



Improving Students' Speaking Skill in Descriptive Text Using Mind Mapping Method at Seventh Grade Junior High School

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ABSTRACT

Speaking is one of the English language skills that must be mastered by students where there are students who can express their opinions, ideas and understanding in capturing the material presented by the teacher. There are several methods used to improve students' English speaking skills, this time the researcher used the mind map method. The focus of this research is to improve students' speaking ability in English descriptive text. This method is implemented to the research subjects of class VII students of MTs Raudlatuth Thalabah Kediri. The research method uses classroom action research and the data collection starts from student observations, pre-test, and post-test. Based on the results of the findings, the researchers found that the development of students' speaking skills from each test result that had been presented with the explanation of the last post-test data as follows, the lowest score of students in the second cycle post-test was 60.00 and the highest score was 90.00 then the class average value in the second cycle post-test was 78.1481 so that this study resulted in that this mind map method succeeded in improving students' English speaking skills even though some researchers found obstacles in the research process.

Keywords: Speaking skill, mind mapping, Descriptive text

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Introduction

Language is primarily the means of communication, and communication almost always occurs in some kind of social context. The meaning of language can be an identity for a country or group. Language becomes a tool for communicating individual thoughts, as well as community cultural beliefs and practices. Moreover, in our country, Indonesia, English is the second language after our mother tongue, this shows that learning English is very important so that we can find out information, developments of the times and technology around the world because it is undeniable that all information, conversations, international trade using international language. Speaking is the ability to pronounce articulation sounds or words to express, express, or convey thoughts, ideas, and feelings (Tarigan, 2008).

Language is first and foremost a medium of communication, and conversation nearly always takes place in a social setting. A country's or group's identity might be based on the meaning of a language. Individual thoughts, as well as cultural beliefs and customs, are communicated through language. Furthermore, English is the second most spoken language in our country, Indonesia, after our mother tongue, demonstrating the importance of learning English in order to access information, current events, and technology from around the world, as it is undeniable that all information, conversations, and international trade are conducted in English.

Method is a teaching technique which aims to achieve the development of students' abilities and this can also increase students' knowledge. There are several methods in teaching English, one of which is used by the researchers this time, namely using Mind Mapping method. According to (Buzan, 2005) Mind Mapping is a two-dimensional recording a technique wherein a mind map is created using all relevant knowledge about a particular subject. By mapping key customized organizations or individualized structure images using images, images and colors we use our full brain power. Mind Mapping is an effective method that perfectly connects with our brain functions and makes ideal use of our brain capacities. Mind mapping technique is a powerful tool for brainstorming, it helped the student to organize the ideas and of course the students would be able to think creatively. By using mind mapping, the students understand more about the map that they would speak.

Based on the results of previous internship research, the MTs Roudhotut Tholabah school is one of the few schools where religious science subjects are more numerous than other subjects because this school prioritizes Islamic values, with circumstances like this it certainly does not eliminate lessons which are not based on Islam, such as the example of this English language lesson, but this shows several factors that make students not fully mastered English language, especially in speaking skills where students are not only required to understand the material but how to synchronize it with what has been taught and learned then pour it in the form of sentences or words.

Methods

The design in this research is Classroom Action Research (CAR) (Djunaidi, 2008) stated that class action research is an action research conducted by teachers in the classroom. Classroom action research is a research aimed to improve the quality of learning practice that focuses on the process of teaching and learning in the class. Besides that, classroom action research is one of strategies for solving problem which use real action and developing capabilities to detected and solve the problem.

This action research tries to identify the problem that happened in the teaching and learning class and then decides an action to overcome the problems. In this research, the researcher identified some problems related to the students' speaking skill. In classroom action research, there were four phases that should be conducted namely: planning, action, observation and reflecting.

Classroom action is a method of finding out what the best way in the classroom so that we can improve students' skill in learning process. This aim of classroom action research is to improve the teachers' teaching their own classroom or school. While there is no requirement that the findings be generalized to other situation, the results can add to knowledge base. Implementing the principle of an action research, this research involved four steps: (1) plan, (2) act, (3) observe, (4) reflect. The procedure of this action research was taken from the design proposed by Kemmis and Mc Taggart (Kemmis, 1988) shown in clearly displays the iterative nature of CAR along with the major steps of planning, acting, observing and reflecting before revising the plan. This may be thought of as similar in nature to the numerical computing technique known as successive approximation - the idea is to close in upon a final goal or outcome by repeated iterations.

