

**ENGLISH STUDENTS' PERCEPTIONS OF THE USE OF MIND
MAPPING TECHNIQUE TO IMPROVE THEIR SPEAKING ABILITY**

THESIS

Submitted by

Hidayati Rahmah

NIM. 180203156

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY**

BANDA ACEH

2022 M/1444 H

THESIS

Submitted to Prodi Pendidikan Bahasa Inggris
Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-raniry Banda Aceh
In Partial Fulfilment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

By:

Hidayati Rahmah

NIM. 180203156

Student of Fakultas Tarbiyah dan Keguruan
Department of English Language Education

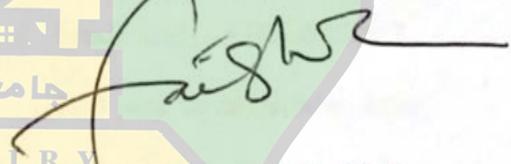
Approved by:

Main Supervisor,



Dr. Luthfi Aunie, M.A.

Co-Supervisor,



Faishal Zakaria, MA, Ph.D.

Date: 26 Oktober 2022

Date: October 27, 2022

It has been defended in *Sidang Munaqasyah*
In front of the board of the Examination for the working paper
And has been accepted in partial fulfillment of the requirements
For the Bachelor Degree of Education on English Language Teaching

On:

Wednesday, 16 November 2022
21 Rabiul Akhir 2044 H

In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,

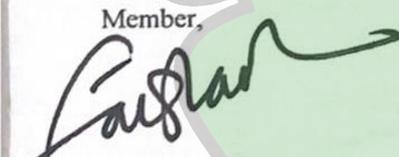
Secretary,

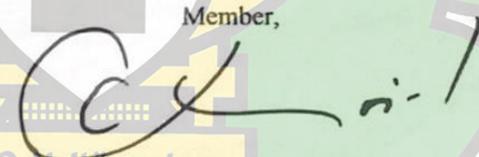

Dr. Luthfi Aunie, M.A


Asma, S.Pd.I., M.Ed.

Member,

Member,


Faishal Zakaria, MA, Ph.D.


Khairiyah Syahabuddin, MHSc.ESL., M.TESOL, Ph.D.

AR-RANIRY

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*

Universitas Islam Negeri Ar-Raniry Banda Aceh




Dr. Safrul Mulik, S.Ag., MA., M.Ed., Ph.D.

NIP.19730102997031003

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan di bawah ini:

Nama : Hidayati Rahmah
NIM : 180203156
Tempat/tanggal lahir : Gle Siblah, 26 Maret 2000
Alamat : Cot Darat, Samatiga, Aceh Barat

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

English Students' Perceptions of the Use of Mind Mapping Technique to Improve Their Speaking Ability adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 18 Oktober 2022

Saya yang membuat pernyataan,

AR-RAN

REPUBLIK INDONESIA

10000



METERAI
TEMPEL

7778FAJX243883876

Hidayati Rahmah

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the name of Allah the most Gracious the most Merciful)

Alhamdulillah, praise be to Allah SWT, God the almighty, the most exalted, the merciful, and the king who created the world for all creatures and who always blesses and gives me health, strength, and passion to finish this thesis. Peace and blessings be upon our beloved prophet Muhammad (peace be upon him) and his companions, who have guided us to the right path and taught us the most beneficial knowledge as we continue struggling to spread Islam throughout the world.

First of all, I would like to express my heartfelt gratitude to my late parents, H. Mukhtaruddin, S.H. and Hj. Nurhabibah, S. Pd. for the unending prayers, sacrifices, guidance, support, and love that has led me to this achievement. Also, I would like to express my gratitude to my only one brother, Ridha Hidayat, S.H., M.H., who has always supported me in every struggle in my life. This journey would not have been possible without the prayers, support, and love of my cherished family.

Then, this accomplishment would not have been possible without the assistance of individuals and groups of people who provided guidance and encouragement. I would like to dedicate my sincere respect and gratitude to my supervisors, Dr. Luthfi Aunie, M.A., and Faishal Zakaria, MA, Ph.D., for their

invaluable advice, direction, support, feedback, and various skills that have helped me complete this thesis. I also express my sincere gratitude to my academic advisor, Fera Busfina Zalha, M.A., for her guidance and motivation while I become an English student. In addition, I would like to thank all of the English Education Department lecturers and staff who have inspired and provided me with useful knowledge when I was a student in English Education Department at UIN Ar-Raniry Banda Aceh.

Last but not least, special thanks go to my human diaries: Dilla Paradilla, Khalida Akmalia Nurhen, Azzura Zaifa Salsabila, Maqfirah, Wirda Vareza, Maulidia, Rania Anantasia, Suci Shara, and all of my best friends who have given me support, motivation, and willingness to accompany me in various situations. May Allah preserve this friendship until the end of my life.

