



The Implementation of Mind Mapping Technique to Improve Students' Speaking Skill at SMPN 10 Bandar Lampung

Maria Niken Pangesti Ningsih¹, Mutiara Ayu²
Universitas Teknokrat Indonesia^{1,2}

marianikenp10@gmail.com, mutiara.ayu@teknokrat.ac.id

Received: 7 April 2023

Accepted: 7 May 2023

Published : 30 June 2023

Abstract

Speaking is one of the important skills mastered by students in a foreign language. speaking is a language skill that must be mastered in order to communicate well in the global world. Mind mapping technique can be used to improve students' speaking skills. SMPN 10 Bandar Lampung is a study of the implementation of the technique. By improving a good way of thinking, they can develop the words in their mind well so that they can reveal their ideas clearly and make the others easy to understand. In this research, the students of SMPN 10 Bandar Lampung showed that the teaching technique tested was acceptable to the students. Seeing their enthusiasm when listening to the explanations by the researchers then doing the assigned tasks and seeing the final score results showed that this technique was successfully applied even though it was not optimal. In practice the researchers conducted research in class 7B with 30 students. This research was conducted for two weeks with four meetings and based on the data we can see and concluded that the technique can help students to improve their speaking skill. The score of students is increasing so it means this technique delivered by the researcher is successful even though not all of the students get high scores.

Keywords: Mind mapping, Junior high school, Speaking skill.

To cite this article:

Ningsih, M.N.P. & Ayu, M.(2023). The Implementation of Mind Mapping Technique to Improve Students' Speaking Skill at SMPN 10 Bandar Lampung. *Journal of English Language Teaching and Learning*, 4(1), 19-25.

INTRODUCTION

In this era of globalization, as we all know, drastic changes have taken place throughout the world. Indonesia is no exception. These extraordinary changes occurred because human knowledge and reason developed. They have a strong desire to achieve something. Human relations are not free from development. Each individual will try to convey they wishes and opinions to other individuals through communication. In today's time communication skills play an important role and one must have mastery over these skills to get success in their respective fields. Subsequently, speaking is an important skill in order to communicate well in this global world and language skills are closely related to English as an international language. Why English used as an international language? obviously, because English is widely spoken all over the world. Rao (2019) also supports the statement that language skills are very important in today's era with his opinion that the need for students to acquire communication skills really helps them to achieve success in their respective fields. As we all know that in the world of education, communication skills, especially English, are now starting to be intensively applied at various levels of education. Looking at the many beneficial factors in the future, the government is now implementing English learning starting from junior high school. This is because at this level students are able to learn the second language well, so that they still understand the national language and are not disturbed by the presence of a second language (English). Thus, the classroom is the perfect platform to acquire good communication skills, especially speaking skills.

Speaking is one of the important skills mastered by students in a foreign language. It involves the process of establishing and sharing feelings, ideas, or messages through the use of spoken language. Specifically, Nunan

(1991; 2003, p.48) mentions speaking is a productive oral skill and it consists of producing systematic verbal utterances to convey meaning. By learning to speak, students will know how to express language communicatively. Students will learn how to express speech meaningfully. Therefore, speaking is one of the important skills that must be mastered by students who learn foreign languages besides reading, listening and writing. In learning English there are 4 skills that are learned, namely integrated empathy in listening, speaking, reading and writing. All of these skills are very important to master, but one of the language skills that is quite complex is speaking. According to Nunan (2003:2) "Speaking of oral productions of many different genres. Reading poetry, participating in debates, engaging in class discussions, and leaving messages on the answering machine are all different types of speaking. Perhaps the most common type of speaking is talking." When students are able to communicate using English, this ability will be very useful for the future.

Teachers as educators certainly have an important role in developing students' speaking skills. Teachers should understand strategies in their classrooms to develop students' speaking skills in English. However, English speaking skills are important to develop but other skills such as reading, writing, and listening should not be ignored, because these four skills are interrelated. It should also be noted that when speaking English there are many obstacles, both from unfamiliar pronunciation, lack of vocabulary, and students' insecurities, causing difficulties in speaking. Therefore, the role of the teacher is first of all to build students' motivation in speaking English. Finding the right teaching method or technique is the key to developing students' speaking skills. One of the learning techniques in building students' speaking skills is to use the Mind Mapping Technique.

