

Discovery : Jurnal Ilmu Pengetahuan

Volume 09 (2) 1 – 31 October 2024

ISSN: 2527-6859 (Print) / ISSN: 2723-6145 (Online)

Doi: 10.33752/

The article is published with Open Access at: <https://ejournal.unhasy.ac.id/index.php/discovery/index>

Mind Mapping Method: Its Effectiveness for Teaching Vocabulary

Habib Jamaludin*, Universitas Hasyim Asy'ari Tebuireng Jombang

Sayid Ma'rifatulloh, Universitas Hasyim Asy'ari Tebuireng Jombang

*habibjamaludin98@gmail.com

Abstract: The memorization method used by the teacher made the students bored in their vocabulary class so they had low vocabulary mastery. Therefore, the researchers conducted a pre-experimental study by implementing mind mapping method to teach vocabulary. The study purpose was to find out whether or not mind mapping method was effective for teaching vocabulary. The research design used was one group pre-test post-test. This study population was 180 students of class VIII at a private Junior high school in Gresik. Meanwhile, this study sample was 30 students of class VIII D taken using a purposive sampling. The instruments used were the vocabulary pre-test and post-test. After the pre-test and post-test data was collected, the data were analyzed using descriptive statistics. Then, the data were calculated their normality and analyzed using a paired sample test. The results showed that: (1) the average score of the pre-test was 56.67, the mean score of the post-test was 72 and the sig. (2-tailed) score of the paired sample test was 0.000. Thus, it can be said that the student's vocabulary mastery became better after the mind mapping method implementation and mind mapping method was effective for teaching vocabulary.

Keywords: Effectiveness, Mind Mapping, Teaching Vocabulary

Received: June 22nd 2024 ; Accepted : September 23rd 2024 ; Published : October 31th 2024

Citation: Jamaludin, H., & Ma'rifatullah, S. (2024). Mind Mapping Method: Its Effectiveness for Teaching Vocabulary. *Discovery : Jurnal Ilmu Pengetahuan*, 9(2), 76-84.

<https://doi.org/10.33752/discovery.v9i2.6561>



Published by LPPM Universitas Hasyim Asy'ari. This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

INTRODUCTION

English as an international language becomes one of the compulsory lessons that should be learnt in Indonesian high schools (Fitriyah, 2021). As we know that learning English comprises of four skills, namely, listening, reading, speaking and writing. It can be said that when the students learn English, they will learn those four English skills. It also becomes the hope of every English teacher that their students can master all four English skills. It is because every skill has relationship among others. The four English skills relate one another. However, the facts tell that the Indonesian students often get difficulties in learning the four English skills because English is as a foreign language in Indonesia.

When learning listening skills, the students experience some difficulties. They usually felt difficult to catch the meaning of the words that the native speakers say. They also often misspelled the words that they listen from the recorded dialogues or monologues. It is very common also when they mispronounced the words that they listen. The students often considered that listening skills were complicated because of their lack of word mastery or vocabulary mastery (Diora & Rosa, 2020).

The students also found several problems in their reading classes (Alqy & Zuhriyah, 2023). They could not translate the reading texts completely into Indonesian language because they did not know the meaning of some strange words. They could not find the ideas of the paragraph because they did not know the complete messages of the paragraphs that they read. They even could not find the explicit message of the texts quickly because they often found the difficult words. Their insufficient vocabulary caused them to undergo the problems in their reading class.

Some problems were also faced by the students in their speaking class (Nadziva & Fajarina, 2023). They could not arrange the words in the correct form so that they failed to deliver their ideas to their speaking partners. Then, they also suddenly stopped speaking because they forgot the English words for their Indonesian opinions. They often mixed their English and Indonesian in their speaking class. They realized that they wanted to speak more and more but they were limited by the vocabulary that they had. Their vocabulary was not enough to describe their imagination.

Moreover, according to Zuhriyah & Agustina (2020), they got many problems in their writing skills. Their sentence structure was not good. Their knowledge of the writing topic was still narrow. They often got stuck in their writing (Arimurti, 2024). They wrote and erased their sentences so many times. They felt that their words to pour their writing ideas were not correct. Commonly, they knew the ideas in Indonesian but they did not know the English words for their opinions. When writing, they have to consider their diction. They have to select the appropriate words to express their arguments or ideas.