Finally, I recognize that this thesis is far from perfect. As a result, I greatly appreciate constructive criticisms and suggestions from readers for improving this thesis. I also hope that, the readers will get insights into the use of mind mapping techniques in the process of teaching and learning English speaking.

ABSTRACT

Name : Hidayati Rahmah
NIM : 180203156
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis Working Title : English Students' Perceptions of the Use of Mind Mapping Technique to Improve Their Speaking Ability
Main Supervisor : Dr. Luthfi Aunie, M.A
Co-Supervisor : Faishal Zakaria, MA, Ph.D.
Keyword : English Student Perception, Speaking Ability, Mind Mapping Technique

This study aims to determine the perception of English students regarding the use of mind-mapping techniques to improve English speaking ability. The study employs qualitative methods and semi-structured interview techniques to collect data from six students majoring in English education, Ar-raniry State Islamic University. The study's findings indicate that English students have two perceptions toward using mind mapping techniques to improve their English speaking ability. Almost all English students agree that the mind mapping technique provides many benefits for them when used in the process of practicing speaking and is a very effective technique because it makes it easier for them to speak English. Furthermore, English students face several challenges when using mind mapping techniques to improve their English speaking ability because they require good preparation, plan material preparation based on the topic of conversation, and incorporate other steps in practicing speaking as a solution to these challenges.

TABLE OF CONTENT

SIGNED APPROVAL LETTER

DECLARATION OF ORIGINALITY

ACKNOWLEDGEMENT	i
-----------------------	---

ABSTRACT	iii
----------------	-----

TABLE OF CONTENT	iv
------------------------	----

CHAPTER I INTRODUCTION

A. Background of Study.....	1
B. Research Question.....	4
C. The Aims of Study	5
D. Significance of Study	5
E. Terminology.....	6

CHAPTER II LITERATURE REVIEW

A. English Students' Perceptions.....	8
B. The Concept of Mind Mapping Technique	11
C. The Influence of Mind Mapping on Speaking Ability.....	14
D. Previous studies on the use of mind mapping to improve speaking ability.....	18

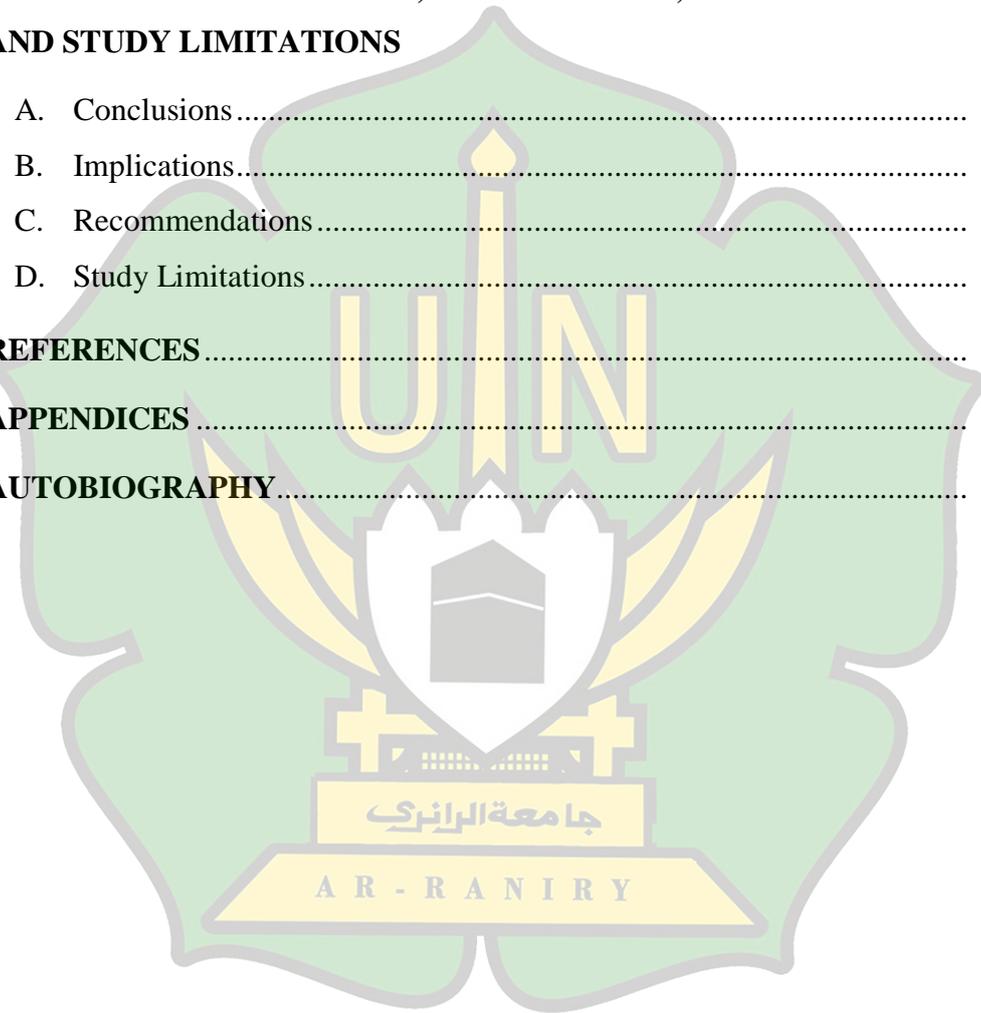
CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	20
1. Population.....	21
2. Sample.....	21
B. Data Collection Method	22
C. Data Analysis Method.....	23

