additional references and information for future researchers who are interested in conducting further studies related to the use of mind mapping in English language learning or other educational contexts. The results of this study can be used as a foundation, comparison, or reference for future research to expand and deepen scholarly discussion in the field of language education.

F. Definition of Key Term

To avoid any possible misunderstandings regarding this study, the subsequent section offers a comprehensive explanation of several key terms and the operational definitions employed in this research. This will help ensure that readers have a clear grasp of the concepts and terminology that are essential to the study

1. Student's Perception

According to Hamachek, perception is the process by which individuals use their sensory receptors to take in stimuli from their surroundings.[12] Hornby defined perception as a concept, a belief, or an image that arises from your understanding or way of seeing something. A description of the categories used to characterize those experiences and the ability to view through the eyes of persons on the landscape are also necessary for understanding and interpretation in many professions.

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[12] Hamachek, D. (1995). Psychology in teaching, learning and growth.5th edition. Boston: Allyn& Bac

In addition, 'student' is a person who is studying at secondary school or person who is studying at a college/university. In this research, the students are English Department students. The researcher asks their perceptions on the use of mind mapping in teaching at Teaching of English as a Foreign Language (TEFL) course.

2. Mind Mapping

Mind mapping is a creative learning technique that uses keywords, images, colors, and symbols to organize ideas and show relationships between concepts. It helps students take notes, brainstorm ideas, and understand reading materials more easily. Mind mapping improves note-taking skills and supports creative problem-solving by simplifying information from a text into main and supporting ideas. In addition, Jonassen, Beissner, and Yacci explain that mind maps represent how knowledge is structured and stored in the human mind.[13] Therefore, mind mapping can be considered an effective teaching technique that allows students to express their understanding in a visual and flexible form, making learning clearer and easier to remember.

3. Comprehending

Comprehending refers to the active process of understanding information, whether it comes from written texts, spoken language, or experiences. Unlike comprehension, which focuses on the result of understanding, comprehending emphasizes the process of building

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[13] Jonassen, D., Beissner, K. & Yacci, M. 1993.Structured Knowledge: Technique for Representing, Conveying and acquiring Structural Knowledge. Hillsdale (N. J.): Erlbaum.

meaning. Reading comprehension is the process through which readers understanding some information to be knowledged from texts like book, newspaper, magazine, article, and so forth.[14] In this process, learners actively relate new information to their prior knowledge to develop understanding gradually. Comprehending usually starts with literal understanding, then moves to inferential understanding by identifying implied meanings, and finally reaches a critical level where learners evaluate the information. This process also involves cognitive and metacognitive skills, as learners monitor and reflect on their own understanding. Therefore, comprehending is a complex process that includes interpreting, analyzing, and evaluating information within a particular context.[15]

4. Teaching English as a Foreign Language (TEFL)

Teaching English as a Foreign Language (TEFL) is a compulsory course offered in the English Tadris Study Program (TBI) at IAIN Curup. This course focuses on equipping students with theoretical knowledge and practical skills related to teaching English as a foreign language. Through TEFL, students learn fundamental concepts, teaching methods, strategies, and classroom practices for teaching English to learners whose first language is not English. In this context, TEFL serves as a foundational

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[14] Fauziah, M., Vrika, R., & Amrullah, A. (2024). EFL Students' Perception on Kahoot! as Alternative Learning Strategy to Improve Reading Comprehension Skill. *JELITA*, *5*(2), 459-470.

[15] Snow, C. E., Reading for Understanding: Toward an R&D Program in Reading Comprehension, RAND Corporation, 2002.

subject that prepares TBI students to become competent future English teachers in EFL settings, particularly in Indonesia.[16]

G. Thesis Organization

This thesis is organized into five chapters to provide a systematic structure for the research. Chapter I is the Introduction, which includes the background of the research, formulation of research questions, research objectives, scope and limitations, significance of the research for students, lecturers, and future researchers, as well as the definition of key terms used in the study. Chapter II presents a Review of Related Literature, which discusses theories related to perception, mind mapping (based on Buzan's framework), teaching English as a foreign language (TEFL), and reviews of previous studies relevant to the topic. Chapter III is the Research Methodology, explaining the type of research (Mixed Methods with a Sequential Explanatory Design), research subjects, sampling technique, data collection techniques (questionnaire and interview), research instruments, and data analysis techniques for both quantitative and qualitative data. Chapter IV contains the Results and Discussion, where the findings from questionnaires and interviews are presented and interpreted in relation to the research questions. Finally, Chapter V presents the Conclusions and Suggestions, summarizing the main findings of the study and providing recommendations for future research and educational practices.

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[16] Harmer, J., *How to Teach English*, Harlow: Pearson Education Limited, 2007.

CHAPTER II
LITERATURE REVIEW

This chapter reviews relevant theories and previous studies related to mind mapping as a learning strategy in Teaching English as a Foreign Language (TEFL). It presents Tony Buzan's theory of mind mapping as the main theoretical foundation for the quantitative phase, and Novak and Cañas's framework as the basis for the qualitative phase.

A. Review of Related Theories

1. Perception

Reading Perception, in the educational context, refers to a cognitive process through which individuals select, organize, and interpret information or stimuli received through their senses in order to construct meaning from learning experiences and the surrounding learning environment.[17] This process does not occur passively; rather, learners actively engage with incoming information by relating it to their prior knowledge, experiences, attention, motivation, and expectations, which results in different interpretations of the same learning situation among individuals.[18]

In educational research, perception is commonly understood as students' viewpoints, judgments, or attitudes toward learning phenomena such as teaching methods, instructional strategies, learning media, or

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[17] Goldstein, E. B., Sensation and Perception, 8th ed. (Belmont, CA: Wadsworth, 2010)

[18] Eggen, P., & Kauchak, D., Educational Psychology: Windows on Classrooms, 9th ed. (Boston: Pearson Education, 2013).

classroom activities.[19] These perceptions are formed through continuous interaction with instructional practices and learning environments, including how clearly materials are presented and how meaningful the learning experience is to the students.

Previous studies indicate that students' perceptions play a crucial role in influencing learning processes and outcomes. Positive perceptions toward instructional strategies are often associated with increased motivation, active engagement, and deeper comprehension of learning materials, whereas negative perceptions may lead to low participation and surface-level learning.[20] Therefore, students' perceptions are frequently used as an important indicator in evaluating the effectiveness of teaching and learning strategies.

In the context of this study, students' perception refers to how students of the English Tadris Study Program evaluate, understand, and interpret the use of mind mapping in the Teaching English as a Foreign Language (TEFL) course. This includes students' judgments about the effectiveness of mind mapping in organizing ideas, connecting theoretical concepts, and comprehending complex TEFL materials, as well as their emotional and motivational responses during the learning process.

Thus, analyzing students' perceptions in this research is essential because it provides insight into students' actual learning experiences and

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[19] Walgito, B., Introduction to General Psychology (Yogyakarta: Andi Offset, 2010).
[20] Fraser, B. J., "Classroom Environment Instruments: Development, Validity and Applications," Learning Environments Research, 1(1), 1998.

helps identify factors that support or hinder the effectiveness of mind mapping in TEFL instruction.

2. Teaching English as a Foreign Language (TEFL)

a. Definition of TEFL

Teaching English as a Foreign Language (TEFL) refers to the practice of teaching English to learners whose first language is not English and who live in countries where English is not used as the primary means of communication. This field of study focuses on instructional activities that emphasize classroom techniques and school organization in order to assist teachers in performing their daily teaching tasks effectively.[21] Through this focus, TEFL highlights the importance of pedagogical planning, instructional delivery, and classroom management in facilitating successful English language learning.

Furthermore, TEFL encompasses a wide range of methodologies, instructional strategies, and learning objectives that are adapted to different learning environments and cultural contexts.[22] The diversity of learners' linguistic backgrounds, educational systems, and sociocultural settings requires TEFL instruction to be flexible and responsive to contextual needs. As a result, TEFL does not rely on a single teaching approach, but instead integrates various methods and strategies to support effective language acquisition. In addition, the

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[21] Abbott, G., Teaching English as a Foreign Language (London: Longman, 1979)

[22] Gu, P. Y., Teaching and Learning English as a Foreign Language (London: Routledge, 2018).

future orientation of TEFL emphasizes the preparation of educators who are capable of applying fundamental teaching strategies to learners of different age groups, ranging from children to adults, while also engaging in continuous professional development to improve instructional quality.[23]

The objectives of TEFL extend beyond the mastery of linguistic forms to include the development of communication skills and cultural awareness. Through TEFL instruction, learners are expected to gain access to broader educational, academic, and professional opportunities by acquiring English proficiency. In the context of second or foreign language acquisition, the central goal of learning English is to achieve proficiency in an additional linguistic system, which is driven by the overarching intention of attaining fluency in the target language.[24] This goal highlights the importance of both accuracy and communicative competence in TEFL learning outcomes.

Moreover, TEFL also aims to develop learners' intercultural competence in order to enable effective communication across cultures through the use of English.[25] This perspective emphasizes the integration of cultural content into language teaching so that learners are not only able to use English linguistically, but also appropriately and effectively in intercultural interactions. In summary, TEFL involves teaching English in non-English-speaking countries through

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[23] Sarvara, S., "Future Directions of TEFL Education," Journal of Language Teaching, 2023
[24] Dwinalida, D., Second and Foreign Language Acquisition (Jakarta: Academic Press, 2021).
[25] Luk, J. C. M., "Teaching English as an International Language," ELT Journal, 2012.

communicative and learner-centered approaches, where the emphasis is placed on providing students with meaningful opportunities to practice and use English in academic, social, and professional contexts.

b. Components of TEFL

In teaching English as a Foreign Language (TEFL), several essential components must be considered to achieve the instructional objectives effectively. According to Setiyadi there are three main components that frequently overlap and play a crucial role in establishing an effective language learning process, namely approach, method, and technique.[26] These components are interconnected and function hierarchically, where an approach underlies a method, and a method is realized through various classroom techniques.

1) Approach

An approach in the context of TEFL refers to the underlying theoretical orientation and philosophical assumptions that guide the design and implementation of language teaching and learning activities. Richards and Rodgers define an approach as a set of beliefs about the nature of language and language learning that forms the basis for instructional practices.[27] Similarly, Brown

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[26] Setiyadi, A. B. (2020). *Teaching English as a Foreign Language*. Yogyakarta: Graha Ilmu

[27] Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.

describes an approach as a set of correlated assumptions dealing with the nature of language teaching and learning.[28]

An approach reflects the fundamental principles and beliefs that influence how teachers perceive language, learners, and the learning process. For instance, the Communicative Language Teaching (CLT) approach emphasizes the use of authentic language and meaningful communication in real-life contexts, whereas the Grammar Translation Approach focuses on explicit instruction of grammatical rules and translation activities. Thus, the chosen approach determines the overall direction of English language instruction in TEFL classrooms.

2) Method

A method refers to the overall plan and systematic organization of teaching procedures that are derived from a particular approach.

According to Richards and Rodgers, a method involves the selection of teaching materials, classroom activities, roles of teachers and learners, and assessment techniques that are consistent with the underlying approach.[29] Methods serve as a practical framework for implementing theoretical assumptions in classroom

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[28] Brown, H. D. (2006). *Principles of Language Learning and Teaching* (5th ed.). New York: Pearson Education

[29] Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press

practice. Several teaching methods have been widely used in TEFL contexts, including:

a) Grammar Translation Method (GTM)

The Grammar Translation Method is a traditional language teaching method that emphasizes explicit instruction of grammar rules and the translation of texts between the target language and the learners' native language. This method primarily focuses on reading and writing skills and often involves memorization of vocabulary and grammatical structures.[30]

b) Audio-Lingual Method (ALM)

The Audio-Lingual Method places strong emphasis on listening and speaking skills through repetition, imitation, and drilling of language patterns. Learners are encouraged to mimic correct language forms, and audio recordings are commonly used to provide language models and develop aural comprehension.[31]

c) Direct Method

The Direct Method emphasizes the exclusive use of the target language in the classroom to promote natural language acquisition. It relies on visual aids, gestures, and real objects to

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[30] Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford: Oxford University Press
[31] Harmer, J. (2007). *How to Teach English*. Harlow: Pearson Longman.

convey meaning and focuses on developing speaking, listening, and reading skills without translation.[32]

d) Silent Way

The Silent Way prioritizes learner autonomy and discovery learning. In this method, the teacher minimizes verbal instruction and encourages learners to actively discover grammatical rules and language patterns. Teaching aids such as colored rods and charts are used to stimulate learner participation and self-correction.[33]

e) Total Physical Response (TPR)

Total Physical Response highlights the use of physical movement in response to verbal commands in the target language. Learners demonstrate comprehension by performing actions, which is believed to enhance understanding and long-term retention of language input.[34]

f) Community Language Learning (CLL)

Community Language Learning emphasizes the creation of a supportive and collaborative learning environment. Learners typically sit in a circle and engage in conversational activities, while the teacher acts as a counselor who provides language

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[32] Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford: Oxford University Press

[33] Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* (2nd ed.). Oxford: Oxford University Press

[34] Asher, J. J. (2009). *Learning Another Language Through Actions* (6th ed.). Los Gatos, CA: Sky Oaks Productions.

support and guidance. This method focuses on reducing anxiety and fostering learner confidence.[35]

g) Suggestopedia

Suggestopedia integrates relaxation, music, and suggestion to create a positive and low-anxiety learning atmosphere. This method uses sensory-rich materials such as music, art, and drama, along with carefully structured dialogues, to enhance learners' receptivity and language acquisition.[36]

3) Technique

Technique refers to the specific classroom activities, procedures, and instructional practices used by teachers to implement a particular method and achieve learning objectives. Richards and Rodgers define techniques as the concrete practices employed in the classroom, including classroom management strategies, teaching activities, and assessment procedures.[37]

Larsen-Freeman further explains that techniques represent the actual realization of a method within the classroom context.[38] Examples of techniques commonly used in TEFL classrooms include role-plays, discussions, debates, language games, and

[35] Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* (2nd ed.). Oxford: Oxford University Press

[36] Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* (2nd ed.). Oxford: Oxford University Press

[37] Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press

[38] Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* (2nd ed.). Oxford: Oxford University Press.

problem-solving activities. These techniques are designed to support skill development, particularly in speaking and listening, while encouraging active learner participation.

Based on the classification of TEFL components, which include approach, method, and technique, mind mapping can be categorized as a teaching technique. Mind mapping is applied as a concrete classroom procedure used by teachers or lecturers to assist students in understanding learning materials. As a technique, mind mapping does not function independently as an approach or a method, but rather serves to support the implementation of particular methods, such as Communicative Language Teaching or student-centered learning. In practice, mind mapping is used to summarize lessons, organize key concepts, connect main ideas with sub-concepts, and help students visualize relationships among theories in TEFL courses.

Furthermore, mind mapping can also be understood as a visual learning strategy that emphasizes conceptual understanding. In the context of TEFL instruction at the university level, mind mapping helps students manage abstract and theoretical content in a more systematic and meaningful way. By utilizing keywords, branches, colors, and symbols, mind mapping encourages associative and holistic thinking, which supports comprehension, memory retention, and active engagement in learning. Therefore, mind mapping holds an important position as both a teaching technique and a learning strategy in TEFL, particularly in

facilitating students' understanding of complex concepts that require critical and analytical thinking

3. Mind Mapping

a. Definition of Mind Mapping

Mind mapping was first developed by Tony Buzan, a well-known author and lecturer on learning and thinking strategies. His concept of Mind Mapping has transformed the way individuals absorb knowledge, solve complex problems, and create detailed plans.[39] Traditionally, students relied on linear or list-based note-taking methods, which often limited their ability to see relationships between ideas. However, Buzan's research demonstrated that the human brain processes information in a multi-dimensional manner.[40] Mind mapping offers a two-dimensional structure that visually represents a topic, its related ideas, concepts, and their relative importance. Unlike conventional note-taking, this approach activates more areas of the brain, making learning more engaging, creative, and effective.[41]

1) The Concept of Mind mapping

Mind mapping is an effective technique for gathering and organizing ideas. It can be applied when preparing either spoken or written texts, as it helps in structuring content in a logical and

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[39] Tony Buzan, *The Mind Map Book: Unlock Your Creativity, Boost Your Memory, Change Your Life* (London: BBC Books, 2010).

[40] Tony Buzan, *Use Both Sides of Your Brain: New Mind-Mapping Techniques* (New York: Plume, 1991).

