

THE APPLICATION OF MIND MAPPING TECHNIQUES IN IMPROVING STUDENTS' SPEAKING ABILITY

Melani Dwi Ariastuti¹, Alvi Raihan Utami²
English Education

melani_dwi_ariastuti@gmail.com

Abstract

The author investigated the use of mind mapping to improve students' speaking skills. The researcher conducted the study based on the following main issues: 1) How is the students' speaking ability at Universitas Teknokrat Indonesia? 2) How is the mind mapping technique used to teach public speaking at Universitas Teknokrat Indonesia? The study's goals are to determine the students' Universitas Teknokrat Indonesia ability to speak in public and to describe the process of teaching, mind mapping technique was used in teaching speaking skill at Universitas Teknokrat Indonesia. This study employs classroom action research. Plan, action, observation, and reflection were covered in two cycles. When used correctly, the mind mapping technique can be a very useful instructional strategy as a teaching media. When compared to other teaching media, it may appear to be a better strategy.

Key words: Mind Mapping, Speaking Skills, Student, Language

INTRODUCTION

Language is a tool of communication. Language is a means of communication. English, as an international language, has been used as a medium of communication both orally and in writing (Oktaviani, 2021; Rahmania & Mandasari, 2021). The goal of English instruction in schools is to help students develop the four language skills of listening, speaking, reading, and writing (Agustin & Ayu, 2021; Ambarwati & Mandasari, 2020). When students speak, they usually use the language that they use at home. To get students to practice in class, the teacher must first adopt and vary teaching techniques. Second, the teacher must participate in the class because it is critical for the teacher (Aminatun et al., 2021; Mandasari, n.d.).

Teachers should not only act as facilitators in activities that encourage students to speak in the language, but they should also act as good models of oral language users and provide examples of good performance in the language (Mandasari, 2016; Oktaviani, 2017). Speaking well and speaking ability are difficult to achieve because English is not our second language; rather, English is our foreign language, making it extremely difficult to apply, particularly for students who use their mother tongue in their habitual speaking (Damayanti & Listyani, 2020; Pratiwi & Ayu, 2020). Many teachers have tried various

methods and techniques to improve students' speaking skills, but they have not been successful (Ayu, 2019; Sinaga & Pustika, 2021).

It is not only about the technique and method used, but also about how the teacher makes the classroom environment more enjoyable and comfortable for the students, as well as the relationship between the students and the teacher (Oktaviani, 2012; Putri & Sari, 2021; Utami et al., 2020). The teacher must also understand the situation and condition of their students in class, as well as the students' difficulties in mastering speaking skills (Mandasari & Aminatun, 2020; Sinaga & Oktaviani, 2020).

To create a positive learning environment for students, the teacher must use appropriate language teaching techniques and methods (Oktaviani, 2012; F. M. Sari, 2016). The researcher chooses the topic "The Implementation of Mind Mapping Technique to Improve Students Speaking Skill" for a variety of reasons. Using mind mapping as a technique for teaching speaking to Senior High School students will be an alternative method that teachers will use when teaching speaking. It is possible to make students more interested in studying English as a foreign language. Language's goal is communication, and speaking in a language context's goal is to promote communicative efficiency. Speaking is one of the most important skills for any student to have (Oktaviani & Desiarti, 2019; Yulianti & Sulistyawati, n.d.). Speaking is an important part of learning and teaching a second or foreign language (Muhammad Yuseano Kardiansyah & Qodriani, 2018). Based on those issues, the researcher is interested in conducting research on the issue, which is titled: "The Implementation of Mind Mapping Technique to Improve Students Speaking Skill".

LITERATURE REVIEW

Researcher observes a number of previous experiments that are relevant to what they are attempting to accomplish. The research that conducted by Apriyanti & Ayu (2020), the result shows that the changes of students' speaking skill are influenced by six factors, namely, interesting teaching media, interesting material, attractive classroom activities, enjoyable classroom management, attractive teacher's approach, teacher strategy.