All the problems that were faced by Indonesian students when learning English skills commonly come from their limited vocabulary. Thus, it is very important to learn vocabulary when learning a language (Arina, 2024). Vocabulary is a key component to master the four English skills (Rahmah et al., 2023). It is impossible to master English without having more vocabulary. Vocabulary is the essential part in the learning of English language. It means that when somebody wants to master English, he or she has to have a lot of English vocabulary.

Vocabulary is one of language components that the students should learn if the students want to master an English language (Arina, 2024). All the four skills of English need the adequate vocabulary. The students can talk what they feel completely when they have enough vocabulary. They can write what they need, want or argue fluently when their vocabulary is sufficient. They can practice their English maximally with their more vocabulary.

Because of those reasons, vocabulary as a part of English components is taught in a junior high school in Gresik. However, the pre-liminary study results told that the students did not get the satisfying scores in their vocabulary class. Their vocabulary mastery was still

low. There were some reasons that caused their low mastery in vocabulary. One of the reasons was that the English teacher used the method of memorizing when she taught vocabulary. In every meeting of vocabulary class, the students were asked to memorize five words related to the topics of teaching, then, they were asked to come forward one by one to say their memorization. This condition made the students feel bored and unmotivated to join the class of vocabulary. They did not feel comfortable with the method of teaching that the teacher used. As a results, their vocabulary scores were not good when they got vocabulary tests.

The student's feeling of boredom in the class of vocabulary should be solved. The students need the interesting method of vocabulary teaching. Mind mapping is one of the teaching methods that can be used to solve this problem. Mind mapping can be used to teach the students vocabulary and attract their attention to the vocabulary learnt in the class. Mind mapping is a kind of taking note way to record someone's opinions, ideas, arguments or feelings (Shdaifat et al., 2019). According to (Feng et al., 2023), this mind mapping can be implemented in all disciplines and proficiency levels.

Vocabulary

Vocabulary is all about the words including the definitions and their appropriateness to be used in the sentences (Alqahtany, 2015). Richards & Renandya (2002) state that vocabulary is the key component to master the language skills, such as listening, reading, speaking and writing. Furthermore, both books and oral communication often emphasize the new vocabulary importance. Meanwhile, there are two types of vocabulary that the learners should know. According to Harmer (2009), those two types are active vocabulary and passive vocabulary. Active vocabulary means the vocabulary that usually the learners use when they are speaking. Then, passive vocabulary is the vocabulary that the learners have to understand the meaning of the reading texts. Because of this passive vocabulary, the readers can comprehend the messages of the texts being read.

Mind Mapping

Mind mapping is a way to generate the student's knowledge of vocabulary based on the symbols or images (Alhajaji et al., 2020). Mind mapping can stimulate the student's thinking skills to create new ideas (Megawati et al., 2021). According to Buzan (2006), the steps in mind mapping are as follows: (1) starting from the a blank page center, (2) using the pictures to express the ideas, (3) coloring the pictures, (4) linking the various thoughts to the central pictures made, (5) making the various thoughts curved, (6) using word per line and (7) using pictures through. Muhammad et al. (2019) state that mind mapping has some advantages when it is implemented for teaching vocabulary, namely: (1) saving time to learn, (2) increasing the vocabulary recall and retention and (3) visualizing the vocabulary that the students think.

Several previous studies have explored the use of mind mapping for teaching vocabulary. One of them was a study conducted by Setianingsih et al. (2018) reporting that the mind mapping method could improve students' vocabulary. Then, a study by Shdaifat et al. (2019) found that the vocabulary of the students in Jordan was enhanced after the implementation of E-mind mapping. Next, Herman et al. (2022) reported in their study that the students' mastery in vocabulary became increased after they were taught using mind mapping via WhatsApp group. Afterwards, Feng et al. (2023) explained in their study that the use of mind mapping in Iranian EFL Learners could boost their retention and recall of vocabulary learning, motivate them to learn as well as stimulate them to have high willingness to communicate.

However, there were still scarce studies exploring the use of mind mapping method for teaching vocabulary in the level of junior high schools in Indonesia. Therefore, the researchers carried out this present study to find out the effectiveness of mind mapping method for teaching vocabulary at class VIII D at a private junior high school in Gresik.

METHODS

This study used a quantitative approach. To find the answers of the research problems in this study, the researchers used a pre-experimental study. This study was conducted at a private junior high school in Gresik, especially at class VIII D.