A mind map is a visually depicted diagram of ideas, concepts, information, or other things. Each idea, concept, or information is in a mind map box that is interconnected in an organized manner with lines (links). Budd (2004) conveys mind mapping as a main branch of a topic that has smaller sub-topics that support each other. Or in other words his opinion on mind maps is an outline in which there are major categories emanating from the central image and lower categories being described as branches of a larger branch. Learning models that use concept maps can be accompanied by pictures and material concept keywords that can cover the entire material. Thus, students will be able to easily continue the elaboration of the topics to be discussed because they already have a guide. Mind mapping can be a guide for students in discussing what will be discussed. So that what students discuss can be more conceptualized and students' speaking activities can be more focused and easier to learn.

RESEARCH METHOD

Research Design

This research is intended to see is Mind Mapping technique can improve students speaking skill or not. Especially, to determine the implementation of using mind mapping technique in teach speaking descriptive text at the tenth grade in SMPN 10 Bandar Lampung. This research used quantitative approach to respond to the research questions that required numerical data. Quantitative data, as claimed by Creswell (2012), is the collection of numerical data to explain a particular phenomenon, and specific questions appear ideally suited to be answered using quantitative method. This research was conducted at SMPN 10 The participants in this study were students of class 7B with a total of 30 students. The method in this research was experimental one group pretest and posttest design. The sample for this study was collected using a purposive sampling technique. On the authority to Sugiyono (2011), Sampling is a sampling technique with certain characteristics to observe as defined above, purposive sampling technique is used to facilitate research and determine the research sample that required specific criteria to ensure that the sample collected is consistent with the research objectives.

Data Collection Technique

Data collection in this study was carried out through tests. Researchers do two tests as data collection, consisting of pre-test and post-test that the researcher did do by speaking test. In the assessment process, the researcher was assisted by rater 2, namely a study program friend from the researcher. This is intended therefore the final value produced is objective and reliable. In this study, the researcher maximized the research with 4 meetings. The first was pretest, students were present in front of the class to speaking about one example of descriptive text. The second was treatment, this meeting discussed the outline of what mind mapping is and its implementation in descriptive texts. The third meeting was treatment to students to make mind mapping for their descriptive text then perform in front of the class. Last meeting was posttest for students. To implement this technique the researcher

was used descriptive text. Use the text because it is in accordance with the concept of the technique used and in accordance with the material in their learning syllabus. Consequently, the implementation of this research did not interfere with their learning process.

Data Analysis Technique

After the researcher get the date, the data was processed using IBM SPSS 16 application. The processes that were followed during the data analysis process are as follows:

- Normality Test

Normality test was used to determine if the data from the study variable had a standard score distribution. The IBM SPSS 16 application statistical program was utilized in study to do the normality test. The normality test was examined using the Shapiro-Wilk Test in IBM SPSS 16. If the significance value (sig) > 0.05, the data is declared to be normally distributed. It means that H_0 was accepted, and H_a was rejected (normal distribution). If the significance value (sig).

- Paired Sample T-Test

The t-test was conducted to determine whether or not the researcher's hypothesis was accepted. The researcher. The researcher employed an independent sample t-test. The independent sample t-test was performed to determine whether or not there was a significant difference in the students' speaking ability at SMPN 10 Bandar Lampung before and after treatment. The writer utilized a level of significance of 0.05 to accept the hypothesis if the sign $n < p$.

FINDINGS AND DISCUSSION

FINDINGS

In this research, the students of SMPN 10 Bandar Lampung showed that the teaching technique tested was acceptable to the students. Seeing their enthusiasm when listening to the explanations by the researchers then doing the assigned tasks and seeing the final score results showed that this technique was successfully applied even though it was not optimal. In practice the researchers conducted research in class 7B with 30 students. This research was conducted for 2 weeks with 4 meetings. At the first meeting, the researcher conducted a pretest to the students by distributing a short descriptive text which was then read by the students and then an assessment was carried out. At the next meeting, the researcher conducted classroom learning by providing descriptive text material and applying mind mapping. At the third meeting the researchers began to provide exercises on mind mapping in the preparation of descriptive texts while practicing students' speaking skills. At the last meeting students were given a final test or posttest to see whether the results of the application of mind mapping were successful or not. The following is the result of the data obtained.