[41] M. D'Antoni and G. Pinto Zipp, "Applications of the Mind Map Learning Technique in Chiropractic Education: A Pilot Study and Literature Review," *Journal of Chiropractic Humanities* 18 (2011): 1–9.

coherent manner. By visually arranging ideas into a mind map, learners can more easily plan, connect, and develop their thoughts before turning them into a complete text.[42]

2) Application of Mind Mapping in Teaching

In addition to introducing students to the theory and practice ofmind mapping, teachers can also apply this technique in various practical ways to make the teaching and learning process more engaging and enjoyable.[43] According to Tony Buzan , mind maps can be implemented in teaching for several purposes, such as enhancing creativity, improving memory retention, organizing learning materials, and stimulating student participation.[44]

a) Preparing lecture notes

One of the most effective applications of mind mapping is its use as lecture notes. Compared to traditional linear notes, preparing a lecture in the form of a mind map is much quicker and allows both teachers and students to maintain a clear overview of the entire subject.[45] A lecture organized through a mind map is also easy to revise from year to year, avoiding the clutter that often comes with conventional notes. Furthermore,

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[42] Tony Buzan, *The Mind Map Book: Unlock Your Creativity, Boost Your Memory, Change Your Life* (London: BBC Books, 2010).

[43] Tony Buzan, *The Mind Map Book: Unlock Your Creativity, Boost Your Memory, Change Your Life* (London: BBC Books, 2010).

[44] Tony Buzan, *How to Mind Map: The Ultimate Thinking Tool That Will Change Your Life* (London: Thorsons, 2002).

[45] Tony Buzan, *The Mind Map Book: Unlock Your Creativity, Boost Your Memory, Change Your Life* (London: BBC Books, 2010).

its mnemonic features help lecturers and students quickly recall the main points of the lesson.[46] Because knowledge and perspectives naturally develop over time, the same mind map can inspire different emphases in lectures each year. This flexibility not only prevents lectures from becoming monotonous but also makes the teaching and learning process more engaging and enjoyable for both lecturers and learners.[47]

b) Yearly planning

Mind maps can also serve as a tool for teachers to gain a comprehensive overview of the entire academic year's study program. Through this approach, teachers are able to visualize term divisions, lesson types, and learning activities in a structured manner.[48] For example, a geography teacher could use a mind map to plan the frequency of field trips, slide presentations, and other classroom activities in relation to regular lessons, ensuring that all components of the curriculum are well-organized and balanced throughout the year.[49] This systematic overview not only aids in lesson planning but also

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[46] Tony Buzan, *How to Mind Map: The Ultimate Thinking Tool That Will Change Your Life* (London: Thorsons, 2002).

[47] M. D'Antoni and G. Pinto Zipp, "Applications of the Mind Map Learning Technique in Chiropractic Education: A Pilot Study and Literature Review," *Journal of Chiropractic Humanities* 18 (2011): 1–9.

[48] Tony Buzan, *The Mind Map Book: Unlock Your Creativity, Boost Your Memory, Change Your Life* (London: BBC Books, 2010).

[49] Tony Buzan, *Use Both Sides of Your Brain: New Mind-Mapping Techniques* (New York: Plume, 1991).

enhances the teacher's ability to manage time and resources effectively.[50]

c) Term planning

A term plan can be viewed as a sub-division of the yearly program, often represented in the form of smaller mind maps that expand from one or more branches of the annual plan. Such a plan provides teachers with a structured outline of which curriculum topics are to be covered within a specific term and the approximate sequence in which they will be taught.[2] By visualizing the term plan through mind mapping, teachers are able to organize lessons more systematically, maintain coherence with the overall yearly objectives, and ensure that instructional goals are achieved efficiently.

d) Daily planning

This is similar to the format of a daily Mind Map diary, which notes specific lesson details such as the start and end time, classroom, the topic to be covered, and other related information.

e) Lesson and presentations

By using tools such as a blackboard, whiteboard, flip chart, or an overhead projector, the teacher can create sections of the mind map as the lesson develops. This visual

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[50] Rini Astuti, "Mind Mapping as an Instructional Strategy to Improve Students' Learning Outcomes," *Journal of Education Research and Evaluation* 4, no. 2 (2020): 123–132.

representation of the thinking process helps to make the lesson's structure clearer, keeps students engaged, and supports their memory and comprehension of the material. In addition, teachers may provide 'skeleton' Mind Maps for students to complete, or distribute black-and-white photocopies that students can color on their own.

f) Examinations

When an exam is intended to assess students' knowledge and comprehension rather than their writing skills, a Mind Map serves as an effective tool. It allows teachers to quickly see whether students have an overall understanding of the subject, along with their key strengths and weaknesses. Moreover, the Mind Map highlights areas where the flow of associations has broken down for certain reasons.

g) Projects

Mind Maps are highly effective for planning, tracking, and presenting projects. They promote thorough and focused thinking during the initial stages, allow both teachers and students to monitor progress and visualize the expanding network of related information, and offer a solid structure for final presentations, whether written or oral.

b. **The Advantage of Mind Mapping**

Moreover, mind mapping as a learning technique cannot be separated from both its benefits and its potential drawbacks. To provide a balanced understanding, several perspectives are presented below regarding its application in the learning process. The advantages of mind mapping emphasize how this strategy can significantly enhance students' ability to learn, organize, and present information effectively.

First, mind mapping supports students in accelerating their thinking process. By using visual branches and associations, students are able to process information more quickly compared to traditional linear note-taking. This rapid processing allows them to connect ideas faster and retain information more effectively.

Second, mind mapping enables students to generate new ideas more efficiently. The branching structure of a mind map encourages divergent thinking, helping learners to expand on a central concept and explore related ideas without being restricted by rigid formats. In this way, mind mapping stimulates creativity and innovation in learning.

Third, mind mapping provides a practical tool for planning, communication, and collaboration. It offers an easy and systematic way for students to organize their thoughts, present ideas clearly, and explain concepts to others. When working in groups, a mind map

functions as a shared framework that makes communication more effective, promotes creativity, and ensures that ideas are arranged logically and efficiently.

Finally, mind mapping facilitates students' understanding of complex systems or structures. Because it emphasizes connections between concepts, students are guided to stay focused on the key ideas rather than being distracted by unnecessary details. This focus not only strengthens comprehension but also helps in breaking down complicated information into more manageable and meaningful parts.[51]

c. **The Disadvantage of Mind Mapping**

According to Tony Buzan although mind mapping provides many advantages for learning, its application is not without limitations. One of the disadvantages is that the technique can be time-consuming for beginners. At the initial stage, learners need additional effort to understand the principles of using keywords, structuring branches, and adding colors or images. As a result, they may perceive mind mapping as slower compared to traditional linear note-taking.

In addition, Buzan emphasized that mind mapping requires training and practice in order to be effective. If learners do not fully understand its core concepts such as the emphasis on keywords, the use of associations, or the hierarchical organization of ideas the resulting

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[51] Muttaqin, M. (2017). *Students' perception on the use of mind mapping in the classroom at English department*. Faculty of Tarbiyah and Teacher Training, State Islamic University of Ar-Raniry, Banda Aceh.

mind map may become less efficient. In such cases, students may feel confused and perceive the technique as complicated to apply.

Another limitation lies in the risk of over-complexity. When too many branches, symbols, or colors are added without clear organization, the mind map may appear cluttered and difficult to interpret. Instead of simplifying ideas, this can create confusion and cognitive overload. For this reason, some learners may consider mind mapping impractical if it is not managed properly.

Tony Buzan also pointed out the highly personal nature of mind mapping. Each learner creates their mind map based on their own associations and creativity. While this supports individual learning, it can become a limitation in collaborative settings, since not everyone may be able to interpret or understand another person's mind map. Students may therefore perceive mind mapping as less effective for group learning contexts.

Furthermore, mind mapping has its limits when applied to certain academic tasks. While it is highly effective for brainstorming, memorization, and organizing ideas, it is less suitable for assignments that require a detailed linear argument, such as formal essays. Some learners may perceive it as less practical in contexts where step-by-step logical reasoning is essential.

Finally, Tony Buzan noted that some learners initially resist using mind mapping because they perceive it as "childish." Since the

technique involves drawings, colors, and doodles, learners particularly adults may associate it with playful activities rather than serious academic work. This perception can reduce motivation to adopt mind mapping as a regular study technique.[52]

4. Students Perception

Students' perception refers to the process by which learners interpret and make sense of information, experiences, or stimuli related to their learning environment. It involves how students mentally construct meaning from their interactions with instructional materials, teaching strategies, and educational formats. These perceptions are shaped by their prior knowledge, emotions, preferences, and contextual factors within their academic settings.

Perception is an internal process involving an individual's understanding, interpretation, and evaluation of stimuli received through the senses. In the context of learning, students' perceptions of reading formats, whether print or digital, influence how they comprehend, absorb, and reflect on the information they read.

According to Buzan in The Ultimate Book of Mind Maps, mind mapping is more than just a note-taking strategy; it is a universal thinking tool that mirrors the natural functioning of the human brain. Perception of mind mapping, therefore, is closely tied to how students interpret and evaluate its usefulness in organizing, understanding, and remembering

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[52] Tony Buzan, *The Ultimate Book of Mind Maps: Unlock Your Creativity, Boost Your Memory, Change Your Life* (London: Harper Thorsons, 2006).

information. Buzan argued that mind mapping harnesses both the left hemisphere (logical, analytical) and the right hemisphere (creative, imaginative) of the brain, which makes learning more holistic and effective.

Students' perception of mind mapping can be understood as their mental interpretation of its advantages in the learning process. When students use mind maps, they often perceive learning as more engaging, structured, and enjoyable compared to conventional note-taking. This is because mind mapping relies on keywords, branches, images, colors, and associations, which allow learners to represent complex ideas in a simplified and memorable format.

Buzan emphasized that this method improves concentration, because students focus only on essential ideas rather than lengthy sentences; it enhances comprehension, since ideas are visually connected; and it strengthens memory retention, because the brain naturally recalls images, colors, and associations more easily than plain text. Furthermore, students may perceive mind mapping as a tool that stimulates their creativity and self-expression, since they can design and personalize their maps according to their own styles.

Thus, based on Buzan's framework, perception of mind mapping can be defined as students' interpretation of its effectiveness in supporting focus, understanding, memory, creativity, and efficiency. These

perceptions are shaped not only by cognitive benefits but also by affective responses such as enjoyment and motivation during the learning process.

Tony Buzan identified several important aspects in understanding students' perceptions of mind mapping, which can serve as the basis for measuring perception through a questionnaire instrument.[53] These aspects include the following:

a. Concentration

According to Buzan one of the key advantages of mind mapping is its ability to direct learners' attention toward the essential points of a lesson. By focusing on keywords and visual connections rather than lengthy text, students perceive that mind mapping helps them avoid distractions and maintain focus during the learning process. The use of branches and hierarchical structures also reduces the likelihood of losing track of the main ideas, allowing learners to concentrate more effectively compared to traditional note-taking methods.

b. Comprehension

Buzan emphasized that mind mapping reflects the brain's natural way of processing information through associations and hierarchical thinking. Students perceive that mind mapping facilitates comprehension because it allows them to see the overall structure of a topic while simultaneously understanding the relationships between subtopics. Unlike linear notes, which often separate ideas, mind

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[53] Tony Buzan, *The Ultimate Book of Mind Maps* (London: HarperCollins Publishers, 2006), 5–7

mapping integrates concepts visually, making complex information easier to grasp and internalize.

c. Memory Retention

Another important aspect of perception is the belief that mind mapping improves memory. Buzan explained that the brain recalls information more effectively when it is linked to images, colors, and associations. Students therefore perceive mind mapping as a technique that strengthens retention by creating strong visual and associative cues. Compared to plain notes, colorful branches, symbols, and pictures act as triggers that help learners retrieve information more quickly and accurately during recall.

d. Creativity

Buzan also argued that mind mapping stimulates both hemispheres of the brain, particularly the right hemisphere which governs imagination and creativity. Students perceive mind mapping as a medium to express their creative potential through the use of drawings, colors, and symbolic representations. This creative engagement not only makes the learning process more enjoyable but also allows learners to personalize their understanding of the material, which enhances ownership of knowledge.

e. Efficiency

Efficiency is another dimension of students' perception of mind mapping. Buzan highlighted that once learners become accustomed to

the technique, mind mapping saves time compared to conventional note-taking. By summarizing ideas in keywords and visual structures, students can cover large amounts of material more quickly without writing full sentences. They perceive the method as more practical, especially for reviewing and revising lessons, since the structure of a mind map allows for quick scanning of key points.

f. **Enjoyment and motivation**

Finally, students often perceive mind mapping as a fun and motivating approach to learning. Buzan noted that the playful use of images, colors, and associations reduces the monotony of learning and increases learners' intrinsic motivation. The sense of enjoyment enhances emotional engagement with the material, making students more enthusiastic to participate and more likely to retain what they learn. In this way, mind mapping transforms learning into an interactive and engaging activity rather than a passive one.

5. **Factors Support**

Students Students' perception of mind mapping refers to the way learners interpret and evaluate the benefits and limitations of using mind maps in the learning process. In the context of TEFL, students' perceptions often involve their judgments regarding how mind mapping supports understanding, engagement, and knowledge organization. Perceptions are influenced by both internal factors, such as motivation, cognitive style, and prior knowledge, and external factors, such as

classroom environment, guidance from instructors, and instructional materials. Understanding students' perceptions of mind mapping is important for educators, as it can inform instructional design, improve engagement, and enhance the effectiveness of learning strategies.

Based on the study conducted by Novak and Cañas, the supporting factors for students in using mind mapping can be measured through five key indicators: Organization of Ideas, Active Engagement, Critical Thinking, Flexibility, and Metacognition.[54] These indicators represent important aspects that show how mind mapping supports students' learning process, particularly in organizing information, increasing engagement, developing critical thinking, allowing flexibility in generating ideas, and enhancing students' awareness of their own thinking processes when using mind mapping as a learning technique.

a. **Organization of Ideas**

Organization of ideas refers to students' perceptions of how mind mapping or concept mapping helps them structure, connect, and arrange learning materials in a meaningful way. According to Novak and Canas, concept maps organize knowledge hierarchically, starting with a central concept and expanding outward through nodes and linking phrases that illustrate relationships among ideas. Students often perceive that this visual representation helps them see both the overall structure of the material and the relationships between specific

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[54] Novak, J. D., & Cañas, A. J. (2008). The Theory Underlying Concept Maps and How to Construct Them. Technical Report IHMC CmapTools

concepts, which facilitates comprehension and integration of new information with prior knowledge. However, overly complex maps with too many branches or nodes may be perceived as confusing, highlighting the need for balance between detail and clarity.

b. **Active Engagement**

Active engagement describes the degree to which students are cognitively involved and mentally invested in constructing their understanding through mind mapping. Novak and Canas, emphasize that creating a concept map requires learners to select key concepts, identify relationships among ideas, and visually represent their understanding, transforming them from passive recipients of information into active constructors of knowledge. Students perceive this process as engaging because it encourages attention, decision-making, and interactive thinking. At the same time, some students may initially find the process demanding, particularly if they are unfamiliar with concept mapping conventions.

c. **Critical Thinking**

Critical thinking refers to the learners' ability to analyze, compare, and evaluate concepts while constructing or interpreting a concept map. Novak and Canas explain that concept mapping promotes critical thinking by requiring students to identify patterns, recognize hierarchical relationships, and examine how ideas interconnect. Students often perceive this as helpful for deeper understanding,

especially when learning complex and abstract content such as theoretical concepts in TEFL. While some may find highly branched or visually intricate maps challenging, the analytical demands of mapping encourage students to move beyond rote memorization and evaluate conceptual relationships

d. **Flexibility**

Flexibility describes students' perception of the adaptability of concept maps in organizing and revising knowledge. Novak and Canas note that learners can easily add, remove, or rearrange nodes to reflect new information or understanding, which supports ongoing learning and conceptual refinement. Students perceive flexible mapping as advantageous because it allows them to personalize their knowledge structures and accommodate evolving ideas. Nevertheless, some students may find highly flexible maps difficult to standardize or share in collaborative settings, which may be seen as a limitation in group work.

e. **Metacognition**

Metacognition refers to students' awareness and reflection on their own learning processes while using concept maps. Novak and Canas argue that concept mapping supports metacognitive development by helping learners recognize what they understand, identify gaps in knowledge, and plan strategies for further learning. Students often perceive that the visual structure of maps allows them to monitor

comprehension, evaluate progress, and reflect on their learning strategies. This metacognitive aspect is particularly beneficial in complex subjects like TEFL, where understanding interrelated concepts is critical for effective learning.