Research Design

The design of this research was one group pre-test post-test design. According to Creswell (2012), this design used one experimental group without a control group. The research was conducted by having pre-test, then, treatment which was teaching the students vocabulary using mind mapping methods for two meetings, and finally ended with post-test.

Participant

The population of this study was all the students of class VIII of a private junior high school in Gresik. There were six classes consisting of 180 students. Each class had 30 students. Next, the sample of this study was the students of class VIII D, comprising of 30 students, with 16 girls and 14 boys. The sample was taken by using a purposive sampling because it was based on the recommendation of the English teacher and the headmaster.

Material

The instruments used in this study were the pre-test and post-test of vocabulary mastery. The pre-test and post-test had the same questions. There were twenty questions in the form of multiple choices. Then, the materials tested in this study were about the vocabulary used in descriptive texts. The pre-test and post-test were validated by the experts comprising of two English lecturers from English education department. They validated the content and the structures used in the pre-test and post-test questions. After the content and structures of the questions were valid, the pre-test and post-test were administered to the students of class VIII C to know their validity based on the difficulty levels of the questions. When all ten questions were declared valid, then, they were calculated their reliability as well. The pre-test and post-test questions had to be valid and reliable before being used to test the students in the experimental class.

Procedure

There were some procedures that the researchers conducted during this study. Firstly, the researchers carried out the pre-liminary study in class VIII D to know the student's vocabulary mastery and the reasons why that condition happened. After that, the researchers selected mind mapping method to be the solution of the problems related to the student's vocabulary mastery in that school. Then, the researchers created the research instruments, such as pre-test and post-test questions of vocabulary. Next, the researchers validated those instruments and also calculated their reliability. After the pre-test was valid and reliable, the students of class VIII D were asked to do the pre-test. Afterwards, the researchers conducted the treatment, which was teaching vocabulary for two meetings with the material of descriptive texts. In the last meeting after the treatment, the researchers administered the post-test. Then, the scores of the pre-test and post-test were calculated using descriptive statistics to know their average scores. If there was the difference on their average scores, then, it was continued to conducted hypothesis testing. All the calculations were done using SPSS version 25.0.

Data Analysis

To analyze the data, the researchers used descriptive statistics to know the mean score of pre-test and post-test. After that, the data were calculated their significant difference using a paired- sample test. Before calculating their significant difference, the data must be normally distributed. So that the researchers calculated their normality at first. After the data was normal, the researchers calculated their significant difference using the paired sample test. If their difference was significant, it means that mind mapping was effective for teaching vocabulary.

RESULTS

After the post-test was carried out, the next step that the researchers did was to calculate the descriptive statistics of the pretest and post-test scores. The researchers, firstly, calculated the descriptive statistics of the pretest scores. The results of this calculation can be seen in table 1.

TABLE 1. The pre-test results

No	Aspects	Score
1	Number of students (N)	30
2	Maximum score	65
3	Minimum score	35
4	Sum	1360
5	Mean	51.67

The pretest was conducted before the teacher taught vocabulary using mind mapping method. Based on the table above, it can be known that the students got 35 as the lowest score, 65 as the highest score and 51.67 was the average score. It can be said that the student's vocabulary mastery was still low because the mean score was still under the passing grade from that school. The passing grade was 70.

The next calculation was to calculate the descriptive statistics of the post-test scores. The post-test was carried out after the students were taught vocabulary using mind mapping method for two meetings. The results of this calculation are presented in table 2.

TABLE 2. The post-test results

No	Aspects	Score
1	Number of students (N)	30
2	Maximum score	85
3	Minimum score	60
4	Sum	2.160
5	Mean	72

Table 2 shows that the student's scores in the post-test increased. They got 60 as the lowest score, 85 as the highest score and 72 as their average score. The mean score was higher than passing grade of the school. The score of 72 is categorized as a good level.

When it is comparing to the pretest results, the average score also increased. There is difference between the mean scores of the pretest and post-test. This difference should be tested its significance using a paired sample test. Before using the paired sample test, the data must be tested its normality. The results of the normality test can be seen in the table 3.

TABLE 3. The normality test results

No	Items	Kolmogorov-Smirnov ^a	Shapiro-Wilk
1	Pre-test		
	df	29	29
	Sig.	.187	.198
2	Post-test		
	df	29	29
	Sig.	.083	.094

Kolmogorov Smirnov explained that the data can be said as in the normal distribution if the

sig. score is more than 0.05. Based on the data in table 3, it can be known that both the sig. score of the data of the pretest and post-test were higher than 0.05. It can be concluded that the data of the pretest and post-test were in the normal distribution.