The aim of speaking lesson is to make the students be able to communicate with other persons using English (F. M. Sari, 2015; F. M. Sari & Wahyudin, 2019). Based on the interviews with English teacher, the researcher finds the problem (Pranoto & Suprayogi, 2020; Pratiwi & Ayu, 2020). They are, the students still the lowest score in English based on the students' score, the students had less motivation in teaching and learning process so

the most of them dislike to learn English, and also the teaching and learning process tend only to use conventional method especially to speaking.

METHOD

This research uses a qualitative approach. The qualitative research method is a research method used to investigate the conditions of natural objects in which the researcher serves as the primary instrument, the data technique is triangulated, the data analysis is inductive, and qualitative research emphasizes the meaning of generalization (Rido & Sari, 2018; F. M. Sari & Wahyudin, 2019). The natural object in question is an object that is what it is, not one that has been manipulated by the researcher in such a way that the conditions when entering the object remain relatively unchanged. The survey research design was used by the researchers. Cross-sectional research is another term for survey research. The survey research design was carried out with the goal of gathering information from respondents via the sample under study. The method of analyzing student opinions using qualitative research with a survey design can be used to find out “THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE TO IMPROVE STUDENTS’ SPEAKING SKILLS”.

RESULTS AND DISCUSSION

The findings of this study did come from the implementation of mind mapping on improving students` speaking skill of students in grade VIII-A at SMP N 1 Jabung, Lampung Timur. As can be seen in the diagram below, the overall cycle is as follows:

a. First Cycle

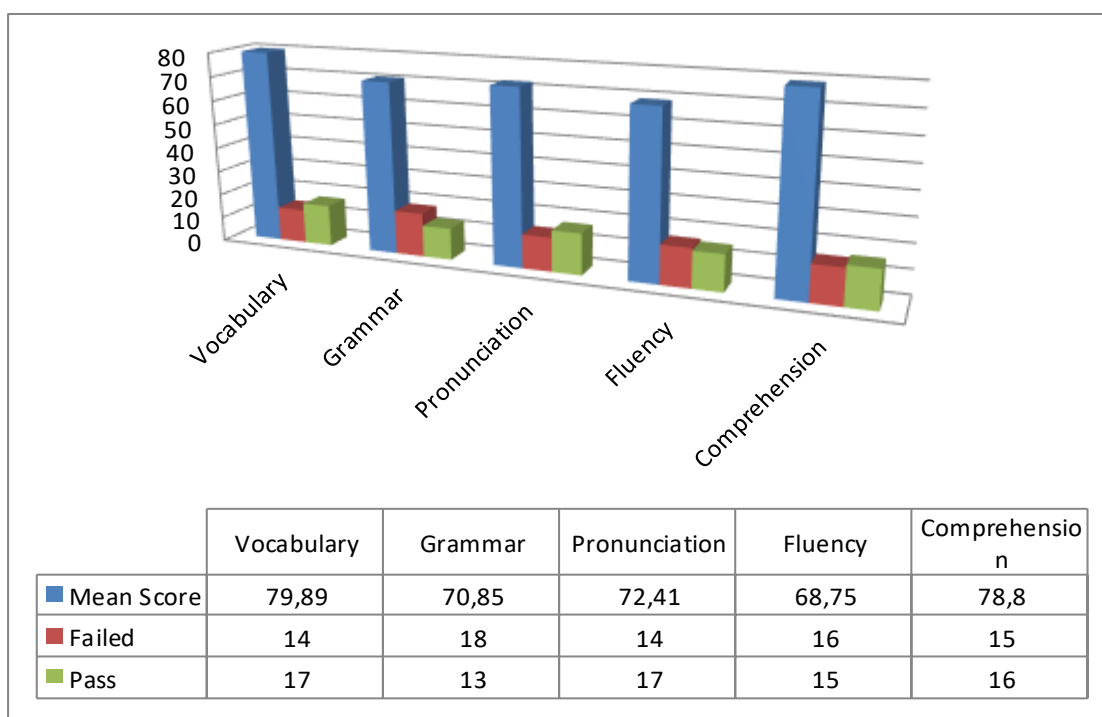
It was previously stated that the mind mapping for speaking descriptive texts technique was used to solve the problems discovered in the teaching of speaking skill. The first cycle consists of offline meetings. The researcher was very good at planning the activities for the research. The activities were organized in such a way that it was clear that they were creating mind maps for speaking of descriptive texts. That was taught to students when they were learning to speak Descriptive Texts. This is in line with the result from study by Ayu & Zuraida (2020); M Yuseano Kardiansyah, n.d). The students were taught to speak by looking at a model provided by the teacher as well as a video. They learned how to pronounce the words and followed the model provided. The researcher and the students discussed the model and attempted to extract content from what was said. After they had grasped the material being discussed, the students were required to create their own mind maps for speaking Descriptive Texts related to the topic being discussed in their group.