CHAPTER IV FINDING AND DISCUSSION

A. Finding	25
------------------	----

1. English students' perceptions of using mind mapping techniques to improve their English speaking ability.....	26
2. The kinds of challenges students face when using the mind-mapping techniques to improve their speaking ability.....	30
B. Discussion	32
CHAPTER V CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS, AND STUDY LIMITATIONS	
A. Conclusions.....	38
B. Implications.....	39
C. Recommendations.....	40
D. Study Limitations.....	40
REFERENCES	41
APPENDICES	47
AUTOBIOGRAPHY	49



CHAPTER I

INTRODUCTION

This part of the chapter describes the rationale for conducting the research. It presents the background of the study, research questions, the study aims and significance, and research terminologies.

A. Background of Study

Speaking has long been studied worldwide because it is thought to be important in delivering information so that a person can communicate effectively. Speaking is required to convey ideas, express feelings, exchange information, and interact with others ([Hedge, 2008](#)). Our speaking ability has a role that will determine thoughts, ideas, and opinions. Many researchers state that speaking is critical in everyday life, especially for English students who use their English speaking ability as a communication tool during the learning process. According to Richard ([2008](#)), English students' learning achievements are generally associated with developing their speaking ability. In this regard, Brown ([2001](#)) claims that speaking is the originator of acquiring language learning skills through interaction and communication. As a result, speaking ability is indispensable when learning English.

However, some English students claim that speaking is one of the most challenging skills to master. The difficulty in mastering speaking skills, in general, is centered on "ideas," where they are unsure of what to say, how to say it, and what type of grammar is used ([Pollard, 2008](#)). Therefore, Habiburrahim et

al. (2020) state that English students struggled with speaking because they were anxious due to low self-confidence and lack of time to think about ideas and construct sentences.

Similarly, Harmer (2015) investigated the two most significant obstacles for English foreign language learners in Turkey: reluctance and anxiety, caused by students' fear of making mistakes (Hosni, 2014). This can occur due to several factors in the English learning process, such as a lack of vocabulary, motivation, and techniques employed (Hosni, 2014). Another factor that causes English students to find it challenging to master speaking skills is that no applied techniques that can help them learn efficiently and pleasantly (Bashir, 2011). Therefore, students lack motivation and are not interested in improving their speaking skills.

Therefore, solutions should be found. One of the solutions that could solve this problem is to help students improve their English speaking ability through the use of simple and effective techniques. Previous research found numerous techniques for enticing students to engage in speaking practice. One of the easy and practical techniques to improve English speaking ability is the mind mapping technique which Tony Buzan popularized in 1960 (Murley, 2007). Buzan (2009) states that "mind mapping is a simple way to put information into the brain and extract information from the brain." Akhmad and Harbanis's (2020) research reveals that mind mapping is a technique for processing thoughts in a structured and systematic manner, making it an effective technique for channeling ideas when speaking. Additionally, this technique can be used as an active learning

strategy to encourage students to take an active role in discovering and developing ideas that are extremely effective in preparing conversation concepts. In another study, Setiyawan ([2020](#)) discovered that mind mapping is an effective, simple, and practical technique for improving students' speaking skills by assisting them in remembering important points or vocabulary. The use of the mind mapping technique is also a very interesting technique that can motivate students to practice speaking. This mind-mapping technique makes it easier for students to organize their ideas, find new ideas, and facilitate the thinking process ([Murley, 2007](#)). By using mind mapping, students can develop their creativity and strengthen their memory of the vocabulary used, preventing boredom when practicing speaking ([Krasnic, 2012](#)).

Some previous research had already focused on the use of the mind mapping technique. Buran and Filyukov ([2015](#)) discovered that the mind mapping technique is very suitable for English learning because it allows students to be creative, visualize, and sort information using interesting ideas. Furthermore, Sholeh's ([2016](#)) research revealed that this technique effectively improves students' abilities, making it easier to remember, process, and systematically communicate. Mind mapping can also help students improve their speaking skills by making it easier to generate ideas, think more clearly, and have more fluent and systematic conversations ([Mirza, 2016](#)).

