

Enhancing Students' Speaking Skills through the Mind Mapping Technique

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Article Info

Article history:

Received: January 14th, 2025

Revised: March 5th, 2025

Accepted: April 20th, 2025

Keywords:

Mind Mapping Technique
Teaching Speaking
Recount Text

ABSTRACT

Speaking is one of the important language skills that should be mastered by students in learning English as a foreign language. Someone is considered proficient in a foreign language because of their speaking fluency. Speaking also plays a crucial role since it is the key to communicating well in the global world. This research aims to measure the use of the mind mapping technique in teaching the speaking Recount text. The research involved 35 students of the first-year students of English Education Study Program, Faculty of Education and Teacher Training, Suryakancana University who took speaking for general communication course. The method of this research was Classroom Action Research (CAR). The instrument consisted of mind mapping practice, a speaking test, an observation sheet, and an interview. The data of this research was analyzed by using two data analysis methods, namely quantitative and qualitative data analysis. Quantitative data analysis was used to examine and interpret data from Mind Mapping practice and speaking tests. Meanwhile, qualitative data analysis was taken from observation and interviews. The result of this action research shows the improvement of students' speaking skills, as seen from the number of students who passed the minimum passing score (KKM) in the midterm test, which increased from 22.87% to 37.14% in the first cycle and to 77.14% in the second cycle. It was also found that the changes of students' speaking skills are influenced by five factors, namely, interesting teaching media, attractive classroom activities, enjoyable classroom management, attractive teaching approach, and appropriate strategy or technique.

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1. INTRODUCTION

Among the other language skills, speaking becomes one of the skills which is very crucial for students in a foreign language since it plays an important role in the process of building and sharing feelings, ideas, or messages through the use of oral language. In specific, Nunan et. Al. (2003) mention speaking is a productive oral skill and it consists of producing systematic verbal utterances to convey meaning. Through speaking, students will be able to know the way to express language as well as learn how to express utterances meaningfully. That's why speaking is important and should be mastered besides any other language skills by English for foreign language students.

Speaking is a complex skill which involves an interaction between the speaker and the listener in active process. There are several essential components of speaking skill. Sari et al. (2014) states that the speaking skill consists of six components: grammar, vocabulary, fluency, pronunciation, and comprehension. Thus, the students have to master the entire components to achieve the aim of speaking and to be communicative. Considering the needs of mastering speaking as one of the ways for mastering English, teachers need to improve students' pronunciation, fluency, vocabulary, grammar and comprehension.

Many high schools or vocational schools implement Genre Based Approach in teaching speaking skill. One of genre types often taught in high schools is recount text. A recount text is a kind of text to retell the series or events which happened to the participant in the past. According to Gerot and Wignel (1994) (as cited in (Sari et al., 2014) a recount text retells a past event for the purpose of informing as well as entertaining the readers. The generic structure of recount text covers: (1) orientation, where the writer is introducing the background information needed to understand the text e.g characters, place, and time. (2) events, in which the writer is describing the series of events typically ordered in chronological order, and (3) reorientation, a summary statement whereas the writer may state his/her personal comment to the story (Bennet, Carter, & Marino, 2013). Beside the generic structure, students are also taught to master the language features of recount texts which cover: (1) specific names of the people involved in the text. (2) mainly written in simple past tense. (3) linking word to do with time. (4) many verb or action verb. Bennet, Carter, & Marino, 2013. (Erikana, Y., Musyarofah, L., Merris Maya Sari, 2018).

Teaching speaking is an important aspect of the language learning process, teaching speaking (Bachtiar, 2021; Irasuti & Bachtiar, 2024) is important of learning and teaching in second language which is English as Foreign Language (EFL). Success in learning English as Foreign Language (EFL) is often measured by how well the students can communicate the language fluently. (Erikana, Y., Musyarofah, L., Merris Maya Sari, 2018). In speaking skill, the students need to express their idea and knowledge in a particular text type. The students also need to organize idea based on the required generic structure of the text and to show accuracy and fluency during speaking performance. Many students demonstrated low speaking proficiency. Students' lack of linguistic awareness in grammar, pronunciation, and control of the content. (Yulianti et al., 2018).

