



# THE EFFECT OF THE PROCESS APPROACH WITH MIND MAPPING ON THE EXPOSITION TEXT WRITING SKILLS OF FIFTH-GRADE STUDENTS

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## Abstract

This study was motivated by the low expository writing skills of fifth-grade students at SDN Banjarejo 1 Bojonegoro, as reflected in their difficulties organizing ideas logically, composing coherent paragraphs, and using effective language. The objective of this research was to examine the impact of the process approach assisted by the *mind mapping* strategy on improving students' expository writing skills in elementary school. A quantitative approach was employed using a one-group pretest-posttest design. The research subjects consisted of 19 fifth-grade students who were given a pretest, underwent instructional treatment using *mind mapping*, and completed a posttest. Data were collected through observation, interviews, and written tests, and analyzed using both descriptive and inferential statistics via SPSS. The results showed a significant improvement in students' writing scores, with the average pretest score of 11.37 rising to 23.74 in the posttest. The paired sample t-test revealed a significance value of 0.000 ( $< 0.05$ ), and the average N-Gain score was 0.8468, classified as high. These findings indicate that the process approach assisted by *mind mapping* is effective in significantly, systematically, and evenly enhancing students' expository writing skills.

**Keywords:** expository text; process approach; writing.

## 1. Introduction

The Indonesian language curriculum plays a strategic role in enhancing students' abilities to understand, express, and critically evaluate information through language skills. As outlined in the Regulation of the Minister of National Education (Permendiknas) No. 22 of 2006, language learning not only fosters communication but also contributes to shaping students' cultural identity and self-expression. Among the four primary language skills, writing is considered one of the most essential because it trains students to organize their thoughts logically and express them coherently. Mailidan and Wandani (2023) define writing as a process of converting visual symbols into meaningful language, while Prianggoro (2024) emphasizes that expository writing is designed to present factual, logical, and systematic information.

In the fifth grade of elementary school, the teaching of expository texts is intended to develop students' ability to produce structured writing based on facts and arguments. The standard structure of an expository text includes a thesis statement, a series of supporting arguments, and a restatement of the thesis or conclusion (Hotimah, 2022). According to Hidayati and Kamaludin (2021), learning to write expository texts is effective in fostering critical thinking skills, as students are encouraged to construct logical reasoning and analyze content meaningfully. As such, the focus is not only on mastering the form of the text but also on cultivating students' capacity for critical analysis and synthesis across subjects.

The writing process in expository text instruction involves three fundamental stages: planning, drafting, and revising. Recent studies indicate that project-based learning approaches significantly enhance students' writing competence (Resmaivela et al., 2023). This method encourages students to actively build outlines, develop main ideas, and follow the structure of expository texts with greater confidence. Through this experiential learning process, students are able to translate their knowledge into practical application, improve their confidence as writers, and refine their systematic thinking abilities.

Preliminary observations conducted at SDN Banjarjo 1 Bojonegoro revealed that many fifth-grade students still face difficulties in composing effective expository texts. The most

common challenges include an inability to organize ideas logically, difficulties in structuring paragraphs coherently, and a lack of clarity in drawing conclusions. Teachers also reported that these issues were exacerbated by the limited variety of teaching models used in writing instruction. This indicates a pressing need for innovative instructional strategies that not only support the development of writing skills but also stimulate students' creativity and engagement in the learning process.

One promising pedagogical model that aligns with the process-based approach is mind mapping, a visual organization technique developed by Tony Buzan. This model is known to enhance students' ability to organize their ideas hierarchically and systematically (Anggraeni & Yuni, 2021). Mind mapping utilizes both hemispheres of the brain, enabling students to visually connect related concepts and structure their thoughts creatively and logically. Subroto (2024) and Nugroho et al. (2024) affirm that the process approach emphasizes active student participation across progressive stages of writing, while Suwandi et al. (2021) stress the significance of revision in producing communicative and effective compositions.

Empirical evidence of mind mapping's effectiveness comes from Sanjaya (2023), who conducted a quasi-experimental study at SDN Gugus Bisma. The study showed that students who were taught using the mind mapping strategy achieved significantly higher post-test scores in expository writing compared to those taught through traditional methods. These findings suggest that mind mapping not only improves the quality of students' written work but also enhances their logical reasoning, memory retention, and creative thinking throughout the writing process.