Several other studies have also been conducted on mind mapping for overall English learning involving all skills. However, only a portion of the existing research looked into the use of mind mapping to improve speaking

ability, and students' perceived benefits of the mind mapping technique are rarely addressed. As a result, we know little about the specifics of mind mapping techniques when employed to be used to improve speaking ability. This study attempts to fill this gap by focusing on the students' perceptions of the use of mind mapping techniques to improve the speaking ability of English as foreign language students from Banda Aceh, Indonesia. English students use mind mapping techniques as a technique or strategy to help them practice speaking and become more engaged in the process of learning English. The proposed study is centered on their perceptions. This study's results are expected to attract and increase the interest of English students in improving their speaking ability. Therefore, it is critical to investigate English students' perceptions of the use of mind mapping techniques and the challenges they face when using this technique.

B. Research Question

This proposed study seeks to answer the following research questions:

1. What are the English students' perceptions of using the mind mapping technique to improve their English speaking ability?
2. What are the challenges students face when applying the mind mapping technique?

C. The Aims of Study

In line with the research questions, the purposes of this study are as follows:

1. To investigate English students' perceptions of using mind mapping techniques to improve their English speaking ability.
2. To investigate students' challenges when using mind mapping techniques to improve their English speaking ability.

D. Significance of Study

I expect the mind mapping technique can be one of the techniques used to improve speaking ability and solve the problem of difficulty remembering ideas when speaking, resulting in increased confidence.

This research is expected to provide new insights into improving their speaking ability by using the mind mapping technique, an exciting and interesting technique for English students. Hopefully, the English students can get benefits that will help them improve their speaking ability easily and effectively.

Furthermore, I expect the findings will be used as a reference for future researchers conducting similar research. Finally, I hope this research will be useful to researchers and readers as a source of additional data or information that can increase knowledge related to mind mapping, an interesting technique in improving speaking ability.

E. Terminology

I briefly define each term throughout this study to avoid ambiguity. The terms are:

1. English Students' Perceptions

Perception or beliefs are defined as essential factors in obtaining improvement from a learning process. Perception is a process that involves receiving a message or information through the five senses, namely sight, hearing, smell, taste, and touch sense ([Slameto, 2013](#)). Meanwhile, Demuth ([2013](#)) says that, perception is a process of thinking and understanding an object based on someone's observations and experiences. Furthermore, I define "perception" as an evaluation of an object or information based on facts that someone has experienced. So, English students' perceptions are based on why they use a specific technique to improve a skill, what they know about the technique and its benefits. English students' perception is characterized as a concept-generation process that can result in a positive objective as well as a special treatment procedure for information collected from an item ([Danim, 2010](#)). The perceptions of English students in this research refer to the students' opinions on the use of mind mapping to increase speaking skills.

2. Mind Mapping Technique

Mind mapping is a technique for recording simple and enjoyable knowledge using colors, symbols, words, curving lines, and pictures that correspond to how the brain functions, allowing information and ideas to be easily assimilated by the brain ([Buzan, 2009](#)). Mind mapping is helping someone

prepare ideas or information so that the information used logically can be remembered in the brain's memory. Mind mapping techniques also have several advantages, including the ability to help the brain concentrate on interesting and clear information and improve brain memory skills ([Shahab, 2019](#)). I see the mind mapping technique as suitable for remembering challenging ideas. In addition, this technique can improve students' creativity by creating an information concept and motivating them.

3. Speaking Ability

According to Nunan ([2005](#)), speaking is a process in which a person communicates orally by giving ideas and opinions and expressing feelings. Speaking ability is thus inseparable from human life. According to Richard ([2009](#)), someone learns how to speak from birth, which allows them to communicate. In contrast, I define "ability" as someone's potential or skill to do something. In this research, speaking ability is defined as the speaker's ability or potential to provide ideas and information as well as express feelings to the listeners through spoken words during a communication process.

CHAPTER II

LITERATURE REVIEW

This chapter discussed a review of critical literature based on the need for research covering four aspects: English students' perception, the concept of mind mapping, the influence of mind mapping on speaking ability, and previous studies on the use of mind mapping to improve speaking ability. Each aspect will be elaborated on and discussed in detail in the following section.

A. English Students' Perceptions

The term "Perception" is derived from the Latin words "*perception*" and "*percipio*," and it means "receiving, collecting, the action of taking possession, and apprehension with the mind or senses" ([Oxford Advanced Learners Dictionary, 2005](#)). Perception is interpreted differently by different experts. For example, Qiong ([2017](#)) writes perception as the process of perceiving an event by a person to understand it. Meanwhile, perception is also a process of assigning meaning to a stimulus obtained from the sensing process of the occurrence of an object or relationship through an activity that is processed by the brain and produces an idea or opinion known as perception ([Anggraeini, 2014](#)).

This perception does not appear by itself but is influenced by a number of factors. These factors contribute to the fact that every English student who sees and feels the same thing may interpret it differently. Several factors influence the choice of stimuli and can be used to express a perception. These factors are

intensity, size, contrast, movement, repetition, familiarity, and something new ([Baihaqi, 2008](#)).