B. Review of Related Finding

In conducting this study, the researcher draws upon several previous studies related to the use of mind mapping as a learning strategy, particularly those that examine its impact on students' reading comprehension in English as a Foreign Language (EFL) contexts. Reviewing these studies provides a strong theoretical and empirical foundation for the current research and helps to identify specific gaps in the literature that have not yet been explored. This is particularly relevant for English Tadris students at IAIN Curup, as previous research has largely focused on students in secondary or other higher education contexts, with limited investigation into how EFL learners in this particular academic setting perceive and benefit from mind mapping in their reading comprehension activities.

The first study, titled *"The Effects of Mind Mapping at While-Reading Stage on EFL Students' Reading Comprehension"* by Quynh Lan Thi Nguyen and Huan Buu Nguyen, was conducted at a local high school in Vietnam. The participants were EFL learners divided into experimental and control groups. The experimental group applied mind mapping during reading activities, while the control group used traditional note-taking methods. The study revealed that students in the experimental group demonstrated moderate

improvement in reading comprehension and displayed positive attitudes toward mind mapping. Students reported that mind mapping helped them visualize ideas, organize information hierarchically, and increased their confidence in understanding texts, suggesting its effectiveness as a visual learning tool in EFL classrooms.[55]

The second study, titled *"The Application of Mind Mapping Technique to Increase Students' Reading Comprehension at SMP Negeri 3 Sangtombolang"* by Devilito P. Tatipang, Elisabeth Z. Oroh, and Nihta V. F. Liando, employed a one-group pre-test and post-test design to determine whether mind mapping could improve seventh-grade students' comprehension of descriptive texts. The study included 30 students who were guided in creating mind maps based on the reading material. Findings showed a significant improvement in comprehension scores, from a pre-test average of 26.6 to a post-test average of 83.7. Students indicated that mind mapping helped them identify main ideas, connect supporting details, and recall content more effectively. This study underscores the potential of mind mapping as a practical and engaging learning tool in the EFL classroom.[56]

The third study, titled *"Improving Students' Reading Comprehension Through Mind Mapping Technique at a Junior High School"* by Suryo Ganito, Andhi Dwi Nugroho, and Theresia Laksmi Widyarini, was conducted

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[55] Quynh Lan Thi Nguyen & Huan Buu Nguyen. (2020). *The Effects of Mind Mapping at While-Reading Stage on EFL Students' Reading Comprehension*. Tra Vinh University & Can Tho University, Vietnam

[56] Devilito P. Tatipang, Elisabeth Z. Oroh, & Nihta V. F. Liando. (2020/2021). *The Application of Mind Mapping Technique to Increase Students' Reading Comprehension at SMP Negeri 3 Sangtombolang*

at SMP Taman Dewasa Ibu Pawiyatan Yogyakarta. Using descriptive qualitative methods, including observations, interviews, and reading tests, the study examined the implementation of mind mapping in improving students' reading comprehension. Participants were junior high school students who created mind maps while studying reading texts. The study found that mind mapping significantly enhanced comprehension, promoted engagement, and increased motivation. Students reported that mind mapping facilitated understanding of text structures, allowed them to organize ideas visually, and supported long-term retention of information, demonstrating the value of mind mapping as an active learning strategy.[57]

The fourth study, titled *"The Effect of Using Mind Mapping to Students' Reading Comprehension"* by Gresti Fina Ramadhan, Endah Tri Wisudaningsih, and Ririn Fatmawati, was conducted at MAN 2 Probolinggo with a quasi-experimental design comparing experimental and control groups. The experimental group applied mind mapping in reading activities, while the control group used traditional instruction. Data analysis using paired sample *t*-tests revealed that students in the experimental group significantly improved their reading comprehension, with a Sig (2-tailed) value of 0.000. Students demonstrated better understanding of text content and enhanced ability to

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[57] Suryo Ganito, Andhi Dwi Nugroho, & Theresia Laksmi Widyarini. (2021). *Improving Students' Reading Comprehension Through Mind Mapping Technique at a Junior High School*

organize and connect ideas, indicating that mind mapping is an effective strategy to facilitate comprehension in EFL classrooms.[58]

The fifth study, titled *"The Implementation of Mind Mapping Technique to Improve Student's Reading Comprehension"* by Jamaluddin Nasution, Selviana Sari Dewi Sitepu, Rossa Anjelly Saragih, and Jessica Sophie Hanna, was conducted at SMA S Panca Jaya Galang using classroom action research with two cycles on 25 second-grade students. Data were collected through observation, reading tests, and documentation. The first cycle showed that only 14 students scored ≥ 75 with a mean of 66.4. After the second cycle, 21 students achieved scores ≥ 75 with a mean of 83.4, indicating a significant increase in reading comprehension. Students also exhibited higher engagement and motivation during lessons. This study highlights the effectiveness of mind mapping in improving reading comprehension and supporting active student participation in EFL learning.[59]

From reviewing the aforementioned studies, it can be concluded that previous research has mainly examined either students' preferences or the effectiveness of mind mapping in improving reading comprehension. However, there is still a lack of research that comprehensively explores how students' perceptions of mind mapping influence their actual reading comprehension, particularly in the context of EFL learners at higher

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[58] Gresti Fina Ramadhan, Endah Tri Wisudaningsih & Ririn Fatmawati. (2023). *The Effect of Using Mind Mapping to Students' Reading Comprehension*, IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, Vol. 11 No. 1.

[59] Jamaluddin Nasution, Selviana Sari Dewi Sitepu, Rossa Anjelly Saragih & Jessica Sophie Hanna. (2023). *The Implementation of Mind Mapping Technique to Improve Student's Reading Comprehension*, INTERACTION: Jurnal Pendidikan Bahasa, 10(1).

education institutions. This study seeks to address this gap by investigating both the perceptions of English Tadris students at IAIN Curup and the effect of mind mapping on their comprehension outcomes, providing empirical evidence in a specific and localized academic context.

CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the research methodology employed in this study using a Mixed Methods approach with a Sequential Explanatory Design. The quantitative phase is conducted through a questionnaire developed based on Tony Buzan's theory, while qualitative phase is carried out using structured interviews guided by the concept mapping framework proposed by Novak and Canas. It describes participants, instruments, data collection, and analysis procedures.

A. Kind of The Research

This study employed a Mixed Methods approach using a Sequential Explanatory Design. This design was chosen because it allows the researcher to obtain a comprehensive understanding of students' perceptions of the use of mind mapping and how it influences their comprehension of Teaching English as a Foreign Language (TEFL) materials. Mixed Methods research combines both quantitative and qualitative data collection and analysis, enabling the researcher to identify general patterns through numerical data and then explain those patterns in greater depth through qualitative findings. According to Creswell and Plano Clark, the Sequential Explanatory Design consists of two distinct phases: an initial quantitative phase followed by a qualitative phase intended to clarify and elaborate the quantitative results.[60]

The quantitative phase of this study was conducted using a questionnaire developed based on Tony Buzan's theory of mind mapping. The questionnaire

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[60] John W. Creswell and Vicki L. Plano Clark, *Designing and Conducting Mixed Methods Research*, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2018), 3–4

was administered to fifth and seventh-semester students of the English Tadris Study Program at IAIN Curup who had completed the Teaching English as a Foreign Language (TEFL) course. The instrument was designed to measure students' perceptions of the use of mind mapping through six main indicators: concentration, comprehension, memory retention, creativity, efficiency, and enjoyment and motivation. This phase aimed to obtain quantitative data reflecting general trends and patterns in students' perceptions regarding the effectiveness of mind mapping in supporting their focus, understanding, creativity, efficiency, and motivation in learning TEFL materials.[61]

Following the quantitative phase, the qualitative phase was carried out through semi-structured interviews with selected students from the same population. The interviews were guided by the conceptual framework proposed by Novak and Canas, which emphasizes concept mapping as a tool for organizing knowledge, promoting meaningful learning, and fostering metacognitive awareness. This phase sought to explore students' experiences in greater depth, particularly how mind mapping helps or hinders their comprehension, engagement, and understanding of TEFL concepts. As Creswell and Plano Clark explain, integrating quantitative breadth with qualitative depth enhances the validity and meaningfulness of research findings.[62] By employing the Sequential Explanatory Design, this study first identifies general perception patterns through quantitative data and then deepens the understanding of those patterns through qualitative exploration,

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[61] Tony Buzan, *The Ultimate Book of Mind Maps* (London: Thorsons, 2005)

[62] John W. Creswell and Vicki L. Plano Clark, *Designing and Conducting Mixed Methods Research*, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2018), 70–72.

making this approach suitable for examining how and why mind mapping influences students' learning experiences in the TEFL course at IAIN Curup.

Figure 3. 1

The Explanatory Sequential Design
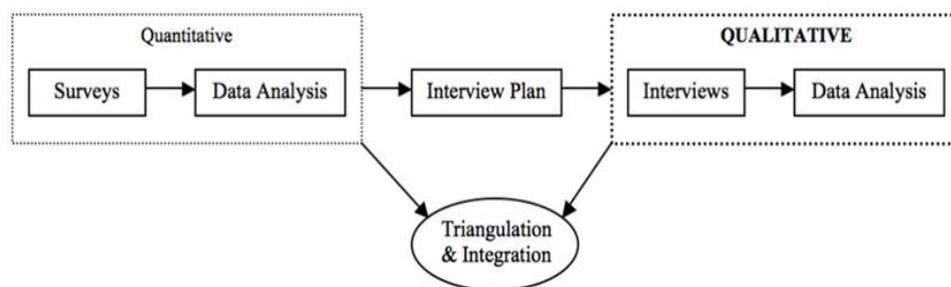
B. Subject of Research

The subjects of this research are students from the English Tadris Study Program (TBI) at IAIN Curup. Purposive sampling was used, a technique in which participants are deliberately chosen based on characteristics relevant to the research objectives. The participants were fifth-semester and seventh-semester students who have taken the Teaching English as a Foreign Language (TEFL) course, as they have sufficient experience in learning theoretical materials and applying instructional strategies such as mind mapping. Initial screening was conducted to identify students' perceptions of mind mapping and to determine their level of engagement in using this technique during the learning process. This process revealed that some students held positive perceptions toward the use of mind mapping, while others expressed negative perceptions. The questionnaire was distributed to all fifth-semester and seventh-semester students, while ten participants were selected for the in-depth interview phase.

Table 3. 1
Total Number of English students
English Tadris study program of IAIN Curup

No	Class	Number of students
1	5A	16 Students
2	5B	17 Students
3	5C	20 Students
4	7A	19 Students
5	7B	19 Students
6	7C	19 Students
	Total	**110 Students**

The researcher selected students from the English Tadris Study Program at IAIN Curup because they are directly involved in academic learning activities that require organizing, analyzing, and comprehending complex theoretical content as part of their coursework, particularly in the TEFL course. The chosen classes (5A, 5B, 5C, 7A, 7B, and 7C) consist of intermediate to advanced-level students who have been exposed to various learning strategies, including visual learning techniques such as mind mapping, during their studies. This prior exposure ensures that they are familiar with the use of mind mapping in academic contexts, enabling the researcher to obtain meaningful insights into its effectiveness and challenges. The total of 110 students provides a sufficiently large and varied sample to enhance the reliability and generalizability of the research findings.

For the interview phase, the researcher selected 10 students as participants based on specific considerations. First, this number was considered adequate for qualitative research because the primary purpose of the interviews was to obtain in-depth and rich data rather than statistical generalization. Second, the

selection of participants also took into account the students' availability and willingness to participate in the interviews, ensuring that the data collection process could be conducted effectively and ethically. Of the selected participants, five students represented positive perceptions and five students represented negative perceptions toward the use of mind mapping in learning TEFL materials. This division was intended to capture a balanced range of perspectives and to enrich the interpretation of the quantitative findings.

C. **Technique for Collecting Data**

In this study, the researcher employed questionnaires and interviews as data collection techniques. Questionnaires were used to obtain quantitative data through structured items measuring students' perceptions of the use of mind mapping in enhancing reading comprehension. The questionnaire covered several indicators, including concentration, comprehension, memory retention, creativity, efficiency, and enjoyment and motivation. Interviews were conducted to collect qualitative data, with participants selected from students who were willing to be interviewed and who demonstrated either positive or negative perceptions of mind mapping. The respondent selection process was initiated through preliminary communication via WhatsApp. The interviews were conducted using two approaches: face-to-face interviews, which were audio-recorded, and interviews conducted via WhatsApp in the form of voice notes (VN), in order to provide flexibility for the participants. The use of both data collection methods enabled the researcher to obtain a

comprehensive understanding of students' perceptions and experiences regarding the use of mind mapping in reading comprehension.

1. **Questionnaire**

To find out how to students' perceptions of the use of mind mapping as a learning strategy, this study employed a close-ended structured questionnaire using a four-point Likert scale as the primary instrument for data collection. The questionnaire was developed based on relevant theories and literature on mind mapping, particularly the theory proposed by Tony Buzan in his work on mind mapping. The questionnaire items measured six key indicators: concentration, comprehension, memory retention, creativity, efficiency, and enjoyment and motivation. The questionnaire was distributed to fifth- and seventh-semester students of the English Tadris Study Program at IAIN Curup who had taken the TEFL (Teaching English as a Foreign Language) course and had experience using mind mapping in their learning process. To ensure easy access and efficient distribution, the questionnaire was created using Google Forms and disseminated via WhatsApp to all targeted participants. The questionnaire can be accessed through the following link: https://forms.gle/FySKNAZf8oWZLGYf8. As part of the quantitative phase in this mixed methods study, the students' responses provided valuable insights into how mind mapping influences their learning engagement, understanding of materials, and learning motivation in the TEFL subject. Tony Buzan's theory was adopted because it emphasizes

that mind mapping reflects the brain's natural way of processing information through association, visualization, colors, and keywords. This theoretical framework allows the researcher to systematically categorize and analyze students' perceptions from cognitive, affective, and practical perspectives. Therefore, the findings of this study are grounded in a well-established and widely recognized theory of mind mapping.

2. **Interview**

In this study, the researcher used structured interviews to collect qualitative data related to students' perceptions of mind mapping. This method involved asking participants a set of pre-prepared questions to ensure consistency and facilitate comparison of responses across participants. The interview questions were developed based on the theoretical framework proposed by Novak and Canas and focused on five indicators: organization of ideas, active engagement, critical thinking, flexibility, and metacognition. The interviews were conducted using two approaches: face-to-face interviews, which were audio-recorded, and interviews conducted via WhatsApp in the form of voice notes (VN), in order to provide flexibility for the participants. During face-to-face interviews, the conversations were audio-recorded with participants' consent, while interviews conducted via WhatsApp were collected in the form of voice messages. After the interviews were completed, all audio data were transcribed verbatim for analysis. This approach helped ensure focused, reliable, and systematic qualitative data, enabling the researcher

to gain deeper insights into students' perceptions of both the strengths and limitations of mind mapping in the TEFL context within the English Tadris Study Program at IAIN Curup.

D. Instrument of Research

This study uses two instruments, namely a closed-ended questionnaire and an interview guide, both of which are designed in the context of the Teaching English as a Foreign Language (TEFL) course. The questionnaire is used to answer Research Question 1 by measuring students' perceptions of the use of mind mapping in TEFL classes through a Likert scale, allowing the data to be collected in a structured and measurable form. Meanwhile, the interview guide is used to answer Research Question 2 by providing students with opportunities to explain their experiences, views, and reasons related to the use of mind mapping in the TEFL course in greater depth through semi-structured interviews. By combining quantitative data from the questionnaire and qualitative data from the interviews, this study aims to obtain a comprehensive understanding of students' perceptions and experiences regarding the use of mind mapping in the TEFL classroom.

1. Questionnaire

To address the first research question in this study, which aims to investigate students' perceptions of the use of mind mapping in the TEFL classroom, the researcher employed a closed-ended questionnaire as the primary instrument for data collection. The questionnaire consisted of a series of statements with four response options: "Strongly Disagree,"

"Disagree," "Agree," and "Strongly Agree". The items were designed to explore various aspects of students' experiences and perceptions of mind mapping, including concentration, comprehension, memory retention, creativity, efficiency, and enjoyment and motivation in learning. The questionnaire was administered to students of the English Tadris Study Program at IAIN Curup who had taken the TEFL course, as they had direct experience using mind mapping as a learning strategy in the classroom.