Table 1.1 Table Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	30	50.00	75.00	58.7667	8.29492
PostTest	30	55.00	85.00	69.5000	7.51435
Valid N (listwise)	30				

Based on the table above, it can be concluded that the mean score of Post-Test (69.50), $n=30$, $SD=7.51$ is higher than the mean score of Pre-Test (58,76) $n=30$, $SD=8.29$. The minimum score of the pretest is 50.00 and the posttest

55.00. Besides that, the maximum score of pretests is 75.00 and posttest 85.00. It can be explained like this, the total students is 30. For the mean score in pretest is 58.76 with minimum score of students is 50.00 Besides that, in posttest score, the mean score of the students is higher than pretest mean score which is 69.50 with the minimum score is 55.00.

Table 1.2 Result of Pretest

		PreTest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	9	30.0	30.0	30.0
	55	7	23.3	23.3	53.3
	57	1	3.3	3.3	56.7
	60	3	10.0	10.0	66.7
	65	4	13.3	13.3	80.0
	70	2	6.7	6.7	86.7
	72	3	10.0	10.0	96.7
	75	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table above, the total respondents (n) is 30. The respondents with the score less than equal 70 comprise 26 (86,7%). The highest score of the pre-test is obtained by 1 respondent with the score of 75 followed by 3 respondents with the score of 72,5 (10,0%). This data shown that students were almost has difficulties to done the test because they can't bring out their mind in word to speaking in front of the class. Students haven't guide to help them while speaking, then it makes they are less of speaking skill.

Table 1.3 Result of Posttest

		PostTest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	3.3	3.3	3.3
	60	5	16.7	16.7	20.0
	62	2	6.7	6.7	26.7
	67	3	10.0	10.0	36.7
	70	8	26.7	26.7	63.3
	72	4	13.3	13.3	76.7
	75	2	6.7	6.7	83.3
	77	1	3.3	3.3	86.7
	80	2	6.7	6.7	93.3
	85	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Based on the table above, the total respondents (n) is 30. The respondents with the score less than equal 70 comprise 19 (86,7%). The highest score of the post-test is obtained by 2 respondents with the score of 85 followed by 9 respondents with the score of 72 (13,3%), of 75(6,7%), of 77(3,3%), of 80(6,7%). Table 1.3 shows the improvement score of the students was increase then before.

1.4 Table Paired Sample T-Test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PreTest - PostTest	-1.07333E1	5.78901	1.05692	-12.89499	-8.57168	-10.155	29	.000

DISCUSSION

If the significant 2 tailed value is lower than 0.05 it means there is a significant increase between pre-test and posttest. Then, based on the finding about the minimum score of the pretest is 50.00 and the posttest 55.00. Besides that, the maximum score of pretests is 75.00 and posttest 85.00. It is meaning the hypothesis alternative is accepted.

From the results obtained after the application of the treatment there are two discussions that are talked. The first is the implementation of mind mapping technique to improve students' speaking skill and the result of the research to the final findings are discussed. Most of the students are more interested in speaking the topics that provides where the topics are supported by pictures, symbols, and diagram. Results are obtained of students revealed that mind mapping performed better on the post test. To conclude, the results of this study suggest the existence of positive improvement of the students' speaking ability after they are treated by using mind mapping technique. Organizing information, using pictures and symbol, and abbreviations instead of full words rather than in sentences help the mind mapping can be easily understood by the students. In keeping with Syaiki (2021), mind mapping can balance the brain, help to organize thoughts, improve the creativity, speed of learning and memory. Based on state psychologists that mind mapping is a type of prewriting method as the first stage of the writing process and as the point at to discover and explore our initial ideas about a subject. Pre- writing helps us achieve our goals ideas on paper, although usually not in an organized way and brainstorming ideas that can eventually get there in our letters some people including students who say that writing is difficult have difficulty expressing themselves to get their ideas down on paper, then they have to do a keyword search first. Mind mapping can be a way to solve this problem. Inside this technique allows the teacher to ask questions and teach the students how to pronounce some difficult word. Then when students perform, they can pronounce with good way. in line with Sherri Melrose (2019) in her journal which discusses mind maps within the constructivist learning environment and also supported by Orlova (2017) who said that an environment that supports the learning process can help students' oral skills become better at building confidence in public speaking. In this case the role of the researcher as a teacher really helps students to be able to pronounce some English vocabulary well. when students feel confident that their ability