Furthermore, Budd (2004) said mind maps is an outline in which the major categories radiate from a central image and lesser categories are portrayed as branches or larger branches. And Jbeili (2013), Bystrova and Larionova (2015) and Zega (2018) mention that mind mapping learning model is a learning model that uses a concept map accompanied by pictures and keywords of a material concept that can cover the whole material. Indeed, Buzan, (2005) (as cited in (Nasution, 2020) showed the steps below in how to arrange mind mapping are (1) take a piece of white paper and it is in a landscape position, (2) start by drawing a colored image in the center of the paper and write the keywords with capital letters, (3) choose a color and draw the main themes of the mind mapping on the thick branches radiating out from the central image, (4) add other main themes branches around

the map, (5) make a thick and colorful branches spanning out from your mind map, (6) write basic ideas about the key word and still use the capital letter, (7) add an image to all the main branches to represent each key theme and also use images to visualize every important keyword on your map, and (8) let your mind mapping be as imaginative as possible. Finally, Liu, Tong, & Yang (2018) and Wahyurianto & Sylvia (2024) argued in the use of mind mapping techniques in the learning process provides various advantages teaching and can improve logical thinking and innovative thinking.

The researcher conducted pre-research at the first-year students of English Education Study Program at one of prestigious universities in Cianjur. Seeing from the result of speaking midterm test, it showed that most of students were in difficulties as they were involved in speaking activities, especially speaking activities with genre-based approach, namely recount text, in which students were asked to speak up in English based on their own past experience stories. From 35 students, 8 students could retell and respond the story orally, 4 students could retell but could not respond the questions regarding the story. and 23 students could not retell the story and could not speak up in English, even for a while or even just say some sentences in English. Based on the data taken from students' speaking scores of the midterm test, showed that 77, 14% of students did not pass the minimum passing score (KKM).

As shown on the above data, most of students or approximately 77,14 % of students speaking scores in the midterm test was under minimum passing score. Viewed from the first indicator, vocabulary, there were 6 students or 17, 14% of students passed the minimum score. The second indicator, grammar, showed that there were 14 students or 40% of students reached the minimum passing score. The third indicator, pronunciation, revealed that 9 students or 25,71 % could reach the minimum passing score. Furthermore, the last indicators, fluency and comprehension, with 8 students or 22,85% for fluency and 4 students or 11,42% of students for comprehension could pass the minimum passing score.

The researcher discovered, based on the observation, that there were a number of problems caused the students' poor speaking skill in recount text. First, students were in difficulties in understanding the components of recount text since they were unable to distinguish them such as social function, generic structures, and language features found in Recount text. Second, the insufficient vocabulary mastery influences the students both in writing their own text based on mind mapping technique and in speaking performance, because the available vocabulary must be comprehended based on the context of the given topic, so that the sufficient vocabulary mastery will help them in composing the text easily. Third, regarding the speaking performance, the students were afraid of making mistakes while arranging the sentences to express their ideas or opinions due to the grammatical errors.

Fourth, the students preferred to remain quiet during the class as they felt embarrassed to practice because of their poor pronunciation. These problems could be caused by teacher's internal factors, like the inappropriate use of technique and media in particular. The teacher used to use a conventional approach without involving the use of interesting media or technique in the teaching and learning process like distributing the text to the students, asking them to rewrite the text using their own sentences then memorizing it, and finally asking them to perform in front of the class. It made them feel bored and not interested due to the lack of variation and improvement in the teaching and learning process.

Thereby, the researcher felt responsible to be more creative and innovative in designing the teaching and learning activities to explore students' speaking skill based on various kinds of recount texts through mind maps in order to make the students are capable of mapping the ideas in writing their own stories and can retell the stories based on the important points available in the mind maps.

In other words, the objective of this research is to determine whether mind mapping technique can enhance students' speaking skills as well as to know what effects caused by the teaching and learning process.

