

**THE EFFECTIVENESS OF MIND MAPPING TECHNIQUE TO TEACH
STUDENTS' SPEAKING ABILITY AT THE TENTH GRADE STUDENTS OF SMAN
1 JATIWANGI IN THE ACADEMIC YEAR 2017/2018**

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ABSTRACT

This article discusses The Effectiveness of Mind Mapping Technique to Teach Students' Speaking Ability at the Tenth Grade Students of SMAN 1 Jatiwangi. The purpose of this research is to reveal the effectiveness of mind mapping technique to teach students' speaking ability at the tenth-grade students of SMAN 1 Jatiwangi in the academic year 2017/2018. The researcher used pre-experimental one group pre-test post-test design. The population of this research is the tenth-grade students of SMAN 1 Jatiwangi. Cluster random sampling is used to determine the sample. The sample of this study is X MIPA 1 which consists of 36 students. The treatment was conducted three times by using the mind mapping technique. The result of the study showed that the average score of pre-test was 8,9 and the average score of post-test was 13,3. The t_{observe} was found to be 11,5 and the t_{critical} was 2,03. It showed that t_{observe} was higher than t_{critical} which meant there was a significant effect to teach students' speaking ability by implementing the mind mapping technique. In conclusion, the mind mapping technique is effective to teach students' speaking ability at the tenth-grade students of SMAN 1 Jatiwangi. The researcher suggests the teacher to applicate mind mapping technique in teaching students' speaking ability.

Keywords: *Mind Mapping Technique, Speaking Ability, Pre-Experimental*

INTRODUCTION

Speaking has decisive role to communicate the thought, ideas and opinion to interact each other. Ten thousands words on average have been produced by a person in a day despite auctioneers or politicians may produce more than that (Thornbury, 2005:1). Learners usually assess their language learning achievement by their development of speaking ability (Richard, 2008:19). Moreover, Brown (2001:267) stated that speaking was the benchmark to accomplish the successful of language learners ability through interacted with others' language speakers practically. Hence, speaking ability becomes the indicator of proficiency of the language learners. In brief, Speaking as a part of four language abilities is important to be learned and mastered by students.

Speaking is a productive skill. It means that students should applicate to obtain a communicative goal (Harmer, 2001:249). Nevertheless, some people said that speaking is one of the difficult ability for students to master. Meanwhile, There are a lot of aspects involved when speaking. There are ideas, what to say, language used, how to use grammar, vocabulary, pronunciation and reacting to the person you are communicating with (Pollard,

2008:33). Therefore, Nunan (1999, cited in Tuan, 2015:8) claimed that learners found the problems in speaking due to they didn't fulfil such; linguistic competence, an adequate vocabulary and mastery syntax. According to Dil (2009, cited in Al Hosni, 2014:24), investigated two biggest obstacles for EFL Learners in Turkish, there were anxiety and unwillingness. That was caused by students' fearfulness of making mistakes. The students who perceive their English skill is poor feel more anxious than they who categorize as a very good level. However, it can be happened due to some factors conducted in teaching and learning English, such as lack of vocabulary, motivation, no target language environment, teaching and learning strategies (AL Hosni, 2014:24). Hence, the students need to pay attention to the elements of speaking in order to deal with the difficulties of it. Harmer (2008:269) asserted the elements of speaking as follows; 1) Language features, is content of language that constructed the meaning and connected the communication to express the ideas or information. Language features have elements such as connected speech (phonemes), expressive devices (pitch, stress, volume and speed), lexis, grammar and negotiation language. 2) Mental/social processing is the aspect of individual processing language that influences the person to produce a conversation from the inside (mental) to the outside (social) to conduct a conversation. The elements of mental/social processing such as language processing (the process of retrieval and assembly words or phrases), interacting with others and information processing (instant response).

Additional factors of effecting students' English speaking ability were the used of English and teaching technique in the classroom (Bashir 2011:46). Therefore, the students had less motivation in learning English because they had no interest in The conventional method that teacher applied in teaching speaking. There needs to be a solution to overcome the aforementioned problems. The teacher should provide an innovative technique to teach the students to resolve their problem of learning speaking. There are many techniques which can be used to overcome the problems above. One of the technique is the mind mapping technique to teach students' speaking ability. Mind mapping forces students to expand their creativity, strengthen their memory to arrange ideas and information. It also prevents students from boring while learning English. Mind mapping has been popularized by a British psychologist Toni Buzan in 1960. Mind mapping is well-known as visual mapping, concept mapping, flow-charting, visual thinking, spider diagramming, memory mapping, semantic mapping and thought webbing. Regardless of what you call it, basically the principles are the same (Krasnic, 2012:30).

METHOD

Research method refers to all those methods or techniques that are used for conducting research (Kothari, 2004:7). Furthermore, Cohen *et al.* (2007:47) asserted that research method means a range of approaches used in research to gather data which are to be used as a basis for inference, interpretation, explanation, and prediction. In brief, the research method is all those methods, techniques and approaches to gather data in conducting research.

