

THE USE OF MIND MAPPING TECHNIQUE TO DEVELOP THE STUDENTS SPEAKING ABILITY

Ode Wani, Nur Devi Bte Abdul, Eka Prabawati

Muhammadiyah University of Makassar

odewani944@gmail.com

ABSTRACT

This classroom action research aimed at finding out whether or not the use of Mind Mapping Technique effective to improve students' speaking accuracy at the eleventh grade students' of SMA Muhammadiyah Unismuh Makassar. The subject of the research was on second years IPA 1 students of SMA Muhammadiyah Unismuh Makassar in the academic year 2018/2019. The subject consisted of 24 students. Based on the findings, the result of the research shown that the use of mind mapping technique improved the students' speaking skill in term of accuracy of vocabulary in speaking. It was proved by the mean score accuracy of vocabulary was (8.2%) from the mean score of the test in the cycle I is 66.4 to be 74.6 in the test in the end of cycle II. It indicates that the score of the students' speaking skill in term of accuracy in vocabulary in each indicators in cycle II were greater than cycle I after implemented Mind Mapping as a technique in teaching speaking. As a conclusion, the implementation of Mind Mapping technique in teaching speaking is very effective. This technique has a positive influence in improving students' self-confidence in speaking. And the students' self-confidence affects to the students' speaking achievement.

Keyword : Mind Mapping Technique, Speaking Accuracy, Self-Confidence

ABSTRAK

Penelitian tindakan kelas ini bertujuan untuk mengetahui apakah penggunaan Teknik Mind Mapping efektif untuk meningkatkan akurasi berbicara siswa pada siswa kelas sebelas SMA Muhammadiyah Unismuh Makassar. Subjek penelitian ini adalah siswa kelas II IPA 1 SMA Muhammadiyah Unismuh Makassar tahun ajaran 2018/2019. Subjek terdiri dari 24 siswa. Berdasarkan temuan, hasil penelitian menunjukkan bahwa penggunaan teknik mind mapping meningkatkan keterampilan berbicara siswa dalam hal ketepatan kosakata dalam berbicara. Hal ini dibuktikan dengan rerata skor ketepatan kosakata (8,2%) dari rerata skor tes pada siklus I yaitu 66,4 menjadi 74,6 pada tes akhir siklus II. Hal ini menunjukkan bahwa skor keterampilan berbicara siswa dalam hal akurasi kosakata di setiap indikator pada siklus II lebih besar dari siklus I setelah menerapkan Mind Mapping sebagai teknik dalam pengajaran berbicara. Sebagai kesimpulan, penerapan teknik Mind Mapping dalam pengajaran berbicara sangat efektif. Teknik ini memiliki pengaruh positif dalam meningkatkan kepercayaan diri siswa dalam berbicara. Dan kepercayaan diri siswa berpengaruh terhadap prestasi berbicara siswa.

Kata Kunci : Teknik Mind Mapping, Ketepatan Berbicara, Percaya Diri

Introduction

Language is social aspect of human life, a fundamental part of human in society and a form of behavior. One of the functions of language is as an instrument of communication. Beside to maintain relationship with others, it is also considered a symbol of social identify and an emblem of social group membership and solidarity. Without using language, it is hard to imagine how people can cooperate with one another. Communication can be analyzed in term of the person involved and the social context, as well as the language used.

Language is a means of communication. By using language, people can express ideas, thoughts, opinions and their minds. Language in the world is the most important means in life because it is impossible for people to communicate with other and carry on their daily activities without using language. As an international language, English is very important and has many interrelationships with various aspect of life owned by human being.

In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level. Based on curriculum KTSP 2007, English become a compulsory subject, which is not only learned in the junior high school, senior high school and university but also learned in elementary school as a local content ranging (students creativity). So elementary students have known the English language.

Considering to the importance of English, the teacher must give more attention to the teaching and learning process in order that the students become to be able to communicate using the target language in oral and written forms accurately and fluently.

