Development of Mind Mapping Media to Teach English Speaking Skill

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Abstract
The objective of the study is to determine processes. and outcomes of using mind mapping to teach English speaking skills for explaining text content in MA Ma'arif Ponggok eleventh grade. Students study a variety of topics at school, including languages. English is one of the languages that students learn at school. The utilization of media is one of the most effective strategies to aid student learning. The ADDIE paradigm is used in this form of study, known as study and Development (R&D). Data for this research were collected by observation, interviews, and a questionnaire. The researcher obtains a score for validating instruments, media, and materials. The instrument validation score is 82.5%, which means "valid," the score for media expert validation is 90%, which means "very valid," and the score for material expert validation is 87.5%, which indicates "very valid." Aside from that, the students' replies to the media received a score of 79.65%, which signifies "very valid".

Keywords: Mind Mapping, Explanation Text, Speaking Skill

1. INTRODUCTION

People in UK, US, Australia, Canada, New Zealand, South Africa and several other nations typically converse in English. More people speak it than any other language in the world outside Chinese, and it is the official language of several Commonwealth nations. It is also extensively known and utilized (Waziana et al., 2016). Speaking is one method for communicating thoughts and information verbally. To be able to communicate, kids must employ language during actual communication (Amalia, 2017). In learning foreign language, people will have difficulties due to learning foreign language is not only knowing vocabulary but rather how used language as its need and its goals (Mubarok & Rofi'ah, 2022).

Speaking is the most important ability to cultivate when studying a second or new language. Speaking is considered the important of the 4 basic language skills to develop when studying a foreign language (Rao, 2019). Speaking is an important subject that students must learn and understand in order to communicate with people verbally. For the majority of Indonesians, speaking English is difficult. Language family distinctions are one of the issues that are present. Due to this diversity and their unfamiliarity with English intonation, pronunciation, and accents, different learners frequently find speaking to be challenging. Consequently, it is essential to learn English. (Santuri et al., 2022). When in the class students are not used to speaking in English, it probably because they are not sure with they talking about. This can

make it difficult for students to speak in English sentences. So, getting used to It can assist students improve their speaking skills.

The researcher did the analyze in grade 11th MA Ma'arif Ponggok. After being analyzed using the observation technique, the researcher realized that most of the students were passive and not confident to speak English. It happens because of their lack of vocabulary and afraid of being wrong when pronouncing words in English. After that, the researcher doing interview with the students to collecting data. It was found that most of the students at the school lacked in speaking skills. For more valid results, researcher used a questionnaire and distributed it to all students in grade 11th MA Ma'arif Ponggok. The results of the questionnaire that has been obtained shows that many students are lacking in speaking skills. Based on all these methods, it was found that students were lacking in speaking skills. Based on the problems that occurred at the MA Ma'arif Ponggok grade 11th, the researcher should look for the solution. The solution is to teach speaking skills, so that they can speak English well through appropriate media such as this mind mapping. Mind mapping material can be made more concise even though the object is broad and can save time in explaining as a whole, because it only explains between parts. There it was seen that students could think more creatively, imaginatively and train to convey information more effectively (Aina Ansa Zulfa et al., 2021).

Mind mapping is the most efficient technique to move information and out of the brain. Mind mapping is a effective and creative approach of taking notes that literally'maps' our ideas. the use of mind mapping is to help develop ideas because it starts from a main idea and then breaks it down into more detailed ideas (Sari et al., 2019). The researcher not only use words in the branch of mind mapping, but also use image that relate to the topic and develop the mind mapping as attractive as possible by adding additional paper that can be folded open and closed.

Pramono (2013) states that mind mapping techniques may aid students to improving their speaking abilities in a number of areas, including task accomplishment, communication skills, pronunciation, vocabulary, clarity, and naturalness of speech. They are more confident when speaking English. To summarize, mind mapping can be an effective strategy for engaging both sides of the brain to increase memory, problem-solving, critical thinking, and learning. (Nurul Hikmah Ramadhani, 2020).

According to previous study by (Dina Syarifah Nasution, 2020) titled "Mind Mapping to Improve Students' Speaking Skill" This study aims to assess the effect of mind mapping on students' speaking abilities. This study employed classroom action research as its approach. This classroom action research project included 44 students in grade X-2 TKJ from SMK N 1 Panyabungan in Mandailing Natal, Sumatera Utara. The findings indicate that Mind Mapping enhances students' Speaking Skills.

Based on the problems in MA Ma'arif Ponggok grade 11th, the researcher will develop a mind mapping media titled "Development of Mind Mapping Media to Teach English Speaking Skill in MA Ma'arif Ponggok 11th class. This research is using R&D research and conducted on students of MA Ma'arif Ponggok grade 11th.

2. RESEARCH METHODOLOGY

Research and development (R&D) include this kind of study. Five phases make up the ADDIE instructional paradigm, which consists of 5 steps: analysis , design , development , implrmentation , and assessment (Cahyadi, 2019). Both quantitative and qualitative data are used in this investigation. Qualitative research takes an interpretative, naturalistic approach to its subject and employs several methods. (Aspers & Corte, 2019).