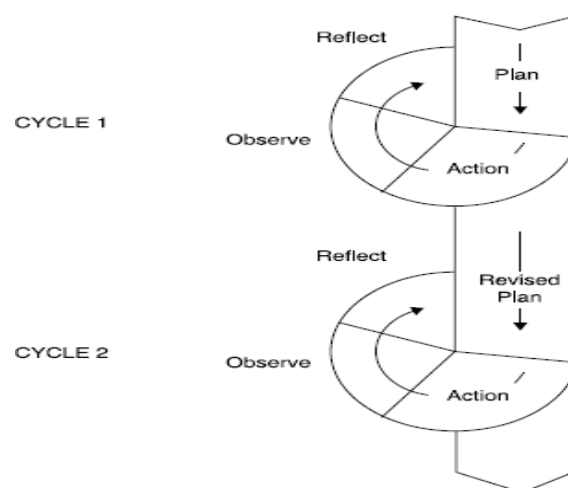


Figure 1: Action Research Spiral, Model from Kemmis and Taggart

This research will be conducted at MTs Roudhotut Tholabah Kediri. The subject of the research was the students of VII-B of MTs Roudhotut Tholabah Kediri who were in the second semester by the academic year of 2021/2022. There were 27 students in the classroom, with detail of 14 male students and 13 female students.

Result and Discussion

From preliminary test it is showed the data of student's score that is showed the value of students who have passed the KKM has not been found but there are some students who almost passed test for KKM score. The student's score can be seen in the following table.

Table 1. Pretest Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30.00	3	11.1	11.1
d	40.00	9	33.3	44.4
	50.00	11	40.7	85.2
	75.00	4	14.8	100.0
Total		27	100.0	

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest score	27	30.00	75.00	48.1481	13.16669
Percentage of success				14,81 %	

Based on the data, the researcher found that there were 4 or 14,8% students who passed KKM. Then with the description of this overall data, it was found that the lowest student score was 30.00 and with the highest score in this pretest, which was 75.00 and the average value of the pretest this time was 48.1481 and it has been found that the percentage of the total number of student successes in the pretest this time is 14,81%. We can conclude that most of them cannot answer the preliminary test that is given by the researcher correctly.

After giving a preliminary test in the preliminary study to the students, the researcher saw that there was a weakness in the students' speaking ability in English in this seventh grade, therefore on the basis of the results of the pretest the researcher conducted a classroom

action research which was presented in 4 stages; planning, implementation, observation and reflection.

The next step is conducting the first cycle. In this part, the researcher discussed the process of the study during the first cycle through planning, implementing, observing and reflecting.

Planning (Cycle 1)

First, the researcher created a lesson plan to serve as a guide for doing the teaching activity. In the second semester, the lesson plan was developed according to the curriculum. Identity, competency standard, fundamental competency, indicators, the aim of the study, material, method, teaching and learning activity, media and reference, and assessment are all included in the lesson plan.

The data were collected and analyzed by a researcher. The researchers formulated a mind mapping approach in the form of a descriptive text for discussion in the teaching and learning process, as well as a work sheet for the students that contains questions that they must answer. The material was also presented through media by the researcher. The white board and the students' handbook served as the media.

Implementing (Cycle 1)

The instructor adopting mind mapping method to teach speaking skills by descriptive text material into certain step, there are (1) teacher began the lesson with brainstorming to excite the students' minds about the lesson's topic. The teacher gives the kids a brief and easy descriptive text titled "My Home" and shows them some pictures. (2) The teacher next asks a question about the descriptive material. This brainstorming activity was carried out by asking and answering questions such as "Do you know what mind mapping is?" and "What is a picture?" (3) The instructor then presented the topic that would be explored during the lesson. (4) The teacher creates a map to develop a brief and basic descriptive text, which he or she then explains to the students. Using the mind mapping method, the teacher teaches and repeats as a teaching strategy. (5) The teacher went over each piece of text one by one, asking the class what the description was. (6) The pupils used their dictionaries to try to figure out what the description was about. When the students know what is described by the teacher, (7) the teacher repeats the descriptive text which has been prepared by mind mapping and asked to the students to repeat it.

Observing (Cycle 1)

Although the students enjoyed themselves during the teaching-learning process, some of them failed to pay attention to what the researcher had to say. In addition, two or three kids were just entering the classroom, which made the environment loud and unmanageable. They were also unable to effectively absorb the substance. Some students expressed their apprehensions about the teacher and the lesson. Some of them considered English to be a challenging language. The researcher determined the mean score and the effect of

enhancing students' speaking ability by administering a test to collect students' scores utilizing mind mapping. The following formula is used to get the final score:

$$\text{Mean} = \frac{\text{Total Score}}{\text{Total sample of students}} \times 100\%$$

This formula is prepared to know whether there is a process of language learning. It is also to compare how far the process in learning happens, to make easy in determining what part of cycle needs improving.