Furthermore, the use of mind mapping is consistent with the cognitive developmental stage of elementary students as described in Piaget's theory of cognitive development. At the concrete operational stage, children are better able to understand concepts that are presented in visual and logical forms. Mind mapping helps them to build conceptual links between previous knowledge and new material, which is crucial when writing expository texts. This visual strategy supports students in systematically organizing their ideas and formulating relevant, contextually meaningful arguments that reflect real-world applications.

Integrating mind mapping within the process-oriented approach redefines the teacher's role as a facilitator rather than merely an information provider. In this role, teachers guide students through every step of the writing process—from idea generation and outlining to drafting and revising—while encouraging autonomy and reflection. Observations at SDN Banjarjo 1 Bojonegoro confirmed that a large number of students struggled to present logically sequenced ideas or construct complete expository texts. These challenges highlight the urgent need for instructional innovation. Therefore, the implementation of a mind mapping strategy within a writing process approach presents itself as a pedagogically sound and empirically supported solution to significantly and sustainably improve students' expository writing skills.

## 2. Method

This study adopted a quantitative approach with a one-group pre-experimental, pretest-post-test design. In this design, no control group is used; instead, a single experimental group receives a pretest, the instructional treatment, and a post-test (Huda et al., 2025). The purpose of the quantitative approach is to measure and analyze numerical data statistically in order to test the stated hypotheses (Syahroni, 2022). The research was conducted at SDN Banjarjo 1 Bojonegoro during the 2024/2025 academic year, involving all 19 fifth-grade students as research participants. Because every member of the population was included, a census (saturated) sampling technique was employed (Nisak et al., 2023).

Data were collected through classroom observation, teacher interviews, and pre-test/post-test assessments of students' expository writing. Observation was used to

document the implementation of instruction, whereas interviews with the classroom teacher elicited information about student responses and the practical application of mind mapping (Sugiyono, 2022). The writing task instrument was constructed to follow the stages of the writing process and was validated by experts prior to use. Research procedures comprised three phases: (1) preparation—curriculum analysis and instrument validation; (2) implementation—the pretest, delivery of mind-mapping-based instruction, and post-test; and (3) post-implementation—data analysis and reporting (Huda et al., 2025).

Data analysis combined descriptive and inferential statistics with the aid of SPSS software. Descriptive statistics summarized students’ pre-test and post-test scores, while inferential analysis involved a sequence of statistical tests: normality testing, homogeneity testing, paired-sample t-testing, and N-Gain effectiveness analysis. The Shapiro–Wilk test verified whether score distributions were normal (Arif, 2023), and Levene’s test examined the homogeneity of variance between pre-test and post-test scores (Sugiyono, 2022). When both assumptions were met, a paired-sample t-test determined whether the difference in writing proficiency before and after the intervention was statistically significant (Sulistianto et al., 2025), ensuring that observed changes could be attributed to the treatment rather than extraneous factors.

The magnitude of improvement in students’ writing ability was further evaluated using the N-Gain statistic. N-Gain measures the proportion of possible improvement achieved from pre-test to post-test and is calculated with the following formula:

$$N\text{-Gain} = \frac{\text{Skor Posttest} - \text{Skor Pretest}}{\text{Skor Ideal} - \text{Pretest}}$$

The resulting values are classified as high ( $\geq 0.70$ ), medium (0.30 – 0.69), or low ( $< 0.30$ ), in accordance with Hake’s (1999) criteria. Employing the N-Gain metric provides a quantitative estimate of how effectively the mind-mapping strategy enhanced students’ expository-writing skills, offering a comprehensive basis for evaluating instructional impact and informing the design of future, more effective teaching interventions (Nurain & Sudibyo, 2022; Saraha & Ardiansyah, 2023).

### 3. Results and Discussion

#### 3.1 Result

##### 3.1.1. Results and Analysis of Expository Text Writing Skills Data

Before the research was conducted, content validation of the expository writing task instrument was carried out through expert judgment to ensure alignment with the instructional indicators. The assessment rubric consisted of seven aspects, each with a maximum score of 4, resulting in a highest possible total score of 28. The results of the pretest and posttest were then classified into five categories—very low to very high—based on score intervals derived from the mean and ideal standard deviation, following the approach of Rahmat and Solehudin (as cited in Alamsah, 2024).