Because the data was normally distributed, so the calculation was continued to the use of a paired sample test. The results of the paired sample test can be seen in table 4.

TABLE 4. The paired sample test results

		Paired Differences			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Pair 1	Before-After treatment	-19.765	5.623	1.166	-19.443	29	0.000

The result shown in table 4 explains that the sig. (2-tailed) score was 0.000. It was lower than 0.05. It means that the difference between the average scores of the pretest and post-test was significant. Because the difference was significant, so mind mapping was effective for teaching vocabulary.

DISCUSSION

The pre-test results showed that the student's vocabulary mastery was still low. It happened because of several reasons. One of them is caused by the method used by the English teacher. The memorization method was used to teach them vocabulary. The students were always asked to memorize minimally five words and their Indonesian meanings. This method failed to make the students increase their vocabulary. The students felt that the teaching method was not interesting. They had the same activity in every meeting of vocabulary material. This method could not make the student's vocabulary improved. This memorization method included a conventional method. According to Dewi (2020), conventional method did not guide the students to enrich their vocabulary. That was why the student's vocabulary mastery was still low when learning vocabulary using memorization method. Furthermore, Syahputra (2014) explains that the student's success in learning is very much influenced by the method used by the teacher.

Besides that, the students also did not have motivation to memorize the vocabulary taught by the teacher. It made them lazy and often fell asleep in the class. Because of it, they got nothing from this vocabulary class. It has been known that motivation and learning success have positive correlation. The more the motivation the students have, the better their learning performance is (Rohman & Karimah, 2018; Sabrina et al., 2017). These factors made the student's mastery in vocabulary become low.

The condition in the class of vocabulary changed when the researchers implemented mind mapping to teach them vocabulary. Their vocabulary became increased. Their average score could reach the passing grade of the school. Their vocabulary mastery became better. Mind mapping could enhance their vocabulary mastery. When implementing mind mapping, they looked enthusiasm. Enthusiasm could make their willingness to learn vocabulary better. They enjoyed very much when learning vocabulary using mind mapping. According to Borong (2016), the student's enthusiasm in learning English influences their English achievement much.

In addition, the students also felt interested in the method used by the teacher. They were amazed when the teacher guided them to organize their ideas about certain topics into some pictures and tried to find the English words for their pictures. They felt happy when their teacher invited them to color the pictures that they have made based on their ideas. This mind mapping method made their learning interest higher. Because they were interested, they could easily memorize and find the vocabulary based on their pictures. It made their vocabulary mastery increased. Mind mapping method is different from the teaching method usually used by their previous teacher so they felt very interested in

following the instruction in mind mapping method when learning vocabulary. Tirangka (2023) explained that the variations of the learning methods used by the teacher could improve the student's motivation in learning English.

Then, the implementation of mind mapping also made them free to interact with their teacher and students. They can make discussion with their friends about the English words that they did not know to talk about the pictures that they had made in their mapping. They could interact with their teacher freely to ask about the English words that they and their friends did not know. Because of this better interaction between the teacher and the students and among the students themselves, the teaching and learning method atmosphere became comfortable. This could have effect on their achievement in learning vocabulary. Nurdin et al. (2023) state that the interaction between students and teachers and among students in the learning process could enhance their learning achievement. It can be said that mind mapping also made students become active in learning. Students' activeness in learning could enhance their achievement in learning (Arimurti, 2024). As a result, their vocabulary mastery became higher.

Those facts made the student's vocabulary mastery become higher after they learned vocabulary using mind mapping. Based on the results of the paired sample test calculation, it was also proved that mind mapping method was effective for teaching vocabulary at class VIII D. This present study results strengthen that the implementation of mind mapping could enhance the student's vocabulary mastery, especially the students in the junior high school. This present study results are in line with the previous study results explaining that the student's vocabulary mastery became improved after the implementation of mind mapping method (Albakia et al., 2023; Setianingsih et al., 2018).