The researcher collected the qualitative information by observation in the class and doing an interview. So, the researcher investigated how students learn during the learning process. After that, the author did an interview to some of students. The researcher collects the quantitative using Questionnaire. As a result, the researcher administers a questionnaire to the student in order to gather information on the challenges encountered throughout the learning process. The researcher chose MA Ma'arif Ponggok grade 11th as the site of observation; there is one instructor and 28 pupils, 10 men and 18 females. The researcher also gives a questionnaire to the validator, then the validator will give the provide an assessment of the proposed product.

The researcher validates the instrument, media, and material that researcher used. This validation uses for validate the product that the researcher used of this study, which mean the mind mapping media. If the product is valid, the researcher can use it for trial. The average value is calculated using the formula below according to (Arikunto, 2013).

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

P   = Eligibility
$\sum x$ = Amount of assessment responses
$\sum xi$ = Highest amount of responses

Table 2.1 The Percentages of Validity (Arikunto, 2013)

No.	Percentages (%)	Criteria	Explanation
1.	85% - 100%	Very Valid	Very good
2.	70% - 84%	Valid	Acceptable
3.	41% - 62%	Less Validity	Less feasible
4.	21% - 43%	Invalid	Not allowed

The second questionnaire is distributed to students in order to collect student responses on whether media may be employed in the classroom learning process, particularly in MA Ma'arif Ponggok grade 11th. The average value is calculated using the formula below according to (Arikunto, 2013):

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

P = Eligibility
∑x = Amount of assessment responses
∑xi = Highest amount of responses

Table 2.2 The Percentages of Students Responses (Arikunto, 2013)

No.	Percentages (%)	Criteria	Explanation
1.	85% - 100%	Very Valid	Very good
2.	70% - 84%	Valid	Acceptable
3.	41% - 62%	Less Validity	Less feasible
4.	21% - 43%	Invalid	Not allowed

This development research will stop if the product being developed is suitable for use, valid, practical, and valid criteria by validators with percentage 70%-84% and get students response with percentage 70%-84%.

3. RESULT AND DISCUSSION

Result

As a consequence, the researcher developed mind mapping to teach explanatory text in speaking competence for eleventh grade students in Massachusetts. Ma'arif Ponggok uses the ADDIE concept in numerous processes. The researcher identified the difficulties through observation and interviews with students. The researcher developed media to help student learning English speaking skill in explanation text material. The media was validated by validator media and validator material. The table below shows the result of validity media and material:

Table 3.1 Media Validation Expert Results

NO	Assesment Point	Percentages	Total
1.	Media displays attract students' attention	4	4
2.	Appropriate media size	3	4
3.	Clearly legible font size	3	4
4.	The images displayed correspond to the topic of discussion	4	4
5.	Good quality of materials	3	4
6.	Attractive color quality	3	4

7.	The image quality displayed is clear	4	4
8.	Can make it easier for students to remember the topics discussed	4	4
9.	Can make it easier for students to put words together	4	4
10.	Mind mapping media with images can be understood easily	4	4
	Total	36	40

$$P= \frac{\sum x}{\sum xi} \text{ x } 100\%$$
$$P= \frac{36}{40} \text{ x } 100\%$$
$$= 90\%$$

Table 3.1 represents media expert approval. It shows that material to be tested receives a computation with total score 90%, Which is regarded legitimate. So, based on the table, the validation expert results at this time are "Very Valid".

Figure 3.1 Before After Media

Figure 3.1 is an image of the difference between the unfinished media and final media that has been completed and edited by researcher based on assessment of the media validator.

Table 3.2 Material Validation Expert Results

NO	Assesment Point	Percentages	Total
1.	The material complies with the Core Competencies and Basic Competencies.	4	4
2.	The material is appropriate to the learning objectives	3	4
3.	The material used in the media is appropriate to the topic of discussion	4	4
4.	Clarity of words used	3	4
5.	In accordance with the structure and linguistic elements of the related material	3	4
6.	Can train students' courage to speak	4	4

	English according to the topic being discussed		
7.	Can make it easier for students to put words together	3	4
8.	The material can be understood easily by students	4	4
9.	Can increase students' vocabulary	3	4
10.	Can increase students' imagination through images related to the topic of discussion	4	4
	Total	35	40

$$P= \frac{\sum x}{\sum xi} \text{ x } 100\%$$
$$P= \frac{35}{40} \text{ x } 100\%$$
$$=87,5\%$$

Table 3.2 represents material experts approval. It's claimed that the object to be examined obtains a calculation totaling 87.5% , which is regarded authentic. So, According to the data above the validation results at this level is "Very Valid".