to pronounce English vocabulary is correct, they will have the courage to speak in public. This certainly increases the confidence of students to be able to speak English fluently.

The second is the final findings of this research. Based on the paired sample test above, it can be seen that the T value of the difference between Pre-Test and Post-Test is -12,89 ($df = 29$, $p > 0.05$). The p-value of the difference is significant at the 0.05 critical alpha. In conclusion, there is enough evidence to reject the null hypothesis and the use of mind mapping improves students' competence in speaking. From the pretest assessment compared to the results of the posttest assessment, it can be seen that students have increased. The minimum pretest value is 50.00 and 55.00 posttest. In addition, the maximum value of the pretest is 75.00 and the posttest is 85.00. This increase occurred after the treatment was given to students. Giving treatment in the form of applying mind mapping techniques to students is proven to be able to improve students' ability to speak English. When students speak directly without guidance, it is likely that students will experience stagnation or lose ideas due to nervousness or confusion. Therefore, the concept of mind mapping is very useful for students. It is also supported by Ferry (2017), he stated that when students speak, they generally experience stagnation. They do not know what to talk about. Mind maps can help them keep talking. By using mind mapping it will be easier for them to remember the concepts they made before. Mind mapping is used by teachers as a benchmark for assessment in the learning process in line with some researchers conducted. Resi & Wulan (2018) found that mind mapping is useful technique in teaching because can make improvement in students' speaking skill, it is based on the results of the partial test (t test) the calculated value (19.541) is greater than the t-table value (1.670) therefore it can be concluded that the mind mapping learning model variable increased and influenced the speaking ability variable students in the public speaking. Mind mapping techniques can increase students' intentions in learning English. Meanwhile after given treatment, students showed improvement. They started showing themselves. They maintain their confidence, courage and focus on what they have to talk about. They try apply proper grammar and diction variations. They sometimes repaired them pronunciation and restating their speech to gain their fluency. Therefore, it is proved that mind mapping techniques are effective for teaching students' speaking skills.

However, there are many factors that influence the results of these studies. One factor is the teaching media used in teaching. If the media selection is right then it will work students easily understand the material. In the mind mapping technique students need know clear example because it is something new for them. Then the teacher must teach them carefully so that they adapt to the mind mapping technique. In line with Afriansyah (2019) in his journal he said that the media in teaching English is important to make students interested in the lesson. To cover aspects that support students' speaking skills such as; grammar, vocabulary, pronunciation, fluency and comprehension. Supported by Buzan (1960), researchers use appropriate methods such as mind mapping which uses methods such as visual mapping, concept mapping, flow-charting, visual thinking, spider diagramming, memory mapping, which is colorful and uses pictures and symbols, it looks artistic and interesting to make students enjoy learning English. As also said in Quantum Teaching, mind mapping is a creative writing method which makes us easy to remember a lot of information. Damasio (in Quantum teaching, 1994) says that when the brain remembers information, it is usually done in colorful picture, symbol, sound and feeling. The results of the T-test show that students have a positive score. Minimal and the maximum score is different after and before the treatment. Thus, it can be concluded that the mind mapping technique in teaching students' speaking skills is effective implemented.