No	Subjek	Skor Pretest	Skor Treatment	Skor Postest
1	AFN	11	23	26
2	ANN	9	20	24
3	ARR	12	22	23

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4	ABP	10	23	26
5	AP	11	23	21
6	AAP	10	23	24
7	ADAP	13	22	22
8	AAS	11	20	25
9	ABAB	12	23	23
10	BER	13	24	24
11	DNCDN	11	20	22
12	EJK	13	22	24
13	FNF	10	22	25
14	JAFI	12	23	24
15	KSK	10	20	26
16	KSP	12	22	22
17	MFBR	11	23	23
18	MRAN	11	23	22
19	RT	14	24	26
Mean		11,37	22,42	23,74

**Comparison Table of Pretest Treatment and Posttest**

The pretest was administered on May 24, 2025, with the aim of assessing the initial expository writing skills of the fifth-grade students. A total of 19 students participated in the pretest, yielding an average score of 11.37. The highest score achieved was 14, while the lowest was 9. Based on the score classification, 10 students fell into the Moderate category, and 9 students were in the Low category. There were no students in the Very Low, High, or Very High categories. These results indicate that, in general, students' writing skills were still at a basic to intermediate level, highlighting a clear need for instructional intervention to improve their writing competence. The treatment in this study was conducted on May 2, 2025, in the classroom

where the research subjects were located. The purpose of the treatment was to improve students' expository writing skills through the implementation of a mind mapping strategy based on the process writing approach. Before the session began, the researcher provided an overview of the learning objectives and introduced mind mapping as a visual tool to help students organize their ideas effectively. The researcher then explained the stages of the writing process, which included pre-writing, drafting, revising, editing, and publishing the final text. During the main learning activity, students were guided to create a mind map based on a predetermined theme. They selected one of the provided topics and developed their main ideas and supporting details in the form of a concept map. Using their completed mind maps, the students proceeded to compose the first draft of their expository text, following a structure consisting of a thesis statement, arguments, and a reiteration. As a result of the treatment, students' average score increased to 22.42, with 16 students classified in the Very High category and 3 students in the High category. This indicates a significant improvement compared to the pretest scores.



Picture Pretest 3.1

The treatment in this study was conducted on May 2, 2025, in the classroom where the research subjects were located. The purpose of the treatment was to enhance students' expository writing skills through the implementation of a mind mapping strategy based on the process writing approach. Prior to the activity, the researcher provided an introduction explaining the learning objectives and introduced mind mapping as a visual tool to help organize ideas. The researcher then explained the stages of the writing process, which included pre-writing, drafting, revising, editing, and publishing the final text. During the core learning session, students were guided to create a mind map based on a predetermined theme. They selected one of the available topics and developed their main ideas and supporting details in the form of a concept map. Based on the completed mind maps, students proceeded to write the first draft of their expository texts, following the structure consisting of a thesis, arguments, and a reiteration. As a result of the treatment, the average student score increased to 22.42, with 16 students classified as Very High and 3 students in the High category, indicating a significant improvement compared to the pretest scores.



Picture Treatment 3.1

The posttest was administered on May 31, 2025, using the same instrument as the pretest to ensure consistency in measurement. The average student score further increased to 23.74. All students fell into the High and Very High categories, with none scoring below these levels. This indicates a positive equalization of learning outcomes, where every student demonstrated significant improvement. The progress was evident not only in quantitative scores but also in the qualitative aspects of writing, such as more organized text structure, improved ability to develop coherent paragraphs, and enhanced skills in logically connecting main ideas with supporting arguments.



Treatment 3.3

Overall, the pretest and posttest data indicate that the implementation of the mind mapping strategy combined with the process approach proved to be effective in improving the expository writing skills of fifth-grade students. This strategy helped students develop ideas in a structured and logical manner, enhanced their critical thinking abilities in constructing arguments, and provided a more enjoyable and systematic writing experience. The effectiveness of this strategy was evident not only in the increase in scores, but also in the students' enthusiasm and active participation throughout the learning process. Therefore, this approach can be recommended as an innovative and practical alternative for teaching writing in the context of elementary education.