Table 3. 2
Answer Weighting Criteria of Likert Scale

Answer Options	Weight Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

The questionnaire in this study was designed by the researcher and validated by an expert to ensure its appropriateness and accuracy. The questionnaire consisted of twenty-four statements measured using a four-point Likert scale with the response options "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." Each response was assigned a numerical score, where 1 indicated "Strongly Disagree," 2 indicated "Disagree," 3 indicated "Agree," and 4 indicated "Strongly Agree." The questionnaire was distributed to the students via WhatsApp in the form of a Google Form *https://forms.gle/FySKNAZf8oWZLGYf8.*The use of an online questionnaire was intended to facilitate efficient data collection and to

simplify the processes of data analysis and categorization related to

students' perceptions of mind mapping in the TEFL course

Table 3. 3
Blueprint of Students' Perceptions on the use of Mind Mapping
Based on Tony Buzan's Theory

Indicators	Subindicators	Statement Items (24)
Concentration	Focus on main ideas	1. Mind mapping helps me stay focused on the essential points of a lesson.
	Avoiding distractions	2. Mind mapping reduces distractions and keeps me attentive.
	Clarity of structure	3. The hierarchical branches in mind maps help me follow the flow of ideas clearly.
	Maintaining attention	4. Using mind maps keeps me concentrated longer compared to traditional note-taking.
Comprehension	Seeing connections	5. Mind mapping allows me to see how concepts are connected.
	Understanding relationships	6. I can easily understand the relationship between ideas through mind maps.
	Grasping overall structure	7. Mind mapping helps me understand the whole topic at a glance.
	Simplifying complex topics	8. I feel that mind mapping simplifies complex information into understandable parts.
Memory Retention	Visual recall	9. I can recall information more easily when it is presented in a mind map.
	Use of colors/images	10. Colors and images in mind maps help me remember information better.
	Associative memory	11. Keywords in mind maps trigger my memory during recall.
	Long-term retention	12. I remember lessons longer when I use mind maps.
Creativity	Imagination & ideas	13. Mind mapping stimulates my creativity in learning.
	Expression of ideas	14. I can express my ideas more freely when using mind maps.
	Personalized learning	15. Designing my own mind maps helps me personalize the learning process.
	Innovative thinking	16. Mind mapping encourages me to think of new connections and examples.
Efficiency	Time-saving	17. Mind mapping helps me summarize lessons

		more quickly.
	Practicality	18. Mind mapping is more practical than traditional note-taking.
	Quick scanning	19. I can quickly scan a mind map to find key information.
	Easy review	20. Reviewing mind maps before exams saves me time.
Enjoyment & Motivation	Fun in learning	21. Mind mapping makes the learning process more enjoyable.
	Engagement	22. I feel more engaged when using mind mapping in learning.
	Motivation	23. I feel motivated to learn when I use mind maps.
	Emotional connection	24. Mind mapping makes me feel more connected and interested in the subject matter.

2. **Interview Guidance**

The researcher used an interview guide to explore factors influencing students' perceptions of the use of mind mapping in comprehending the Teaching of English as a Foreign Language (TEFL) course. Based on mind mapping and concept mapping theories, particularly those proposed by Novak and Cañas, the interview guide covered several aspects, including organization of ideas, active engagement, critical thinking, flexibility, and metacognition. This interview guide was developed to answer Research Question 2, providing a structured yet flexible framework that allowed students to explain their experiences and perceptions in depth. The development process involved identifying relevant theories, determining key indicators, formulating interview questions, and validating the instrument. The interviews were conducted using two approaches: face-to-face interviews, which were audio

recorded, and interviews conducted via WhatsApp in the form of voice

notes (VN), in order to provide flexibility for the participants. This

approach ensured that the qualitative data collected were accurate,

relevant, and aligned with the objectives of the study regarding the use

of mind mapping in the TEFL classroom.

Table 3. 4
Blueprint of What are the factors that support and hinder the effectiveness of mind mapping in TEFL Course Based on Novak and Canas's Theory

Aspect	Indicators	No	Statement Items (20)
What are the factors that support and hinder the effectiveness of mind mapping in Teaching of English as a Foreign Language (TEFL) course	Organization of Ideas	1.	Do you think mind mapping is effective or ineffective in helping you organize TEFL concepts? Why do you think so?
		2.	Compared to traditional note-taking, how effective is mind mapping in connecting different TEFL ideas?
		3.	Have you ever felt that mind mapping made TEFL materials confusing because of too many branches or symbols? Why do you think so? Please explain.
		4.	To what extent does mind mapping help you understand the overall structure of TEFL topics?
	Active Engagement	5.	Do you feel that mind mapping makes you more actively involved in learning TEFL? Why do you think so? Please explain.
		6.	In what learning situations does mind mapping encourage or reduce your participation in TEFL learning?
		7.	Do you think the effort needed to create mind maps makes learning TEFL more effective or less effective?
		8.	Has using mind mapping ever made you feel bored or more interested in learning TEFL? Why do you think so? Please explain.
	Critical Thinking	9.	How effective is mind mapping in helping you analyze relationships between TEFL concepts?
		10.	Do mind maps help you identify similarities or differences among TEFL theories or methods?

		11.	In your opinion, does mind mapping support deep understanding of TEFL materials or only surface understanding?
		12.	Have you ever felt that mind mapping was ineffective for serious academic thinking in TEFL? Why do you think so? Please explain.
	Flexibility	13.	Do you think the flexibility of mind mapping helps you revise or rearrange TEFL materials easily?
		14.	How effective is mind mapping in helping you adapt to new or complex TEFL topics?
		15.	Have you ever felt that too much flexibility made mind mapping disorganized or ineffective?
		16.	Do you think mind mapping is effective or ineffective when used in group learning for TEFL?
	Metacognition	17.	Does mind mapping help you reflect on what you already understand in TEFL? Why do you think so? Please explain.
		18.	How effective is mind mapping in helping you identify parts of TEFL you do not fully understand?
		19.	Do you become more aware of your learning progress when using mind mapping? Why do you think so? Please explain.
		20.	Based on your experience, would you continue using mind mapping for learning TEFL in the future? Why or why not? Please explain. In addition, what final grade did you obtain in the TEFL course?

E. **Analyzing Questionnaire Validity and Reliability**

1. **Validity**

Because the researcher adopted Tony Buzan's theory as the foundation for developing the questionnaire, it was not necessary to conduct construct validity for this instrument. Buzan's framework on mind mapping has been widely established and supported by previous empirical studies, which have confirmed the reliability and accuracy of its constructs in measuring learners' perceptions of the technique. The aspects used in this study concentration, comprehension, memory retention, creativity, efficiency, and enjoyment or motivation were directly derived from Tony Buzan's theoretical model and have been consistently applied in similar research contexts. Therefore, the researcher relied on this well-validated theoretical framework to ensure the conceptual soundness of the questionnaire. The focus of the current study was thus placed on applying Tony Buzan's constructs within the context of English Tadris Study Program students at IAIN Curup, rather than revalidating the theoretical structure itself.

After validation, the revised questionnaire underwent a pilot test with 15 students who had similar characteristics to the main study participants. The questionnaire, created in Google Forms, was distributed via WhatsApp. Responses were analyzed in SPSS to calculate the correlation coefficient (r-count) for each item. Items were considered valid if their r-count exceeded the r-table value of 0.514 at the 5% significance

level with n = 15 respondents. Items that did not meet this criterion were revised or removed. This process expert validation, revision, pilot testing, and SPSS analysis ensured the questionnaire was valid and reliable before the main data collection

2. **Try out**

The validated and proofread questionnaire was administered to 15 respondents from the 2022 cohort of TBI students at IAIN Curup. These respondents were part of the research population and were selected from one class of the 2022 cohort. This class was used as the try-out group to test the research instrument prior to the main data collection, as it shared similar characteristics with the other participants involved in the study. The purpose of this trial was to evaluate the questionnaire's clarity, relevance, and effectiveness before its use in the main data collection. The results from this process served as the basis for conducting the validity and reliability testing of the instrument.

a. **Questionnaire Validity**

Based on the results of the validity test, the researcher calculated the *r-table* value at a 5% significance level with degrees of freedom (df) = 15 − 2 = 13, which was 0.514. Each item's *r-count* (Pearson Product Moment correlation) was then compared with the *r-table* value to determine its validity. The results showed that all 24 questionnaire items had *r-count* values higher than the *r-table* value (0.514), indicating that every item was valid and capable of accurately

measuring students' perceptions toward the use of mind mapping in learning the TEFL course. Therefore, no items were revised or eliminated, and all 24 items were retained for the final instrument. This result demonstrates that the questionnaire items were clearly understood by respondents and appropriately represented the aspects measured based on Tony Buzan's theory of mind mapping

b. **Reliability**

After validating the instrument and questionnaire, the researcher used Cronbach's Alpha to test its reliability. According to Nunnally, reliable tests usually have Cronbach's Alpha values between 0.75 and 0.83, and some can be above 0.90. Based on the validity results, all 24 questionnaire items were valid because their *r count* values were higher than the *r table* value of 0.443. The reliability test showed a total variance of 145.07 and a sum of item variances of 11.72. The Cronbach's Alpha result was 0.95, which indicates that the questionnaire is highly reliable.

Table 3. 5
Interpretation of Cronbach Alpha

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

To ensure the reliability of the questionnaire used in this study, Cronbach's alpha (α) was employed to measure its internal consistency. The interpretation of α values follows the standard classification, where $\alpha \geq 0.9$ indicates excellent reliability; $0.9 > \alpha \geq 0.8$ is considered good; $0.8 > \alpha \geq 0.7$ is acceptable; $0.7 > \alpha \geq 0.6$ is questionable; $0.6 > \alpha \geq 0.5$ is poor; and $\alpha < 0.5$ is unacceptable. A higher α value suggests that the questionnaire items consistently measure the same construct, whereas lower values may indicate that some items do not align well with the intended measurement.

In the context of this research, the application of Cronbach's alpha serves to confirm that the questionnaire items developed based on Tony Buzan's theory of mind mapping reliably measure students' perceptions of the use of mind mapping in Teaching English as a Foreign Language (TEFL). Tony Buzan's mind mapping theory, which emphasizes cognitive organization, visual learning, active engagement, flexibility, and metacognitive awareness, has been widely recognized and applied in educational research. Therefore, the reliability analysis in this study is intended to examine the internal consistency of the instrument rather than to revalidate the theoretical construct itself. A satisfactory Cronbach's alpha value indicates that the questionnaire items consistently represent the dimensions of mind mapping as perceived by students in supporting their comprehension of TEFL materials

The table below shows the analysis of the questionnaire's test results:

Table 3. 6
Reliability of Questionnaire

VAR TOTAL	145.07
SUM VAR	11.72
ALPHA CORN	0,95

It is possible to infer from the statistics above that the questionnaire's reliability was good because its Cronbach alpha was 0.95.

F. Technique of Data Analysis

The researcher employed the data analysis technique proposed by Miles and Huberman to address the research questions of this study, namely: (1) how students perceive the use of mind mapping in the TEFL classroom, and (2) To what extent does students' perception help them in comprehending TEFL. Interviews were conducted as the primary qualitative data collection method to obtain in-depth information from students regarding their experiences and perceptions of using mind mapping in the TEFL course. The data analysis process followed three main stages: data reduction, data display, and conclusion drawing/verification.

1. Quantitative Data

The researcher employed a quantitative analysis to process the data obtained from the questionnaire. After reading each statement item, students selected their responses based on the options provided in the four-point Likert scale, namely Strongly Disagree, Disagree, Agree, and Strongly Agree. The researcher then collected all responses and calculated the basic statistical measures, including the mean and percentage, to

identify the overall trend of students' perceptions. A mean score greater than three (3) indicated a *positive* perception, while a mean score lower than three (3) indicated a *negative* perception. The following formula was used to determine the percentage of responses:

$$P = \frac{f}{n} \times 100\%$$

P = Percentage

F = Frequency

n = Number of questions

2. Qualitative Data

According to Miles and Huberman, qualitative data analysis consists of three simultaneous activities: data reduction, data display, and conclusion drawing/verification. A detailed explanation of these three stages is as follows:[63]

a. Data Reduction

In this stage, the researcher organized and streamlined the qualitative data obtained from both face-to-face interviews and WhatsApp voice note responses. Initially, all in-person interviews were transcribed, and the WhatsApp responses were converted into written text. Next, the researcher carefully examined the data, identified information that was relevant to the research objectives,

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[63] Miles, M. B., Huberman, A. M., & Saldana, J. (1994). Qualitative Data Analysis: A Methods Sourcebook (Third). SAGE Publications.

summarized key points, and categorized responses with similar content into groups. Finally, the data were coded to eliminate redundant or irrelevant information, resulting in a concise and structured dataset ready for detailed analysis.

b. **Data Display**

In this stage, the researcher presented the interview and WhatsApp data in tables to illustrate the main factors influencing students' perceptions of using mind mapping in the TEFL classroom. The tables included students' responses explaining their positive and negative perceptions. For positive perceptions, common reasons included better organization of ideas, enhanced engagement, improved critical thinking, flexibility in learning, and increased metacognitive awareness. For negative perceptions, students mentioned that mind mapping could be time-consuming, sometimes confusing when too many branches or colors are used, difficulty sharing with peers, and challenges in applying it to formal academic tasks. Presenting the data in tables helped to identify common patterns clearly and made the analysis more structured and organized.

c. **Conclusion Drawing/Verification**

In this stage, the researcher interpreted the reduced and displayed data to identify patterns, relationships, and answers to the research questions regarding students' perceptions of mind mapping in the TEFL classroom. For instance, when many students reported that mind

mapping helped them organize ideas more effectively, enhance engagement, and improve critical thinking, the researcher concluded that these aspects were key factors influencing their positive perceptions. Conversely, when students mentioned difficulties such as confusion from too many branches or colors, time consumption, or challenges in applying mind maps to formal tasks, these were identified as factors contributing to negative perceptions. These interpretations were verified by reviewing the data multiple times, conducting member checking, performing triangulation, and engaging in peer discussions to ensure the credibility and validity of the findings.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the findings from questionnaires and interviews regarding the use of mind mapping in the TEFL course within the English Tadris Study Program at IAIN Curup. Using a mixed methods approach, it integrates quantitative data from the questionnaires with qualitative insights from interviews to examine students' perceptions and experiences with mind mapping. The chapter is organized by presenting the findings for each research question, followed by a discussion that is connected to relevant theories, including those of Tony Buzan and Novak & Canas, as well as previous related studies.

A. **FINDINGS**

1. **Students' Perceptions on the use of Mind Mapping in Teaching of English as a Foreign Language (TEFL) course**

   To address the first research question, the researcher distributed a questionnaire to fifth- and seventh-semester students of the English Tadris Study Program at IAIN Curup who had experience using mind mapping in learning the Teaching of English as a Foreign Language (TEFL) course. The data collection was conducted from 20 to 24 December 2025, targeting a total of 110 students. Of these, 102 students completed and returned the questionnaire, resulting in a response rate of 92.73%. According to Fraenkel and Wallen, a response rate above 75% is considered sufficient to ensure the representativeness of data in educational research. Therefore, the eight non-responses do not

significantly affect the reliability or generalizability of the findings.[64] The purpose of this data collection was to explore students' perceptions of the effectiveness of mind mapping in supporting their comprehension of TEFL materials. The results of the questionnaire are presented in the following sections in table form:

Table 4 1

Students' Perceptions on the use of Mind Mapping in Teaching of English as a Foreign Language (TEFL) course

Total Respondents (n)	Frequency (f)	Percentage (%)	Positive/Negative
102	70	68,63%	Positive
102	32	31,37%	Negative
102	**102**	**100%**	

Based Based on the questionnaire results, students of the English Tadris Study Program exhibited varied perceptions toward the use of mind mapping in the TEFL course. Out of a total of 102 respondents, 70 students (68.63%) demonstrated a positive perception of mind mapping, with an average score of 3.32, showing agreement with statements that emphasized its benefits, such as better organization of ideas, enhanced engagement, improved critical thinking, greater flexibility, and increased metacognitive awareness. In contrast, 32 students (31.37%) showed a negative perception, with an average score of 2.26, agreeing more with statements that highlighted challenges in using mind mapping, such as

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[64] Fraenkel, J. R., & Wallen, N. E. (2012). *How to design and evaluate research in education* (8th ed.). New York: McGraw-Hill

time consumption, difficulty in managing complex maps, and obstacles in applying it to formal academic tasks.
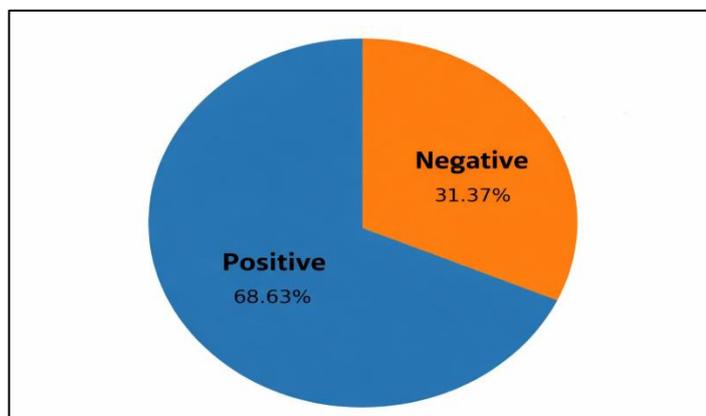
Diagram 4. 1 *Students Perception*

a. **Students' Perceptions of the Effectiveness of Mind Mapping**

Most students showed a positive perception of mind mapping. Out of 102 respondents, 70 students (68.63%) perceived mind mapping as effective in learning the TEFL course, with an average score of 3.32 (> 3) and were therefore categorized as having a positive perception. These students reported that mind mapping helped them maintain better focus, understand complex TEFL concepts, retain key information, stimulate creativity, work more efficiently, and increase enjoyment and motivation in learning. This finding supports Buzan's theory, which argues that mind mapping enhances comprehension, memory, and cognitive engagement by presenting information in a visual and associative manner.

