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THE APPLICATION OF MIND MAPPING TECHNIQUE TO IMPROVE STUDENTS SPEAKING SKILLS

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Abstract : The skill in communicating is speaking, speaking is one of the basic skills that a person be able to communicate with others, but there are several problems, namely not everyone can speak well, especially speaking in public or only with people. The aim of this research is to improve skills, namely speaking to students. This research is also classified as classroom action research which is carried out in the form of two cycles. And the subjects involved in this research were 20 students' of Smp Negeri Satap Buo class VIII. In this research, data collection was carried out using observation, test and interviews. The instruments given by the researchers were speaking ability test and providing observation sheets. The results of this research showed that students gained significant improvement after the researchers introduced several conversations into English languange learning for students'. The students' pre-test results obtained the lowest score of 55,75 but after the researchers provided treatment through conversation and several examples of making mind mapping to students'. The students' post-test results obtained the highest score of 68,5. This means that the Application of Mind Mapping method was successful in teaching and learning English for students'.

Keywords: ***Speaking Skills, Conversation, Mind Mapping Learning, EFL.***

INTRODUCTION

Speaking is a useful ability. Oral fluency, or the capacity to speak clearly, concisely, and intelligently, is the primary objective of honing this useful skill. Students must be brought from the point where they can react to cues to the point where they can use language to communicate their own ideas in order to accomplish this goal.

Speaking in general can be interpreted as a delivery of ideas or ideas, thoughts to others using spoken language so that the intention can be understood (Salimah, 2011). A speaker produces language through speaking activities. Speaking activities are activities of giving and receiving language, conveying ideas and messages at almost the same time, between speakers or speakers and listeners. For this reason, speaking skills are referred to as active productive activities.

Maidar G Arsjad & Mukti U.S (1993) argue that the main purpose of speaking is to communicate. In order to convey information effectively, the speaker should really understand the content of his speech, besides that he must also be able to evaluate the effect of his communication on his audience. So, it is not only what to talk about, but how to express it. Norma Kusmintayu, and Friends (2012).

Speaking skills occupy a major place in giving and receiving information and advancing life in modern civilization (Firmansyah, 2018). Speaking activities as part of language skills are very important, both in terms of teaching and in everyday life (Darmuki & Hariyadi, 2019). Speaking skills are a form of human behavior that involves extensive physical, neurological, linguistic, and psychological factors. These factors must be considered when determining whether or not someone is able to speak (Priatna & Setyarini, 2020). Speaking skills are included in one of the spoken languages. Spoken language is generally included in learning that is difficult for teachers in schools. Difficulties are not only experienced by teachers but also experienced by students. Azizatul Imatihana, Eviyanti Asmaul Kusnah. (2022).

RESEARCH METHOD

An experimental research design with a quantitative methodology was used in this study. Sugiyono (2018) claims that quantitative data is a positivist research methodology that uses real data. Research data takes the form of numerical values that are assessed using statistics as a counting test instrument, relating to the issue being studied in order to draw a conclusion. This study used a pre-experimental design, which is research using a single class (the pre-experimental class) in the absence of a comparison or control group. This study uses a one-group pretest-posttest pre-experimental design, which allows for a more accurate assessment of treatment outcomes by comparing pre- and post-treatment conditions.

Furthermore, it will be clarified in Table 3.1

Pretest	Treatment	Posttest
O1	X	O2

Description:

O1 : Pretest before treatment

O2 : Final test (Posttest) after being treated

X : Treatment using Mind Mapping learning technique

Test questions are used to measure student learning outcomes to be achieved during the study. The form of the test used is a Interview test given before learning (pretest) and at the end of learning (posttest).

Data will be analized by researcher using pre-test and post-test, the test materials made in Multiple Choice and Essay. The researcher used a mean score formula:

$X = (\Sigma X)/n$

Hatch and Farhady (1082: 30) stated:

ΣX = Total number of students' score

X = Mean score

n = Total number of sudents'

FINDINGS AND DISCUSSION

This study was quantitative in nature and included 20 students as participants. In one group, pre- and post-tests were conducted using a pre-experimental design in quantitative research. Data were gathered from these pupils. The information is displayed below.

