

THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE IN TEACHING STUDENTS SPEAKING SKILLS AT 7TH GRADE IN EFL CLASSROOM IN ONE JUNIOR HIGH SCHOOL IN PABEDILAN

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Abstract

This study aims to determine the application of mind mapping techniques in teaching speaking at 7th grade IN EFL CLASSROOM IN ONE JUNIOR HIGH SCHOOL IN PABEDILAN. The object of research is only focused on the learning process, while the subject of this research is the English teacher at the school. During the learning activities carried out in 2 observations and 4 meetings. The first meeting only observed the teacher applying mind mapping in the speaking class. After the second meeting, the researcher prepared an observation checklist to find out how the teacher applied the mind mapping. The third meeting was an interview with the teacher concerned and the last meeting confirmed the results of data processing in several previous meetings while saying goodbye. This study used qualitative research methods. Data collection techniques include observation, interviews and documentation. In the introduction, the researcher observed the teacher teaching process and then proceeded to the next meeting. Based on the data obtained from observations, it can be seen that the application of mind mapping techniques applied by English teacher so far is quite good, because the techniques used by the teacher are in accordance with the theory proposed by Buzan (2004). The results of the interviews showed that the obstacles in the learning process using mind mapping techniques were on the students themselves. Not all students have the same learning style, some are fast, medium and slow. Therefore, they often have to take different ways to understand the same information or course.

Keywords: *Mind Maps; Speaking; Teaching*

INTRODUCTION

Language is as a communication tool. Apart from maintaining relationships with other people, it is also considered a symbol of social identity, a symbol of membership and social group unity. If you do not speak language, it is hard to imagine how people cooperate with one another. Communication can be analyzed according to participants, social environment, and the language used. Language is a means of communication. Through the use of language, people can express their opinions and thoughts. Language in the world is the most important tool in life, because humans cannot communicate with other people and carry out daily activities without using language. Through communication, humans express themselves, form networks of social interactions, and develop their personalities.

According to Ladousse (2001) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. It is not easy to have good speaking skills, because English is not our second language, and English is our foreign language. Therefore, it is very difficult to really apply it, especially for students who habitually use their mother language.

Teacher must understand the situation and condition of students in class, as well as students' problems in mastering speaking skills. In the 7th grade in EFL classroom in one junior high school in Pabedilan in the 2020/2021 academic year, most students lack the courage to speak, lack vocabulary and do not have the courage to learn English, especially in terms of speaking ability. Basically, most of the students are less interested to learn English subject because they think speaking English is very difficult and they have bad pronunciation, so just a few students used English in speaking.

In addition, students' problems came not only from the classroom environment, but also from the students themselves. They lack the self-confidence to build self-confidence. Starting from these main issues, researcher conducted research on students to make them speak out loud and expand their vocabulary without making students feel anxious and shy.

To make the students speak in English and interested to speak English, the teacher should use a variety of ways to develop the teaching and learning process of the students' English language skills. The classroom technique has each purpose in teaching-learning process. By using the various classroom techniques, it makes the students interested and enjoyed in teaching-learning English language. Teacher must also interact well with students and be sensible. When applying skills and methods in teaching, the teacher needs to make it easier. Students need more practice, so teacher are advised to create and use interesting techniques. The students become more active and creative especially in teaching speaking skill.

The various techniques to develop students' English-speaking skill are used such as: question and answer in group, conversation practice, discussion, role play, playing cards, picture describing, mind mapping, retelling video, and storytelling. Mind maps were developed as a technique which was designed likewise the operation of the brain by using its right and left lobes together and which enables the ideas being reflected on paper. Mind maps were developed by English psychologist, mathematician and brain researcher Tony Buzan at the late 1960s. Buzan (2000) who make studies on note taking state that notes must have four main functions as being reminiscent, analyzing, creative and interactive.

Mind maps are a note taking technique which supports all of these functions. Mind map which Buzan developed as a note taking technique is a technique which uncover the potential of the brain, Brinkmann (2003) which information is stored, arranged and organized in order of priorities by using keywords and key concepts Karatekin (2013). According to Michalko (2001), mind map is a technique which has the power of uncovering the thoughts which the brain has about a subject from different viewpoints and which the brain is operated as a whole as an alternative to linear thought. In addition, Kokotovich (2008) expressed mind map as a note taking technique which people put their ideas and thoughts on paper excursively.

Mind maps may be used as an effective technique in the process of learning-teaching as a form of note taking which has significant differences from traditional note taking form, facilitate remembrance with its colorful structure with links on the basis of actively using of both lobes of the brain, convenient for constructivist learning. With reference to this

consideration, the objective of this study is to determine how the implementation to using mind maps in teaching speaking skill and their developing processes in preparing mind map, and what the obstacles for the teacher in applying mind mapping at 7th grade in EFL classroom in one junior high school in Pabedilan in the 2020/2021 academic year.

