



RESEARCH ARTICLE

THE EFFECT OF PERCEPTION ON MIND MAPPING METHOD AND SIMPLE PAST TENSE MASTERY TOWARDS WRITING SKILLS ON RECOUNT TEXT (Survey of State Junior High School in Depok City)

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Abstract: This study investigates the influence of students' perception of the mind mapping learning method and their mastery of simple past tense on their recount text writing skills at public junior high schools in Depok City. Employing a quantitative approach with multiple correlation and regression analysis, the research involved 125 eighth-grade students selected randomly from a population of 828 students. Data were collected through a questionnaire on perception of mind mapping, a multiple-choice test on simple past tense mastery, and a cloze test on recount text writing. The findings reveal three main results: (1) perception of the mind mapping method and mastery of simple past tense jointly exert a positive and significant influence on recount text writing skills, contributing 68.88%; (2) perception of mind mapping individually contributes 19.97% to writing skills; and (3) mastery of simple past tense individually contributes 48.91%. These results emphasize the importance of combining visual learning strategies with grammatical mastery to enhance writing competence in EFL contexts.

Keywords: mind mapping; simple past tense; writing skills; recount text

Pengaruh Persepsi atas Metode Pembelajaran Mind Mapping dan Penguasaan Simple Past Tense Terhadap Keterampilan Menulis Teks Recount (Survei pada SMP Negeri di Kota Depok)

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh persepsi siswa terhadap metode pembelajaran mind mapping dan penguasaan simple past tense terhadap keterampilan menulis teks recount di SMP Negeri Kota Depok. Penelitian ini menggunakan metode kuantitatif dengan analisis korelasi dan regresi ganda. Sampel penelitian berjumlah 125 siswa kelas VIII yang dipilih secara acak dari 828 siswa. Instrumen penelitian meliputi kuesioner persepsi mind mapping, tes pilihan ganda simple past tense, dan tes cloze untuk menulis teks recount. Hasil penelitian menunjukkan: (1) terdapat pengaruh positif dan signifikan persepsi mind mapping dan penguasaan simple past tense secara bersama-sama terhadap keterampilan menulis dengan kontribusi 68,88%; (2) persepsi mind mapping berkontribusi 19,97% terhadap keterampilan menulis; dan (3) penguasaan simple past tense berkontribusi 48,91%. Temuan ini menegaskan pentingnya menggabungkan strategi pembelajaran visual dengan penguasaan tata bahasa untuk meningkatkan keterampilan menulis siswa.

Kata kunci: mind mapping; simple past tense; keterampilan menulis; teks recount

INTRODUCTION

English as an international language plays a crucial role in global communication, education, and economic competitiveness. As a global lingua franca, English is widely used in academic discourse, international trade, technology, and cross-cultural interaction, making it an essential skill for students in non-English-speaking countries (Crystal, 2018; Graddol, 2006). In response to these global demands, many countries have incorporated English into their formal education systems to prepare students for participation in international contexts. Mastery of English is therefore not only a linguistic goal but also a strategic asset for national development and individual competitiveness in the global era.

In Indonesia, English is taught as a foreign language (EFL) and has long been included in the national curriculum at the secondary school level. Under the current curriculum frameworks, English instruction emphasizes the development of communicative competence through the mastery of listening, speaking, reading, and writing skills. However, unlike countries where English functions as a second language, Indonesian learners have limited exposure to English outside the classroom, which often affects their proficiency development (Lauder, 2008). Consequently, English teachers face challenges in designing effective instructional strategies that can facilitate meaningful language learning, particularly in productive skills such as writing (Boy Jon, R., et al. 2021).

Among the four language skills, writing is widely regarded as the most complex and challenging for EFL learners. Writing requires not only linguistic knowledge, such as grammar and vocabulary, but also higher-order cognitive skills, including idea generation, organization, coherence, and cohesion (Hyland, 2019; Richards & Renandya, 2002; Abas, I. H., & Abd Aziz, N. H., 2016). In junior high school, students are required to write various genres, one of which is the recount text. Recount texts focus on retelling past events and therefore demand a solid understanding of the simple past tense, appropriate time connectors, and logical sequencing of ideas. For many Indonesian students, these requirements pose significant difficulties due to limited grammatical mastery and insufficient writing practice (Mundi, T., Mutaat, & Radik, D., 2023).

Previous studies have shown that Indonesian EFL students frequently encounter problems in writing recount texts, particularly in the areas of vocabulary selection, grammatical accuracy, and textual coherence (Nurhayati, 2017; Sari & Putri, 2020; Alawiyyah, A., 2022). Errors in the use of the simple past tense, such as incorrect verb forms and inconsistent time references, often reduce the clarity and effectiveness of students' writing (Anggraini, Y., 2022). Additionally, students tend to struggle with organizing ideas systematically, resulting in fragmented or repetitive paragraphs. These challenges indicate that traditional teaching methods may not adequately support students' cognitive and linguistic needs in writing instruction (Batubara, S. F., & Fithriani, R., 2023; Nurhaliza, S., Nusyahida, S. F., & Ridwan, S. C., 2024).

To address these issues, innovative and student-centered teaching methods are needed to enhance students' writing performance. One such method is mind mapping, which helps learners visually organize ideas and establish logical connections before writing. Mind mapping has been shown to improve students' motivation, creativity, and coherence in writing by facilitating the planning process and reducing cognitive overload (Al-Jarf, 200; Buzan & Buzan, 2010; Amelia, A., & Solikhah, M., 2024). Furthermore, students' perceptions of instructional methods play an important role in determining learning effectiveness, as positive perceptions can enhance engagement and learning outcomes (Dörnyei, 2005). Therefore, this study aims to analyze the influence of students' perceptions of the mind mapping method and their mastery of the simple past tense on their recount text writing skills, contributing to more effective EFL writing pedagogy in the Indonesian context.