English is becoming popular and the most important language in the whole aspects of life, for understanding literature communication. The students may know about language usage, but they will be unable to use it if they do not practice in daily communication. English is important in this case because it is used in communication and communication is the one of characteristic of human being, for example, as means of communication among people with different backgrounds from many parts of world. According to Harris (1974:9) English language includes four complex skills listening, speaking, reading and writing. English is used by many nations. Indonesia is one of the nations, which have obliged English as one of lesson taught to the students.

Speaking is one of the four language skills which should be developed in teaching English in line with to Hedge's ideas (2003:261) that suggest learning speaking is very important for students. For many students learning to speak English is a priority. They may need this skill for a variety of reasons, such as for exchanging information or for influencing people, like to persuade the other people to believe about what they said.

In speaking, the students usually reflect the language they use at home. In social life, it can be seen when they speak by using different intonation, vocabularies, and structure. So, to make the students practice in class, first, the teacher needs to adopt and vary of techniques of teaching.

They include mind map, group discussions, and feedback. Secondly, the teacher needs to get involved in the class because it is very important for the teacher. Teachers not only take a role as facilitator in the activities that encourage the students to speak in the language, but

also should present themselves as good models of oral language users and give examples of a good performance in the language.

In the pre-research, the researcher finds out that most of the eleventh grade students' of SMA Muhammadiyah Unismuh Makassar rarely speak in English although they have learnt it since they were in semester one. Based on the interviews with speaking lectures and teacher, the researcher founds the problem. they are, the students still the lowest score in English based on the students' score, the students had less motivation in teaching and learning process so the most of them dislike to learn English, and also the teaching and learning process tend only to use conventional method especially to speaking. So the most of the students are not interesting in speaking using the target language. Even though, they have something in their mind when they deliver their ideas, they do not have self confidence since they are afraid of making mistakes. It is also found psychological factors, such as anxiety, nervousness, fear, and shyness that became handicaps of the students. On the other hand, the teacher of the EFL seems difficult to find the appropriate strategy to improve the students' speaking ability .

Seeing the above problem, it needs to create teaching and learning process that can facilitate students to learn English easily. The process should be designed to make the students active and creative in order that teaching and learning process is effective and pleasant. The teachers can use the technique to enhance the students' ability in speaking. One of the techniques is Mind Mapping technique. According to Buzan (2005:1), Mind Mapping is a very powerful tool for brainstorming, creative thinking, problem solving, organizing of ideas and of course, note taking. Mind Mapping is an important technique that improves the way to record information, supports, and enhances creative problem solving. By using Mind Maps, the people can see the way that pieces of information fit together, as well as recording the raw facts contained in normal notes. Mind Map encourages creative problem solving, as they hold information in a format that the students' mind finds easy to remember and quick to review. It is a good way to make the students understand more about the map that they will speak. The teacher improves the students' ability by using them. It makes easier for the students to share their difficulties in speaking. For example, the students write the topic in the middle of paper. usually, the topic uses pictures because using pictures can help the students in arousing an imagination to open their mind. After that, it connects the branch of mind to the central picture, the branches use colors because the color makes mind mapping funny, increases creativity, and comfortable. And then, the students practice to speak in front of the class based on their mind mapping.

In this research the researcher is interested in improving the students' speaking ability using the most appropriate technique applicable in a Classroom Action Research, because it is found some problems that are faced by the students, and then it is better to solve those problems by using suitable technique. Based on the background, the researcher conducts a research under a title "Using Mind Mapping Technique to Develop Students' Speaking Ability.

Mind mapping technique is one of the best technique to get the student interesting and motivation in learning especially in speaking, that is make the researcher very enthusiastic and trust if this research is success.

Review of Literature

Frederika (2014), the researcher focus to how "The Effect of Mind Mapping Technique Towards the Students' Speaking Ability. She was found it, where the research success toward the students' ability in speaking, there is proved if mind mapping technique is effective technique to give the positive effect. Based the data, in every meeting students shows the better progress with 5 until 10th percentage than before.