Reflecting (Cycle 1)

Based on the collected data, the researcher urged the English instructor to address the problem that students encountered most frequently in class and to find a solution by modifying the speaking learning model used to increase students' speaking ability in order to ensure the success of the teaching and learning process.

In order to improve cycle 2, the researcher instructed the students to form groups of two students in each group. Students are required to respond to the question posed by the teacher. As a result, the teacher hopes that by changing the teaching model, students' speaking abilities will increase.

Table 3. Post Test 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Vali	45.00	3	11.1	11.1
d	50.00	6	22.2	33.3
	55.00	6	22.2	55.6
	60.00	6	22.2	77.8
	75.00	4	14.8	92.6
	80.00	2	7.4	100.0
Total	27	100.0	100.0	

Table 4. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttest1	27	45.00	80.00	58.7037	10.88335
Valid N	27				
Percentage of success			22,22 %		

The researcher found a development in the students' English skills and this can be seen from the data that the lowest score was 45.00 and the highest score in the first cycle was 80.00 and this can be calculated as a class average value of 58.7037. then the percentage of

success in this first cycle the total amount is only 22.22%. It means that the students' speaking ability in English has not reached the standard of success of the researchers.

All the data above showed result of speaking score still unsatisfactory and there were not 70% passed Minimum Mastery Criteria (KKM). So, the researcher would revise the procedure and continue to the cycle 2.

As it is conducted in cycle 1, the procedure in cycle 2 is divided into four stages, such as planning, implementation, observation and reflection. However, the researcher does some modifications in the stages to obtain the desired result.

Planning (Cycle 2)

The researcher meets with the English teacher to explore how to solve the students' problems. The upshot of the conversation is that the researcher wants to change the learning model by grouping students into groups of three and requiring them to answer the teacher's questions, so that students pay more attention and are motivated to learn descriptive text speaking.

Implementing (Cycle 2)

The teaching-learning model was modified at this meeting. The teacher instructs the pupils to create groups of two or three students for discussion. The teacher then asks the students to discuss the materials that the teacher has presented, and then the teacher asks each group a question, such as describing the characteristics of a descriptive text using mind mapping. Using this strategy, approximately all of the kids become silent and pay attention to the teacher. They try to come up with answers via discussing. If the students are unable to respond to the question posed by the instructor, the instructor will pose the same question to the other group. Every group that can answer the teacher's question will receive a point. It has the potential to stimulate the students' enthusiasm in learning more speaking material. They were challenged to answer the teacher's question in order to get additional points.

Observing (Cycle 2)

The researcher noticed a substantial difference in the learning process in the second cycle during the observation stage. The students seemed to like the teacher's teaching and learning process, as per the researcher. Students are more likely to remain silent and not pay attention to the material that the instructor delivers in the first cycle, but they are engaged in the procedures and materials that the teacher has updated using a group system in the second cycle. So that they can exchange ideas with other groups and therefore absorb the material more quickly, and so that they are no longer embarrassed to voice their views or opinions to their friends, even if they make mistakes. They are highly motivated to study the content effectively. However, other students are still perplexed or are simply making noise and laughing with their peers.

Reflecting (Cycle 2)

This reflection centered on the students' ability to talk in material descriptive text, which had increased thanks to the usage of the mind mapping method. The achievement of the success criteria could be used to identify the improvement. During the teaching and learning process, the students were actively involved. This was evident in the students' active participation in every aspect of the process.

The children could be interested in speaking utilizing the mind mapping method based on the results of the oral test and observation. It also demonstrates that students are more engaged and enthusiastic about studying, since they can simply communicate the subject content and only need to provide motives. According to the students' opinions, if the teacher taught using the mind mapping method, the students would pay attention and focus on the English lesson. Because the researcher as an English teacher was able to overcome several barriers posed by both the students and the researcher as an English teacher, the teaching learning process was able to proceed smoothly.

