

IMPLEMENTATION OF MIND MAPPING TECHNIQUE TO IMPROVE STUDENTS SPEAKING ABILITY AT THE EIGHTH GRADE IN SMP NEGERI 1 KERAMBITAN

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ABSTRAK

Penelitian ini dilakukan untuk menemukan bukti empiris penerapan teknik mind mapping (pemetaan pikiran) yang paling umum untuk meningkatkan kemampuan berbicara siswa kelas VIII di SMP Negeri 1 Kerambitan. Tujuan penelitian ini adalah untuk mengetahui kemampuan berbicara apakah pemetaan pikiran mengungkapkan bahwa siswa mempersepsikan strategi pemetaan pikiran membantu mereka untuk menghasilkan ide dalam berbicara. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas, data disajikan dalam bentuk teks naratif dan prosedur penggunaan strategi mind mapping sesuai dengan teori Ashrifal Mirza. Hasil dari penelitian ini adalah strategi mind mapping yang digunakan pada sampel penelitian di kelas VIII SMP Negeri 1 Kerambitan dengan memberikan siswa pre test dan post test. Pada pre test siswa mendapatkan skor rata-rata 61,3, post-test I siswa mendapatkan skor rata-rata 71,7 dan pada post-test II siswa mendapatkan skor rata-rata 77,7. Penulis menyimpulkan bahwa strategi mind mapping adalah salah satu strategi yang dapat digunakan untuk meningkatkan kemampuan berbicara siswa.

Kata Kunci : Strategi Mind Mapping, Kemampuan Berbicara

ABSTRACT

This research was conducted to find empirical evidence of the most common implementation of mind mapping technique to improve the speaking ability of eighth grade students at SMP Negeri 1 Kerambitan. The purpose of this study was to determine the speaking ability whether mind mapping revealed that students perceive mind mapping strategies as helping them to generate ideas in speaking. The method used in this research is classroom action research, data is presented in the form of narrative text and procedures for using mind mapping strategies according to Ashrifal Mirza's theory. The result of this research is the mind mapping strategy used in the research sample in eighth grade students of SMP Negeri 1 Kerambitan by giving students pre-test and post-test. In the pre-test students get mean score of 61.3, post-test I students get mean score of 71,7 and in post-test II students get mean score of 77,7. The writer concludes that mind mapping strategy is one strategy that can be used to improve students' speaking ability.

Keywords: Mind Mapping Strategy, Speaking Ability

1. Introduction

Speaking is the major factor to plays the most important role in communication. Teachers strategy is very important to improve the students' ability in speaking. One of the strategies that can be used by teacher is mind mapping which can helps the students in learning speaking to be able to express idea. The purposes of this study are to find out whether mind mapping improve students speaking ability or not and to find out how does mind mapping strategy improve students speaking ability. The interview revealed that student perceive mind mapping strategy help Mind mapping is one of many strategies in teaching and learning English. Many teachers use teaching strategy to teach writing, reading, speaking. Buzan (2005) defined that mind mapping is an effective way for students to remember what they have read and recall it easily when they need it. They will be able to organize idea in paper structurally. This strategy will facilitate the students to speak or present their thought in front of class easily. Buzan (2005) also mentioned that mind mapping is a good tool improve student ability in recording information and enhacing creative thinking.

Moreover the problems that mostly occured in eighth grades students at SMP Negeri 1 Kerambitan that they have not ideas to speak in public or unable to convey the message to the listeners effectively. Based on what is discussed above the researcher great willingness to conduct research related to the impact of implementing mind mapping strategy by conducting Classroom Action Research (CAR).

2. Research Method

This study was conducted in collaboration between the researcher and the teacher in the speaking class. The researcher conducted a action as a actor, while

the classroom in teacher is assigned as a observer. The main of task of a collaborator teacher was observing the activities done by the researcher and the students participation in the speaking activity.

This classroom action research to used qualitative approach to investigate teaching and learning activities in the classroom. It is designed to improve students speaking ability through mind mapping, the subject were students of SMP N 1 Kerambitan. The procedure of data analysis was conducted in two cycles. Post-test I and post-test II. There are four steps in these cycles, namely, planning, action, observation, and evaluation Due to covid-19 regarding around the world, especially in Bali, thus the school instructed all the students did the online learning process from home. The method of research is adapted to the online class research that used handphone, laptop several software applications to support the research.

3. Research finding

After conducting mind mapping strategy in teaching the researcher found that the students' speaking ability have been improved from pre-test until post-test. It can be seen on the table below:

3.1Pre-test

No	Score	Quantification	Number of Students
1	100 – 91	Excellent	-
2	90 – 81	Very Good	-
3	80 – 71	Good	-
4	70	Average	18
5	69 – 60	Poor	5
6	59 – 0	Very Poor	10

The mean score of pre-test

$$M = \sum x/N = 2.024/33 = 61.3$$

The result of pre-test shown that the students' reading comprehension was low. It means that their average was under 70. In addition, the total score of the students score was 2.024 the mean score pre-test was 61.3. That quantitative data proved that the students' speaking ability was low.

3.2 Post-test I

No	Score	Quantification	Number of Students
1	100 – 91	Excellent	-
2	90 – 81	Very Good	-
3	80 – 71	Good	17
4	70	Average	6
5	69 – 60	Poor	10
6	59 – 0	Very Poor	-

The mean score of post-test I

$$M = \sum x / N = 2.365 / 33 = 71.7$$

The result of the post-test of the first cycle, it showed that the total score of the students was 2.365 and the mean score of the student was 71.7 and the number of the students' who did the test was 33 students. It shown that the students' score was still low based on minimal mastery level criterion (KKM), the researcher decided to continue to the next cycle, namely post-test II.

3.3 Post-test II

No	Score	Qualification	Number of Students
1	100 – 91	Excellent	-
2	90 – 81	Very Good	13
3	80 – 71	Good	14
4	70 – 61	Average	6
5	60 – 51	Poor	-
6	50 – 41	Very Poor	-

The mean of post-test II

$$M = \sum x / N = 2.565 / 33 = 77.7$$

The result of post-test in the second cycle showed that the total score of the students was 2.565 and the students' mean score was 77.7. The students that got success the test were 33, and the students did not get success were 0 and the number of students' who took the test was 33. It means that the second cycle was categorized successful. The result of analysis data showed that there was an improvement on the students' achievement in speaking. It was showed from the mean score of pre-test was 61.3. The mean score of post-test I was 71.7. the mean score of post-test II was 77.7. From the data, it indicated that using mind mapping technique can improve the speaking ability.

4. Conclusion

The researcher get the information from the cycles that had be done there were two cycles there are cycle 1 and cycle 2. The score of students speaking skill before the implementation mind mapping technique was low. The results showed that the students score pre - test was not good there were not interested mind mapping test in English, they said mind mapping is difficult to get idea they also confident the teacher asked make mind mapping individually in addition mean score pre - test was 61.3 which mean their average was under 70 and the students mind mapping is very poor and need to be improved

Therefore the researcher applied mind mapping in cycle I and it was proven can help students improve speaking ability in pre-test of cycle I the students score were improved but still categorized unsuccessful because the mean score 71.7.

Furthermore, the students get higher score in cycle II after the implementation mind mapping technique. There were 33 students categorized successful and passed the minimal mastery level criterion (KKM). Based on the result of the research, it can be concluded that mind mapping technique can improve the students' speaking ability

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