2. METHOD

This research was conducted at Suryakancana university which was located on Jl. Pasirgede Raya, Bojongherang, subdistrict Cianjur, regency Cianjur, West Java 43216. The participants of this research were 35 first year students of English Education Study Program who took Speaking for General Communication II, faculty of Education and Teacher Training, Suryakancana university with 7 males and 28 females. It was conducted from April to May 2024. The reason why the researcher chose that class as the participants since most of them had low speaking ability, it was proven by their scores which were under 70 as the minimum score. The technique of this research was Classroom Action Research (CAR). According to Kemmis and McTaggart as cited in (Habeab Al-Obaydi et al., 2021) assert that action research is a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. Furthermore, Wallace (1998) as cited in (Nasution, 2020), a Classroom Action Research is a research which focuses to facilitate the reflective cycle and this way provides an effective technique for improving professional action.

The researcher utilized two cycle processes: cycle 1 and 2 with four meetings for each cycle with 90 minutes time allotment. Each cycle had four meetings with three meetings for the action and assignment and one meeting for the test. The researcher used test, observation, field notes and interview as the techniques of collecting the data. The researcher collaborated with an observer or collaborator since the researcher wanted to know the process occurred during his research using mind mapping for Recount text. The researcher employed speaking tests in each cycle to gauge the students' proficiency in spoken English and their entire English performance. At the conclusion of each cycle, the teacher took the students' speaking score to determine how much the students' speaking abilities had improved. Next, observation sheets were used to gather data during the teaching and learning process (worksheets, activities, assessment). Here, the researcher also collaborated with the other observer and made field notes as well. After that, the students and the researcher had an interview. The students who had been questioned are chosen based on the criteria of high and low students. This was carried out to find out the information about whether the technique used is effective in helping the students solve their problems.

3. RESULTS AND DISCUSSION

The result of the research was obtained from the implementation of mind mapping in teaching a speaking class at the first-year students of the English Education Study Program who took Speaking for General Communication II, the Faculty of Education and Teacher Training, Suryakancana University. The research was conducted in two cycles as shown in the entire cycle below.

1. First Cycle

As previously stated, mind mapping with a genre-based approach was implemented to solve the problems found in teaching speaking skills. The first cycle was carried out in four meetings. It was done once a week. In doing the research, the researcher was helped by the collaborator. The

collaborator filled the observation sheet and field notes during the research. The researcher designed the activities during the research very well. The activities were orderly shown the implementation of mind mapping in teaching speaking through Recount text.

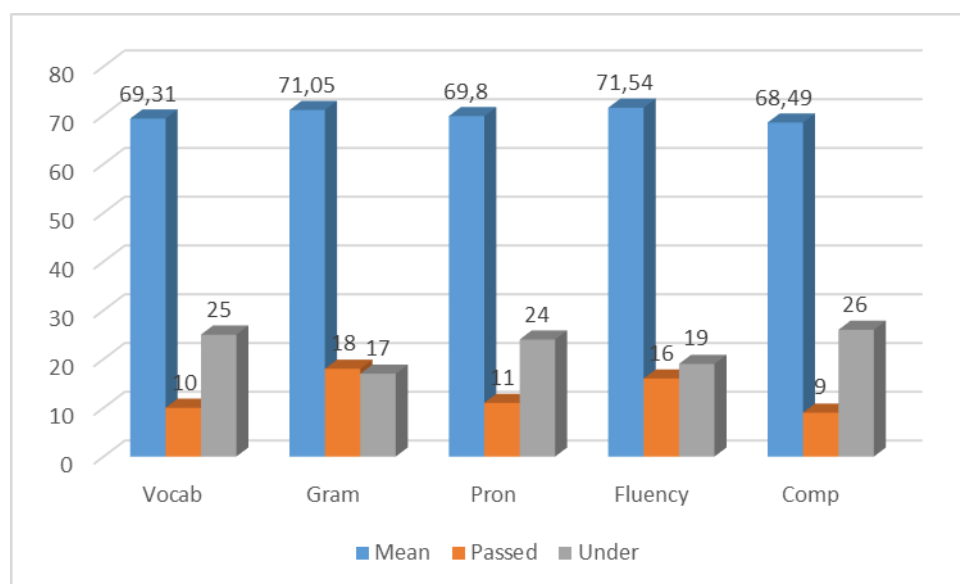
The students were taught to learn to speak by looking at model and video from the teacher. They learned how to pronounce the words as the given model. The researcher and the students discussed the model and tried to summarize the essence of what was being discussed. After the students could grasp the discussed material, they had to create their own mind mapping for speaking English through retelling their recount text, related to the topic being discussed in their group.