The performance test revealed that the students' class average score increased when compared to the midterm speaking test. The result midterm speaking test of vocabulary was 65.60, the grammar score was 60.50, the pronunciation was 63.57. The score of fluency was 67.27. The score of comprehension was 65.41. While the results of speaking test in cycle 1 became: the students' class average score of vocabulary was 79.89. The grammar score was 70.85, pronunciation score was 72.41, while fluency and comprehension term were 68.75 and 78.80.

Using the data from the cycle 1 speaking test results, the researcher determined that there were some improvements in students' speaking skills when describing objects in descriptive texts. The result is in line with Rahmania & Mandasari (2021); Suprayogi & Pranoto (2020). Each of the indicators of speaking ability showed improvement. According to the results of the speaking test in cycle 1 above, there were 14 out of 31 students who could not reach MAC (KKM), or only could achieve 17 students the passing score 70. It means that 45.16% of students failed in the speaking test.

Seeing from the first indicator which is vocabulary there were 17 students or 54.83% of students could reach the MAC (KKM). The second indicator, grammar, shows that were 13 students or 41.93% of students could reach the MAC (KKM) while the third indicator, pronunciation, shows that there were 17 students or 54.83% of students obtained the MAC (KKM), and the fourth indicator, fluency, shows that there were 15 students or 48.38% of students could achieved the MAC (KKM). Moreover, for comprehension, there were 16 students or 51.61% of students could reach the MAC (KKM). The following figure depicts the achievement of students' speaking skills in relation to the indicators.

Figure 1. Students' Achievement of Speaking Test Based Indicators



The information in figure 1 above clearly describes the students' ability to pass the test per indicators, which was surprisingly satisfying when compared to the midterm test or prior to conducting the research. According to the data in the midterm test, 68.72 percent of students received a speaking mark under MAC, as stated in the background above (KKM). After using mind mapping to describe objects in cycle 1, only 45.16 percent of students failed the speaking test. However, the next step in the process was still required.

At the end of the first cycle, the mean score of each indicator of students' speaking skill obtained through a speaking test was as follows. The average vocabulary score was 79.89. 17 students, or 54.83%, received a passing grade. Grammar had a mean score of 70.58. It means that 13 or 41.93% of students qualified for MAC (KKM). The mean pronunciation score was 72.41. In this case, 17 students, or 54.83%, were able to obtain MAC (KKM). The mean fluency score was 68.75, and 15 or 48.38% of students were able to reach MAC (KKM). The average comprehension score was 78.80. This means that 16 students, or 51.61%, were able to obtain MAC (KKM).

b. Second Cycle

The second cycle was also carried out offline. This meeting lasted 90 minutes. During this cycle, students were given different types of describing topics in descriptive texts. For the first meeting, video of "describing things" and "places" was used to teach speaking of descriptive texts. After preparing texts, the researcher revised the plan based on the reflection from cycle 1. The researcher anticipated that the revised plan would improve students' speaking skills on descriptive texts. The researcher created the revised plan. This revised plan was more focused on the problems and weaknesses discovered in the previous cycle that needed to be addressed in this cycle. The revised plan includes the following components: 1) redesigning the lesson plan, which includes activities and steps that should be completed by both the researcher and the students in order to improve speaking descriptive texts through mind mapping, 2) Creating mind maps in speaking descriptive texts by preparing a new story (Mandasari & Oktaviani, 2018; Wahyudin & Sukyadi, 2015). The activities in the second cycle were very similar to those in the first, but there were some differences in emphasis due to a revised plan to overcome certain problems that remained unresolved in the first cycle.