Related to the definition above, the researcher used the experimental method to conduct the research. There are three types of the experimental method such as; pre-experimental, quasi-experimental and true experimental research. In this study, the researcher used pre-experimental research. According to Schreiber and Self (2011:162), pre-experimental research is not experimental at all and clearly does not have random assignment or selection. Meanwhile, Nunan (1992:41) stated that pre-experimental may has pre-test and post-test but lacks a control group. In summary, pre-experimental involves pre-test and post-test but only used one group and does not have random assignment or selection.

RESULT AND DISCUSSION

The data, which are analyzed in this research, is the students' speaking score and readability test. The students' speaking score was gained by the result of pre-test and post-test after given treatment and readability test was gained by the result of the questionnaire that gave before students conducted pre-test.

1. Result of Students' Pre-test Scoring

Related to the result of pre-test (*see appendix 3, p. 84*), the lowest total score is 5 and the highest total score is 14. The data shows that students' speaking ability is quite poor. It shown from the mean score achieved by the students is 8,9, the median is 9, the mode is 9 and the standard deviation is 2,3. Many students tend to be silent while speech due to they were hesitant and unconfidence. They were paused while speech frequently using such as "emm" or "err" and repetition. The students' pronunciation also had many erroneous, they pronounce every word often unclear. Vocabularies used by the students were limited, most students got misused of words. The grammar used by the students also influenced in their speech. They had a lack of knowledge of grammar so that, it made the comprehension unachieved.

As a result, from 36 students of X MIPA 1, no one categorizes as good nor very good. Only 4 students categorize as fair, the rest of them were 9 students categorized weak, 23 students categorized poorly. It means that the students' speaking ability of tenth-grade students of X MIPA 1 were poor.

2. Result of Students' Post-test Scoring

Related to the data of post-test (*see appendix 3, p. 84*), students gained a significant score of the mean score is 13,3, the median is 13, the mode is 12 and the standard deviation is 2,7. the lowest total score is 7 and the highest total score is 20. The data shows that students' speaking ability after been given the treatment have gained significant effect on students' speaking ability. Comparing with the data of pre-test and post-test. Pre-test lowest score is 5 and the post-test is 7. The highest score of the pre-test is 14 and the post-test is 20. Compared

to the previous test, students' fluency tends to be more active than pre-test. They had enough confidence and courageousness to speech in front of the class. They were chosen to paraphrase their speech than paused it. The students' pronunciation also had much improvement, they pronounce every word correctly although they missed pronunciation sometimes happened while they were faced unfamiliar words. Vocabularies used by the students were varied, most students tried to applicate a new word to support their speech. The grammar used by the students also obtained an improvement in their speech. They understood about simple present tense that applicate in their speech so that it's making the comprehension achievable.

Therefore, only three students are categorized as poor, three students are categorized as weak, twenty-five students are fair, four students are categorized as good and one student is categorized as very good. It meant that the students' speaking ability of tenth-grade students of X MIPA 1 have gained much significant effect.

3. The Result of the Readability Test

The readability test was given to the students before the pre-test. The researcher gave a questioner to the students that contain five questions. Each question related to the instruction that was given by the researcher. After gaining the data from the questioner, the researcher makes a table score and converted into a percentage table (*see appendix 3, p.84*).

There were five questions provided in the questioner and percentages as follows; The question number one "*1. Apakah perintah/instruksi tersebut menyebutkan secara jelas jumlah waktu yang disediakan untuk mengerjakannya ?*" was gained 100% score which was meant, thirty-six students in the classroom clearly listened to the instruction about the duration of test preparation. The question number two "*2. Apakah perintah/instruksi tersebut menyebutkan secara jelas jenis teks yang harus dibuat ?*" gained 100% score which meant, thirty-six students in the classroom clearly listened to the instruction about the kind of text that should be created. Question number three "*3. Apakah perintah/instruksi tersebut menyebutkan secara jelas waktu yang disediakan untuk penampilanmu ?*" gained 89% score 'YES' and 11% score 'NO' which was meant, thirty-two students in the classroom clearly listened to the instruction about the time limitation for their performance but there are four students who did not listen to the instruction clearly. It was indicated that some factors affected their listenability such as; their listening skill, the nuisance and focus while the instruction has been uttered. The question number four "*4. Apakah perintah/instruksi tersebut menyebutkan secara jelas kriteria yang akan dinilai dari penampilanmu ?*" obtained 69% 'YES' and 31% 'NO' which was meant, twenty-five students clearly listened to the

instruction about the assessment criterions but there were eleven students who did not listen to the instruction clearly. It implied that the eleven students didn't listen clearly because some factors affected their listenability such as; their listening skill, the nuisance and focus while the instruction has been uttered. The question number five "*5. Apakah perintah/instruksi tersebut cukup jelas dan tidak berrmakna ambigu ?*" obtained 100% score which was meant, thirty-six students in the classroom clearly listened to the instruction clearly without any ambiguity.