### **3.1.2 The Effect of the Process Approach Combined with Mind Mapping on Students Ability to Write Expository Texts**

The analysis of the effect of the mind mapping strategy combined with the process approach on improving students' ability to write expository texts was carried out using parametric statistical tests. Prior to the main analysis, normality and homogeneity tests were conducted as prerequisite assumptions to determine the suitability of parametric methods. The normality test, performed using the Shapiro-Wilk method, verified whether the distribution of students' pretest and

posttest scores followed a normal pattern. Meanwhile, the homogeneity of variance was assessed through Levene’s Test to ensure that the variance between the two datasets was statistically consistent. The fulfillment of these assumptions validated the use of paired-sample t-tests in analyzing the significance of the difference between students’ writing performance before and after the treatment.

Normality test table

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Test		Statistic	df	Sig.	Statistic	df	Sig.
asil s est	Prete	.191	19	.068	.947	19	.356
	Postt	.134	19	.200*	.920	19	.112

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: *Researcher Modification*

The normality test was conducted using the Shapiro–Wilk method, which is highly recommended for small sample sizes (fewer than 50 respondents). The test results showed that the significance value for the pretest data was 0.356, and for the posttest data was 0.112, both of which are greater than the critical value of  $\alpha = 0.05$ . Therefore, the null hypothesis ( $H_0$ )—which states that the data are normally distributed—could not be rejected. This indicates that the distribution of students’ scores, both before and after the treatment, did not significantly deviate from the normal curve, fulfilling one of the key assumptions for using parametric statistical tests (Ghozali, 2018). A normally distributed dataset also suggests that the data collection process was valid and free from extreme outliers, thereby strengthening the reliability of the subsequent inferential analysis.

Table xx results of the homogeneity test

		Levene	df1	df2	Sig.
		Statistic			
asil adjusted df	Based on Mean	.868	1	36	.358
	Based on Median	.798	1	36	.378
	Based on Median and with	.798	1	35.88	.378
	Based on trimmed mean	.834	1	36	.367

Source: *Researcher Modification*

The homogeneity test was then conducted using Levene’s Test, which aims to determine whether the variances between the two data groups (pretest and posttest) are consistent. The test results showed a significance value of 0.358 (based on the mean), which is above the  $\alpha$  level of 0.05. This means that the null hypothesis ( $H_0$ ) is accepted, indicating that the variances of the two datasets are homogeneous. Homogeneity is essential in parametric statistical analysis, such as the paired sample t-test, where equal variance is a fundamental assumption for ensuring test validity (Santoso, 2021). The difference in scores observed is therefore not due to unequal data dispersion, but more likely the result of the instructional treatment.

**Table xx. Results of the paired sample test**

		Paired Samples Test							Sig. (2-tailed)
		Paired Differences					t	df	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
P	Pret	-12.42	2.1	.50	-13.47	-11.36	-24.679	18	.000
air 1 est -	Posttest	42105	9382	330	844	366	679	8	000

Source: Researcher Modification

After both fundamental assumptions for parametric testing (normality and homogeneity) were fulfilled, a paired sample t-test was conducted to determine whether there was a significant difference between the pretest and posttest scores. The results indicated that the mean score difference was -12.42 points, with a t-value of -24.679, and a two-tailed significance value of 0.000, which is far below the  $\alpha$  threshold of 0.05. The null hypothesis ( $H_0$ )—stating that there is no difference between pretest and posttest scores—was rejected, while the alternative hypothesis ( $H_1$ )—stating that a significant difference exists—was accepted. This confirms that the use of the mind mapping strategy had a statistically significant effect on improving students' writing abilities. The finding is consistent with Nadiah and Hanafiah (2022), who concluded that mind mapping enhances the structure and content quality of students' writing by supporting the visual, logical, and connected organization of ideas.