Table 4.4 The computation of pre-test mean score

Name of Students	O1
Adelia	50
Adrianti	40
Alfan	75
Alfino	50
Astuty	45
Eksel	55
Etgar	50
Fano	70
Fersya	65
Frisilia	55
Jhon	50
Kalfri	70
Mutia	65
Nelfiksen	55
Oksanda	60
Putri	50
Resti	45
Rislia	70
Tri Aula	40
Vini	55
Total	**1.115**

$$\overline{x} = \frac{\sum x}{n}$$

$$X = \frac{1.115}{20}$$

X = 55.75

Of the 20 pupils, the greatest score on the results pretest is 75, while the lowest score is 40. The pre-test (O1) results show that the kids' performance is still comparatively low.

Table 4.5 The computation of post-test mean score

Name of Students	O2
Adelia	80
Adrianti	70
Alfan	85
Alfino	55
Astuty	60
Eksel	55
Etgar	70
Fano	60
Fersya	85
Frisilia	70
Jhon	60
Kalfri	85
Mutia	70
Nelfiksen	65
Oksanda	70
Putri	60
Resti	70
Rislia	80
Tri Aula	50
Vini	70
Total	**1.370**

$$\overline{x} = \frac{\sum x}{n}$$

$$X = \frac{1.370}{20}$$

$$X = 68,5$$

As can be seen, 85 is the greatest score, and 50 is the lowest. It is clear from these post-test findings that students have improved when compared to their prior

performance when using word mapping as a teaching and learning tool for English. Table

4.6 Matrix of pre-test and post-test

Name of Students	O1	O2
Adelia	30	60
Adrianti	50	80
Alfan	50	70
Alfino	60	90
Astuty	50	70
Eksel	20	40
Etgar	20	50
Fano	30	60
Fersya	60	90
Frisilia	40	60
Jhon	30	50
Kalfri	60	90
Mutia	50	70
Nelfiksen	30	60
Oksanda	50	70
Putri	60	80
Resti	50	70
Rislia	30	50
Tri Aula	60	90
Vini	40	70
Total	**870**	**1.370**

It can be seen, the mean score of the pretest was 55.75 its very lowest score while posttest got highes score was 68,5. It means the everage posttest is greater than pretest. Before give the treatment for students they got lowest score, but after given the treatment for students they got highes score. So, used application mind

mapping tehnique in the teaching learning English can improve students speaking skill.

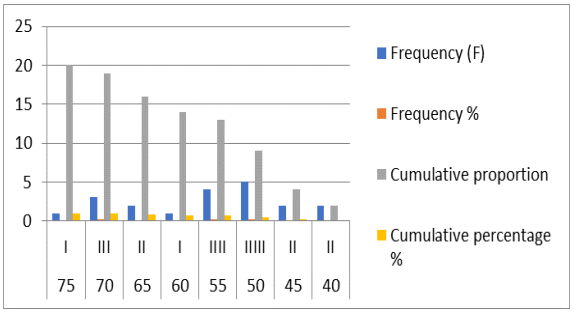
Table 4.7 Students gaining scores

Name of Students	O1	O2	Gained scores
Adelia	50	80	30
Adrianti	40	70	30
Alfan	75	85	10
Alfino	50	55	5
Astuty	45	60	15
Eksel	55	55	0
Etgar	50	70	20
Fano	70	60	10
Fersya	65	85	20
Frisilia	55	70	15
Jhon	50	60	10
Kalfri	70	85	15
Mutia	65	70	55
Nelfiksen	55	65	10
Oksanda	60	70	10
Putri	50	60	10
Resti	45	70	25
Rislia	70	80	10
Tri Aula	40	50	10
Vini	55	70	15
Total	**1.115**	**1.370**	**325**

From the table above, shown that there are 20 students with took 1 class who The initial results, namely the pre-test, the students had the highest score of 75 and the lowest score of 40 with the total score of all students in the pre-test was 1.115 but after given treatment for students with used application of word mapping