Definitions of Speaking

Speaking is one of the aspects of studying English. This ability is described as the ability to use language in an ordinary voice, or the ability to express oneself in life situation, or the ability to report acts situation in precise words, or the ability to converse or to express sequence of ideas fluently. To speak communicatively and to get the ideas understood by someone else, it is required a number of abilities to be posed by the teacher. The statement is also strengthened by linguist, David P.Harris in his book, *teaching English as Second Language (1974)*.

Beside that, speaking is oral-language proficiency and a complex language skill that involve knowledge and pronunciation, grammar, vocabulary, and culture. Speaking is also used for many purposes, and each purpose involves different skill. According to Richard (2002:201), when the people use casual conversation, for example speakers' purpose may be to make social purpose or to make social contact with people, to establish rapport or to engage in the harmless chitchat that occupies much of the time they spend with friends.

In some situation, many people use speaking to give instructions or to get thing done. They use speaking to describe thing, to complain about people's behavior, to make polite requests, or to entertain people with jokes and anecdotes. Each of these different purposes for speaking implies knowledge of the rules that account for how spoken language reflect the context or situation in which speech occurs, the participants involved and their specific roles and relationship, and the kind of activity the speakers are involved it

Learning Speaking

Tarigan on book *Pengajaran Bahasa* (1990:133-134) has classified learners on language learning as four parts. First, concrete learners this type of learner prefer to learn by practicing or applying directly. Second, is analytical learner, they feel more pleasure to study by themselves. Then communicative learners, the learners who study by conducting observations or communicating with native speaker and finally authority oriented learners as the last type of the learners feel more pleasure with the teacher explains from the dictate book (Diktat), and the learners have authority to study (they are independent to study alone material from teacher).

Beside that the learners must know the learning speaking process too. Learning process is a process knowledge gained by students. (Manser, Oxford Learner's Dictionary: 237). Therefore, learning speaking process is a process knowledge gained by students in producing sounds to communicate with other and the others side, they produce the sounds to give response back to understand each other what they want to express.

Teaching Speaking

The teaching of English is very important. Whereas today English is the words widely studied foreign language. It is focused on the communicative proficiency rather than on more material of structure. Here, speaking becomes the objectives of English teaching. To make the students speak fluently in English, a teacher has a big role in determining the student's mastery of English speaking.

The greater problem is how to build up the motivation of the students in learning language. In general, the students are highly motivated, but it is primarily motivation toward practical use of the language. Harmer (1998:8) suggests that integrative motivation of the students is more powerful than instrumental motivation in learning foreign language. Some students study a foreign language because they want to know more about the people who speak English very well and success in using foreign language. This will depend on a large extent on understanding of the culture and the people, and the empathy with them.

Speaking skill is playing a very important role in language learning, including foreign language learning (Richard, 2002:201). Because speaking is a process of building and sharing meaning through the use of verbal and non verbal symbol, in a variety contexts, beside the ability to speak a second of foreign language well is very complex task, because speaking is used for many different purposes, and each purpose involves different skill. For example when people use casual conversation, their purposes may be to establish social contact with other or

to establish rapport or to engage in the harmless chitchat that occupies most of the time learners spend with friends.

When teaching an intermediate level the following speaking skills might be seen as significant:

- a. The ability to agree and disagree.
- b. The ability to identify people and places.
- c. The capability to express preference.
- d. The skill to expresses opinions.
- e. The ability to ask for and give suggestions.
- f. The ability to report and people are asking and saying.
- g. The ability to summarize a conversation.

Also of importance are interaction activities which can be used in a speaking class. For example, the processing of information by engaging in problem solving tasks. Such an activity may include placing items in a hierarchy of importance, deciding itineraries, deciding a price range to spend on gifts, developing a story from random picture cues. Problem may arise from the districted cooperation because of the students' limited vocabulary. However, as students move towards a monologue (or one person speaking, as learners they may begin by not speaking smoothly). The teacher must focus on having students use language in order to complete a task rather than practicing language for its own sake.