Following their comprehension of the material presented, the researcher demonstrated the topic description via a short video. The researcher used the video as a brainstorming tool to help them understand the description given. It was done to address issues that arose during the first cycle, which revealed that most students had difficulty understanding the utterances because the native speaker spoke very quickly. As a result, the researcher chose this method to ensure that the students were familiar with the listening material. They could figure out any words they heard from the teacher and video in this manner. Aside from that, they had to focus when they heard a long utterance or a sentence in the topic description to help them create mind maps for descriptive texts and perform better. It is in line with the study that conducted by Damayanti & Listyani (2020); Oktaviani (2017).

Following the completion of the stages of the second cycle, the researcher described the data as follows: At the end of the second cycle, the mean score for each indicator of students' speaking skill through speaking was 80.55. There were 26 (87.09 percent) students who achieved MAC (KKM), while 5 (12.91 percent) of 31 students did not. At the end of the second cycle, the mean score of each indicator of students' speaking skill as measured by the speaking test was as follows. The average vocabulary score was 81.73. A total of 22 students, or 70.96 percent, received a passing grade. The second indicator's mean score (grammar) was 75.45. It demonstrates that 19 or 61.29 percent of students were

able to obtain a MAC (KKM). The mean pronunciation score was 82.25. According to the indicator, 24 students, or 77.42 percent of students, achieved a passing score. The average fluency score was 80.72. There were 22 students who passed, accounting for 70.96 percent of the students. The average comprehension score was 85.32. This means that 23 students, or 74.19 percent, received a passing grade.

From cycle 1 to cycle 2, there was an improvement in students' speaking skills as a result of using mind mapping to describe objects in descriptive texts. Obviously, the researcher discovered that the students' speaking abilities had improved (Suprayogi Suprayogi, 2021; Wahyudin, 2017). The following diagram depicts the achievement of students' speaking skills in relation to the indicators.