Based on the questionnaire results, all 70 students with positive perceptions stated that they agreed or strongly agreed with all items

across the six indicators: Concentration, Comprehension, Memory Retention, Creativity, Efficiency, and Enjoyment & Motivation. The explanations of the key item findings are presented below.

For Item 1 (Concentration), "*Mind mapping helps me stay focused on the essential points of a lesson*" 70 students agreed, with 42 students selecting "agree" and 28 students selecting "strongly agree." The students indicated that mind mapping helps them maintain concentration because the use of keywords and main branches allows them to focus directly on core ideas. This visual structure minimizes distractions and enables students to identify important points quickly during TEFL learning activities.

Regarding Item 8 (Comprehension), "*I feel that mind mapping simplifies complex information into understandable parts*" 70 students agreed that mind mapping supports their understanding. The students explained that complex TEFL concepts become easier to comprehend when they are broken down into smaller, visually connected components. The hierarchical and structured layout of mind maps helps students process information more systematically.

In Item 11 (Memory Retention), "*Keywords in mind maps trigger my memory during recall*" 70 students agreed that mind mapping enhances their ability to remember learning materials. Students reported that keywords, symbols, and colors function as

memory cues, making it easier for them to recall previously learned information, especially during revision or examinations.

For Item 16 (Creativity), "*Mind mapping encourages me to think of new connections and examples*" 70 students agreed that mind mapping stimulates creativity. Students felt that the non-linear structure of mind maps allowed them to explore ideas freely, develop new connections, and relate TEFL concepts to prior knowledge or real-life examples.

In Item 17 (Efficiency), "*Mind mapping helps me summarize lessons more quickly*" 70 students agreed that mind mapping improves learning efficiency. Students stated that using keywords rather than lengthy notes enabled them to summarize materials faster and review content more effectively, saving time during study sessions.

Finally, for Item 22 (Enjoyment & Motivation), "*I feel more engaged when using mind mapping in learning*" 70 students agreed that mind mapping increased their engagement. Students reported that the use of colors, images, and flexible organization made learning TEFL more interesting and enjoyable, which in turn enhanced their motivation and active participation.

Overall, these findings indicate that the 70 students who agreed experienced the benefits of mind mapping comprehensively. Mind mapping effectively enhanced students' concentration,

comprehension, memory retention, creativity, efficiency, and enjoyment and motivation in learning the TEFL cours.

b. Students' Perceptions of the Ineffectiveness of Mind Mapping

A total Based on the questionnaire results, 32 students (31.37%) demonstrated negative perceptions toward the use of mind mapping in the TEFL course, with an average score of 2.26 (< 3), which was categorized as negative. These students mostly responded Disagree and Strongly Disagree across all six indicators: Concentration, Comprehension, Memory Retention, Creativity, Efficiency, and Enjoyment & Motivation, indicating that they did not perceive mind mapping as supportive of their learning.

In particular, two questionnaire items showed unanimous Strongly Disagree responses from all 32 students, namely Item 2 (Concentration) and Item 12 (Memory Retention). For Item 2 (Concentration): "*Mind mapping reduces distractions and keeps me attentive,*" all 32 students strongly disagreed, explaining that mind mapping instead increased distractions. They reported that the excessive use of branches, colors, symbols, and visual elements required extra attention, which shifted their focus away from understanding TEFL content. Rather than supporting sustained attention, mind mapping made it difficult for them to remain cognitively focused on the lesson. Similarly, for Item 12 (Memory Retention): "*I remember lessons longer when I use mind maps,*" all

32 students strongly disagreed. The students stated that mind maps were often too complex to remember because they contained many interconnected branches and keywords. Memorizing both the visual structure and the content demanded additional cognitive effort, which reduced the effectiveness of mind mapping in supporting long-term memory. As a result, students felt that traditional notes were more reliable for recalling detailed TEFL concepts.

For the remaining items across all indicators, students with negative perceptions predominantly selected Disagree, indicating that they did not experience improvements in understanding complex material, organizing ideas, stimulating creativity, working efficiently, or increasing motivation when using mind mapping. Overall, these findings suggest that for students with negative perceptions, mind mapping did not align with their learning preferences and cognitive styles, particularly in learning TEFL content that requires detailed explanation, linear reasoning, and deep conceptual understanding.

2. **Factors that support and hinder the effectiveness of mind mapping in Teaching of English as a Foreign Language (TEFL) course**

To address the second research question, the researcher conducted interviews with students who had experience using mind mapping in the Teaching of English as a Foreign Language (TEFL) course. The purpose of the interviews was to gain deeper insight into how students' perceptions of mind mapping helped or hindered their comprehension of TEFL

materials. The interviews were conducted from 26 to 28 December 2025. The interviews were conducted using two approaches: face-to-face interviews, which were audio-recorded, and interviews conducted via WhatsApp in the form of voice notes (VN), in order to provide flexibility for the participants. The interview involved 10 respondents, consisting of 5 students with positive perceptions and 5 students with negative perceptions. The collected responses provided rich information regarding cognitive, affective, and learning-related factors that influenced students' understanding of TEFL through the use of mind mapping. Through open-ended questions, the participants were encouraged to describe specific situations in which mind mapping supported or limited their understanding of TEFL concepts. This approach enabled the researcher to identify recurring patterns and contrasts between students with positive and negative perceptions. As a result, the interview data contributed to a more comprehensive interpretation of students' comprehension of TEFL materials when using mind mapping.

Table 4.2

Factors that support and hinder the effectiveness of mind mapping in Teaching of English as a Foreign Language (TEFL) course

Perception Type	Respondents(s)	Perception
Effectiveness	R2, R7, R8, R16, R42	1. Helps organize complex TEFL concepts into clear and structured ideas 2. Enhances understanding of relationships between theories and teaching methods 3. Encourages active engagement and deeper cognitive processing 4. Provides a clear overview of TEFL topics and overall structure 5. Supports critical thinking through comparison of concepts 6. Flexible for revising and expanding learning materials 7. Helps identify strengths and gaps in understanding (metacognition) 8. Increases motivation and interest through visual and creative elements 9. Considered effective for long-term comprehension of TEFL concepts
Inffectiveness	R5, R10, R14,R24, R36	1. Concepts feel oversimplified and lack detailed explanations 2. Too many branches and symbols cause confusion 3. Difficult to follow logical and sequential explanations of TEFL theories 4. Focus shifts to design rather than content understanding 5. Less suitable for deep academic and theoretical analysis 6. Time-consuming with limited learning benefits 7. Flexibility leads to disorganized notes 8. Reduces confidence during discussions and presentations 9. Considered ineffective based on personal learning styles

1. **Students' Perceptions of the Effectiveness of Mind Mapping**

Respondents R2, R7, R8, R16, and R42 expressed a clear perception that mind mapping was effective in helping them comprehend Teaching English as a Foreign Language (TEFL). They highlighted several interconnected reasons related to organization of ideas, active engagement, critical thinking, flexibility, and metacognition. These respondents felt that mind mapping enabled them to organize complex and dense TEFL materials into clear, structured, and visually organized representations, making abstract theories easier to understand and remember. By breaking down extensive concepts into main ideas and supporting details, mind mapping helped them avoid feeling overwhelmed during intensive learning sessions and supported stronger information retention.

Students who perceived mind mapping as effective emphasized its role in helping them see relationships among theories, methods, and classroom practices in TEFL. The visual layout of mind maps allowed them to grasp the overall structure of a topic while still understanding specific subtopics. This holistic view supported deeper comprehension and facilitated the integration of new information with prior knowledge, as students could clearly trace how concepts were interconnected within a single framework. As R2 stated that:

> **R2 stated**: *"When I make a mind map, I have to choose what information is important, so I understand the material more deeply, not just memorize it."*

In terms of critical thinking, students who found mind mapping effective noted that it helped them analyze, compare, and evaluate different TEFL theories. By visually mapping similarities and differences, they were able to engage in higher-order thinking and develop a clearer conceptual understanding of theoretical frameworks and teaching approaches. As R7 stated that:

> **R7 stated**: *"Mind mapping helps me understand the structure of TEFL materials because I can see the flow of the topic from beginning to end in one display."*

Respondents also reported that mind mapping encouraged active engagement in the learning process. Instead of passively copying notes from lectures or slides, students were required to process information, select key ideas, and reorganize content based on their own understanding. This cognitive involvement made learning more meaningful and promoted deeper comprehension. As R8 stated that:

> **R8 stated**: *"Through mind mapping, I can easily compare TEFL theories because their similarities and differences are clearly visible."*

From a flexibility and adaptability perspective, respondents valued mind mapping because it allowed them to revise, expand, and

reorganize their notes easily. When new explanations were provided by the lecturer, students could add new branches or modify existing ones without rewriting their entire notes. This adaptability supported continuous learning and accommodated the evolving nature of TEFL materials. As R16 stated that

> **R16 stated**: *"If the lecturer adds new material, I can directly adjust my mind map without starting over, which really helps me understand the topic better."*

Emotionally and motivationally, students reported that mind mapping made learning more interesting, less monotonous, and more engaging. The creative aspects of using colors, symbols, and visual layouts increased their interest and reduced boredom, leading to greater motivation to study TEFL materials. As R42 stated that

> **R42 stated**: *"Mind mapping makes learning TEFL more enjoyable and creative, so I feel more motivated and focused when studying".*

Based on the interview results with the five respondents who held positive perceptions, it was found that they perceived mind mapping as highly beneficial in learning Teaching of English as a Foreign Language (TEFL) across five main aspects. The respondents stated that mind mapping helped them organize complex and abstract TEFL materials into clear and structured visual representations, allowing theories, methods, and teaching examples to be understood

more systematically without causing cognitive overload. In addition, mind mapping increased students' active engagement in learning, as they were required to select essential information, reorganize content, and connect concepts based on their own understanding, which promoted meaningful learning rather than rote memorization. The respondents also reported that mind mapping supported the development of critical and analytical thinking, particularly when analyzing and comparing different TEFL theories and teaching approaches through visual connections among concepts. In terms of flexibility, mind mapping enabled students to revise and expand their notes easily when new material was introduced by the lecturer, without the need to rewrite their entire notes. Furthermore, mind mapping enhanced students' metacognitive awareness, as the structure of the mind map allowed them to identify areas that were not yet fully understood and to plan appropriate follow-up learning strategies. These findings indicate that all five respondents with positive perceptions experienced comprehensive benefits of mind mapping in supporting their understanding, engagement, and learning management in the TEFL course.

Based on the interview results, this finding is further supported by the academic achievement of students who held positive perceptions toward the use of mind mapping. Students who reported that mind mapping was effective in supporting their comprehension of

TEFL also demonstrated optimal learning outcomes in the course. Among the five respondents with positive perceptions, four students achieved an A grade in the TEFL course, while one student obtained a B grade. The B grade was not the result of insufficient understanding of TEFL materials, but rather due to the student's less-than-optimal class attendance. This finding indicates that students who actively used mind mapping and perceived it as beneficial tended to have strong comprehension of TEFL content, which was reflected in their high academic performance. Therefore, positive perceptions of mind mapping were not only evident in students' interview responses but were also supported by their academic evaluation result.

Overall, based on the interview findings, respondents with positive perceptions viewed mind mapping as an effective learning strategy in the TEFL course due to several key aspects. First, mind mapping helped students organize complex and dense TEFL materials into clear and structured visual forms, making abstract theories easier to understand and remember. Second, it enabled students to see relationships among TEFL theories, methods, and classroom practices more holistically. Third, mind mapping promoted active learning by requiring students to select essential information, reorganize content, and process concepts based on their own understanding. Fourth, respondents reported that mind mapping supported the development of critical and analytical thinking, particularly when comparing and

analyzing different TEFL theories through visual connections. Fifth, mind mapping provided flexibility in learning, allowing students to revise and expand their notes easily when new material was introduced. Finally, the use of visual elements such as colors and symbols increased students' motivation, focus, and awareness of their own learning processes. Based on these points, mind mapping was perceived as effective in supporting students' comprehension, engagement, and learning management in the TEFL course.

2. **Students' Perceptions of the Ineffectiveness of Mind Mapping**

Respondents R5, R10, R14, R24, and R36 expressed the perception that mind mapping was ineffective in helping them comprehend Teaching English as a Foreign Language (TEFL). Their views were influenced by several interconnected cognitive, academic, and personal learning factors. These students felt that mind mapping tended to oversimplify complex TEFL concepts, causing important explanations, theoretical depth, and detailed arguments to be lost. As a result, they experienced difficulty achieving a thorough and accurate understanding of the material, especially during intensive academic study that required step by step explanations.

Students who perceived mind mapping as ineffective emphasized that the fragmented and visual nature of mind maps made it difficult to follow the logical and sequential flow of TEFL theories. They preferred linear note-taking and narrative explanations, which they

believed provided clearer definitions, reasoning, and examples. For these respondents, understanding linguistic and pedagogical concepts in TEFL required a structured progression that mind mapping did not adequately support. As R5 stated that:

> **R5 stated**: *"When there are too many branches in a mind map, I get confused about which one is the main idea and which one is just an example."*

In terms of learning engagement, students who viewed mind mapping as ineffective stated that the method did not make them more active in understanding the material. Instead, their attention was often diverted to designing, arranging, and decorating the mind map rather than processing the TEFL content itself. This shift in focus reduced the effectiveness of learning and limited meaningful engagement with the material.

> **R10 stated**: *"TEFL theories need to be explained step by step. When I use mind mapping, I only see keywords, and I feel that many important explanations are missing."*

Several respondents also reported that mind mapping caused confusion due to excessive branches, symbols, and visual elements. Instead of clarifying relationships among concepts, crowded mind maps made it harder for them to distinguish main ideas from supporting details. This

visual overload increased cognitive burden and reduced clarity, particularly when dealing with complex theoretical content.

> **R14 stated**: *"I spend more time thinking about how to arrange the mind map than actually understanding the TEFL material."*

From a critical thinking perspective, respondents argued that mind mapping was less suitable for deep academic analysis. They felt that analyzing, evaluating, and critiquing TEFL theories required detailed explanations, extended arguments, and concrete examples, which could not be adequately represented through keywords and brief visual connections alone.

> **R24 stated**: *"For critical analysis, I need full explanations and examples. Mind mapping feels too simple for that kind of thinking."*

Based on the interview results, the academic achievement of students who held negative perceptions toward the use of mind mapping showed less optimal outcomes in the TEFL course. All respondents who perceived mind mapping as ineffective in supporting their comprehension of TEFL obtained a B grade in the course. None of the students in this group achieved an A grade. This finding indicates that students with negative perceptions of mind mapping tended to demonstrate lower academic performance compared to those with positive perceptions. This condition may be related to their

difficulties in utilizing mind mapping as an effective learning strategy to support comprehension, which consequently influenced their overall academic achievement in the TEFL course.

Overall, based on the interview findings, respondents with negative perceptions considered mind mapping to be less effective in supporting TEFL learning for several key reasons. First, mind mapping was perceived to oversimplify TEFL materials, causing detailed explanations, theoretical depth, and academic arguments to be insufficiently represented. Second, the visual and branched structure of mind maps was seen as making it difficult to follow the logical and sequential flow of TEFL theories, leading students to prefer linear note-taking. Third, the excessive use of branches, symbols, and colors often created confusion and increased cognitive load, particularly when dealing with complex theoretical content. Fourth, students reported that their attention was frequently diverted to organizing and designing the mind map rather than focusing on understanding the TEFL material itself, which reduced meaningful learning engagement. Finally, respondents felt that mind mapping was less suitable for critical academic analysis that requires detailed explanations, extended reasoning, and concrete examples. Based on these points, mind mapping was viewed as unable to fully support the respondents' needs for comprehensive understanding of TEFL content.