In discussion with someone, the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information. In some situation, people use speaking to give instructions to get things done, to describe things, to complain about people's behavior, or to make polite request etc. Each of these different purposes of spoken language reflects the contexts or situation in which speech occurs. This implies that whenever communications take place it involves speaking, and whenever speaking occurred, it uses the language certainly.

Element of Speaking

In speaking, it is very important for students to acquire the ability to express their ideas and opinions. Consequently, this competency should be mastered by the learners of language. Following are the elements of speaking ability according to Harmer (2001:269-271) the language features such as the connected speech, expressive devices, lexis and grammar and negotiation language.

Connected speech is the modifying in sounds production or utterances such as assimilation, omission, addition, weakened (through contraction and stress patterning). An

expressive device is the alteration of the speed, volume, and stress of utterances to show the feeling. The use of this device contributes the ability to convey meaning. Then lexis and grammar is necessary for the teacher to give of supply of certain words and language function, such as agreeing or disagreeing, surprise, and so forth. Those make students can produce at various stages of an interaction.

Lastly, negotiation language is the benefits to clarify and to show the structure what learners are saying. Therefore, those elements are completely significant a speaking ability. If the learners can master all of those elements, there are not any problems to speak or to understand other people's speech.

The Importance of Speaking

It is also important that the development of spoken language is not simply matter of learning skills such as pronouncing English sounds or being able to produce single utterances or phrases. Quite on the contrary, the development of speaking is an ongoing and complex process of acquiring knowledge and developing skills and strategies to interact with people in social interactions. From the very beginning levels of language learning students need to: (1) experiences various kinds of spoken texts, (2) develop knowledge about how social and cultural contexts affect the type of spoken language used, (3) learn how participate in different spoken interactions, (4) expand their knowledge resources and learn to use a range of spoken language strategies, (5) learn how different spoken texts are constructed, (6) develop greater control of the systems of vocabulary, grammar, phonology and intonation, (7) develop skills which will enable them to predict what will occur in a conversation, (8) improve their accuracy and fluency.

Theoretically, developing speaking skills means developing the pronunciation of individual sounds, grammatical accuracy, vocabulary (word choice), fluency and interactive communication. The pronunciation covers the individual sounds and word in sentences. The latest refers to the ability to stress words sentences and produce correct intonations. Grammatical accuracy deals with the accurate use of the structure, or how the learner gets his/her utterance correct. Vocabulary deals with the ability of choosing appropriate words. Fluency refers to the ability to express ideas smoothly without hesitation, repetition, or inappropriate pause. Interactive communication concerns with the ability to get the meaning across hears and the ability to keep the conversation going. In short, developing speaking skills means developing all of five components.

Problems of Speaking Activities

There are many problems faced by the learners in speaking activities. Furthermore, according to Ur (1991:121), there are four problems faced by the learners in conducting speaking activities. They are as below:

a. Inhibition

Unlike reading, writing, and listening activities, speaking requires some active responses from the audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about mistake, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

b. Nothing To Say

Even if they are not inhibited, learners often hear learners complain that they cannot think of anything to say: they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

c. Low and Uneven Participation

Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother Tongue Use

In classes where all or a number of the learners share the same mother tongue, they may tend to use it, because it is easier. It feels unnatural to speak to one another in foreign language, and because they feel less 'exposed' when they are speaking in their mother tongue. When they are talking in small groups, it can be quite difficult to get some classes; particularly the less disciplined or motivated ones, to keep to the target language.

Based on the problems speaking activities above, the most influence of problem is inhibition, because the fluency of speaking is based on speaking habit, but the students cannot think that the other factors is unimportant.

The Concept of Mind Mapping Technique

To shape the understanding of mind mapping technique, in the following section the researcher would explain about: the definition of mind mapping, the characteristics of mind mapping technique, principles of teaching using mind mapping, how implementation mind mapping technique, and the advantages of mind mapping technique.