This present study results also reported that the implementation of mind mapping method could make the students have high motivation to memorize the vocabulary being learned without being asked by the teacher. They had their own awareness to memorize the vocabulary. This result is similar to the study results by Feng et al. (2023) explaining that mind mapping could improve student's recall and retention in learning vocabulary. This study result also agreed to the result of the study by Shdaifat et al. (2019) reporting that the student's vocabulary mastery in sub-skill of precision and generalization was improved through the implementation of mind mapping.

CONCLUSION

The use of mind mapping method to teach vocabulary at class VIII D of a private junior high school in Gresik could improve the student's vocabulary mastery. The difference of the average score in the pre-test and post-test was significant so it could lead the conclusion that mind mapping was effective for teaching vocabulary. However, this study was still limited to the participants who were in one group only without the control group. For future researchers, it was very important to explore the use of mind mapping with the larger population and sample. Having known the use of mind mapping in the vocabulary class, it is suggested for the English teachers to apply mind mapping method when teaching vocabulary.

ACKNOWLEDGMENTS

The researchers would like to thank to all the English lecturers at English language education department of Hasyim Asy'ari university. Because of their help and guidance, this research could be well conducted and this research article could be written.

REFERENCES

1. Albakia, D., Yahrif, M., & Rosmayanti, V. (2023). Improving students' vocabulary mastery through mind mapping of eight-grade students at SMP Negeri 03 Waesama. *Jurnal Pendidikan, Sosial Dan Humaniora*, 3(2), 75-81. <https://doi.org/10.37289/kapasa.v3i2>
2. Alhajaji, B. H., Algmadi, J. S., & Metwally, A. A. (2020). Exploring the success of GMT

- technique: Games, mind-mapping, and twitter hashtags in teaching vocabulary in EFL higher education environment. *International Journal of Higher Education*, 9(3), 290–299. <https://doi.org/10.5430/ijhe.v9n3p290>
3. Alqahtany, M. (2015). The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*, 3(3), 21–34. <https://doi.org/10.52950/TE.2015.3.3.002>
 4. Alqy, Q. H., & Zuhriyah, M. (2023). The Effectiveness of Using Picture Series to Teach Reading Comprehension. *Pioneer: Journal of Language and Literature*, 14(2), 493 – 509. <https://doi.org/10.36841/pioneer.v14i2.2267>
 5. Arimurti, S. (2024). Peningkatan Keaktifan Belajar Menulis Teks Deskriptif melalui Model Cooperative Learning Tipe Snowball Throwing bagi Siswa MTs Negeri 8 Kebumen. *DISCOVERY: Jurnal Ilmu Pengetahuan*, 9(1), 17–30. <https://doi.org/10.33752/discovery.v9i1.5811>
 6. Arina, S. (2024). Study of Student's Perception in Learning Vocabularies Through Budi Harjo's Challenge at Tik Tok. *DISCOVERY: Jurnal Ilmu Pengetahuan*, 9(1), 31–39. <https://doi.org/10.33752/discovery.v9i1.5884>
 7. Borong, M. M. (2016). The Students' Enthusiasm in Learning English of the Tenth Grade Students at SMK Kristen Tagari. *TEFL Overseas Journal*, 3(1), 56–84. <https://doi.org/10.47178/teflo.v3i1.242>
 8. Buzan, T. (2006). *Mind Mapping: Kick Start Your Creativity and Transform your live*. Pearson Education, Inc.
 9. Creswell, J. W. (2012). *Educational research: planning, conducting and evaluating quantitative and qualitative research*. Pearson Education, Inc.
 10. Dewi, P. M. S. E. (2020). Please and Power Strategies on Students' Writing Competency Across Text Genres. *Lingua Scientia*, 27(1), 24–33. <https://doi.org/10.23887/ls.v27i1.22573>
 11. Diora, L., & Rosa, R. N. (2020). An Analysis of Students' Difficulties in Listening Comprehension: A Descriptive Study at English Language and Literature Department FBS UNP. *Journal of English Language Teaching*, 9(1), 87–98. <https://doi.org/10.24036/jelt.v9i1.107957>
 12. Feng, R., Alsager, H. N., Azizi, Z., & Sarabani, L. (2023). Impact of mind-mapping technique on EFL learners' vocabulary recall and retention, learning motivation, and willingness to communicate. *Heliyon*, 9(6), 1–13. <https://doi.org/10.1016/j.heliyon.2023.e16560>
 13. Fitriyah, L. (2021). The use of an alternative assessment for undergraduate students. *DISCOVERY: Jurnal Ilmu Pengetahuan*, 6(2), 66–75. <https://doi.org/10.33752/discovery.v6i2.1794>
 14. Harmer, J. (2009). *The Practice of English Language Teaching*. Pearson Education, Inc.
 15. Herman, Ibrahim, M., & Yahrif, M. (2022). Increasing Students' Vocabulary Mastery by Using Mind Mapping. *DIALEKTIKA: Jurnal Ilmiah Pendidikan Bahasa, Sastra Dan Matematika*, 8(1), 15–25.
 16. Megawati, Yuliwati, & Harimurti, E. R. (2021). The effect mind mapping technique and vocabulary mastery on student's writing skill. *JEES: Journal of English Educational Study*, 4(1), 1–10. <https://doi.org/10.31932/jees.v4i1.793>
 17. Muhammad, F. S., Elshazly, A. E. Y., & Ali, H. A. E. M. (2019). Using mind mapping as a visual literacy technique for developing EFL vocabulary learning among primary school pupils. *Journal of Faculty of Education*, 30(1), 75–90. <https://doi.org/10.21608/jfeb.2019.61282>
 18. Nadziva, H. A., & Fajarina, M. (2023). The Effectiveness of Using Application English Conversation Practice to Teach Speaking in SMPN 1 Tembelang Jombang. *ULIL ALBAB : Jurnal Ilmiah Multidisiplin*, 2(6), 2188–2195.
 19. Nurdin, I., Jumadi, J., & Kamaruddin, S. (2023). The study of social interaction in education and its influence on sociology learning achievement in students. *EST: Journal of Educational Science and Technology*, 9(2), 194–202. <https://doi.org/10.26858/est.v9i1.24519>
 20. Rahmah, N., Tahir, M., & Talib, A. (2023). The effect of vocabulary mastery on students'