Table 5. Post Test 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60.00	1	3.7	3.7	3.7
	65.00	3	11.1	11.1	14.8
	75.00	7	25.9	25.9	40.7
	80.00	10	37.0	37.0	77.8
	85.00	2	7.4	7.4	85.2
	90.00	4	14.8	14.8	100.0
	Total	27	100.0	100.0	

Table 6. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	27	30.00	75.00	48.1481	13.16669
posttest1	27	45.00	80.00	58.7037	10.88335
posttest2	27	60.00	90.00	78.1481	7.86278
Percentage of success Pre test				14,81 %	
Percentage of success Post test cycle 1				22,22 %	
Percentage of success Post test cycle 2				85,18 %	

The researcher devised training strategies and prepared a mind mapping data analysis. In a preliminary investigation, four students met the minimum achievement criterion. During the first cycle, it was evident that they were still having some problems improving their speaking skills; six students met the minimum level achievement, but they did not meet the success requirements. As a result, the researcher and collaborator agree to proceed to the next cycle. The researcher saw an increase in the pupils' speaking abilities in the second cycle. The students' speaking score that met the standard achievement was 23, indicating that 80% of the students met the target, and that the majority of the students exceeded the success criteria 75 target.

The scholars faced a variety of issues throughout the first cycle, with some having trouble communicating. Based on mind mapping, the teacher instructed them on how to talk effectively. However, as a result of the researcher's lack of control over their grammar, pronunciation, and vocabulary, as well as their lack of approach to the students in the class, some students remain nervous and shy, and some students also contribute to the classroom atmosphere being not conducive and crowded, resulting in students paying less attention to the teacher. As a result, the material delivered by the teacher utilizing mind mapping is not understood by the students. While the kids' speaking ability was still low, the result was still low.

The technique of mind mapping (mind map) summarizes the material to be learnt while project the challenges encountered in the form of a map or chart, making them easier to understand (Sugiarto, 2004: 75). Mind mapping can also be referred to as the technique of summarizing learning material to make it easier for pupils to comprehend, as students are able to comprehend the content's key elements while using this technique. Also, based on her data, (Nurul, 2020) stated in her study titled "Using mind mapping method to increase student's speaking ability" that mind mapping seems to be quite helpful in teaching speaking ability. After all, students can use mind mapping to better construct their thoughts when practicing speaking. The researcher felt aided by the results of this prior study, so that they could pay more attention to the hurdles in implementing this mind mapping method to these children. Although there are parallels between this study and the previous one, there are also significant distinctions, such as variances in school level, learning materials, and research locations.

As a result, the association with past research that this mind mapping method can improve students' speaking skills is supported by each data point presented in previous studies and this study, which shows an increase from pre-test to post-test using the classroom action research method as a research method.

According to (Weinstein, 1986), using this learning method in the classroom will assist learners pay attention to the exercises, pay attention to essential issues, and create a

productive learning environment. By taking a close look at the statement. In fact, in the field, researchers discovered a number of obstacles that made it impossible for students to pay attention to the teacher and some of the material that the teacher delivered. Students were also frequently unable to articulate what they already knew and understood about the material. In response to this hurdle, the researcher employed the second cycle because, during the first cycle, he did not observe any improvement in the students, particularly in the area of speaking. The researcher noticed that the problem was not solely due to the students, but that there was still something missing in the implementation of this mind mapping method, thus the researcher changed the teaching plan for the students. In order to attain the desired outcomes. Following the application of that method, it was discovered that it may assist students in enlightening their abilities. Using the mind mapping technique, they might learn a variety of strategies. They were more enthused. They attempted to communicate their thoughts before speaking in front of the class. Lastly, the application of mind mapping to descriptive text could enhance not only the student's speaking ability but also their involvement in class. It can be noticed in the pre-test, post-test, and test result, but not in the field.

Conclusion

The total outcomes this time can be proven based on the data supplied, and it can answer the study problem formulation that this mind mapping approach is effective in developing English language abilities of seventh grade students at MTs Roudlatut Thalabah, Kediri. The class average value in the second cycle post-test was 78.1481, with the following explanation of the final post-test data: the lowest score of students in the second cycle post-test was 60.00 and the highest score was 90.00, and the success rate for these students was 85.18 percent. With the results that this researcher has described, there was a substantial difference between the findings of the number of successes for the pretest, which was 14.81 percent, and the first cycle post-test, which was only 22.22 percent. It is clear from the results of the second cycle of the post exam that the students' English speaking skill is improved.

The first conclusion is that students are interested in speaking activities through descriptive texts created using the mind mapping method, but that they must first write down what they want to say. This encourages pupils to speak English with more confidence because they know what they want to express.

The Last, the activities are engaging, and the teaching and learning process is enjoyable for the kids. This can be seen in the pupils' concentration and activities. Based on the preceding explanation, they are interested in completing the work. This demonstrates that training junior high school students to speak using the mind mapping method in descriptive text material is one of the most relevant and suitable techniques for them.

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