B. DISCUSSION

1. Students' Perception the use of Mind Mapping in Teaching of English as a Foreign Language (TEFL) course

The findings of this study clearly address the first research question concerning students' perceptions of the use of mind mapping in the Teaching of English as a Foreign Language (TEFL) course. Based on the questionnaire results, most students in the English Tadris Study Program at IAIN Curup demonstrated positive perceptions toward mind mapping as a learning strategy. Out of 102 respondents, 70 students (68.63%) showed positive perceptions, with a mean score of 3.32, indicating agreement with statements regarding the benefits of mind mapping in enhancing concentration, comprehension, memory retention, creativity, learning efficiency, and motivation. These students reported that mind mapping helped them organize complex TEFL concepts, understand relationships among theories, approaches, and teaching methods, and retain key information more effectively.

This finding is in line with Buzan, who states that mind mapping improves comprehension and memory by presenting information visually and associatively rather than linearly.[65] Buzan emphasizes that the use of keywords, colors, images, and branches reflects the natural way the human brain processes information, making mind mapping highly suitable for learning abstract and theoretical subjects such as TEFL.

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[65] Tony Buzan, *The Ultimate Book of Mind Maps* (London: HarperCollins, 2018)

In addition, this result is supported by Novak and Cañas, who argue that visual mapping techniques promote meaningful learning by helping learners organize ideas hierarchically and recognize relationships among concepts.[66] Their theory explains why students in this study perceived mind mapping as helpful in understanding the interconnections between TEFL theories, teaching approaches, and pedagogical principles.

However, the findings also reveal that not all students perceived mind mapping positively. A total of 32 students (31.37%) expressed negative perceptions, with a mean score of 2.26. These students reported that mind mapping was less effective due to difficulties in managing complex diagrams, the time required to construct mind maps, and confusion caused by excessive branches and visual elements. Some students also stated that mind mapping disrupted their focus and was less suitable for formal academic learning.

These findings are consistent with the study conducted by Kalyanasundaram et al. entitled *Effectiveness of Mind Mapping Technique in Information Retrieval*, which found that although mind mapping can enhance understanding, it may also increase cognitive load for learners who are unfamiliar with visual learning strategies.[67] This supports the present finding that students' individual learning preferences and prior experience influence their perceptions of mind mapping.

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[66] Joseph D. Novak and Alberto J. Cañas, "The Theory Underlying Concept Maps and How to Construct and Use Them," *Institute for Human and Machine Cognition* (2008)

[67] Karunakaran Kalyanasundaram et al., "Effectiveness of Mind Mapping Technique in Information Retrieval," *International Journal of Educational Research*, 5(3), 2017.

2. **Factors that support and hinder the effectiveness of mind mapping in Teaching of English as a Foreign Language (TEFL) course**

The findings of this study further indicate that students' perceptions of mind mapping significantly influence their comprehension of TEFL materials. Students with positive perceptions reported that mind mapping helped them understand and retain TEFL content more effectively. They stated that mind mapping made it easier to organize complex information, connect concepts, and identify relationships among teaching theories and methods. The visual and hierarchical structure of mind maps enabled students to see the overall framework of TEFL while simultaneously understanding key details.

This finding is supported by Nguyen and Nguyen in their study "Using Mind Mapping Strategy to Improve Students' Reading Comprehension in EFL Classroom", which found that mind mapping facilitated comprehension by visually organizing ideas and relationships within learning materials.[68] Although their study focused on reading comprehension, the cognitive process of organizing and connecting information is similar to that required in comprehending theoretical TEFL content.

Similarly, Tatipang, Oroh, and Liando reported in "Applying Mind Mapping Technique to Improve Students' Reading Comprehension" that

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[68] Thi Thu Hien Nguyen and Thi Hong Hanh Nguyen, "Using Mind Mapping Strategy to Improve Students' Reading Comprehension in EFL Classroom," *Journal of Language Teaching and Research*, 11(3), 2020

mind mapping helped learners identify main ideas and relationships between concepts, leading to improved comprehension outcomes.[69] While their research was conducted at the junior high school level, the findings support the applicability of mind mapping across different educational levels, including higher education.

On the other hand, students with negative perceptions reported that mind mapping hindered their comprehension due to its complexity and time-consuming nature. They preferred linear note-taking or traditional reading methods, which they considered more practical and easier to follow. This finding reinforces the argument by Kalyanasundaram et al. that mind mapping may not be equally effective for all learners, particularly without sufficient guidance and training.[70]

Overall, these findings indicate that students' perceptions play a crucial role in determining the effectiveness of mind mapping in comprehending TEFL materials. Positive perceptions contribute to better understanding, focus, engagement, and memory retention, while negative perceptions may limit its effectiveness due to cognitive overload or unfamiliarity. This study extends previous research by demonstrating that mind mapping is not only effective at the school level but also beneficial in university-level TEFL courses, where students face more complex and abstract academic conten

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[69] Diana Tatipang, Esther Oroh, and Nihta Liando, "Applying Mind Mapping Technique to Improve Students' Reading Comprehension," *Journal of English Education*, 6(2), 2021

[70] Karunakaran Kalyanasundaram et al., "Effectiveness of Mind Mapping Technique in Information Retrieval," *International Journal of Educational Research*, 5(3), 2017

BAB V
CONCLUSIONS AND SUGGESTIONS

Based Based on the analysis presented in the previous chapters, this final section presents the conclusions and suggestions of the study. The conclusions address the research questions concerning students who feel that mind mapping is effective and those who feel that it is not effective in comprehending Teaching of English as a Foreign Language (TEFL).

A. CONCLUSIONS

This study concludes that students of the English Tadris Study Program at IAIN Curup hold varied perceptions toward the use of mind mapping in comprehending Teaching English as a Foreign Language (TEFL) materials, with a general tendency toward positive perceptions. The findings indicate that mind mapping is perceived as an effective learning strategy, particularly in helping students organize complex and abstract TEFL concepts into clear and structured visual representations. Through the use of keywords, branches, and visual connections, mind mapping enables students to identify relationships among theories, methods, and teaching practices, facilitating clearer understanding and reducing cognitive overload. These results are consistent with Tony Buzan's theory of mind mapping, which emphasizes that visual note-taking aligns with the associative functioning of the human brain, supporting more efficient comprehension and information retention compared to conventional linear note-taking.

Furthermore, the study reveals that students with positive perceptions experienced benefits across several learning aspects, including active engagement, critical thinking, flexibility in learning, and metacognitive awareness. The interviews indicated that mind mapping encouraged students to actively process information, select key ideas, compare TEFL theories, and reflect on their own understanding rather than relying solely on memorization. These positive perceptions were also reflected in academic achievement, as most students who found mind mapping effective achieved high grades in the TEFL course. Although some students preferred linear explanations or narrative note-taking, the overall findings suggest that mind mapping is a valuable instructional strategy for supporting TEFL comprehension, particularly for learners who benefit from visual organization and active cognitive engagement.

Importantly, the findings of this study indicate that mind mapping is not only effective for school students but also applicable and beneficial at the university level, where students encounter more complex and abstract academic content. Therefore, incorporating mind mapping into TEFL instruction can enhance learning quality and provide meaningful support for students' academic understanding in higher education contexts.

B. SUGGESTIONS

Based on the results and conclusions of this study, several suggestions are proposed for the following parties:

1. For Lecturers

   Lecturers are encouraged to integrate mind mapping as a visual learning strategy in TEFL instruction. They can guide students on how to create and use mind maps effectively for organizing complex theoretical concepts, connecting ideas, and enhancing comprehension. Lecturers should also provide examples, scaffolding, and exercises to help students gradually adapt to this strategy, especially for those unfamiliar with visual learning techniques. By doing so, lecturers can promote active engagement, critical thinking, and meaningful learning among students.

2. For Students

   Students are advised to utilize mind mapping as a tool to enhance their understanding of TEFL materials. They should practice organizing ideas, connecting key concepts, and applying colors, symbols, or keywords to improve memory retention, focus, and learning engagement. Students are also encouraged to reflect on their learning process through mind maps to strengthen metacognitive awareness and critical thinking skills. By actively using mind mapping, students can better manage complex information and achieve deeper comprehension.

3. For the English Tadris Study Program

   The English Tadris Study Program is encouraged to support the implementation of mind mapping in TEFL courses by providing guidance, workshops, or training on visual learning strategies. The

program may also integrate mind mapping into the curriculum to help students handle abstract and theoretical content more effectively. Providing resources, examples, and support for both lecturers and students can enhance the overall quality of learning, promote active engagement, and prepare students for higher-order thinking and academic success at the university level.

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APPENDICES

SK PEMBIMBING

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
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Nomor : 639 Tahun 2025

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
	3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
	4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
	5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
	6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
	7.	Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tantang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	1.	Permohonan Saudara Tri Mepipta Sari tanggal 26 September 2025 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi
	2.	Berita Acara Seminar Proposal Pada Hari Kamis, 10 Juli 2025

MEMUTUSKAN :

Menetapkan			
Pertama	:	1. Dr. Leffi Noviyenty, M. Pd	19761106 200312 2004
		2. Meli Fauziah, M. Pd	19940523 202012 2003

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	TRI DINDA MEPIPTA SARI
N I M	:	21551041
JUDUL SKRIPSI	:	Students' Perceptions On The Use Of Mind Mapping Diagram In Improving Students' Ability in Comprehending TEFL Subject

Kedua	:	Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku.

Ditetapkan di Curup,
Pada tanggal 29 September 2025
Dekan

Sutarto

Tembusan :
1. Rektor
2. Bendahara IAIN Curup,
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

INSTRUMENT

Blueprint of Students' Perceptions on the use of Mind Mapping

No	Indicators	Subindicators	Statement Items (24)	SD	D	A	SA
1	Concentration	Focus on main ideas	1. Mind mapping helps me stay focused on the essential points of a lesson.				
		Avoiding distractions	2. Mind mapping reduces distractions and keeps me attentive.				
		Clarity of structure	3. The hierarchical branches in mind maps help me follow the flow of ideas clearly.				
		Maintaining attention	4. Using mind maps keeps me concentrated longer compared to traditional note-taking.				
2	Comprehension	Seeing connections	5. Mind mapping allows me to see how concepts are connected.				
		Understanding relationships	6. I can easily understand the relationship between ideas through mind maps.				
		Grasping overall structure	7. Mind mapping helps me understand the whole topic at a glance.				
		Simplifying complex topics	8. I feel that mind mapping simplifies complex information into understandable parts.				
3	Memory Retention	Visual recall	9. I can recall information more easily when it is presented in a mind map.				
		Use of colors/images	10. Colors and images in mind maps help me remember information better.				
		Associative memory	11. Keywords in mind maps trigger my memory during recall.				
		Long-term retention	12. I remember lessons longer when I use mind maps.				
4	Creativity	Imagination &	13. Mind mapping stimulates				

		ideas	my creativity in learning.				
		Expression of ideas	14. I can express my ideas more freely when using mind maps.				
		Personalized learning	15. Designing my own mind maps helps me personalize the learning process.				
		Innovative thinking	16. Mind mapping encourages me to think of new connections and examples.				
5	Efficiency	Time-saving	17. Mind mapping helps me summarize lessons more quickly.				
		Practicality	18. Mind mapping is more practical than traditional note-taking.				
		Quick scanning	19. I can quickly scan a mind map to find key information.				
		Easy review	20. Reviewing mind maps before exams saves me time.				
6	Enjoyment & Motivation	Fun in learning	21. Mind mapping makes the learning process more enjoyable.				
		Engagement	22. I feel more engaged when using mind mapping in learning.				
		Motivation	23. I feel motivated to learn when I use mind maps.				
		Emotional connection	24. Mind mapping makes me feel more connected and interested in the subject matter.				

Blueprint of factors that support and hinder the effectiveness of mind mapping in Teaching of English as a Foreign Language (TEFL) course

No	Aspect	Indicators	Statement Items (20)
1.	factors that support and hinder the effectiveness of mind mapping in Teaching of English as a Foreign Language (TEFL) course	Organization of Ideas	1. Do you think mind mapping is effective or ineffective in helping you organize TEFL concepts? Why do you think so? 2. Compared to traditional note-taking, how effective is mind mapping in connecting different TEFL ideas? 3. Have you ever felt that mind mapping made TEFL materials confusing because of too many branches or symbols? Why do you think so? Please explain. 4. To what extent does mind mapping help you understand the overall structure of TEFL topics?
		Active Engagement	5. Do you feel that mind mapping makes you more actively involved in learning TEFL? Why do you think so? Please explain. 6. In what learning situations does mind mapping encourage or reduce your participation in TEFL learning? 7. Do you think the effort needed to create mind maps makes learning TEFL more effective or less effective? 8. Has using mind mapping ever made you feel bored or more interested in learning TEFL? Why do you think so? Please explain.
		Critical Thinking	9. How effective is mind mapping in helping you analyze relationships between TEFL concepts? 10. Do mind maps help you identify similarities or differences among TEFL theories or methods? 11. In your opinion, does mind mapping support deep understanding of TEFL materials or only surface understanding? 12. Have you ever felt that mind mapping was ineffective for serious academic thinking in TEFL? Why do you think so? Please explain.
		Flexibility	13. Do you think the flexibility of mind mapping helps you revise or rearrange TEFL materials easily? 14. How effective is mind mapping in helping you adapt to new or complex TEFL topics? 15. Have you ever felt that too much flexibility made mind mapping disorganized or

			ineffective?
			16. Do you think mind mapping is effective or ineffective when used in group learning for TEFL?
		Metacognition	17. Does mind mapping help you reflect on what you already understand in TEFL? Why do you think so? Please explain.
			18. How effective is mind mapping in helping you identify parts of TEFL you do not fully understand?
			19. Do you become more aware of your learning progress when using mind mapping? Why do you think so? Please explain.
			20. Based on your experience, would you continue using mind mapping for learning TEFL in the future? Why do you think so? Please explain.

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini, selaku validator instrument kuesioner (angket) dan panduan wawancara menerangkan bahwa:

Nama : Tri Dinda Mepipta Sari

Nim : 21551041

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : **Students' Perceptions On The Use Of Mind Mapping Diagram In Improving Students' Ability In Comprehending Tefl Subject**

Setelah memeriksa dan mencermati instrument penelitian, maka instrument berupa kuesioner (angket) dan panduan wawancara tersebut dinyatakan telah memenuhi validitas isi dan layak digunakan untuk penelitian.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Curup, 18 Desember 2025
Validator

Melli Kusmaningrum, M.Pd
NIP: 199105242025212017

Data of The Questionnaire

Students' Perception on The Use Of Mind Mapping

R16	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
R34	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
R42	3	3	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4
R20	4	3	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4
R29	4	3	4	4	3	4	4	3	3	4	4	4	4	4	4	4	4
R7	3	3	3	3	4	4	4	4	3	4	4	4	4	4	3	3	3
R53	3	3	4	4	4	4	3	4	4	4	4	3	3	4	4	4	3
R2	4	4	4	2	4	3	3	4	4	4	4	2	4	2	4	4	4
R33	4	4	3	3	4	4	4	4	3	4	4	3	4	4	3	3	4
R49	3	3	4	3	3	4	3	3	4	4	4	4	4	3	3	4	4
R68	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4
R12	4	3	4	3	4	3	4	4	3	4	3	4	3	4	3	3	3
R72	4	3	3	4	4	3	3	3	4	4	3	4	3	4	3	4	4
R45	3	2	4	3	4	4	3	4	4	3	4	3	3	3	3	4	4
R54	4	3	3	3	3	4	3	4	4	4	4	4	3	4	3	3	4

Tabel Of
Validity of Questionnaire

No	R hitung	R tabel	Keterangan
1	0.774	0.514	Valid
2	0.710	0.514	Valid
3	0.718	0.514	Valid
4	0.754	0.514	Valid
5	0.733	0.514	Valid
6	0.811	0.514	Valid
7	0.665	0.514	Valid
8	0.934	0.514	Valid
9	0.836	0.514	Valid
10	0.734	0.514	Valid
11	0.862	0.514	Valid
12	0.632	0.514	Valid
13	0.714	0.514	Valid
14	0.569	0.514	Valid
15	0.705	0.514	Valid
16	0.563	0.514	Valid
17	0.705	0.514	Valid
18	0.535	0.514	Valid
19	0.774	0.514	Valid
20	0.828	0.514	Valid
21	0.874	0.514	Valid
22	0.682	0.514	Valid
23	0.711	0.514	Valid
24	0.739	0.514	Valid

R1

1. Saya merasa mind mapping efektif dalam membantu saya mengorganisasi konsep TEFL, karena materi yang kompleks bisa diringkas menjadi poin-poin utama yang saling terhubung. Dengan mind mapping, saya tidak mudah kehilangan arah ketika mempelajari banyak teori sekaligus.