The initial stage of the perception process is sensation, which is awareness of the existence of a stimulus ([Baihaqi, 2008](#)). While perception is the final stage of observation ([Iska, 2006](#)). Perception is formed due to a person's interaction with their surroundings ([Astra and Sumiati, 2008](#)). When associated with the learning process, it will emerge when the interaction occurs ([Hendra, 2017](#)). In other words, during learning a foreign language, there will be responses from English students that will impact the learning process and their subsequent behavior. According to Rofiq ([2009, as cited in Arifin, 2014](#)), students should understand that the more precise their perceptions of something are, the easier it is to remember it. However, he also stated that students must avoid wrong perceptions during the learning process because they will hurt what they learn.

English students' perception is frequently interpreted as the entry of messages or information into the brain through the senses and then reacting to a learning process. English student perception allows giving a positive or negative evaluation as a perception of the learning process. This follows the opinion of Winkel ([1996, as cited in Arifin, 2014](#)), belief that a person's behavior or reaction tends to accept or reject an object based on his evaluation of the object. If the object is thought to be good for him, it will produce a positive perception. Likewise, it will produce a negative perception if it is regarded negatively. A person with a positive perception will undoubtedly feel more capable than someone with a negative perception ([Arifin, 2014](#)). According to Soeleman

(2008), perception is critical in decision-making and problem-solving processes. As a result, English students' perceptions are significant and capable of achieving English learning goals.

English students' perception is the most important aspect of improving and achieving the goals of learning foreign languages, particularly English. Norman (2002) states that perception refers to how a person perceives his thoughts and feelings and responses to objects and everything that is received. Furthermore, Bernstein and Nash (2008) state that "perception" refers to a person's activity when taking impressions from the environment and giving meaning using experiential knowledge and understanding that involves sensors that significantly impact the environment. As a result, in learning English, this perception is critical to promoting sound learning. English students' perceptions are used to see a topic's point of view to understand how a learning process works.

Researchers such as Megawati (2016, as cited in Emiliasari and Kosmajadi, 2019) found that students had difficulties achieving English learning objectives due to a variety of factors such as a lack of understanding of pronunciation, adequate vocabulary, and limited understanding of the text. Such conditions are certainly uncomfortable and even a challenge that must be met as soon as possible. Based on previous research, it was discovered that specific methods or techniques could be used to achieve the goals of learning English and minimize the difficulties experienced by students in the process of learning English (Hendra, 2017). Mind mapping is one of the techniques used.

According to Adeneye's ([2011](#)) research, students have positive perceptions of mind mapping techniques because they can use logical thinking lines and mastery of concepts when speaking. This is supported by the research results conducted by Hidayati ([2020](#)), which show that learning English using mind mapping techniques can increase learning effectiveness, resulting in students who are more interested and enthusiastic about improving learning outcomes. Thus, in learning English, English students require the use of mind mapping techniques, which are thought to generate positive perceptions that affect the learning process.

B. The Concept of Mind Mapping Technique

The term "mind" refers to a person's ability to think and reason ([Oxford Advanced Learners' Dictionary, 2005](#)). The mind is a conscious and intellectual aspect of a person experienced as a combination of perception, thought, emotion, memory, volition, and imagination linked in all subconscious cognitive processes. Mind mapping is a technique introduced by Tony Buzan in 1960, an expert promoter of mind mapping who coined the term mental literacy. According to him, mind mapping is a powerful graphic technique that provides a universal key to unlocking one's brain's potential through ideas that can further develop and encourage creativity and imagination ([Buzan, 2009](#)). The more frequently someone uses mind mapping, the easier it is to engage both sides of the brain to remember things.

Mind mapping allows further ideas to be developed, encouraging creativity and imagination. The more frequently someone uses mind mapping in their daily life, the easier it is for them to engage both their right and left brains to remember things. Using the mind mapping technique is to assist someone with proper communication. This communication technique is based on basic words, namely thoughts, that form the necessary relationships. Thus, mind mapping allows people to write down their ideas more quickly using keywords ([Buzan, 2009](#)).

Based on previous research on mind mapping, both educational and brain research has discovered specific mind mapping characteristics. These characteristics are based on research that supports the benefits of using associations and the effectiveness of associating images with words and using color to stimulate creativity rather than the brain working manually ([Budd, 2014 & Milchalko, 2003, as cited in Paharuddin, 2020](#)). Besides, mind mapping incorporates the principle of a visual approach that uses color and shape to quickly and permanently identify, process, and store information ([O'Donnell, Dansereau, & Hall, 2002](#)). Furthermore, Buzan ([2009](#)) rewrote all previous findings into a set of mind mapping rules, such as promoting associations with curved lines, thicker and thinner branches, upper and lower case letters, combining colors, shapes, images, and grouping keywords.

There are several parts of mind mapping, namely central image, keyword, basic ordering ideas, branches, color, and picture ([Windura, 2016](#)). Each mind mapping begins with a central image that contains the main theme or idea. A central point typically employs images to assist the human brain in quickly

generating ideas or information. Mind mapping ideas are separated from the central topic or image by branches containing frequently related topics; various branches and conjunctions are typically used to support the relationship with the main topic. Then, mind mapping's final structure is a hierarchy of related ideas that contains a keyword or color image ([Budd, 2003 as cited in Mirza, A, 2016](#)).

