



## MIND MAPPING FOR ELT : A SYSTEMATIC REVIEW

### PEMETAAN PIKIRAN UNTUK ELT: TINJAUAN SISTEMATIS

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#### Abstrak

*Penelitian ini meneliti dampak penerapan mind mapping dalam Pengajaran Bahasa Inggris (ELT) menggunakan pendekatan Tinjauan Literatur Sistematis (SLR). Mind mapping secara luas dianggap sebagai teknik yang efektif untuk meningkatkan kemampuan kognitif siswa, termasuk pemahaman, retensi kosakata, dan kreativitas dalam pembelajaran bahasa. Dengan menganalisis berbagai penelitian dari sumber akademis, penelitian ini mengidentifikasi manfaat utama, tantangan, dan strategi terbaik untuk menggunakan mind mapping dalam ELT. Temuan penelitian mengungkapkan bahwa teknik ini dapat meningkatkan keterlibatan siswa, keterampilan berpikir kritis, dan kemahiran berbahasa. Selain itu, mind mapping memfasilitasi proses pembelajaran yang lebih terstruktur dan interaktif. Penelitian ini menyoroti pentingnya mengintegrasikan mind mapping ke dalam ELT.*

**Kata kunci:** *Mind mapping, Pengajaran Bahasa Inggris (ELT), Tinjauan Literatur Sistematis (SLR)*

#### Abstract

This research examines the impact of implementing mind mapping in English Language Teaching (ELT) using a Systematic Literature Review (SLR) approach. Mind mapping is widely regarded as an effective technique for enhancing students' cognitive abilities, including comprehension, vocabulary retention, and creativity in language learning. By analyzing various studies from academic sources, this research identifies key benefits, challenges, and best strategies for using mind mapping in ELT. The findings reveal that this technique can enhance student engagement, critical thinking skills, and language proficiency. Additionally, mind mapping facilitates a more structured and interactive learning process. This study highlights the importance of integrating mind mapping into ELT.

**Keywords:** *Mind mapping, English Language Teaching (ELT), Systematic Literature Review (SLR)*

## INTRODUCTION

Mind mapping is increasingly recognized as a cognitive strategy that enhances learning, especially in English Language Teaching (ELT). Introduced by Tony Buzan (Buzan, 2024), this technique visually organizes information in a hierarchical manner to stimulate creative thinking. It has been widely used in educational settings, aiding learners in generating ideas, structuring their thoughts, and boosting memory retention. As ELT involves mastering complex grammar rules and expanding vocabulary, researchers have explored mind mapping as a method to support language comprehension and acquisition.

Various academic investigations have explored the impact of mind mapping on different facets of English language learning, including vocabulary retention, reading understanding, writing proficiency, and oral fluency. Scholars have examined its effectiveness compared to conventional



teaching techniques, highlighting both its benefits and possible challenges. Given the growing emphasis on this approach in education, conducting a systematic literature review (SLR) is essential to compile current findings and provide a comprehensive evaluation of its relevance to ELT. The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework is adopted to ensure a structured and transparent review process.

This review aims to examine how mind mapping is utilized in ELT and assess its outcomes. By analyzing prior studies, this research intends to identify key findings, best practices for application, and the overall efficacy of mind mapping in language education. Additionally, it seeks to identify existing research gaps and propose potential areas for further study. Through a thorough investigation using the PRISMA approach, this study aspires to provide educators and academics with valuable insights into the advantages and limitations of incorporating mind mapping in ELT.

According to Dyah Retno (2011:22) Mind mapping is a method that studies the concept of thoughts based on the work of the brain storing information. The brain does not store information in neatly lined up boxes of nerve cells but is collected in branching nerve cells. In addition, the brain is only able to remember information in the form of keywords and images. Based on this, Tony Buzzan created mind mapping.

According to Bobbi Deporter (Borysova, 2023) mind mapping is a good note-taking method that helps remember words and readings, increases understanding of material, helps organize material, and provides new insights. Mind maps make it easier for us to remember a lot of information, the notes made form an interrelated pattern with the main topic in the center and the details become branches. The best mind maps are colorful mind maps and use lots of pictures and symbols. Meanwhile, according to Tony Buzan (Buzan, 2024) mind mapping is a mind mapping technique to help unlock the full potential and capacity of the brain that is still hidden. This mind mapping will involve both sides of the brain simultaneously, namely the right and left brain. This method makes it easier to enter information from the brain. project the problem at hand in the form of a map or graph so that students can more easily understand learning.