Based on the interviewed with the English teacher classroom, it can be concluded that the teacher has been used mind mapping as the technique of teaching English. That is why the researcher focused to conduct the research and observe the implementation of mind mapping in teaching student speaking skill.

Here are the steps and purpose to draw mind mapping provided below (Buzan, 2004) in *Mind Map untuk Meningkatkan Kreativitas Book*:

1. Write the topic in the middle of the paper and use a single word or simple phrase as information, which gives the brain the freedom to explore our thoughts.
2. Use pictures (symbols) starting from the central idea, because using pictures can help us show our imagination to open our horizons.
3. Using color, color can make the mind map reflect life, increase creativity and pleasure.
4. Connect the thinking branch to the central picture and continue to cross-link. It can help us understand and remember, and connect a part of the subject with others.
5. The curve is made because straight lines make the brain boring, and the solidified branches are as attractive as trees.
6. Use keys for each row, because a single keyword has powerful functions and a flexible way of thinking.
7. Using pictures, pictures can help or remember information more effectively than words.

METHOD

Respondents

This research conducted at 7th grade in EFL classroom in one junior high school in Pabedilan in the academic year of 2020/2021. This research focused to investigate the implementation of mind mapping in teaching speaking skill and obstacles in applying mind mapping. Moreover the 7th grade English teacher as participant in this research. Because based on the interviewed with the English teacher classroom, it can be concluded that the teacher has been used mind mapping as the technique of teaching skill.

Instruments

There are three research instruments in this research, they are observation, interview and documentation.

Procedure

During the learning activities carried out in 2 observations and 4 meetings. The first meeting only observed the teacher applying mind mapping in the speaking class. After the second meeting, the researcher prepared an observation checklist to find out how the teacher applied the mind mapping. The third meeting was an interview with the teacher concerned and the last meeting confirmed the results of data processing in several previous meetings while saying goodbye.

Data Analysis

According to Miles & Huberman (1994) analysis can be defined as consisting as three current flows of activity that is data reduction, data display, and conclusion drawing/verification. In this

research, the researcher used Miles and Huberman's theory in analyzing the data, so there are three steps to do, they are:

1. Data Reduction

Data reduction becomes the first steps to do in analyzing the data in this research. According to Miles & Huberman (1994) data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript. Based on Miles theory, in this step the researcher firstly observing the situation in the speaking class and observing the teacher strategy in using mind mapping in speaking class. Next, the researcher interviews the teacher about the implementation of mind mapping. After that, the researcher makes the result of observation and the transcript of interview.

2. Data Display

The second step is data display. According to Miles & Huberman (1994), generally a display is an organized, compressed assembly of information that permits conclusion drawing and action. In this step, the researcher shows or displays the data which is contains, not only as generally but specifically and clearly. The researcher shows which data which support the research. Researcher prepare the results of observations, interview results and data documentation before drawing conclusions from the results of the study. This stage is included in compiling research results so that the data presented is coherent.

3. Conclusion Drawing / Verification

After finished doing data reduction and data display, the last step is to analyze the data in this research is drawing conclusion. According to Miles & Huberman (1994) final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively.

RESULTS AND DISCUSSION

The first observation was on May 15, 2021, the researcher only observed the mind mapping technique used by the 7th grade English teacher. Learning activities consist of initial, core and closing activities, with the subject matter of "Member of Family". First, the preliminary activity, the teacher prepares equipment for learning, conditions students, attends students, does apperception and conveys the learning objectives to be achieved today.

In the first observation table, the teacher uses the simple word "family" as information to explore students' minds. Then the teacher used symbols in the middle of information because using symbols can help show imagination to open students' horizons. Third, the teacher used colored markers. Colors can make mind maps reflect life, enhance students' creativity and fun. Afterwards, the teacher connected the branch of thought to the central image and proceed to cross-connect. It can help students understand and remember, and relate parts of the subject to others. Fifth, the teacher made curves because straight lines bore the brain, and solid branches were as attractive as trees. Sixth, the teacher used keywords in each line, because one keyword had a strong function and a flexible way of thinking.

Finally, the teacher uses pictures as a tool to remember information. So far, the teacher has applied the mind mapping technique correctly and in accordance with Buzan, (2004a) theory. In the learning process, almost all students are enthusiastic in making mind maps, but there are still some students who are still passive because the character of these students is

quiet. Each individual makes a mind map that is in accordance with the theme obtained. They made titles and made branches with various colors and pictures, some made their own pictures, some used pictures provided by the teacher, and some combined their pictures with pictures given by the teacher.

Then the second observation was conducted in 7th grade C on June 24 2021 at 09.00 am. The researcher used a checklist observation based on the mind mapping technique applied by the English teacher in the class. There are six statements that was checked by researcher about the step of mind mapping strategy that used by teacher. The six statements have been fulfilled by teacher in the speaking learning.