Based on the performance test, it indicated that the average score increased compared to the result of speaking midterm test. The result of the midterm speaking test for vocabulary aspect was 66.05, the grammar was 68.08, the pronunciation was 67.05 the fluency was 66.28 and comprehension was 65.88. Meanwhile, the result of speaking test in cycle 1 are depicted below, for vocabulary was 69.31 grammar was 71.05 pronunciation was 69.8 fluency 71.54 and comprehension was 68.49.

By judging the data, from the result of the speaking test in cycle 1, the researcher and the collaborator analyzed that there were some improvements on students' speaking skill in retelling their recount texts. The improvement could be seen from each indicator available in speaking rubric. From the result of the speaking test in cycle 1, stated that there were 22 out of 35 students who could not pass the minimum score or 13 students had passed the minimum score, 70. It means that approximately 62.85% of students got failed in the speaking test.

Seen from the first indicator namely vocabulary, there were 10 students or 28.57% of students could pass the minimum score. The second indicator, grammar, showed that there were 18 students or 51.42% of students could reach the minimum score. The third indicator, pronunciation, showed that there were 11 students or 31.42% of students could reach the minimum score. And the fourth indicator, fluency, showed that there were 16 students or 45.71% of students could reach the minimum score. Moreover, for the last indicator, comprehension, showed that there were 9 students or 25.71% of students could achieve the minimum score. The achievement of students' speaking skills refers to the indicators illustrated in the following figure.

Figure 1. Students' Achievement of Speaking Test in Cycle 1



The figure above provides the informations about the students' ability in passing the test which the score of each indicator was surprisingly satisfying compared to the result of the midterm test or students' speaking skills before conducting the research. As previously stated in the background that the data in the midterm test showed that 77.14% of students are under the minimum scores. However, it decreased to 37.14% after applying mind maps in retelling the story of their recount texts in cycle 1, yet, the next improvement was still needed.

The mean score of each indicator of students' speaking skill assessment in the speaking test at the end of the first cycle was as follows. The mean score of vocabulary was 69.31 with 10 students or 28.57% of students passed the minimum score. The mean score of the grammar was 71.05 with 18 students or 51.42% of students passed the minimum score. The mean score of pronunciation was 69.8 with 11 students or 31.42% of students passed the minimum score. The mean score of fluency was 71.54 with 16 students or 45.71% of students passed the minimum score. And the mean score of comprehension was 68.49% with 9 students or 25.71% of students passed the minimum score.

Based on the observation, the researcher concluded that why comprehension was regarded as the most difficult part for them because they were lack of vocabulary mastery since it was the most important component and vocabulary acquisition was the first thing to do in mastering a foreign language. The researcher realized that it was necessary to do drill and practice for increasing vocabulary. Besides that, the students were also in difficulties in pronunciation. In term of pronunciation, even though the students' accents were still influenced by their mother tongue, however many of them pronounced the words better and clearer than when the midterm test was held. Furthermore, finally they could avoid mispronunciation as they rechecked the correct pronunciation first and learned how to pronounce the words well.

The figure 1 also showed that each component of students' speaking skill got improved yet some of them still had low ability. Almost all students made improvement on each indicator. In the meantime, some weaknesses were still found on vocabulary, pronunciation, and comprehension components because only a few students who could pass the minimum score, the majority of them are still under the minimum score.

Although most of students or 37.14% had made much improvement on their speaking skills compared with the previous meetings but it didn't give enough satisfaction since the students just did a little change on some speaking components, so the researcher thought that it was necessary for the researcher to continue to the next cycle.