The Effectiveness of Mind Mapping Method

Buzan (2007:36) claims that the mind map is a vastly superior note taking method because it does not lead to a "semihypnotic trance" state induced by other note forms. Buzan also argues that the mind map utilizes the full range of left and right human cortical skills, balances the brain, taps into the alleged 99% of your unused mental potential, as well as intuition (which he calls "super logic"). However, scholarly research suggests that such claims may actually be marketing hype based on misconceptions about the brain and the cerebral hemispheres. Critics argue that hemispheric specialization theory has been identified as pseudoscientific when applied to mindmapping.

Scholarly research found that the mind map technique had a limited but significant impact on memory recall in undergraduate students (a 10% increase over baseline for a 600-word text only) as compared to preferred study methods (a-6% increase over baseline). This improvement was only robust after a week for those in the mind map group, and there was a significant decrease in motivation compared to the subjects' preferred methods of note taking. It is suggested that learners preferred to use other methods because using a mind map was an unfamiliar technique, and its status as a "memory enhancing" technique engendered reluctance to apply it in learning process.

Method

This research design used classroom action research (CAR). It had stages those were planning, action, observation and reflection. This research conducted around two cycles. They were first and second cycle and each cycle was the series of activity which had close relation. Where the realization of the second cycle was continuing and repairing from the first cycle. This research applied classroom action research. So in this case the researcher used two cycles consist of 6 meeting for each cycle. The procedure of each cycle were follows :

This refers to the teaching and learning process that carried out for four meetings in one cycle, and each meeting consists of 2 x 45 minutes. Here, each meeting was recognize as steps namely planning, action, observation, and reflection-analysis. This must be different for all cycles, and it is only done as a cycle and then continued after reflection analysis.

Planning, prepared materials, making lesson plan, and designed the steps in doing the action Prepared list of students name scoring.

Observation was a technique of way to collecting data with systematic supervision against research indicators. The teacher as the researcher help by a collaborator, the English teacher, made notes in observation sheets. Like the students feeling, thinking, and something

they did in English teaching learning process. Hopkins (2014:108) field note is a way of reporting observation and reaction to classroom problem. about any aspect which happen during the implementation of the actions. Reflection means to analyze the result based on the data that had been collected to determine the next action in the next cycle, in this phase, the researcher could observe the activity that the results any process, the progress happen, and also about the positives and negatives sides.

The subject of the research was the second years IPA 1 students of SMA Muhammadiyah Unismuh Makassar in the academic year 2018/2019. The subject consisted of 24 students. Sugiyono (2010:148) research instrument is a tool use to measure the natural and social phenomena were observed. The instrument used in this research to collect the data was oral test, the way was the students must memories 25 vocabularies that lack in self-confidence when the students percentage on (explain) the branches of point and than practice it in front of the class to assessed and examined the students' speaking with high motivation and self-confidence.

Observation check list was used to found out the condition of class and students. Process of teaching and learning through discussion to knew the obstacles appear during teaching learning process, the students' motivation, to saw their difficulties, their problem, and their understanding about the material given that can be seen from their attitude, behavior, and response.

Findings & Discussion

Findings

The findings presented deal with the results of students' achievement in learning speaking through Mind Mapping technique from the cycle I and compared in the result of the cycle II. The data were collected from implementation of CAR at SMA Muhammadiyah Unismuh Makassar. The researcher gave the students oral test to measure the students' speaking performance in term of accuracy in vocabulary. Besides, the researcher conducted observation to find out the students' self-confidence to speak and their motivation in learning English. The following is the description of the data found which covers the rate percentage of the test in the end of cycle I and the test in cycle II, mean score and the result of the data analysis.