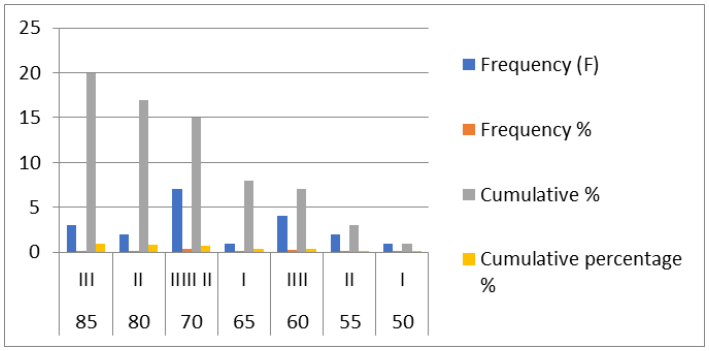
strategy in the teaching and learning students got significant of result in the posttest as a final test, and got the highest score of 85 and the lowest score of 50 and the total score of all students was 1,370. So the average score of students in the pre-test was 55,75 while the post-test was 68,5. It can be seen that, based on the used of application Mind Mapping Technique improve students speaking skill.

Figure 1. Result of Student's Pre-Test Score Frequency



The histogram above shows the level of pre-test scores of 20 students which is quite low from the lowest 40 to the highest only 75. There are 1 student got score is 75, 3student got score is 70, 2 students got score is 65, 1 student got score is 60, 4 students got score is 55, 5 students got score is 50, 2 students got a score is 45, and 2 students got a score is 40.

Figure 2. Result of Student's PostTest Score Frequency



The histogram above shown the high level of achievement of the post-test scores of 20 students from the lowest score of 50 to the highest score of 85. There are only 3 students got scored 85, 2 students got scored 80, 7 students got scored

70, only 1student scored 65, 4 students got scored 55, and only 1 student got a scored 50.

From the two table above it can be seen that, the different score from pretest and posttest where in the pretest score two students got the lowest score was 40 and also only one student got the highes score was 75. Meanwhile in the posttest score only one student got lowest score was 50 and also three students got a score was 85.

Table 4.10 Recapitulation of Mean Scores of pre-test and post-test

Test	Score
O1	55,75
O2	68,5

This research used experimental research design using a quantitative approach. The research design with pre-experimental design, that uses only one class (pre-experimental class). The type of pre-experimental design research in this study is a one-group pretest-posttest. The subject of this research is took one class which consists of 20 students at SMP Satap Buo.

The statistical analysis carried out as followed:

In the pretest, only one student got a score of 75 (5%), three students got a score of 70 (15%), two students got a score 0f 65 (10%), only one student got a score of 60 (5%), four students got a score of 55 (20%), five students got a score of 50 (25%), two students got a score of 45 (10%), two students got a score of 40 (10%). From the data above the highest score was 75 and the lowets score was 40. The total score in pretest (T1) of 20 students is 55,75. In the posttest scores three students got a score of 85 (15%), two students got a score of 80 (10%), seven students got a score of 70 (35%), only one student got a score of 65 (5%), four students got a score of 60 (20%), two students got a score of 55 (10%). And only one student got a score of 50 (5%). From the data the highes score was 85 and the lowest score was 50. The total scores in posttest (T2) of 20 students is 68,5.

In the two results of pretest and posttest scores above, it can be seen the different scores between pretest and posttest. Before give the treatment, students got the lowest score in prettest was 55,75. But after given the treatment with used application mind mapping in the teaching and learning the students got highes score was 68,5. But in the result of posttest the writer concludes some of students still got lowest score after the writer given the material through mind mapping for students in teaching and learning English. This is because some students still lack of vocabulary until the students don't understand about the meaning of word in English.

The result of this research about students speaking skills through application of Mind Mapping Technique at SMP Satap Buo. Showed that the students' mastery in mind mapping in the English teaching and learning process is improved, it can be seen significant difference results of pretest score was 55,75 before give the treatment students got lowest score, while posttest score was 68,5 after given the treatment students got highes score. It meants after used application of mind mapping technique is effective to improve students speaking skill.

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