First, the teacher uses a single word as information. At the time of learning the teacher uses simple words to explain and give instructions in using mind mapping. Instructions are stated like “please, see this!” and “do you understand?”. The teacher uses it to give messages and instructions can be more easily accepted by the students. When the teacher started drawing a mind map on the whiteboard, the students had prepared writing utensils and colored markers.

Second, the teacher uses pictures (symbols) starting from the central idea. Based on observations, the teacher uses pictures and symbols to show the main ideas in mind mapping. This is used by the teacher to make it easier for students to understand the mind mapping system. Students begin to make a mind map by writing the main topic in the middle of the page. Then just start developing into related subtopics and their derivatives.

Third, the teacher uses color and makes curve in Mind mapping. Based on the observations observed by the researcher, the teacher used different colors to understand the students about the flow of mind mapping. Teacher also use curves as directions in linking one piece of information to another. While students provide simple illustrations and use different colors for each subtopic line, to make it more visually interesting.

Furthermore, in the core activities the teacher teaches with a mind mapping learning model. In learning it went quite well, because the teacher used various colors and gave examples when explaining the subject matter, so that students were interested in listening to the teacher explanation.

They poured ideas into the mind maps they made; some even decorated the mind maps to make them look more attractive. When asked to present their results in front of the class, almost all students were enthusiastic to show the results of the mind maps they had made. But there are also students who still look embarrassed because they have to speak in front of their friends.

The mind mapping learning model has several advantages and disadvantages. The advantage of the mind mapping model is that students can express opinions freely. Mind mapping is a learning technique by making creative notes, so that he can express his ideas freely, or can record the materials given by the teacher using his own language. Another advantage is that notes are more focused on the core material. In making mind maps, not all the material given by the teacher will be recorded by students, but only the core or important parts of the material. In addition, through a mind map, many materials are presented on only one sheet of paper, so that reviewing the material becomes faster and easier.

If students use mind maps in recording learning information received, it will certainly make them more active and creative. The use of symbols, pictures, choosing certain keywords to paint or write on a mind map can stimulate creative thinking. This technique can make it easier for the brain to understand and absorb information quickly. Notes made in the form of a

mind map can be easily understood by others, especially by the maker himself. Mind maps make students have to determine what relationships or how there are between the components of the mind map. This makes it easier for them to understand and absorb information quickly. Typical notes made with mind maps are specific and have special meaning for each student who makes them.

Mind mapping only records important things in the form of keywords on a sheet of paper with various colors and images, making it easier for students to remember and learn something by looking at the relationships formed from existing keywords, colors, and images. During the process of making mind maps, students' attention will be focused on understanding and interpreting the information received, so that learning activities are more effective. In addition, mind maps use color components, images, symbols, and curved lines. This is certainly fun for students. Fun activities will then create a positive atmosphere in learning activities in the classroom.

In answering the second question, the researcher conducted an interview with the teacher concerned on June 26, 2021. Respondents pointed out several weaknesses related to the use of mind mapping in the classroom. that mind mapping is only suitable for smart students or students who have a good understanding of the subject being studied. Mind mapping is not effective in some cases, for example if the learning material is too long, too broad to explain to students. Whereas in mind mapping there are only keywords, symbols, colors and images. If you use mind mapping in teaching, it's quite like spending more time just to find the point, so it takes a long time to make a simpler mind map narrower.

Sometimes the mind mapping information does not exist in detail or the information is not clear and too short, so students do not get points. Some students don't understand, they can't get the gist of it, and sometimes they don't know how to move from one point to another because they may be nervous, so this media is only useful for smart students. In addition, students need more time to think. When making mind maps, sometimes students are confused about how to design mind maps, and have difficulty connecting ideas in making mind maps.

In the learning process at school, learning activities do not always run smoothly. There may be problems found, especially the problem of learning difficulties experienced by students. This situation is a common problem that occurs in the teaching and learning process, especially in the principle of complete learning. Among educators (teacher) there is no standard understanding of this learning difficulty.

CONCLUSION

The implementation of the mind mapping strategy in 7th grade in EFL classroom in one junior high school in Pabedilan in the 2020/2021 academic year in Cirebon is quite good. Based on the theory put forward by Buzan (2004) there are steps to make a mind map, the concept is applied according to the material map, parts of the material to sub-sections of the material so that it can be understood by students easily. In addition, the teacher has key words as a support in understanding the material being discussed.

In general, teacher feels that mind mapping helps them in teaching to make it easier for students to understand the material being taught because teacher can meet directly with their students and can find out the abilities of each student so that teacher can be more intensive in overcoming weak students. The obstacle with the English teacher in the speaking class is that

mind mapping is not accepted by the wider community. Mind mapping uses keywords, symbols and images so that it can be easily remembered, but in reality, some children are still passive in using mind mapping, the information is too short so they do not catch the essence of the lesson.

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