Key References (APA style – can be adjusted)

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RESEARCH METHOD

This study applied a quantitative survey method with correlational and regression analysis. The population was 828 eighth-grade students in public junior high schools in Depok, with a sample of 125 students chosen randomly (15%). Instruments included (Arikunto, S., 2010): (1) a questionnaire to measure perception of mind mapping, (2) a multiple-choice test for simple past tense mastery, and (3) a cloze test for recount text writing skills. Data analysis consisted of descriptive statistics, validity and reliability tests, and assumption tests; normality, multicollinearity, heteroscedasticity, and regression linearity (Ghozali, I. (2016; Sugiyono, 2013). Hypothesis testing was conducted using simple and multiple regression analysis.

RESULTS AND DISCUSSION

The results showed that perception of the mind mapping method and mastery of the simple past tense significantly influenced recount text writing skills both jointly and individually. Jointly, both variables contributed 68.88% (Sig. 0.000 < 0.05; $F_{count} 135.068 > F_{table} 3.07$). Individually, perception of mind mapping contributed 19.97% ($t_{count} 7.432 > t_{table} 1.980$), while mastery of simple past tense contributed 48.91% ($t_{count} 12.814 > t_{table} 1.980$). These findings highlight the strong influence of grammar mastery on writing skills, with mind mapping further supporting idea generation and organization (Christanty, D. et al., 2023). This confirms that combining visual learning methods and grammatical competence improves EFL students' writing performance.

Table 1
Multiple Regression Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.830 ^a	.689	.684	2,529

a. Predictors: (Constant), Penguasaan Simple Past Tense, Persepsi atas Metode Pembelajaran Mind Mapping

b. Dependent Variable: Keterampilan Menulis Teks Recount

Table 2
Simultaneous Significance Test Results (*F*-Test)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1727,532	2	863,766	135,068	.000 ^b
	Residual	780,196	122	6,395		
	Total	2507,728	124			

a. Dependent Variable: Keterampilan Menulis Teks Recount

b. Predictors: (Constant), Penguasaan Simple Past Tense, Persepsi atas Metode Pembelajaran Mind Mapping

Table 3
Multiple Regression Equation Results

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-17,031	2,416		-7,049	,000
	Persepsi atas Metode Pembelajaran Mind Mapping	,183	,025	,384	7,432	,000
	Penguasaan Simple Past Tense	,893	,070	,661	12,814	,000

a. Dependent Variable: Keterampilan Menulis Teks Recount

The results of the regression analysis reveal a strong and significant relationship between students' perception of the mind mapping method and their mastery of the simple past tense with their ability to write recount texts. As shown in Figure 1, the model summary presents a correlation coefficient (*R*) of 0.830, which indicates a very strong correlation, and an *R* Square value of 0.689. This means that 68.9% of the variance in students' writing performance can be jointly explained by the two predictors, while the remaining 31.1% is influenced by other factors not included in this study, such as vocabulary knowledge, reading exposure, or teacher feedback. This demonstrates that both cognitive and linguistic aspects play an important role in the development of students' writing skills.

The overall validity of the regression model is confirmed by the ANOVA test in Figure 2, which shows an *F* value of 135.068 with a significance level of 0.000, well below the threshold of 0.05. This indicates that students' perception of the mind mapping method and their mastery of the simple past tense simultaneously have a significant effect on recount text writing skills. In other words, when students perceive the use of mind mapping positively and are able to apply the rules of the simple past tense correctly, their writing performance improves significantly. This reinforces the idea that effective writing instruction in the EFL context must combine strategic learning methods with solid linguistic knowledge.

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A more detailed picture of the partial contribution of each independent variable can be seen in Figure 3, which presents the coefficients table. The results show that perception of the mind mapping method significantly affects writing skills, with a *t* value of 7.432 and a contribution of 19.97%. This suggests that mind mapping helps students generate, organize, and structure ideas more effectively, allowing them to produce recount texts with better coherence. On the other hand, mastery of the simple past tense has a stronger effect, with a *t* value of 12.814 and a contribution of 48.91%. This highlights the dominant role of grammatical competence, particularly tense mastery, in writing recount texts, as recounts inherently depend on the accurate use of past tense verbs and sentence structures (Husna, A., & Multazim, A., 2019; Ariani, E. D., 2023).

Overall, the findings show that while mastery of the simple past tense is the most influential factor in improving recount text writing skills, students' positive perception of mind mapping also provides a meaningful contribution. Together, these two factors explain nearly 70% of the variance in students' writing performance, which is a substantial proportion. This result is consistent with prior studies that emphasize the importance of combining innovative learning strategies with linguistic mastery. Therefore, it is recommended that teachers strengthen grammar instruction while also integrating mind mapping activities so that students not only achieve accuracy in grammar but also develop the ability to organize and express their ideas more effectively in writing.

CONCLUSIONS

This research concludes that both perception of mind mapping and mastery of the simple past tense significantly affect students' recount text writing skills. Mastery of the simple past tense had a stronger effect, but together both variables explained nearly 70% of the variation in writing. The implication is that English teachers should integrate mind mapping as a visual strategy while strengthening grammar instruction to improve students' writing outcomes. Future research should explore other linguistic and psychological factors influencing writing skills.

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