1. The Improvement of Students' Speaking Accuracy in term of Vocabulary through Mind Mapping Technique

Based on the test in the cycle I and the test in the cycle II that conducted in SMA Muhammadiyah Unismuh Makassar, it can be known that there is an improvement of the students' speaking accuracy in term vocabulary through Mind Mapping technique. It can be seen clearly in the table below:

Table 1 The Mean Score of the Students' Speaking Improvement in Term of Accuracy

NO	Variables	Indicators	Test in Cycle I	Test in Cycle II	Improvement (%)
1	Vocabulary	<ul style="list-style-type: none"> • Verb • Noun • Adjective 	66.4	74.6	8.2

Table 4.1 shows that the score of the students speaking accuracy in term vocabulary improved (8.2%) from the mean score of the test in the cycle I is 66.4 to be 74.6 in the test in the end of cycle II. It indicates that the score of the students' speaking accuracy in term vocabulary in each indicators in cycle II were greater than cycle II after implemented Mind Mapping as a technique in teaching speaking.

Based on the results of the test in cycle I and test in the end of the cycle II, it can be concluded that there were an improvement toward the students' speaking accuracy in term vocabulary. The data shown that the use of Mind Mapping as a technique in English teaching and learning process especially in teaching speaking improved the students' ability to Speak English in term of accuracy especially for the students' vocabulary used.

Based on the data mentioned in the students' mean scores then the researcher found the distribution of frequency and percentage score of the students' speaking accuracy in term vocabulary from the test of both in the end of cycle I and cycle II that were presented as follows:

Table 2. The Distribution of Frequency and Percentage Score of Students' Speaking Accuracy in Vocabulary

Classification	Score	Test in Cycle I	Test in Cycle II
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		F	%	F	%
Excellent	96-100	0	0	0	0
Very good	86-95	0	0	1	4.17
Good	76-85	1	4.17	7	29.17
Average	66-75	14	58.33	14	58.33
Poor	56-65	2	8.33	2	8.33
Very poor	0-55	7	29.17	0	0
Total		24	100	24	100

Based on the rate percentage in the table 4.2, it can be known that in test in cycle I, none of the students got excellent and very good. Moreover, there were 1 (4.17 %) students got good. Besides, there were 14 (58.33 %) students got average and 2 (8.33 %) students got poor but there was 7 (29.17 %) student got very poor. Furthermore, there were an improvement in test in the end of cycle II, the researcher found that there were 1 (4.17 %) students got very good but none of them got excellent, 7 (29.17 %) students got good and 14 (58.330 %) students got average. But there were 2 (8.33%) students got poor. There was none of the students very poor.

2. The Improvement of Students' Self-Confidence to Speak through Mind Mapping Technique

Based on the test in the cycle I and the test in the cycle II that, it can be known that there is an improvement of the students' self-confidence in speaking. It can be seen clearly in the table below:

Table 3 The Mean Score of the Students' Improvement of Their Self-Confidence in Speaking

NO	Variables	Indicators	Test in Cycle I	Test in Cycle II	Improvement (%)
1	Self-Confidence	Self-Confidence	2.58	3.91	1.33

		to speak in front of the class.			
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Table 4.2 shows that the mean score of the students' self-confidence to speak English in front of the class improved (1.33%) from the mean score of the test in the cycle I is 2.58 to be 3.91 in the test in the end of cycle II. It indicates that the score of the students' self-confidence based on the indicator in cycle II were greater than cycle II after implemented Mind Mapping as a technique in teaching speaking. Based on the results of the test in cycle I and test in the end of the cycle II, it can be concluded that there were an improvement toward the students' self-confidence by using of Mind Mapping as a technique in English teaching and learning process.

Based on the test in the cycle I and the test in the cycle II that conducted in SMA Muhammadiyah Unismuh Makassar, it can be known that there is an improvement of the students' self-confidence to speak in front of the class through Mind Mapping technique. It can be seen clearly in the table below:

Table 4. The Students' Self-Confidence to Speak in Front of the Class

Classification	Criteria	Number of The Students	
		Cycle I	Cycle II
Excellent	Easy to the listener to understand the speaker's says, and easy to explain with systematic all of branches point with mind map (point to point).	0	2
Very good	Able to massege all of the aims in the discussion(in front of the class) and the explanation is systematicly and clear the mine point of branches.	0	6
Good	Most of speakers say is clear and systematicly but not all of the massege or	1	8
		14	

Average	aims of the material (point) is not complete and detail.		6
Poor	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand and then	7	2
	with conderable effort by someone which is used to listening to the speaker.		
Very poor	Only small bits (usually short sentences and phrase) can be understand and then	2	0
	considirable effort by understand when is used to listening to the speaker hardly anything of what is said can be.		
	Even the listener, dont understand what the speaker says and most of the massege is not to shall until the audiance (discussion participants)is unable to find the mind idea(significant point).		

