

ABSTRACT

This study investigated the effectiveness of mind mapping as a pre-writing strategy in improving Grade 10 students' idea organization in writing at SMA Telkom 1 Medan. Using a quasi-experimental one-group pretest–posttest design, 27 students participated in the study. Data were collected through writing tests and a perception questionnaire. The results showed a significant improvement in students' idea organization, with the mean score increasing from 64.33 to 77.93. The paired-sample t-test confirmed that the improvement was statistically significant ($p < .05$). Students also expressed positive perceptions toward mind mapping, reporting improved clarity, structure, and confidence in writing. The findings indicate that mind mapping effectively enhances idea organization as a distinct writing sub-skill in EFL contexts.

Keywords: mind mapping, idea organization, writing skill, pre-writing strategy, EFL students