With the mind mapping technique, all ideas can be presented with a picture or a single keyword so that someone does not need a long time to design these ideas. Lewis ([2005, as cited in Sholeh, A, 2016](#)) stated that mind mapping is one technique for organizing information linked to how someone is thinking. Mind mapping has several advantages, including providing a comprehensive view of a subject or broad area; making it easier to plan the direction of thought; uniting several ideas into specific positions; encouraging problem-solving by generating creative ideas; and being enjoyable to observe, read, digest, and remember ([Sholeh, 2016](#)). Deporter and Hernacki ([2013](#)) also describe several advantages of using the mind mapping technique: flexibility, enjoyment, concentration on the topic, and increasing comprehension.

Mind mapping can assist a person in a variety of ways, including planning, communicating, increasing creativity, saving time, solving problems, and making things easier to explain ([Legowo, 2009 as cited in Davis, 2010](#)). While, these activities play all of the brain's roles and assist a person in writing separate information and providing detailed explanations, it can also help transfer information from short memory to long memory ([Milchalko, 2009, as cited in Davis, 2010](#)).

C. The Influence of Mind Mapping on Speaking Ability

According to Oxford Advanced Learner's Dictionary (2005), the word "speak" means "has a conversation." The term speaking is often interpreted as an activity to say something to someone or an activity to have a conversation with someone. Speaking is one of the most important abilities to master when learning a foreign language because it involves developing and sharing ideas and expressing feelings orally to others. Speaking is the ability to build and share meaning through the use of verbal or nonverbal symbols, which is a productive skill that is processed in real life by directly conveying information to listeners (Lesakova, 2008). However, speaking is one of the most difficult skills for most English students to master because they are still incompetent in communicating using English (Zhang, 2009).

Several factors were discovered in previous research that caused students to have difficulty in speaking English. Some of these factors are related to the students themselves, while others are related to teaching strategies, the curriculum, and the environment. Some students lack the necessary vocabulary to convey meaning, which leads to interaction during the speaking process. Inadequate communication and strategic competence also contribute to the difficulty of speaking English. Some students are also reluctant to improve their speaking skills because they lack the motivation to speak English. Then, the teaching strategy or technique used to practice speaking significantly impacts the development of speaking ability. The strategy or technique used determines the success rate of a speaking ability improvement process (Rababa'ah, 2005 as cited

[in Al-Hosni, 2014](#)). The most common cause of the aforementioned speaking difficulties encountered in everyday life is the use of inappropriate speaking techniques when practicing, whereas the use of ineffective techniques will lengthen the process of improvement. Furthermore, speaking is not something that can be mastered quickly. As a result, an effective technique for improving speaking ability is required. The mind mapping technique could be an effective way to help students remember the conversation that will be held. It can help focus concentration when shifting the mind back to what is being discussed, making it easier to interact and communicate ([Deporter, 2013](#)).

Mind mapping techniques are an innovative way for students to practice speaking because they can generate interesting ideas, record what they learn, and discover new ideas ([Melvin, 2009](#)). Using the mind mapping technique to improve speaking ability is to generate a suitable concept. Ideas are one of the aspects that must be prepared before speaking. Thus, the use of mind mapping when practicing speaking will help prepare ideas that can be used quickly and efficiently, preventing someone from getting stuck because of losing ideas while speaking ([Kurniawan, 2017](#)). Furthermore, before speaking students must prepare concepts. Using the mind mapping technique, students can easily create concepts and apply them when they have to speak ([Sulastri, 2020](#)).

The mind mapping technique is extremely beneficial for students when practicing speaking because it is a structured technique that shows the relationships between ideas so that students are not confused when remembering keywords when speaking ([Steele, 2005](#)). Furthermore, the mind mapping

technique is one of the techniques that can be refined to provide significant benefits to students when practicing speaking. Mind mapping can assist and enable students to collect as much information as possible based on the main topic and to respond to complex information ([Murley, 2007](#)).

Mind mapping can be used in practicing speaking because it follows how the brain works and synergizes the left brain and right brain. This mind mapping technique will provide benefits that will significantly assist students in improving their speaking abilities while practicing speaking. As described by Buzan ([2009](#)) below:

1. Planning

In mind mapping, words are second after pictures and describe creative thoughts and discoveries. This proves that by designing a real plan into a mind mapping, students can see the plan more clearly and thoroughly so that it is more likely to be spoken when speaking.

2. Communicating

Through the use of mind mapping, students can process ideas into simple images that speakers easily understand so that they can easily choose which ideas should be prioritized and communicate systematically and objectively when speaking.

3. Focusing

By categorizing all the main ideas and supporting ideas, students can focus on the topic being presented or being discussed when communicating.