## **METHOD**

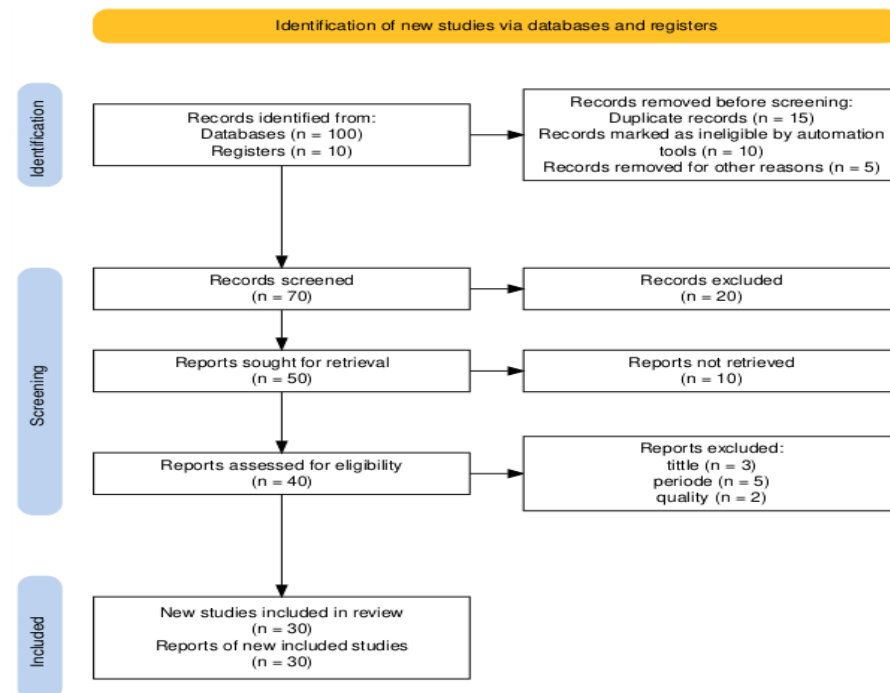
This study uses the Systematic Literature Review (SLR) method by following the Preferred Items for Syatematic Review and Meta-Analysis (PRISMA) guidelines, Systematic Literature Review (SLR) is a structured framework used to conduct and document a systematic review of existing research studies on a particular topic or research question. Systematic literature reviews are commonly used in academic and research settings to provide a comprehensive and unbiased summary of the available literature on a particular subject. Research method with Systematic Literature Review. Data sources are taken from research publications related to the topic, namely related to the use of mind mapping in delivered by teachers. In making Mind Map, determining keywords, making branches, images and so on.

## **RESULT**

Based on the results of the systematic review method according to De Cabera (Cabrera et al., 2023), there are three stages of selection, namely planning, conducting, and reporting. In the first stage, researchers conducted a digital search and conducted a selection process based on the



title which resulted in 20 references that were considered relevant to the variables being sought. Table 1 Data Extraction Relevant or not variables based on suitability to the research objectives were then put together, then screened whether the titles in the articles were the same or not. Furthermore, the abstract and short content of the articles found and selected were evaluated. The PRISMA diagram (Figure 1) explains the article selection process.



**Figure 1.** PRISMA Flowehart of the selection proses

Mind mapping is one of the cooperative learning strategies developed by Tony Buzan, where notes can be made to form a pattern of interconnected ideas. Cooperative learning strategy is a learning strategy that consists of several small groups of two or three students.(Kustina, 2021)

Language plays a very important role in everyday life, to communicate ideas to others. Language skills are the basic material for everyone to express themselves, starting from the feelings, desires, opinions and needs of each individual. The more languages a person knows the easier it is for him to communicate. Understanding of English must be strengthened to students as it has become an international language. Learning English is much more difficult than Indonesian, in addition to understanding the meaning of the language itself, students must be able to write and pronounce English words according to the pronunciation of English itself, this complexity sometimes makes students or children learn English less.