2. Second Cycle

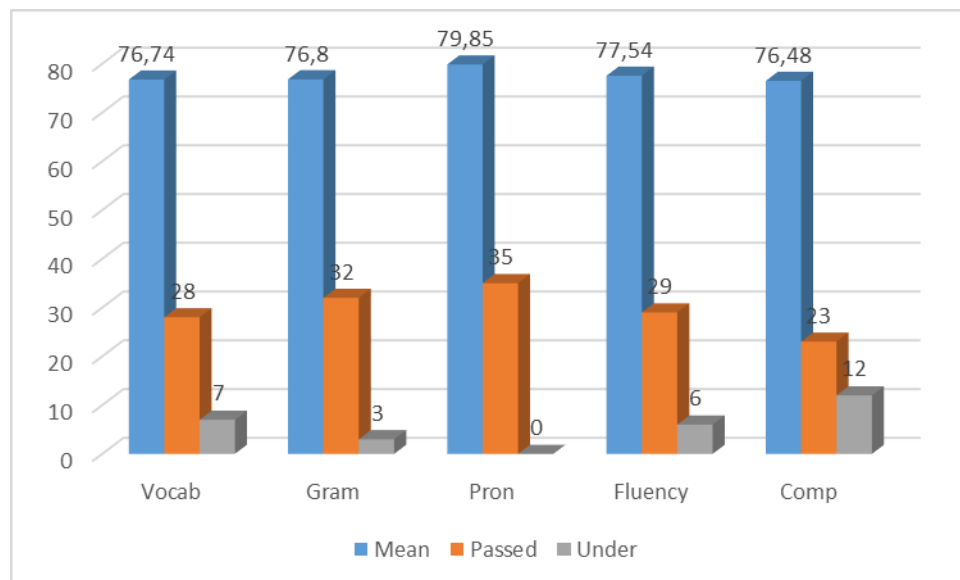
The second cycle was also conducted in four meetings which each meeting consisted of 90 minutes. In this cycle, the students were given other kinds of topics for Recount text such as the most enjoyable moment in life, the most embarrassing moment in life, and having a holiday or vacation story. For the first thing that was used in teaching speaking of Recount text were using powerpoint and some videos related to the mentioned topics.

After explaining the theory of Recount text and watching some videos, the researcher then asked the students to rewrite their past experience with the topics "the most enjoyable moment in life, the most embarrassing moment in life, and having a holiday or vacation story". The researcher expected that the revised plan would make the students' speaking skills could be better improved. The revised plan was focused on problems and weaknesses found in the previous cycle that needed to be solved in this cycle. The revised plan was made by the researcher based on the reflection made both by the researcher and the collaborator. The revised plan consists of: 1) Redesigning the lesson plan which involved activities and steps that should be done by the researcher and students in improving speaking through retelling the past experiences of Recount text by using mind mapping

technique, 2) understanding the points made in mind maps and do the drill and practice based on the created mind maps. The activities in the second cycle was quite similar with the first cycle, but there were some different emphasizing due to revised plan overcome the certain unsolved problems in the first cycle.

After the material had been explained and confirmed all students understood the given material. The researcher showed several topics related to the past experience story available in the video. To make the students easily understand the explanation given, the researcher explained it for several times and reviewed it again and again. It was done to solve the problems happened in the first cycle which showed the most difficult thing for students in grasping the material in the video is understanding the native speakers' utterances since they spoke very fast. That's why the researcher did this to make them get used to it. Thereby, they could figure out any words that they heard from the video. Besides that, they had to keep concentrated when they heard a long utterances in the examples of story narration related to the topics which can help them create mind mapping to perform Recount speaking activities through retelling their past experience better.