2. Dibandingkan dengan catatan tradisional, mind mapping lebih efektif dalam menghubungkan ide-ide TEFL, karena saya bisa langsung melihat hubungan antara teori, metode, dan contoh pengajaran dalam satu tampilan yang jelas dan terstruktur.

3. Pada awalnya, saya sempat merasa mind mapping agak membingungkan karena terlalu banyak cabang dan simbol. Namun, setelah terbiasa, justru saya merasa struktur tersebut membantu saya memahami materi dengan lebih jelas dan sistematis.

4. Mind mapping sangat membantu saya memahami struktur keseluruhan topik TEFL, karena saya bisa melihat gambaran besar materi sekaligus detail pendukungnya dalam satu lembar, tanpa harus membuka banyak halaman catatan.

5. Saya merasa mind mapping membuat saya lebih aktif dalam belajar TEFL, karena saya tidak hanya mencatat, tetapi juga memproses dan menyusun kembali informasi sesuai dengan pemahaman saya sendiri.

6. Mind mapping mendorong partisipasi saya terutama saat diskusi atau presentasi, karena saya lebih siap menjelaskan materi berdasarkan peta konsep yang telah saya buat sebelumnya.

7. Meskipun membuat mind map membutuhkan usaha lebih, saya merasa proses tersebut justru membuat pembelajaran TEFL menjadi lebih efektif karena saya benar-benar memahami materi, bukan sekadar menghafalnya.

8. Menggunakan mind mapping membuat saya lebih tertarik daripada bosan, karena proses belajarnya lebih kreatif dan tidak monoton seperti mencatat biasa yang hanya menyalin penjelasan dosen.

9. Mind mapping cukup efektif dalam membantu saya menganalisis hubungan antar konsep TEFL, karena saya bisa membandingkan teori dan metode pengajaran bahasa secara visual dan lebih mudah dipahami.

10. Mind map membantu saya mengidentifikasi persamaan dan perbedaan antar teori TEFL, terutama ketika saya harus membandingkan beberapa pendekatan pengajaran bahasa Inggris.

11. Menurut saya, mind mapping mendukung pemahaman yang lebih mendalam, karena saya harus memahami konsep terlebih dahulu sebelum menuliskannya dalam bentuk kata kunci.

12. Saya jarang merasa mind mapping tidak efektif untuk berpikir akademik, karena metode ini justru membantu saya menyederhanakan teori yang kompleks tanpa menghilangkan inti materi.

13. Fleksibilitas mind mapping sangat membantu saya merevisi materi, karena saya bisa dengan mudah menambah, mengurangi, atau mengubah cabang sesuai kebutuhan belajar saya.

14. Mind mapping efektif dalam membantu saya beradaptasi dengan topik TEFL yang baru atau kompleks, karena saya bisa memulai dari konsep inti lalu mengembangkannya secara bertahap.

15. Saya tidak merasa fleksibilitas mind mapping membuatnya tidak teratur, selama saya menyusunnya dengan rapi dan konsisten sejak awal.

16. Dalam pembelajaran kelompok, mind mapping cukup efektif karena memudahkan diskusi dan pembagian ide antar anggota kelompok secara lebih terarah.

17. Mind mapping membantu saya merefleksikan pemahaman saya sendiri, karena saya bisa melihat bagian mana yang sudah saya kuasai dan mana yang masih perlu dipelajari lebih lanjut.

18. Mind mapping efektif dalam membantu saya mengidentifikasi bagian TEFL yang belum saya pahami, sehingga saya tahu materi mana yang perlu saya ulang atau cari referensi tambahan.

19. Saya menjadi lebih sadar terhadap perkembangan belajar saya, karena setiap mind map menunjukkan sejauh mana pemahaman saya terhadap materi TEFL.

20. Berdasarkan pengalaman saya, saya akan terus menggunakan mind mapping untuk belajar TEFL, karena metode ini membantu saya memahami materi secara lebih terstruktur, mendalam, dan efisien. Saya mendapatkan nilai A.

R2

1. ku Saya merasa mind mapping kurang efektif dalam membantu saya mengorganisasi konsep TEFL karena saya lebih mudah memahami materi jika disajikan secara runtut dan deskriptif. Ketika menggunakan mind mapping, saya sering merasa konsep-konsep penting terpecah menjadi potongan kecil yang tidak selalu jelas hubungannya.

2. Jika dibandingkan dengan catatan tradisional, mind mapping menurut saya kurang membantu dalam menghubungkan ide-ide TEFL secara logis. Saya lebih memahami hubungan antar konsep ketika dijelaskan melalui paragraf panjang yang memberikan konteks dan contoh.

3. Saya cukup sering merasa mind mapping membingungkan karena terlalu banyak cabang dan simbol. Alih-alih membantu, hal tersebut justru membuat saya sulit menentukan prioritas informasi mana yang paling penting.

4. Mind mapping tidak banyak membantu saya memahami struktur keseluruhan materi TEFL karena saya lebih membutuhkan penjelasan yang berurutan dari awal hingga akhir, bukan hanya gambaran visual yang ringkas.

5. Saya tidak merasa lebih aktif ketika belajar menggunakan mind mapping, karena fokus saya justru teralihkan pada bagaimana menyusun peta konsep agar terlihat rapi dan lengkap.

6. Dalam situasi diskusi kelas, mind mapping justru membuat saya kurang percaya diri untuk berpartisipasi karena saya merasa pemahaman saya hanya berdasarkan kata kunci, bukan pemahaman yang mendalam.

7. Menurut saya, usaha dan waktu yang dibutuhkan untuk membuat mind map cukup besar, tetapi hasil pemahaman yang saya peroleh tidak sebanding, sehingga pembelajaran terasa kurang efektif.

8. Saya sering merasa bosan menggunakan mind mapping karena prosesnya terasa teknis dan memakan waktu, sementara saya lebih nyaman membaca dan mencatat penjelasan dosen secara langsung.

9. Mind mapping kurang membantu saya menganalisis hubungan antar konsep TEFL karena hubungan tersebut sering kali hanya ditunjukkan dengan garis tanpa penjelasan detail.

10. Saya juga merasa kesulitan mengidentifikasi persamaan dan perbedaan antar teori TEFL melalui mind map karena informasi yang ditampilkan terlalu singkat.

11. Menurut saya, mind mapping hanya membantu pemahaman permukaan karena saya cenderung menghafal kata kunci tanpa memahami maknanya secara menyeluruh.

12. Saya sering merasa mind mapping tidak cocok untuk berpikir akademik yang serius karena materi TEFL membutuhkan analisis mendalam dan penjelasan konseptual yang panjang.

13. Fleksibilitas mind mapping justru menyulitkan saya dalam merevisi materi karena terlalu banyak perubahan yang membuat catatan menjadi semakin tidak teratur.

14. Mind mapping kurang membantu saya beradaptasi dengan materi TEFL yang baru karena saya membutuhkan penjelasan awal yang lengkap sebelum bisa merangkumnya.

15. Saya sering merasa fleksibilitas mind mapping membuat catatan saya berantakan dan sulit dipelajari kembali menjelang ujian.

16. Dalam kerja kelompok, mind mapping kurang efektif karena setiap anggota memiliki pemahaman yang berbeda terhadap peta konsep yang sama.

17. Mind mapping tidak terlalu membantu saya merefleksikan pemahaman saya karena saya tetap harus membaca ulang buku atau slide dosen.

18. Saya juga kesulitan mengetahui bagian mana yang belum saya pahami hanya dari mind map karena keterbatasan detail informasi.

19. Saya tidak merasa lebih sadar terhadap perkembangan belajar saya karena mind map tidak menunjukkan secara jelas peningkatan pemahaman saya.

20. Berdasarkan pengalaman tersebut, saya tidak berencana melanjutkan penggunaan mind mapping karena metode ini tidak sesuai dengan gaya belajar saya. Untuk nilainya saya dapat nilai B.

Students' Positive Perceptions of Mind Mapping and Its Influence on TEFL Comprehension

No	Indicators	Items	Description
1	Organization of Ideas	1. Do you think mind mapping is effective or ineffective in helping you organize TEFL concepts? Why do you think so?	Based on all respondents, mind mapping is effective in helping students organize TEFL concepts. Complex material can be condensed into connected main points, preventing students from losing direction while studying multiple theories.
		2. Compared to traditional note-taking, how effective is mind mapping in connecting different TEFL ideas?	Based on all respondents, compared to traditional notes, mind mapping is more effective in linking TEFL ideas. Students can visualize the relationships among theories, methods, and teaching examples in one structured view, facilitating integrated understanding.
		3. Have you ever felt that mind mapping made TEFL materials confusing because of too many branches or symbols? Why do you think so? Please explain.	Based on all respondents, initially mind mapping felt confusing due to many branches and symbols, but after becoming accustomed, students found the structure helped them understand material more clearly and systematically.
		4. To what extent does mind mapping help you understand the overall structure of TEFL topics?	Based on all respondents, mind mapping assists in understanding the overall structure of TEFL material. Students can see the big picture and supporting details simultaneously, enabling comprehension of

			topic flow from beginning to end.
2.	Active Engagement	5. Do you feel that mind mapping makes you more actively involved in learning TEFL? Why do you think so? Please explain.	Based on all respondents, mind mapping encourages students to be more active in learning. They process, organize, and restructure information themselves rather than merely copying, increasing cognitive engagement.
		6. In what learning situations does mind mapping encourage or reduce your participation in TEFL learning?	Based on all respondents, mind mapping promotes active participation during discussions or presentations. Students feel more confident because they have a clear visual framework to guide explanations.
		7. Do you think the effort needed to create mind maps makes learning TEFL more effective or less effective?	Based on all respondents, although creating mind maps requires more time and effort, students reported that the process strengthens understanding, making learning more effective.
		8. Has using mind mapping ever made you feel bored or more interested in learning TEFL? Why do you think so? Please explain.	Based on all respondents, mind mapping makes learning more interesting and creative. The use of colors, symbols, and branches prevents monotony and enhances motivation and emotional engagement.
3	Critical Thinking	9. How effective is mind mapping in helping you analyze relationships between TEFL concepts?	Based on all respondents, mind mapping helps students analyze relationships among TEFL concepts. Visual

			comparisons of theories and teaching methods facilitate critical thinking and evaluation.
		10. Do mind maps help you identify similarities or differences among TEFL theories or methods?	Based on all respondents, mind mapping enables students to identify similarities and differences among TEFL theories more easily through visual representation, supporting academic analysis.
		11. In your opinion, does mind mapping support deep understanding of TEFL materials or only surface understanding?	Based on all respondents, mind mapping promotes deeper understanding because students must comprehend concepts before summarizing them in keywords, enhancing analytical and synthetic thinking.
		12. Have you ever felt that mind mapping was ineffective for serious academic thinking in TEFL? Why do you think so? Please explain	Based on all respondents, mind mapping rarely hinders academic thinking; it helps simplify complex theories without losing essential content, supporting critical and academic reasoning.
4	Flexibility	13. Do you think the flexibility of mind mapping helps you revise or rearrange TEFL materials easily?	Based on all respondents, the flexibility of mind mapping allows students to revise material easily. They can add, remove, or modify branches according to learning needs, keeping maps up-to-date.
		14. How effective is mind mapping in helping you adapt to new or complex TEFL topics?	Based on all respondents, mind mapping helps students adapt to new or complex TEFL topics. They can start from core

			concepts and gradually expand branches, improving learning flexibility.
		15. Have you ever felt that too much flexibility made mind mapping disorganized or ineffective?	Based on all respondents, the flexibility of mind mapping does not make maps disorganized. With systematic planning, students maintain clarity and logical structure throughout
		16. Do you think mind mapping is effective or ineffective when used in group learning for TEFL?	Based on all respondents, in group work, mind mapping facilitates discussion and coordination. Students can integrate different members' ideas into one clear visual map.
5	Metacognation	17. Does mind mapping help you reflect on what you already understand in TEFL? Why do you think so? Please explain.	Based on all respondents, mind mapping helps students reflect on their understanding. They can assess which concepts they have mastered and which need further study.
		18. How effective is mind mapping in helping you identify parts of TEFL you do not fully understand?	Based on all respondents, mind mapping enables students to identify areas of TEFL content that are not yet understood. Branches that are incomplete or lack detail signal which parts require more focus.
		19. Do you become more aware of your learning progress when using mind mapping? Why do you think so? Please explain	Based on all respondents, mind mapping increases students' awareness of their learning progress. Students can monitor improvement over time and adjust study strategies accordingly.

		20. Based on your experience, would you continue using mind mapping for learning TEFL in the future? Why do you think so? Please explain.	Based on all respondents, all students plan to continue using mind mapping because it effectively supports structured, in-depth, and efficient understanding of TEFL material, while also enhancing focus, motivation, and critical thinking skills

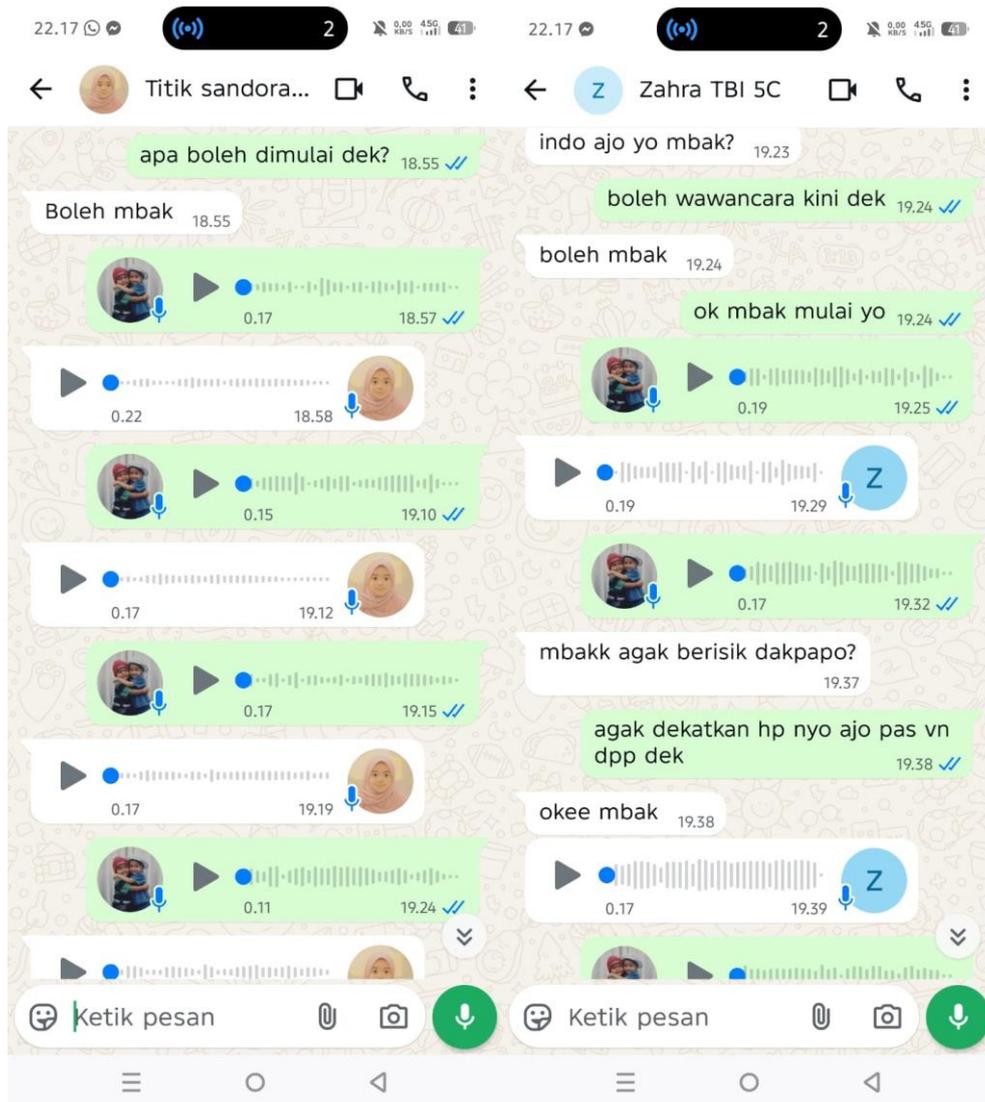## Students' Negative Perceptions of Mind Mapping and Its Influence on TEFL Comprehension