The demands of modern times are increasingly rapid in any field as well as with humans, required to be able to have the ability to keep up with modern times, one of which is by developing skills in English and mastering technology. English is a language that has been established as a world language. So by being able to speak English we can easily communicate with other people around the world. Indonesia itself has implemented learning English as a graduation standard starting from elementary school to college. Given the importance of having the ability to speak English, from now on the younger generation must be strengthened in English to be able to compete at the national and even international levels. For example, if Indonesian students want to continue their studies abroad, one of the requirements is to be able to master English. (Susanthi, 2020)



One way or method that is often used in teaching and learning English is with the Mind Mapping model, the Mind Mapping learning model is a learning model that can develop creativity, activeness, memorization power, knowledge and student abilities in achieving learning goals. According to Aris Shoimin (Shoimin, 2020) “Mind mapping is a technique of utilizing the whole brain by using visual imagery and other graphic infrastructure to form impressions”. The approach in learning is a path, way or policy taken by teachers or students in achieving learning objectives seen from the angle of how the learning process or learning material is, general or specific. Mind Mapping is one of the note-taking techniques that develops a visual learning style because it combines and develops the working potential of the brain within a person.

The usefulness of Mind Map according to Buzan (Buzan, 2024), among others: 1) Provides a comprehensive view of a problem or large area; 2) Allows us to plan a route or make choices and know where we are going and where we are 3) Collects large amounts of data in one place 4) Encourages problem solving by letting us see new creative avenues of breakthrough 5) Is fun to look at, read, digest and remember. the usefulness of Mind Map is to take self-empowering notes. The Mind Map note-taking method that combines text and images will help a person organize information, add links and associations, and make information last longer in memory. In making a Mind Map, everything uses curved lines, symbols, words, and images that conform to a set of rules that are simple, basic, natural, and in line with how the brain works. With Mind Maps, long lists of information can be turned into colorful, memorable notes that work the same way the brain naturally does things.

**Table 1.**

Summary anda characteristics of the final studies selected

NO	Authors	Country	Results	Findings
1	(Puncak Joyontono, 1)Subarno, 1)Reineta Puspitasari, 1)Tiara Handayani, 1)Asal Izmi, 1)Cut Ayu Tiara S, 1)M. Rifki Ghozali, 1)Ika Indah Karlina, 1)Muhammad Fitranata N, 2022)	Indonesia	improving student interest and learning outcomes in English class at SMA Negeri 1 Trenggalek. Initial student mastery was 28.57%, which increased to 60.71% in the first cycle Average test scores rose from 57.86 to 67.86, and then to 77.86 across cycles	The application of mind mapping improves student interest and learning outcomes in English classes  The initial student mastery was 28.57%, which increased to 60.71% after the first cycle
2	(Kurniawati, 2018)	Indonesia	The study found that Mind Mapping increased student interest from 45.16% to 100% across cycles.  Average student score increased from 55.81 to 79.03 across cycles	



			The number of students achieving mastery increased from 25.81% to 93.55% by the end of the study	
3	(Yusrumaida, 2021)	Indonesia	<p>The average writing skill score increased from 65 in cycle I to 80 in cycle II.</p> <p>The percentage of students who achieved learning completeness increased to 81% in cycle II</p> <p>Writing skills improved significantly through the use of mind maps</p>	<p>The average writing skill score increased from 65 in the first cycle to 80 in the second cycle, showing an increase of 15 points.</p> <p>Writing skills were improved through the use of mind maps among VIII grade junior high school students.</p> <p>Penelitian ini</p>
4	(Borysova, 2023)	Ukraina	<p>This paper emphasizes the effectiveness of mind maps in structuring, analyzing, and memorizing material in a Practical English course.</p> <p>Mind maps facilitate communication, control, and summarization of learned content, enhancing the educational process.</p> <p>The study highlights the role of mind maps in activating speaking skills and working with a variety of materials.</p>	<p>This study emphasizes the effectiveness of mind maps in structuring and memorizing material in a Practical English course.</p> <p>Mind maps facilitate teachers in explaining new topics and summarizing learned content.</p> <p>Students can actively participate in creating mind maps, enhancing the learning experience</p>
5	(Yusrumaida, 2021)	Indonesia	<p>The average writing skill score increased from 65 in cycle I to 80 in cycle II.</p> <p>The percentage of students who achieved learning completeness increased to 81% in cycle II.</p> <p>Writing skills improved significantly through the use of mind maps</p>	<p>The average writing skill score increased from 65 in the first cycle to 80 in the second cycle, showing an increase of 15 points.</p> <p>Writing skills were improved through the application of mind map technique among junior high school students of class VIII.</p> <p>The study utilized descriptive statistical analysis to evaluate the data collected from the</p>
6	(Syam, 2015)	Indonesia	The study showed an increase in student activity from 56.83% to 71.78% across two meetings.	The study observed that the percentage of student activity increased from 56.83% in the first