Figure 2. Students' Achievement of Speaking Test in Cycle 2



After conducting the stages in the second cycle, the researcher described the data as follows: The mean score of the result of students' speaking test in cycle 2 at the end of the second cycle was 77.48. There were 27 (77.14%) students could pass the minimum score, meanwhile 8 (22.85%) students from 35 students could not. The mean score of each indicator of students' speaking skills through speaking test at the end of the second cycle was as follows. The mean score of vocabulary was 76.74. There were 28 students or 80% of students achieved the minimum passing score. The mean score of the second indicator, grammar was 76.8. There were 32 students or 91.42% of students passed the minimum score. The mean score of the third indicator, pronunciation was 79.85 with 35 students or 100% of students could pass the minimum score. The mean score of the fourth indicator, fluency was 77.54 with 29 students or 82.85% of students could pass the minimum score. And finally the mean score of the last indicator, comprehension was 76.48 with 23 students or 65.71% of students could pass the minimum score.

From cycle 1 to cycle 2, there was more improvement on students' speaking skills gained by the students by using mind mapping in retelling their past experiences with certain topics in Recount text. Clearly, the researcher found that the students' speaking skills was better improved. The achievement of students' speaking skills referring to the indicators is illustrated in the following figure. Figure 2 above certainly depicted that the students' ability in passing the test based on several indicators was surprisingly satisfying starting from the speaking midterm test to cycle 1. Meanwhile, the data gained in cycle 2 proved that there was much improvement on students' speaking skills through retelling the past experience stories of Recount text compared to the test result in cycle 1.

Mind mapping is used by teachers as a benchmark for assessment in the learning process in line with some researchers conducted. First, (Nurrisal, M., Rimayani, 2016). Based on the result, it showed that the use of mind mapping strategy is effective to improve students' speaking ability. According to the questionnaire result, the writer concluded that almost all of the students showed positive response toward the use of mind mapping. They like studying English speaking by using mind mapping strategy. So, they got a lot of benefit and experience, it could increase their creativity, imagination, make them more focus in speaking, remember the vocabularies better and learn English more fun. In other words, the students responded positively in learning English speaking by using mind mapping strategy. Next, (Nasution, 2020) The result shows that mind mapping improves students' speaking skills better, it can be seen from the students' means score which gradually improved from first cycle to second cycle. The researcher also found that the changes of students' speaking skills are influenced by six factors namely interesting teaching media, interesting material, attractive classroom activities, enjoyable classroom management, attractive teacher's approach, and teacher strategy.

Furthermore, (Bsharat, TRK., Dweikat, 2023) s' research indicated that the mapping concept positively and significantly influences EFL learners' English speaking performance. In addition to enhancing speaking skills, mapping contributed to the building of self-esteem in speaking English, strengthening cooperation among students, increasing speaking skills, gaining a deeper understanding of speaking skills, increasing engagement, and developing creativity. Additionally, mapping strategy enriches brainstorming of situations to practice English speaking, as well as organizing these situations thematically. Based on the researches conducted by the researchers above who have the similarity as this research assert that mind mapping can improve learning outcomes including speaking skills. It is in line with what stated by Tony Buzan, that mind mapping is an extremely effective technique (Mirza, 2021).

4. CONCLUSION

The result of this action research shows the improvement of students' speaking skills through Recount text past experience storytelling by using the mind mapping technique. The improvement of students' speaking skills through mind mapping can be seen from the number of students who passed the minimum passing score in the midterm test, which increased from 22.87% to 37.14% in the first cycle and to 77.14% in the second cycle. In the meantime, there was also much improvement on each indicator of the second cycle which was 76.74 for vocabulary, 76.8 for grammar, 79.85 for pronunciation, 77.54 for fluency, and 76.48 for comprehension. So, the student's speaking skill through Recount text past experience story telling by using mind mapping could be better improved. The effects of the teaching and learning process could be indicated by; the activeness of students in following the lesson, students' confidence feelings in giving the opinions that they used to feel ashamed to do it before, the class conduciveness by being less noisy, so they could focus more on the lesson and actively engaged in the teaching and learning process.

From the statement above, it can be concluded that teaching speaking skill with genre-based approach namely through recount text past experience story telling by using mind mapping technique proven to give more improvement on students' speaking skills as well as give good effect in the teaching-learning process.

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