**Table xx. Results of n-gain test**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
N-gain_Skor	19	.67	1.00	.8468	.11082
N-gain_Persen	19	66.67	100.00	84.6789	11.08154
Valid N (listwise)	19				

Source: Researcher Modification

Complement to the statistical analysis, an N-Gain test was conducted to measure the quantitative effectiveness of the improvement in writing ability between the pretest and posttest results. The analysis showed that the average N-Gain score reached 0.8468, or 84.68%, which falls under the "high" category according to Hake's (1999) classification. All students in the study achieved an N-Gain score of at least 0.67, with several reaching the maximum value of 1.00. This indicates that the instructional intervention using the process approach through the mind mapping strategy was not only effective overall, but also capable of producing a uniform improvement in writing skills across all students. The low standard deviation of 0.11082 further supports this finding, as it suggests minimal disparity among individual students in benefiting from the learning process.

The pretest score distribution revealed that 63% of students were classified in the low category, while the remaining students were in the moderate category, with none reaching the high category. After the treatment, 16 students (84%) moved into the very high category, while the remaining students were in the high category. No students remained in the low or moderate categories. These results demonstrate the effectiveness of the mind mapping strategy in helping students organize ideas and compose structured writing. The shift in performance categories

reflects not only score improvements but also a substantial transformation in students' writing quality.

Overall, the statistical results confirm that the process-based mind mapping approach is not only significantly effective in improving students' expository writing skills, but also yields a positive, consistent, and equitable impact. The strategy proved successful in overcoming students' initial difficulties in organizing their writing structure and developing coherent ideas. This finding highlights the practical relevance and applicability of the strategy for broader implementation in elementary school Indonesian language instruction. Teachers are therefore encouraged to adopt this approach as a pedagogically sound and empirically supported method for enhancing students' writing competence in a systematic and meaningful way.

### **3.2 Discussion**

#### **3.2.1. An Analysis of Students Expository Writing Ability Before and After Instruction Using Mind Mapping**

The results of the pretest demonstrated that most fifth-grade students at SDN Banjarejo 1 Bojonegoro had not yet acquired adequate skills in writing expository texts. The average score obtained was only 11.37, which falls into the low achievement category. Students' written work revealed weaknesses in paragraph structure, idea development, cohesion, and effective language use. These shortcomings suggest that students struggled with organized thinking, which is a fundamental aspect of effective expository writing (Suwandi, 2015). The inability to logically sequence arguments and support them with relevant details pointed to the need for structured instructional interventions.

In their pretest responses, many students failed to establish clear topic sentences, often jumping from one idea to another without logical transitions. Their compositions lacked unity and coherence, making it difficult to understand the message they intended to convey. Additionally, most students used limited vocabulary and repetitive sentence structures, further reducing the clarity of their writing. These factors indicate that students were unfamiliar with the conventions of expository writing and lacked strategies to organize their ideas systematically. As such, there was a clear need for a method that could help students structure their thoughts before writing.

Following the implementation of the mind mapping strategy integrated with a process-based writing approach, there was a significant improvement in students' writing performance. The average posttest score increased to 23.74, indicating substantial progress in students' ability to write clearly and logically. Mind mapping enabled students to break down complex ideas into manageable parts, which helped them build well-structured paragraphs. Students also showed a wider range of vocabulary and improved their use of transition words to maintain the flow between ideas. The writing process stages—prewriting, drafting, revising, editing, and publishing encouraged them to reflect critically on their work.

The improvements observed in this study are consistent with previous findings by Hadihabibi et al. (2021), who stated that mind mapping facilitates the organization of ideas through visual representation. Students used the mind map as a tool to visually organize their main ideas and supporting details before beginning to write. This visualization helped them understand how different pieces of information are connected and how to present them logically in their texts. As a result, students produced writing that was more coherent, structured, and focused. The visual framework also helped them avoid redundancy and disorganization, which were common in their earlier writing.

This finding is also supported by Nadiah and Hanafiah (2022), who concluded that mind mapping enhances systematic and critical thinking. By arranging information into branching diagrams, students were able to see the hierarchy and relationships among their ideas before

translating them into paragraphs. This strategy encouraged them to engage in more thoughtful planning, resulting in more detailed and exploratory writing. Compared to their initial work, students' posttest writing reflected deeper reasoning, stronger argumentation, and clearer logic. Therefore, the use of mind mapping in a process-based learning context can be regarded as an effective approach to improving expository writing skills in elementary school settings.