			<p>This study applied Mind Mapping learning model to improve social studies learning outcomes in fourth grade students.</p> <p>Results showed that learning outcomes improved from fair to good category in the second cycle.</p> <p>The overall conclusion is that Mind Mapping effectively improves social studies learning outcomes for fourth grade students at SDN 54 Parepare City.</p>	<p>meeting to 71.78% in the second meeting.</p> <p>This study used qualitative methods and classroom action research, involving 26 students, to collect data through tests, observations, and documentation.</p> <p>The results showed that the learning outcomes were initially in the “sufficient” category and improved to “good” in the second cycle.</p>
7	(Kara & Liru, 2021)	Indonesia	<p>The study found a significant difference in English speaking skills using Mind Mapping compared to the conventional strategy, with a significance level of <math>0.004 &lt; 0.05</math>.</p> <p>There is a significant interaction between the learning strategy and students' confidence that affects their speaking ability.</p> <p>The study concluded that Mind Mapping is more effective than conventional methods to improve students' English speaking skills.</p>	<p>The research shows that Mind Mapping is more effective than conventional strategies for improving English speaking skills.</p> <p>Students using Mind Mapping achieved an average score of 83.40, compared to 76.00 for the conventional method.</p>
8	(Luangkrajang, 2022)	Thailand	<p>This study showed an increase in vocabulary knowledge and grammar comprehension among students using the mind mapping technique.</p> <p>Mind mapping improved students' collaborative, creative, critical thinking and organizational skills.</p> <p>Students expressed positive attitudes towards English and enjoyed the mind mapping activity.</p>	<p>The study found that mind mapping improved students' cognitive, psychomotor and affective skills in language learning.</p> <p>There were significant improvements in vocabulary knowledge and grammar comprehension among students.</p> <p>Students reported enjoying the mind mapping activity, showing a positive attitude towards this learning technique</p>
9	(Naghmeh-Abbaspour & Rastgoo, 2020)	Malaysia	<p>The study confirmed that mind mapping improves students'</p>	<p>This study found that mind mapping significantly</p>





			<p>writing skills, especially in organizing their texts.</p> <p>Participants learned to create mind maps, improving their essay writing ability.</p> <p>Mind mapping is effective in helping students organize their thoughts before writing</p>	<p>improved students' writing organization skills.</p> <p>Participants experienced an overall improvement in their writing skills through the use of mind mapping.</p> <p>Mind mapping helps students unify their thoughts before writing, improving their writing organization.</p>
10			<p>This study aims to assess Grade 8 students' learning achievement in English vocabulary through the Mind Mapping strategy and to evaluate their satisfaction with this method.</p> <p>The study used a mixed-method approach to collect data, which included pretests, posttests, and semi-structured interviews.</p> <p>Analysis of the test results showed an improvement in students' English vocabulary learning performance.</p>	<p>The study showed that the application of Mind Mapping significantly improved the English vocabulary skills of eighth grade students in Sichuan Province, China, as evidenced by a pre-test mean score of 13.33 (SD 4.50) and a post-test mean score of 20.30 (SD 4.19).</p> <p>In addition, data collected from semi-structured interviews revealed that students were satisfied with the use of Mind Mapping in their vocabulary learning process</p> <p>The study concludes that Mind Mapping serves as an effective alternative method for teaching English vocabulary, indicating its potential adoption by English teachers globally</p>

## DISCUSSION

This study aims to strengthen previous research on the application of mind mapping to English language teaching (ELT) in various teaching settings. This research found 20 studies on the application of mind mapping to English language teaching both in schools and in schools, published from 2015 to 2025 over the past 10 years.

In modern times like today, language is considered a universal language. Not only business and economics, the development of science and technology often has to be pursued by mastering English. So important is the mastery of English that this one language is taught early in schools and becomes one of the important requirements for employment.



English lessons are often a scary thing for students, especially for students from Indonesia. It becomes an obstacle for students in learning because they always think English is a difficult language to learn. Indeed, basically every language has different characteristics and pronunciation as well as English, the selection of an inappropriate learning model is also one of the most common causes felt by students, which makes them think that learning a foreign language is difficult. In addition, there are several factors that influence students' difficulties in learning English:

1. Low proficiency in English speaking skills due to unfamiliarity
2. Some students are still reluctant and even shut up when they are asked to speak in English. In fact, when viewed from the mastery of vocabulary, these students should already be able to speak English even though in a series of very simple sentences
3. Feeling difficulty in speaking English so that they are not able to communicate.