Figure 2. Students' Achievement of Speaking Test Based Indicators for Cycle 2

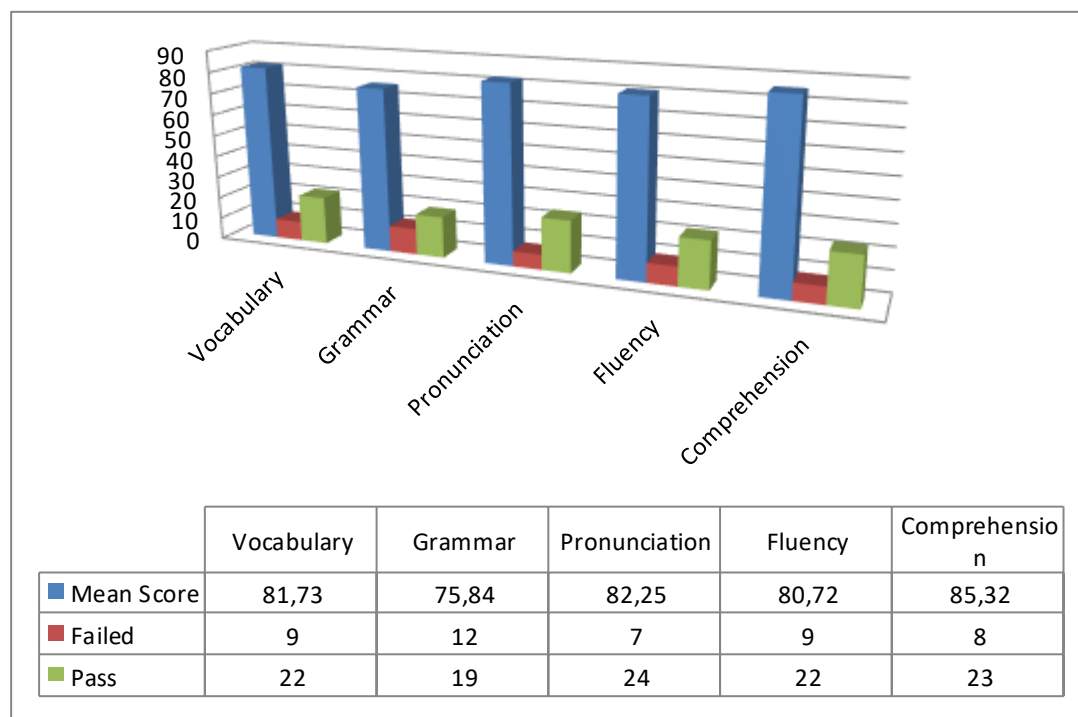


Figure 2 clearly shows that the student's ability to pass the test based on the indicators from the speaking midterm test and cycle 1 was surprisingly satisfying. When the data from cycle 2 was compared to the test results from cycle 1, it was clear that there was an improvement in students' speaking ability in descriptive texts. The students can get an improvement when they learn by using descriptive text (Muliyah et al., 2020; Pahdi et al., 2020).

According to some studies, teachers use mind mapping as a benchmark for assessment in the learning process. Mind mapping is a highly effective technique.

CONCLUSION

The findings of this action research show that mind mapping can help students improve their speaking skills. The improvement of student's speaking skill through mind mapping could be seen in the increasing of test for the second cycle of the research in which the students' scores were increased became 81.73 for vocabulary, 75.84 for grammar, for pronunciation 82.25, for fluency 80.72 and 85.32 for comprehension. It is in line with the result of previous study conducted by (Novanti & Suprayogi, 2021; S. N. Sari & Aminatun, 2021) As a result of mind mapping, the student's speaking skills in descriptive text improved. The effects of the teaching learning process could be seen in the following ways: they were more active in following the lesson, most students were not afraid to express their opinions, students were less noisy, allowing them to focus more on the lesson and actively follow the teacher's instructions (Muliyah & Aminatun, 2020; F. M. Sari, n.d.; Tiono & Sylvia, 2004). Based on the preceding statement, it is possible to conclude that teaching descriptive text through mind mapping can improve students' speaking skills. And the mind mapping teaching learning process has a positive effect on students.

REFERENCES

- Agustin, R. W., & Ayu, M. (2021). THE IMPACT OF USING INSTAGRAM FOR INCREASING VOCABULARY AND LISTENING SKILL. *Journal of English Language Teaching and Learning*, 2(1), 1–7.
- Ambarwati, R., & Mandasari, B. (2020). THE INFLUENCE OF ONLINE CAMBRIDGE DICTIONARY TOWARD STUDENTS' PRONUNCIATION AND VOCABULARY MASTERY. *Journal of English Language Teaching and Learning*, 1(2), 50–55.
- Aminatun, D., Ayu, M., & Muliyah, P. (2021). ICT Implementation during Covid-19 Pandemic: How Teachers Deal with a New Style of Teaching. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.
- Apriyanti, D., & Ayu, M. (2020). Think-Pair-Share: Engaging Students in Speaking Activities in Classroom. *Journal of English Language Teaching and Learning*, 1(1), 13–19.
- Ayu, M. (2019). Interactive activities for effective learning in overcrowded classrooms. *Linguists: Journal of Linguistics and Language Teaching*, 4(2), 1–6.
- Ayu, M., & Zuraida, Z. (2020). ENHANCING DESCRIPTIVE PARAGRAPH WRITING OF SECONDARY STUDENTS THROUGH SHARED WRITING. *Journal of Research on Language Education*, 1(1).
- Damayanti, M. E., & Listyani, L. (2020). AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN ACADEMIC SPEAKING CLASS. *ELTR Journal*, 4(2), 152–170.
- Kardiansyah, M Yuseano. (n.d.). *ENHANCING DESCRIPTIVE PARAGRAPH WRITING OF SECONDARY STUDENTS THROUGH SHARED WRITING*.