CONCLUSION

Based on the research findings and discussion, it can be drawn that mind mapping technique was effective to help students learning speaking English in descriptive texts in enjoyable way. Mind mapping could help students to improve their speaking skill in learning descriptive text in terms of enriching vocabularies, pronunciation, increasing creativity, and organizing ideas. As a result, the mind mapping technique would seem to be particularly suited to help students in planning their speaking as the approach encourages students to reach for and adapt a deeper level of understanding of the topics. In this research, the students of SMPN 10 Bandar Lampung showed that the teaching technique tested was acceptable to the students. Seeing their enthusiasm when listening to the explanations by the researchers then doing the assigned tasks and seeing the final score results showed that this technique was successfully applied even though it was not optimal. In practice the researchers conducted research in class 7B with 30 students. The minimum score of the pretest is 50.00 and the posttest 55.00. Besides that, the maximum score of pretests is 75.00 and posttest 85.00. The score of students is increasing so it means this technique delivered by the researcher is successful even though not all of the students get high scores.

REFERENCES

- Afriansyah, D., Isnaini, M., Agusta, E., & Amelia, D. (2017). The Effect of Mind Mapping Method to the Learning Activities of VII Class Student in Science. *Al'Ilmi: Jurnal Pendidikan MIPA*, 6(1).
- Anggraeni, F. M. (2014, May). The effect of mind mapping technique towards the students' speaking ability at 7th grade of SMPN 4 Bandar Lampung. In *International Conference on Education and Language (ICEL)* (Vol. 2).
- Budd, J. W. (2004). The journal of economic education, 35(1), 35-46. *Mind maps as classroom exercises*, 35-46.
- Buzan, Tony. 2007. *Buku Pintar Mind Map*. Jakarta: PT Gramedia Pustaka Utama.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed.). Abingdon, Oxon, Y: Routledge
- DePorter, B. (2000). *Quantum teaching*. PT Mizan Publika.
- Ferry, F. K. (2017). Improving The Students's Speaking Skill by Using Mind Mapping Technique at Universitas Bina Darma. *ELTE Journal (Journal of English Language teaching & Education)*, 5(1).
- Leong, L. M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English-Speaking Skill.
- Melrose, S. (2019). Facilitating constructivist learning environments using mind maps and concept maps as advance organizers. *Sherri Melrose Publications: A Virtual Memory Box*.
- Mirza, A. (2017). *The Use of Mind Mapping Strategy to Improve Students' Speaking Ability* (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).
- Nasution, D. S. (2020). Mind mapping to improve students' speaking skill. *English Education: English Journal for Teaching and Learning*, 8(01), 1-12.
- Nunan, D. (1991). Communicative Task and the Language Curriculum. *Communicative Task and the Language Curriculum. ESOL Quarterly*, 25(2), 279-295.
- Nunan, D. (2003). *Practical English Language Teaching*. Boston: McGraw Hill. *Practical English Language Teaching. Boston: McGraw Hill*.
- Nurlaila, A. P. (2013). The use of mind mapping technique in writing descriptive text. *Journal of English and Education*, 1(2), 9-15.
- Orlova, N. (2017). *Efficiency of mind mapping for the development of speaking skills in students of non-linguistic study fields*.
- Rahayu, R. P., & Wirza, Y. (2020). Teachers' perception of online learning during pandemic covid-19. *Jurnal Penelitian Pendidikan*, 20(3), 392-406.
- Rao, P. (2019). The Importance of Speaking Skill in English Classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 6.
- Rao. (2019). The importance of English in the modern era. *Asian Journal of Multidimensional Research (AJMR)*, 8(1), 7-19.
- Singapura, N. M. S. (2017). *The Use of Mind Mapping Technique to Improve Students' Speaking Skill* (Doctoral dissertation, University of Muhammadiyah Malang).
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Suryani, S., Syaqui, M., & Meutia, P. D. (2017, November). Improving Students' Reading Comprehension Through Mind Mapping. In *Prosiding SEMDI-UNAYA (Seminar Nasional Multi Disiplin Ilmu UNAYA)* (Vol. 1, No. 1, pp. 315-318).
- Syauki, A. Y., Wardana, B., & Maulina, S. (2021). The Implementation of Mind Mapping Strategy on Students' Speaking Ability (Literature Study). *TULIP (Tulisan Ilmiah Pendidikan)*, 10(2), 101-109.