Table 3.3 Result of Students Satisfaction Responses

NO	Assesment Point	Percentages	Highest Point
1.	Student 1	72,5%	100%
2.	Student 2	67,5%	100%
3.	Student 3	72,5%	100%
4.	Student 4	82,5%	100%
5.	Student 5	77,5%	100%
6.	Student 6	82,5%	100%
7.	Student 7	87,5%	100%
8.	Student 8	75%	100%
9.	Student 9	77,5%	100%
10.	Student 10	75%	100%
11.	Student 11	75%	100%
12.	Student 12	82,5%	100%
13.	Student 13	82,5%	100%
14.	Student 14	87,5%	100%
15.	Student 15	87,5%	100%
16.	Student 16	80%	100%
17.	Student 17	75%	100%
18.	Student 18	80%	100%
19.	Student 19	92,5%	100%
20.	Student 20	77,5%	100%

21.	Student 21	75%	100%
22.	Student 22	87,5%	100%
	Total	1752,5%	

$$P= \frac{\sum x}{\sum xi} \text{ x } 100\%$$
$$P= \frac{1752}{2200} \text{ x } 100\%$$
$$= 79,65\%$$

Based on the chart above, students gave mind mapping media a score of 79.65%. So, based on the table the result of students satisfaction responses at this time are "Very Valid".

Discussion

This research includes various problems that the researcher should solve; 1) How is the process of development of mind mapping media to teach english speaking skill, 2) How is the result of development of mind mapping media to teach english speaking skill.

The first step is analyze. At this point the researcher should analyzes the students' need to find the problem that occur when learning English and analyze curriculum by doing observations, interviews, and distributing questionnaires about English lessons in XI MA Ma'arif Ponggok. And then, the researcher found that speaking skill was the main obstacle during the studying process in the class. According to the problems occurred at the MA Ma'arif Ponggok grade 11th, the researcher should look for the solution. The solution is to improve speaking skills, so that they can speak English well through appropriate media such as this mind mapping. Buzan States that mind mapping technique differs from idea mapping in that it starts with a topic in the middle of the picture. The key concepts and phrases are then related to the central theme via branches that might branch farther into additional concepts and phrases. This is how mind mapping differs from concept mapping. Additionally, images can accompany the text, and color can be utilized for emphasis or to emphasize organization (Jones et al., 2012). After analyzing the student's needs and the curriculum , the researcher conducted an evaluation and revised it before moving on to the second step.

Second stage is design, the author decided to make learning design used for, create performance goals, competence, make a learning strategies, assessment and evaluation. The researcher uses mind mapping as a media to teach English speaking skill. Mind mapping size is 69x100 cm, Mind mapping use bubble maps type, Mind mapping contain word and picture that relate to the topic (natural, social, scientific, and cultural phenomena). After designing the product, the researcher completed the evaluation and revised it before proceeding to the next phase.

The third stage of development requires the researcher to provide his product to 3 validators, namely the validator instrument to check whether it is in accordance with the correct linguistic structure in the questionnaire, the media validator whether this media is in accordance with the needs of students, and the material validator to ascertain whether it is in accordance with the material used. This stage is carried out before the media is used in the learning process in the class. if there is a revision from the validator, the researcher should evaluate and revise it first. The media is validated by 3 validators. So, the researcher can implement this media.

The fourth step is implementation. At this step the researcher carries out the learning process using the media that has been created and approved by the validator. there are the steps for implementing how to use mind mapping media in the class. (1) dividing students into several groups consisting of 4-5 students, (2) distributing picture that relate to the topic and stick note, (3) students can add words or sentences that relate to the topic on stick note and put it on the mind mapping, (4) each group describe the explanation text based on the topic they get in front of the class.

The last step is evaluation ; only formative assessment was undertaken since the type of evaluation was essential to all steps of research in order to improve the end product development. This evaluation was also carried out at all previous stages.

Mind mapping media can help students practice speaking skill in eplanation text material because when they forget about the topic, they can see mind mapping to generate the idea. According to (Setiyawan, 2020) Mind mapping is a great method for assisting students in communicating directly. Mind mapping is a helpful medium because it inspired students to speak directly. (Jones et al., 2012) states that Mind maps assist learners in acquiring information by organizing it and adding pictures and colors to it. These maps have been displayed to reduce external cognitive load as students create her two-dimensional space linking interconnected thoughts and ideas. The benefits of mind mapping media are to increase knowledge, student interest, motivation and memory, as to facilitate students' understanding of concepts (Damanik et al., 2022).

4. CONCLUSION

This research can be conclude that most of the students were passive and not confident to speak English can helped by this mind mapping media. Besides that, with this mind mapping media they can explain this explanatory text material easily because apart from being assisted by the pictures shown in this media, students can also add the words needed to explain in front of the class using English.

The researcher receive a score for the expert validation of instruments , media , and material. The score for instrument validation is 82.5%, which means "valid," the score for media expert validation is 90%, which means "very valid," and the score for material expert validation is 87.5%, which indicates "very valid." Aside from that, the students' replies to the media received a score of 79.65%, which signifies "very valid".

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