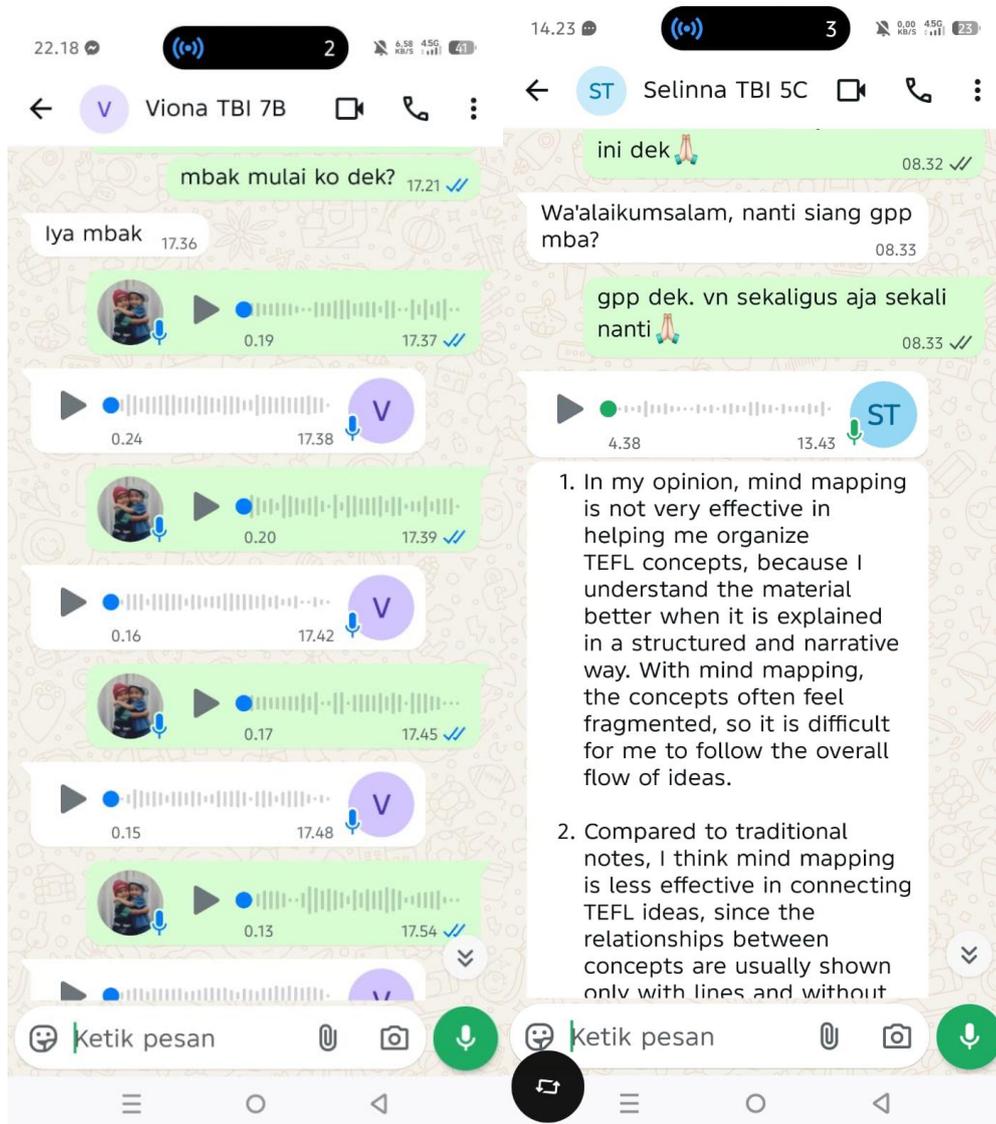| No	Indicators	Items	Description
1	Organization of Ideas	1. Do you think mind mapping is effective or ineffective in helping you organize TEFL concepts? Why do you think so?	Based on all respondents, mind mapping was perceived as less effective in organizing TEFL concepts because complex material felt overly simplified, making it difficult to understand details thoroughly.
		2. Compared to traditional note-taking, how effective is mind mapping in connecting different TEFL ideas?	Based on all respondents, compared to traditional notes, mind mapping was less effective in linking TEFL ideas, as the relationships between concepts were often not explained logically or clearly.
		3. Have you ever felt that mind mapping made TEFL materials confusing because of too many branches or symbols? Why do you think so? Please explain.	Based on all respondents, mind mapping was often confusing due to too many branches and symbols, making it difficult for students to prioritize key information.

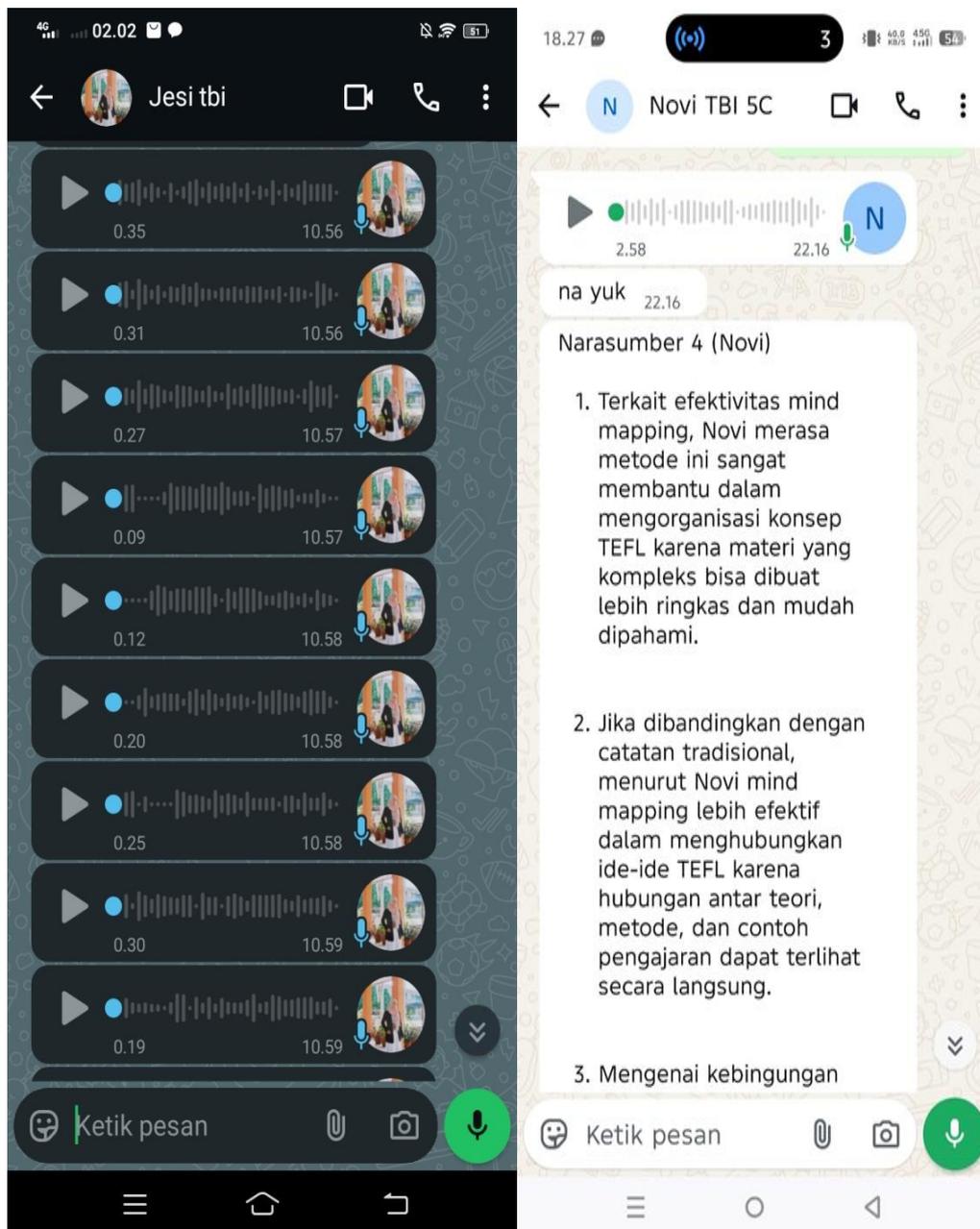|		4. To what extent does mind mapping help you understand the overall structure of TEFL topics?	Based on all respondents, mind mapping did not effectively help students understand the overall structure of TEFL material; students preferred sequential and narrative explanations.
2.	Active Engagement	5. Do you feel that mind mapping makes you more actively involved in learning TEFL? Why do you think so? Please explain.	Based on all respondents, mind mapping did not make students more active; their attention tended to focus on the format of the map rather than the material itself.
		6. In what learning situations does mind mapping encourage or reduce your participation in TEFL learning?	Based on all respondents, during class discussions, mind mapping reduced participation because students were not confident using their maps as a basis for explaining content.
		7. Do you think the effort needed to create mind maps makes learning TEFL more effective or less effective?	Based on all respondents, the effort required to create mind maps felt excessive compared to the comprehension benefits, making the learning process less effective.
		8. Has using mind mapping ever made you feel bored or more interested in learning TEFL? Why do you think so? Please explain.	Based on all respondents, students quickly felt bored using mind mapping because the process was complex, technical, and time-consuming compared to conventional note-taking.
3	Critical Thinking	9. How effective is mind mapping in helping you analyze relationships between TEFL concepts?	Based on all respondents, mind mapping was less helpful for analyzing relationships between TEFL concepts in depth

			because the visual representation was too brief.
		10. Do mind maps help you identify similarities or differences among TEFL theories or methods?	Based on all respondents, mind mapping did not facilitate identifying similarities and differences between TEFL theories because important details were often missing or not presented.
		11. In your opinion, does mind mapping support deep understanding of TEFL materials or only surface understanding?	Based on all respondents, mind mapping only supported surface-level understanding, as students tended to memorize keywords without fully grasping the concepts.
		12. Have you ever felt that mind mapping was ineffective for serious academic thinking in TEFL? Why do you think so? Please explain	Based on all respondents, mind mapping was perceived as less suitable for serious academic thinking because TEFL content requires deeper analysis and conceptual explanation.
4	Flexibility	13. Do you think the flexibility of mind mapping helps you revise or rearrange TEFL materials easily?	Based on all respondents, the flexibility of mind mapping made revising material difficult, as the structure frequently changed and became disorganized.
		14. How effective is mind mapping in helping you adapt to new or complex TEFL topics?	Based on all respondents, mind mapping was less effective in helping students adapt to new or complex TEFL topics because clear explanations were needed before they could summarize concepts.
		15. Have you ever felt that too much flexibility made	Based on all respondents,

		mind mapping disorganized or ineffective?	excessive flexibility caused mind maps to become messy and difficult to review later.
		16. Do you think mind mapping is effective or ineffective when used in group learning for TEFL?	Based on all respondents, mind mapping was less effective for group work because each member interpreted the map differently, leading to inconsistencies in understanding.
5	Metacognation	17. Does mind mapping help you reflect on what you already understand in TEFL? Why do you think so? Please explain.	Based on all respondents, mind mapping did not help students reflect on their own understanding, as they still needed to reread materials to comprehend fully.
		18. How effective is mind mapping in helping you identify parts of TEFL you do not fully understand?	Based on all respondents, students found it difficult to identify parts of the material they had not mastered because mind maps provided too little detail.
		19. Do you become more aware of your learning progress when using mind mapping? Why do you think so? Please explain	Based on all respondents, mind mapping did not increase students' awareness of their learning progress, as the maps did not clearly show improvement in understanding.
		20. Based on your experience, would you continue using mind mapping for learning TEFL in the future? Why do you think so? Please explain.	Based on all respondents, students did not plan to continue using mind mapping because it did not suit their learning styles and was less helpful for thoroughly understanding TEFL material.

DOCUMENTATION

Viona TBI 7B

mbak mulai ko dek? 17.21 ✓✓

Iya mbak 17.36

0.19 17.37 ✓✓

0.24 17.38

0.20 17.39 ✓✓

0.16 17.42

0.17 17.45 ✓✓

0.15 17.48

0.13 17.54 ✓✓

Selinna TBI 5C

ini dek 🙏 08.32 ✓✓

Wa'alaikumsalam, nanti siang gpp mba? 08.33

gpp dek. vn sekaligus aja sekali nanti 🙏 08.33 ✓✓

4.38 13.43

1. In my opinion, mind mapping is not very effective in helping me organize TEFL concepts, because I understand the material better when it is explained in a structured and narrative way. With mind mapping, the concepts often feel fragmented, so it is difficult for me to follow the overall flow of ideas.

2. Compared to traditional notes, I think mind mapping is less effective in connecting TEFL ideas, since the relationships between concepts are usually shown only with lines and without

Narasumber 4 (Novi)

1. Terkait efektivitas mind mapping, Novi merasa metode ini sangat membantu dalam mengorganisasi konsep TEFL karena materi yang kompleks bisa dibuat lebih ringkas dan mudah dipahami.

2. Jika dibandingkan dengan catatan tradisional, menurut Novi mind mapping lebih efektif dalam menghubungkan ide-ide TEFL karena hubungan antar teori, metode, dan contoh pengajaran dapat terlihat secara langsung.

3. Mengenai kebingungan

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DOSEN PEMBIMBING II	:	Meli Fauziah, M.Pd
JUDUL SKRIPSI	:	Students Perceptions On the Use Of Mind Mapping Diagram In Improving Students' Ability In Comprehending TEFL Subject.
MULAI BIMBINGAN	:	
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING
1.	29 Juli 2025	Revisi bab 1, background penelitian dan RQ.	
2.	4 agustus 2025	Revisi bab 2, literatur review.	
3.	9 Oktober 2025	Revisi bab 3, Instumen,	
4.	27 Nov 2025	Bab 3, Instumen Penelitian	
5.	16 Des 2025	bab 3. Instumen, Subject, Validity, Reliability	
6.	3 Jan 2026	bab 4 dan 5.	
7.	5 Januari 2026	bab 4, bagian Finding.	
8.	9 Januari 2026	bab 4. bagian Finding and Discussions	
9.	12 Januari 2026	bab 4 dan 5	
10.	14 Januari 2026	Bab 5 bagian Conclucion	
11.	15 Januari 2026	Membahas ulang bab 1-5.	
12.	23 Januari 2026	Acc Ujian.	

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- Lembar **Depan** Kartu Biimbingan Pembimbing I
- Lembar **Belakang** Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II

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JUDUL SKRIPSI	:	Students' Perceptions On The Use Of Mind Mapping Diagram In Improving Students Ability In Comprehending TEFL Subject.
MULAI BIMBINGAN0	:	
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING II
1.	30 Juli 2025	Revisi Bab 1, Background dan Ra.	
2.	5 Agustus 2025	Revisi bab 2, Penulisan di literatur Review	
3.	Oktober 2025	Revisi bab 2, 3	
4.	28 Nov 2025	Perbaiki Instrumen Penelitian (Validas & TO)	
5.	Desember 2025	Bab 1, 2, 3	
6.	5 Januari 2026	bab 4 dan 5	
7.	7 Januari 2026	bab 4 bagian finding	
8.	Januari 2026	bab 4, bimbingan Revisi di Finding	
9.	13 Januari 2026	Bab 5, bagian Conclusion	
10.	15 Januari 2026	Bab 4, 5.	
11.	Januari 2026	membahas ulang bab 1-5	
12.	Jan 2026	Acc ujian	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP

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AUTOBIOGRAPHY

The author, Tri Dinda Mepipta Sari, was born in Daspetah on March 7, 2003. She is the youngest of three siblings. She began her formal education at MIN 04 Kepahiang and graduated in 2015. She then continued her studies at SMP Negeri 2 Ujan Mas, graduating in 2018. Her senior high school education was completed at SMAN 3 Kepahiang, where she majored in Natural Sciences and graduated in 2021. After completing her senior high school education, she pursued higher education at the State Islamic Institute (IAIN) Curup, majoring in English Education.

During her college years, the author was actively involved in the Indonesian Red Cross/PMI. Through her participation in this organization, the author gained valuable experiences, including teamwork skills, social awareness, humanitarian activity management, and the ability to communicate and coordinate with various parties. These experiences not only broadened her perspectives and strengthened her social sensitivity but also contributed to the development of responsibility, discipline, and a strong commitment to both academic and personal growth.

The author completed his undergraduate studies in 2026 with a thesis entitled **"Student's Perceptions On The Use Of Mind Mapping Diagram In Improving Students' Ability In Comprehending Tefl Subject".** She hopes that this work will contribute to education, enrich academic knowledge, and be beneficial for teachers, researchers, and others who are interested in this field.