- Kardiansyah, Muhammad Yuseano, & Qodriani, L. U. (2018). ENGLISH EXTRACURRICULAR AND ITS ROLE TO IMPROVE STUDENTS' ENGLISH SPEAKING ABILITY. *RETORIKA: Jurnal Ilmu Bahasa*, 4(1), 60–69.
- Mandasari, B. (n.d.). *FACTORS INFLUENCING TEACHERS' BELIEFS ON THE USE OF AUTHENTIC MATERIALS TO TEACH LISTENING*.
- Mandasari, B. (2016). An Analysis of Teachers' Beliefs toward Authentic Materials in Teaching Listening. *Teknosastik*, 14(1), 19–25.
- Mandasari, B., & Aminatun, D. (2020). IMPROVING STUDENTS' SPEAKING PERFORMANCE THROUGH VLOG. *English Education: Journal of English Teaching and Research*, 5(2), 136–142.
- Mandasari, B., & Oktaviani, L. (2018). The Influence of Nias Language to Bahasa Indonesia. *Premise: Journal of English Education and Applied Linguistics*, 7(2), 61–78.
- Muliyah, P., & Aminatun, D. (2020). Teaching English for Specific Purposes in Vocational High School: Teachers' Beliefs and Practices. *Journal of English Teaching*, 6(2), 122–133.
- Muliyah, P., Rekha, A., & Aminatun, D. (2020). Learning from Mistakes: Students' Perception towards Teacher's Attitude in Writing Correction. *Lexeme: Journal of Linguistics and Applied Linguistics*, 2(1), 44–52.
- Novanti, E. A., & Suprayogi, S. (2021). WEBTOON'S POTENTIALS TO ENHANCE EFL STUDENTS' VOCABULARY. *Journal of Research on Language Education*, 2(2), 83–87.
- Oktaviani, L. (2012). The use of media in teaching english at the first grade in SMP Al-Issah International Islamic Boarding School Batu. *Unpublished. Malang: University of Muhammadiyah Malang. Xiv*.
- Oktaviani, L. (2017). *Developing a multimedia-based ethnic snake game to promote speaking skills for university freshmen*. Universitas Negeri Malang.
- Oktaviani, L. (2021). Penerapan Sistem Pembelajaran Dalam Jaringan Berbasis Web Pada Madrasah Aliyah Negeri 1 Pesawaran. *Jurnal WIDYA LAKSMI (Jurnal Pengabdian Kepada Masyarakat)*, 1(2), 68–75.
- Oktaviani, L., & Desiarti, E. M. (2019). A lecturer's and students' perspective toward ethnic snake game in speaking class at Universitas Muhammadiyah Malang. *Teknosastik*, 15(2), 53–59.
- Pahdi, R., Mailizar, & Abidin, Z. (2020). Indonesian junior high school students' higher order thinking skills in solving mathematics problems. *Journal of Physics: Conference Series*, 1460(1). <https://doi.org/10.1088/1742-6596/1460/1/012031>
- Pranoto, B. E., & Suprayogi, S. (2020). Incorporating 9GAG memes to develop EFL learners' speaking ability and willingness to communicate. *IJEE (Indonesian Journal of English Education)*, 7(2), 130–144.
- Pratiwi, Z. F., & Ayu, M. (2020). THE USE OF DESCRIBING PICTURE STRATEGY TO IMPROVE SECONDARY STUDENTS' SPEAKING SKILL. *Journal of English Language Teaching and Learning*, 1(2), 38–43.
- Putri, N. R., & Sari, F. M. (2021). INVESTIGATING ENGLISH TEACHING STRATEGIES TO REDUCE ONLINE TEACHING OBSTACLES IN THE SECONDARY SCHOOL. *Journal of English Language Teaching and Learning*, 2(1), 23–31.
- Rahmania, A. H., & Mandasari, B. (2021). STUDENTS' PERCEPTION TOWARDS THE USE OF JOOX APPLICATION TO IMPROVE STUDENTS' PRONUNCIATION. *Journal of English Language Teaching and Learning*, 2(1), 39–44.