Based on the table 4.3, it can be known that in test in cycle I, none of the students got excellent and very good related to their self-confidence. Moreover, there was 1 student got good self-confidence. Besides, there were 14 students got average self-confidence and 7 students got poor self-confidence but there was 1 student got very poor self-confidence. Furthermore, there were an improvement of the students' self-confidence in cycle II, the researcher found that there were 6 students got very good self-confidence, 2 of them got excellent self-confidence, 8 students got good self-confidence and 6 students got average self-confidence. But there were 2 students got poor self-confidence. There was none of the students got very poor self-confidence in the cycle II

Discussion

The process of collecting data undertaken into two cycles. In the first cycle, the researcher implemented Mind Mapping as a technique in teaching especially in teaching speaking. In order to measure the students' speaking ability the researcher conducted speaking test in the end of cycle I. The next section after test in the cycle I, the researcher

point out a reflection to make a better teaching and learning process. After conducted teaching and learning process in the cycle II used Mind Mapping technique the researcher conducted test in the end of cycle II to measure the students' speaking accuracy in term vocabulary. Here, the researcher conducted test in the end of cycle II to find out the improvement of the students' speaking skill from the cycle II compared with the cycle II.

Based on the previous mentioned findings, it shown the implementation of Mind Mapping technique at SMA Muhammadiyah Unismuh Makassar was effective to improve the students' speaking accuracy in term vocabulary.

1. The Improvement of Students' Speaking Skill in Term of Accuracy in Vocabulary Through Mind Mapping Technique

Vocabulary is one of the important aspects in English that will influence the students' speaking skill, if the students lack of vocabulary will effect to their speaking performance that will cause the students unable to speak in front of the class. It is because the students will fluent and accurate to speak when the have a lot of vocabulary mastery. Then, the researcher applied Mind mapping technique to find out the effect of the students' speaking accuracy in term vocabulary.

Based on the research finding, the researcher found that the mean score of the students' speaking accuracy in term vocabulary improved 8.2% from the mean score of the test in the end of cycle I is 66.4 to be 74.6 in the test in the end of cycle II. It indicates that the score of the students' speaking test related to their accuracy in vocabulary in the test in the end of cycle II is higher than the test in the end of cycle I. Furthermore, based on the data, the rate percentage and score frequency of the students' speaking accuracy. The result of accuracy in vocabulary, in test in the end of cycle I found that there were none of the students got excellent and very good. Moreover, there were 1 (4.17 %) students got good. Besides, there were 14 (58.33 %) students got average and 2 (8.33 %) students got poor but there was 7 (29.17 %) student got very poor. Furthermore, there were an improvement in test in the end of cycle II, the researcher found that there were 1 (4.17 %) students got very good but none of them got excellent, 7 (29.17 %) students got good and 14 (58.330 %) students got average. But there were 2 (8.33%) students got poor. There was none of the students very poor.

To conclude, the use of mind mapping in English Teaching and learning process especially in teaching speaking accuracy in term vocabulary is beneficial to improve the students' speaking ability in term of accuracy of vocabulary. It clearly shown in the findings and previous discussion.

2. The Improvement of Students' Self-Confidence to Speak Through Mind Mapping Technique

The observation proved that students' self-confidence increased in every action; although, there was little improvement from pre observation to cycle I. When the researcher did the preliminary research, students were passive and shy during speaking activity. The students did not have strong desire to practice the conversation even in their seats. When teacher asked them to practice the conversation in front of the class, no one of them came forward until they were chosen by teacher to come forward and practiced the dialogue. Moreover, when the students were chosen to practice the conversation, sometimes did not want to stand in front of the class, but, they just stood beside the teachers' seat and practice it perfunctorily without any strong desire.