4. Remembering

The mind mapping technique uses images or keywords so that a person's brain can remember information quickly, open minds, and capture information easily.

5. Quick and efficient training

When the mind mapping technique is applied in the process of practicing speaking, the process will be faster and more efficient because students will absorb information more quickly and pronounce it more easily.

Practicing speaking using mind mapping techniques is exceptionally beneficial for expressing ideas. When using the mind mapping technique, the speaker will organize information and be able to launch the flow of concepts with the help of exciting and varied colors that will help a person's memory in expressing these ideas ([Hermacki, 2009 as cited in Adawiyah, 2016](#)).

Based on these previous studies, it can be concluded that the use of mind mapping techniques in the process of practicing speaking can improve students' abilities in the process of developing key points into ideas and can guide students in compiling sentences that will be used when speaking and help them build fluency, pronunciation, grammar, and vocabulary. Furthermore, mind mapping techniques increase students' motivation, making them more active and enthusiastic ([Suparno, 2016](#)). Another study, conducted by Adawiyah ([2016](#)), discovered that using mind mapping techniques in learning speaking increased students' interest and activity and made them learn more easily to improve their

speaking ability. As a result, the mind mapping technique is regarded as one of the most effective techniques for improving speaking ability.

D. Previous Studies on the Use of Mind Mapping to Improve Speaking Ability

As previously stated, there is some literature on mind mapping for general English learning. However, only some of the findings related to the use of mind mapping to improve speaking ability within the context of Indonesia. Adawiyah's (2016) study discovered that using mind mapping strategies in learning speaking increased students' interest in learning and increased activity due to the combination of strategies with auditory media stimulation. Furthermore, this study demonstrates that using mind mapping significantly affects students' speaking ability and learning outcomes. Nasution (2020) investigated the use of mind mapping to improve speaking skills and discovered that it was effective in improving students' speaking skills, particularly in pronunciation, vocabulary, and fluency, as well as changes in students' abilities.

Besides, using mind mapping as a strategy or technique to improve speaking ability can help and motivate students to speak, mainly when speaking descriptively. On an important note, one of the keys to successful learning is the students' desire to have fun while learning. Students can learn in a fun, easy-to-understand manner and express their ideas while speaking using mind mapping techniques. In other words, they can easily practice (Murni, 2017). However, these studies were generally conducted only with junior and senior high school

students. And these studies were experimental and did not investigate students' perceptions of using the mind-mapping technique. As a result, by focusing on students' perceptions, this proposed study is essential for expanding insights on the use of mind-mapping techniques in teaching English speaking skills.



CHAPTER III

RESEARCH METHODOLOGY

This chapter is designed to present the methodology that consists of research design, research participants, data collection method, and data analysis method.

A. Research Design

Based on the research question, the approach used in this research is qualitative research with a case study approach. Qualitative research is a method for exploring and understanding the meaning of an individual or group that is ascribed to a problem or social phenomenon, where the research process involved questions and procedures that arise from the participant's setting, data analysis inductively building from a particular to a general theme, and the meaning of the data is interpreted ([Creswell, 2012](#)). Qualitative methods aim to improve understanding of the research problem. In a nutshell, qualitative research is a type of research that emphasizes someone's interpretation and understanding of their experience in order to understand social reality and solve a problem ([Mohajan, 2018](#)). While, a case study is qualitative strategy that focuses on investigating phenomena in real-life contexts in detail regarding individuals' background, nature, character, experiences, beliefs, and perceptions ([Yin, 2003](#)).

I used a descriptive category of qualitative research with a case study approach in this study. The data is described as a whole based on the symptoms and phenomena that existed at the time of the study. This study was carried out to

delve deeply into the perceptions of English students regarding the use of mind mapping techniques to improve English speaking ability. As a result, the case study approach is considered appropriate for this research because it can investigate contemporary phenomena in real-life contexts related to perceptions, which can provide a broad overview of information to analyze research questions in order to gain a good understanding of the research problem. The research participants in this research are:

1. Population

The population of this research is the entire students majoring in English Education at the Ar-Raniry State Islamic University, Banda Aceh. They are students in the final year of study from batch 2018. These students have already experienced mind mapping to improve their speaking ability. The students were chosen because of several reasons:

- a. The students have experienced using mind mapping to improve their speaking ability.
- b. The students have taken public speaking courses, received good scores, and actively participated in learning.
- c. The students are accessible because they are all students of the English department, which I also attend.

2. Sample

I used purposive sampling to determine the number of samples in this research. Bernard (2018) states that purposive sampling is a deliberate sampling technique that does not necessitate a fixed number of participants. I decided to invite the participants with some underlying goals in mind. Thus, I invited six English department students to participate in this research because they met the following criteria: they have experienced learning with the mind mapping technique previously.