### **3.2. 2 An Analysis of the Effect of the Process Approach Using Mind Mapping on Students' Expository Writing Ability**

The improvement in scores from the pretest to the posttest not only demonstrates the quantitative effectiveness of the mind mapping strategy, but also reinforces its theoretical relevance. This strategy encourages students to engage in reflective and active thinking, in line with the principles of constructivist learning, which position learners as the central agents in building their own understanding (Piaget, as cited in Mutiara et al., 2020). By organizing their ideas into a mind map, students undergo a process of continuous and meaningful knowledge construction. This self-directed organization facilitates deeper cognitive engagement, which is essential in mastering complex skills such as expository writing. The mind map serves not only as a learning tool, but also as a mental framework that supports independent learning and conceptual clarity.

In addition, the mind mapping strategy aligns with Gagné's cognitive theory (2020), which emphasizes the role of working memory in processing information. Presenting content in a visual and structured manner enhances students' ability to retain sequences of ideas, connect concepts, and express them through cohesive paragraphs. This visual format reduces cognitive load by externalizing the structure of their thoughts, allowing more mental resources to be allocated toward content development and linguistic precision. Habsy (2023) also supports this view, arguing that mind mapping facilitates concept integration, which is crucial in developing logical and coherent expository texts. The strategy not only improves idea recall but also supports higher-order thinking, enabling students to produce texts that are both informative and systematically organized.

This study also confirms that the process approach to writing instruction—which emphasizes planning, drafting, and revising—has a positive impact on writing quality (Subroto et al., 2024). Within this approach, mind mapping acts as a powerful tool during the planning stage, helping students to generate and structure their ideas effectively. The integration of mind mapping into the writing process improves the coherence of paragraphs, the complexity of content, and the accuracy of diction and sentence structure. As students become more familiar with these stages, they also develop a sense of control and ownership over their writing. This iterative process fosters metacognitive awareness, allowing students to self-monitor and refine their compositions with greater confidence.

Student creativity also increased, as reflected in their willingness to explore ideas and experiment with word choices. According to Ayu et al. (2013), students who use mind mapping are more likely to produce texts with varied ideas and complex structures because the visual representation of thoughts enables them to consider different perspectives on a topic. The mind map becomes not only a technical aid, but also a creative thinking strategy that motivates students to write original and expressive content. Students moved beyond formulaic writing, venturing into more personal and exploratory styles. This transformation is especially valuable in encouraging authentic writing experiences in elementary classrooms.

In conclusion, the use of mind mapping integrated with the process writing approach has been proven to significantly enhance students' writing abilities. Theoretically, this strategy is supported by both constructivist and cognitive learning theories, and empirically, it has demonstrated effectiveness in improving multiple aspects of writing. These include

improvements in structure, content development, coherence, and language use. The strategy not only helps students organize their ideas but also encourages them to become active, critical, and creative writers. Therefore, mind mapping can be recommended as an effective and theoretically grounded method for improving expository writing in primary education settings.

#### 4. Conclusion

The results of the study conducted in the fifth-grade class at SDN Banjarejo 1 Bojonegoro indicate that students' initial ability in writing expository texts was still relatively low. The average pretest score of 11.37 demonstrates that most students were unable to express their ideas in a structured, detailed, and logical manner aligned with the characteristics of expository writing. Weaknesses were identified in formulating main and supporting sentences, maintaining cohesion between paragraphs, and utilizing appropriate vocabulary and language features. These findings highlight the necessity for an instructional intervention that enables students to think systematically and creatively throughout the writing process. Structured guidance becomes essential in helping students overcome the limitations of unorganized and underdeveloped written compositions.

Significant improvement occurred after the application of the process-based approach using the mind mapping strategy, with the average posttest score rising to 22.42. Mind mapping assisted students in visualizing and organizing their ideas more clearly, forming coherent writing structures, and enhancing their command of language elements such as word choice, transition use, and elaborative sentences. Improvements extended beyond technical writing aspects, contributing to students' increased independence, engagement, and creative thinking during writing activities. The effectiveness of this strategy aligns with constructivist and cognitive theories, both of which stress learner agency and active knowledge construction. Integration of mind mapping within the writing process approach proved effective in enhancing the quality of students' expository texts in terms of organization, linguistic richness, and adherence to writing conventions.

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