- Rido, A., & Sari, F. M. (2018). Characteristics of classroom interaction of english language teachers in Indonesia and Malaysia. *International Journal of Language Education*, 2(1), 40–50. <https://doi.org/10.26858/ijole.v2i1.5246>
- Sari, F. M. (n.d.). ENHANCING STUDENT'S VOCABULARY MASTERY THROUGH PROJECT-BASED LEARNING IN THE EFL CLASSROOM. 16 November 2019, Bandar Lampung, Indonesia I.
- Sari, F. M. (2015). *An Analysis of Classroom Interaction in the English Language Teaching Process (A Case Study at the Tenth Grade Students of Accelerated Class 1 and Accelerated Class 3 of SMA Negeri 3 Surakarta)*. UNS (Sebelas Maret University).
- Sari, F. M. (2016). Internet-based materials in enhancing college students' writing skill viewed from their creativity. *Teknosastik*, 14(1), 41–45.
- Sari, F. M., & Wahyudin, A. Y. (2019). Undergraduate students' perceptions toward blended learning through instagram in english for business class. *International Journal of Language Education*, 3(1), 64–73. <https://doi.org/10.26858/ijole.v1i1.7064>
- Sari, S. N., & Aminatun, D. (2021). STUDENTS' PERCEPTION ON THE USE OF ENGLISH MOVIES TO IMPROVE VOCABULARY MASTERY. *Journal of English Language Teaching and Learning*, 2(1), 16–22.
- Sinaga, R. R. F., & Oktaviani, L. (2020). The Implementation of Fun Fishing to Teach Speaking for Elementary School Students. *Journal of English Language Teaching and Learning*, 1(1), 1–6.
- Sinaga, R. R. F., & Pustaka, R. (2021). EXPLORING STUDENTS' ATTITUDE TOWARDS ENGLISH ONLINE LEARNING USING MOODLE DURING COVID-19 PANDEMIC AT SMK YADIKA BANDARLAMPUNG. *Journal of English Language Teaching and Learning*, 2(1), 8–15.
- Suprayogi, S, & Pranoto, B. E. (2020). Students' Perspectives Toward News Voiceover Activity in Pronunciation Class. *Proceedings of the Twelfth Conference on Applied Linguistics (CONAPLIN 2019)*, 430, 203–206.
- Suprayogi, Suprayogi. (2021). PRELIMINARY STUDY ON MAPPING CURRENT DOCUMENTATION AND REVITALIZATION MEASURES FOR LAMPUNGIC LANGUAGE. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.
- Tiono, N. I., & Sylvia, A. (2004). The types of communication strategies used by speaking class students with different communication apprehension levels in English Department of Petra Christian University, Surabaya. *K@ Ta*, 6(1), 30–46.
- Utami, A. R., Aminatun, D., & Fatriana, N. (2020). STUDENT WORKBOOK USE: DOES IT STILL MATTER TO THE EFFECTIVENESS OF STUDENTS' LEARNING? *Journal of English Language Teaching and Learning*, 1(1), 7–12.
- Wahyudin, A. Y. (2017). The effect of project-based learning on L2 spoken performance of undergraduate students in English for business class. *Proceedings of the Ninth*.
- Wahyudin, A. Y., & Sukyadi, D. (2015). A Closer Look at the Implementation of the Curriculum 2013 in Indonesia: Should the Scientific Approach Be Used in EFL Classroom? *Rangsit Journal of Educational Studies*, 2(2), 56–70.
- Yulianti, T., & Sulistyawati, A. (n.d.). ENHANCING PUBLIC SPEAKING ABILITY THROUGH FOCUS GROUP DISCUSSION. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 5(2), 287–295.