During the conversation, they did not speak aloud. Moreover, many of them spoke in whisper. They did not use their eyes contact and their gestures, they just stood nervously and were not enjoy. Because of their soft of voice, it impacted the comprehension of their speaking. The teacher often did not understand what they spoke about.

This fact, based on the observation and interview with the students, many of students told the researcher that they were nervous and not confident while practicing the conversation. It happened because of little vocabulary they mastered and confused about the structure, they were also bored with the models of speaking activity and afraid making mistakes of structure, pronunciation, word order and diction. In fact, they were rarely practice their conversation in front of the audiences. They said, usually they were only asked by the teacher to make a dialogue and practiced it in their seats. Then, when they were asked to come forward, they felt uncomfortable and shy. So, they needed motivation and encouragement from the teacher. They also needed practice the conversation more especially in front of the audience.

Although the difficulties came up during the action, based on the observation the researcher concluded that most of students were more confident while practicing the conversation in front of the class, they are able to speak confidently through the use of mind mapping technique than the initial condition. It could be seen from the observation that students had strong desire to come forward for practicing the conversation and expressing their idea through their mind mapping that they made related to the topic. While they were in conversation, they used their visual contact and gestures. They also spoke aloud and their speaking was comprehensible although they made mistakes in word order

and structures. It told the researcher that mind mapping technique could improve not only the students' speaking ability in term of accuracy in vocabulary but also effective to improve their self-confidence. Self-confidence was important in learning speaking. Without self-confidence students will not be able to practice the conversation well. It would affect to the teaching learning process and the students' speaking achievement. The condition of students' self-confidence is very different before and after the action. It was signed that there was an enormous improvement of students' self-confidence rate after implementing mind mapping technique. Moreover, it can be identified from the observation stage that most of students had positive attitudes during practicing the conversation such as speaking aloud, using their visual contact and gestures.

This research is closely related to the other research findings that prove that mind mapping technique are able to improve the students' self-confidence and the students' learning achievements. Yeni (2012) found that "The Using Mind Mapping Technique" able to explore students ideas to explain the mind point in lesson. The students' motivation in learning is very important to get their focus and interest in understand the material. Humaerah (2017), conducted at the three factors are influences student's speaking ability is, comprehending, interesting and practicing. She found that the big influence from lake of students' ability is low comprehension about how importance of English speaking until the students didn't interest in learning, and make they are lazy to practice their material in the daily live and especially in speaking class they are, cannot be active in discussion or answer the questions and asking. Frederika (2014), was found it, where the research success toward the students ability in speaking, there is proved if mind mapping technique is effective tehneque to give the positive effect. Agus (2017) this is one of comparing research, where the researcher give the comparing, the effectiveness between the other technique and mind mapping tehcnique "Improving the students' speaking ability by Using Mind Mapping and guided questions at fourth semester of english education study program at islamic university of Indragiri Tembilahan. Nasrul (2018), this is the last of related reserch, "Using Mind Mapping Technique to Improve the Students' Speaking Ability. And he found that the students was able to improving their speking ability with Mind Mapping Technique (improving mind point).

Conclusion

Based on discussion proposed in previous chapter, the following conclusions are presented that the use of mind mapping technique improved the students' speaking skill in term of

accuracy of vocabulary in speaking . It was proved by the mean score accuracy of vocabulary was (8.2%) from the mean score of the test in the cycle I is 66.4 to be 74.6 in the test in the end of cycle II. It indicates that the score of the students' speaking skill in term of accuracy in vocabulary in each indicators in cycle II were greater than cycle II after implemented Mind Mapping as a technique in teaching speaking. Moreover, the implementation of mind mapping technique in teaching speaking is very effective. This technique has a positive influence in improving students' self-confidence in speaking. And the students' self-confidence affects to the students' speaking achievement

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