Related to the data percentages, the researcher concludes that the instruction is readable. It was proved by the data number one, two and five achieved perfect score 100%, it meant that the instruction was clear without any ambiguity, the amount of time was provided by the researcher and the researcher's instruction mentioned clearly the kind of text that had to create by students. Meanwhile, the question data, number three acquired 89% score 'Yes' and 11% score 'No'. On the other hand, the question data number four acquired 69% score 'Yes' and 31% score 'No'. It indicated almost a few students didn't listen to the instruction well about the duration performance and assessment criterions. It caused by some factor such as; their low skill of listening, their focus and the nuisance that conducted while the researcher was given the instruction.

At the beginning of the test, the researcher provided a readability test by giving them questioner in aims to ensure their understanding of the instruction. The result of the readability test stated that most of the students listened to the instruction without any difficulties. But somehow there were interferences such as; students' listening skill and their focus. The data evidenced that 100% or 36 students said 'YES' to the question number one, two and five which confirmed they clearly listened to the time limitation for doing the task, the kind of text they should create and the instruction was unambiguous. But, for questions number three and four, question number three evidenced thirty-two students written 'YES' and four students wrote 'NO'. In which 89% of students listened clearly the time allocation for their performance but, 11% of students stated conversely. The questions number four confirmed that twenty-five students in which meant 69% chose 'YES' and eleven students in which meant 31% chose 'NO'. It indicated some students didn't listen clearly the criterions that would assess from their performance. Therefore, some interference factors could happen while they listened to the instruction such as; their listening skill because the researcher used English without mixing the target language and their focus while the instruction was given, because some students have been seen didn't pay attention to the researcher by did jabber with their friends.

Afterwards, the pre-test conducted at the same time, the result was terrible due to some factors such as the preparation, their habitual study and their knowledge. All of the factors brought them to gain the lowest score as seen in the appendixes, twenty-three students categorize as poor, nine categorize as weak, four categorize as fair and no one categorizes

neither good nor very good. The data showed the lowest score in pre-test is 5 and the highest score is 14. It indicates that students' speaking ability before giving treatment is poor. While the students were conducting the pre-test, they were hard to speak in English, they tended to be silent. They took less than one minute to perform with much pausing and grammatical error. They tried to use a simple vocabulary although some misused vocabulary happened.

But after giving the treatment three times intensively by giving them several activities that support them to understand the material easily. As a result, the gained score of post-test was increasing significantly. It could be seen by the gained data which is stated that is only three students was categorized as poor and a half of them (twenty-five students) were fair with 4 students were categorized as good and 1 student was categorized as very good. It meant the treatment produced a much significant effect. The students were ready and prepared themselves because they felt the improvement of themselves during conducted treatment.

The result of the research answered this research question in chapter one "How effective is mind mapping technique to teach students' speaking ability at the tenth-grade students of SMAN 1 Jatiwangi in the academic year 2017/2018?". It could be shown by the resulting test after giving treatment gained significant effect. Before giving a treatment the students hardly to speak but, after they have been giving treatment they started to speak confidently. The post-test figured out any improvement while they delivered their speech. It proved by the mean of post-test (13,3) is higher than pre-test (8,9). The gained score after being given treatment display any significant. The total score pre-test is 321 and post-test is 482 shows the gained is 161 (see appendix 4, p. 91). Based on the research conducted by the researcher for five weeks, as result of the research and the comparison of $T_{observed}$ and $T_{critical}$ value that indicated that mind mapping technique gave significant effect to teach students' speaking ability.

However, there were many factors that influenced the result of the study. One of the factors was teaching media used in teaching. If the selection of media was appropriate it will make students easy to understand the material. In mind mapping technique the students need to know the examples obviously because it is something new for them. Then the teacher should teach them carefully in order to make them adapted to the mind mapping technique. Media in teaching English is important to make students interested in the lesson. To cover up the aspects that supported students' speaking ability such as; grammar, vocabulary, pronunciation, fluency and comprehension. The researcher used an appropriate method such as using audio-lingual method to teach them about the pronunciation, give them understanding about the used of grammar and practice more by speaking in the class frequently to achieve their fluency and providing games to attract students' attention and focus. It was an effective method to teach.

Therefore, the finding proved the students' understanding of learning English speaking gained significant effect. T-test shows that $t_{observed}$ has a positive score. The minimum and maximum score were different after and before giving treatment. Thus it can be concluded

that the mind mapping technique in teaching students' speaking ability was effectively implemented.

CONCLUSION

Based on the research's findings and discussion. The conclusions gained from the data disclosed as follows:

Mind mapping technique is effective to teach students' speaking ability at the tenth-grade students' of SMAN 1 Jatiwangi. It was proved by the comparison between pre-test and post-test data they had been achieved. Pre-test data averages are 8,9 in contrast with post-test data is 13,3. It means that after conducted treatment the students gained 4,4 improvement averages.

Mind mapping technique can improve students' intention of learning English. It was proved by their performance that mostly less than thirty seconds in the pre-test. Meanwhile, after being given treatment, the students show improvement. They started showing their self up. They maintained their confidence, courage and focus on what they had to speak. They tried to applicate an appropriate grammar and a variety of diction. They occasionally refixed their pronunciation and restated their speech to gain their fluency. Therefore, it proved that the mind mapping technique is effective to teach students' speaking ability.

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