- reading comprehension. *International Journal of Business, English, and Communication (IJoBEC)*, 1(1), 36–44.
21. Richards, J. C., & Renandya, W. (2002). *Methodology in Language Teaching*. Cambridge University Press.
 22. Rohman, A. A., & Karimah, S. (2018). Faktor-faktor yang mempengaruhi rendahnya motivasi belajar siswa kelas XI. *At-Taquadum*, 10(1), 95–108. <https://doi.org/10.21580/at.v10i1.2651>
 23. Sabrina, R., Fauzi, & Yamin, M. (2017). Faktor-faktor penyebab rendahnya motivasi belajar siswa dalam proses pembelajaran matematika di kelas V SD Garot Geuceu Aceh Besar. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 2(4), 108–118.
 24. Setianingsih, T., Moh.Rosihan, & Pardani, S. (2018). The use of mind mapping to improve motivation in learning vocabulary of second grade students at MTs NW Mispalah Raya. *Journal of Languages and Language Teaching*, 6(2), 125–133.
 25. Shdaifat, S. Al, Al-Haq, F. A.-A., & Al-Jamal, D. (2019). The Impact of an E-mind Mapping Strategy on Improving Basic Stage Students' English Vocabulary. *Jordan Journal of Modern Languages and Literature*, 11(3), 385–402.
 26. Syahputra, I. (2014). Strategi pembelajaran bahasa Inggris sebagai bahasa asing dalam meningkatkan kemampuan berbahasa siswa. *Kutubkhanah: Jurnal Penelitian Sosial Keagamaan*, 17(1), 127–145. <https://doi.org/10.24014/kutubkhanah.v17i1.813>
 27. Tirangka, R. (2023). Teaching variations by teachers to increase student motivation in learning English at SMPN 1 Rantetayo. *TEFL Overseas Journal*, 11(1), 15–24. <https://doi.org/10.47178/teflo.v11i1.2066>
 28. Zuhriyah, M., & Agustina, R. K. (2020). Brain-based learning and high order thinking skills effect on students' writing ability. *Journal of English Educators Society (JEES)*, 5(2), 193–198. <https://doi.org/10.21070/jees.v5i2.778>

PROFILE

Habib Jamaludin is a student of English language education department of Universitas Hasyim Asy'ari Tebuireng Jombang. He is now about to finish his study at that English language education department.

Sayid Ma'rifatulloh is a lecturer of English language education department of education faculty, Universitas Hasyim Asy'ari Tebuireng Jombang. He is also a chief editor of TEFLICS journal. He is also active in some research projects, especially in the field of English language teaching.