Mastery of language structures will make it easier for students to learn English, especially in stringing words into sentences. Learning problems come from two factors, namely internal factors including attitudes towards learning, learning motivation, learning concentration, learning habits and external factors including the learning process is driven by the intrinsic motivation of students. the learning process can also occur, or become stronger, if it is driven by the students' environment (Roinah, 2019). Furthermore, internal factor problems include: student characteristics, attitudes towards learning, learning concentration, ability to process learning materials, ability to explore learning outcomes, self-confidence, and learning habits. While external factors include teacher factors, social environment, school curriculum, and infrastructure.

There are some simple, easy-to-do ways to improve English language skills as follows:

1. Reading

The first way to hone your English skills is to read a lot of literature in English. If you like to follow news or gossip about celebrities in newspapers and magazines, you can regularly read news from foreign websites. If you're a fan of novels or comics, try reading fiction novels and comics in English. You can find various ebooks that can be read anytime from the internet, which are cheap or free and don't cost as much as if you had to buy English books printed on paper. It doesn't matter if you find it difficult to understand what you're reading at first. There's no need to crack open a dictionary. Keep reading until you more or less understand the outline of the news. Eventually you will get used to the sentence structure and word choice. It only takes a few months to get used to this kind of reading pattern.

2. Observing

Observing here is of course observing everything related to English around you. Pay attention to the English movies you watch, and try to immerse yourself in the dialog without glancing at the subtitles too often. Pay attention to the pronunciation, vocabulary, or use of certain phrases in various contexts spoken by the actors and actresses in the movie. This kind of visual observation will give you a better perception, so you will become proficient faster. Finding out the meaning of the lyrics of your favorite songs will also help to increase your vocabulary in a fun way.





### 3. Writing

After reading and observing a lot, your understanding of English will definitely improve. But this still puts you in the category of passive English users. To further improve your skills, try writing in English. You can train yourself by translating your usual diary or blog reviews into English. It doesn't matter if your grammar is still messed up. The important thing is that you can practice to get used to using a foreign language. Writing down new vocabulary is one of the best and easiest ways to memorize it. And by writing down a series of sentences in English, it's easier to evaluate your grammar mistakes.

### 4. Practice

Speaking good grammar means nothing if you never practice it in conversation. Since the purpose of language is to communicate, you must learn to communicate your intentions orally in English. The key is to try to get the other person to understand what you are saying in English first. Once you get used to conversing in English, you will automatically learn to improve your grammar.

### 5. Utilize games and social media

This is one of the easiest ways to improve your English. Utilize all the social media you have to learn English. Set your Facebook, Instagram and Twitter accounts in English. Look for cyber friends who use English in their daily lives and interact with them often. Besides making friends from different countries, interacting with them will give you the opportunity to learn new vocabulary. Play games that you enjoy. Usually games, whether they are RPGs or time management and strategy games, are usually accompanied by dialog in English. Of course, while playing you can learn English from there.

### 6. Take small notes

If you come across new vocabulary that you don't know the meaning of or that you hear in passing, it doesn't hurt to make a small note to help you remember more easily and learn it again when you have time. This is not a difficult endeavor. You don't need to carry around a pencil and book, just jot it down on your phone. (Susanthi, 2020)

From the simple solutions to facilitate English learning above, of course, it cannot be separated from the direction, teaching and learning models provided by the teacher in the classroom. Because as said earlier that the learning model greatly influences students so that they can like English or vice versa. Therefore, of course a cool and fun learning model is needed. Like the mind mapping learning model. The results of the research conducted by the researcher that teaching using mind mapping proved to be more fun and interactive for students and teachers, so that the learning process in the classroom took place more effectively because students liked the way of learning using mind mapping rather than using conventional methods, besides that teaching using mind mapping is very relevant in an age of technology, because mind mapping can not only be drawn on cardboard paper as most students often do at school. But it can also use electronic media such as cell phones or laptops, which can later be displayed on a projector.



## CONCLUSION

The mind mapping learning model is very helpful and effective in the process of teaching English (ELT), this learning model is much favored by students because using mind mapping makes learning more fun and enjoyable. So that it can change students' assumptions about English to be more positive and students can learn in a pleasant mood without thinking about the difficulties in learning English.

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