B. Data Collection Method

Regarding the data for this research, I used the interview method to obtain in-depth information. According to Creswell (2012), an interview is a data collection process that asks questions and records responses from research participants. I used a semi-structured interview to answer this study's research questions. I used a list of questions as a guide. However, I can still dig up additional information by asking additional questions (Mackey & Gass, 2005).

Before starting the interview, I provided brief information about the background of the study to the participants, the purpose of the study, and the protection of participant confidentiality. For instance, I ensured that data obtained would be stored on password-protected computers and pseudonyms would be used in the final research report. Then, I requested permission to record the interview process with a voice recorder.

The interview lasts approximately 20-30 minutes for each participant. I asked ten questions to gather information about English students' perceptions of using the mind mapping technique as a way to improve their speaking ability. In particular, I asked five questions to answer the first research question. The following five questions were continually asked to explore information related to the second research question.

In this research, the interviews were conducted individually to allow the interviewees to discuss and express their perceptions more easily and comfortably. I allowed participants to use either English or Indonesian during the interview process. Then, English translation was provided for Indonesian statements, and the quotes presented in this research report are based on such English translation.

C. Data Analysis Method

The data were analyzed using qualitative analysis. The data analysis included a detailed description of the English students' perceptions. According to Braun and Clarke (2006), thematic analysis analyzes data to identify patterns or themes in data collected by a researcher. Fereday and Cochrane (2006) stated "this is a very effective method that aims to examine qualitative data in-depth to find the linkage of patterns in a phenomenon and explain the extent to which the phenomenon occurs" (as cited in Heriyanto, 2018, p. 318). In this case, thematic analysis was used to interpret the data from the interview.

In this qualitative research, data collection was analyzed into several steps. According to Creswell (2012), the following steps are:

1. Organizing and preparing data

In the first step of the data analysis phase, interviewees' raw data was read, compiled, and transcribed into words. Field notes are then typed, sorted, and properly organized into various forms.

2. Reading through all data to obtain general information

In the second step of the data analysis phase, all data compiled and transcribed is read repeatedly to obtain general point information. Following that, comprehension is coded into various categories.

3. Coding the data into several categories

I used open coding to analyse the data in the third step of the data analysis phase. Creswell (2012) defines open coding as a procedure for developing comprehensive explanations and themes from data. In this case, the data was classified according to its intended use.

4. Looking for patterns and themes

The codes or themes are systematically interpreted and developed in the fourth step of data analysis by comparing the detailed information with the results.

5. Representing and reporting findings

In the fifth step of data analysis, themes or patterns including research results, background knowledge, and related theories were described descriptively.

6. Analyzing and drawing the result

In the last step of data analysis, the data was thoroughly analyzed in order to discuss the results and findings. Furthermore, the current literature was reviewed to obtain more detailed evidence of the findings.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the findings and discussion. This includes research findings as well as discussions about English students' perceptions of using mind mapping techniques and the challenges associated with using mind mapping techniques to improve their speaking abilities. The results are displayed based on data from interviews and organized based on the theme and significance of the research questions.

A. Finding

To analyze the data that has been collected from the interview process, I carried out several processes, including interview transcription; coding based on interview results to extract information from the participants' responses; and then grouping each answer into a theme. After carrying out the process, I obtained some preliminary themes that were eventually organized into two main themes based on research questions after I recursively analyzed the data. The first point is English students' perceptions of using mind mapping techniques to improve their speaking ability, which consist of the mind mapping technique's advantages, the benefits experienced by English students when using mind mapping techniques, and the effectiveness of using mind mapping techniques in speaking practice. The second point is the kind of challenges students face when using the mind mapping technique to improve their speaking ability, which consists of English students'

preparation in applying mind mapping techniques and creating a mind mapping takes a long time.

1. English students' perceptions of using mind mapping techniques to improve their English speaking ability

The findings indicate that almost all participants have the same perceptions of the use of mind mapping as a way to improve their English speaking ability, with only a few having different perceptions. As explained below, their perceptions include the mind mapping technique's advantages, the mind mapping technique's benefits and the effectiveness of using mind mapping techniques in speaking practice.

a. The mind mapping technique's advantages

The findings reveal all participants' beliefs on the advantages of the use of the mind mapping technique compared to other techniques for improving their English speaking ability. This is evidenced in the interview excerpt from student 2 below:

“Yes. I have used several techniques to improve my speaking ability. But, I prefer mind mapping over other techniques because I believe it is more structured and systematic in improving my speaking. Mind mapping give us direction. So, we know where our thinking framework is and our speech is more focused.”[Student 2, interview, June 26, 2022]

Student 3 also offered a similar view about the mind mapping technique. This can be seen in the following quote:

“In my opinion, mind mapping is a technique used by someone to explain something in more detail so that the information can be explained more systematically or more structured so that the audience will better understand the information we convey.” [Student 3, interview, June 27, 2022]

Similarly, student 4 argued, as documented below, that mind mapping allows her to take notes.

“I have ever used many techniques to improve my speaking ability. I prefer the term mind mapping for this type of technique to improve my speaking because I can take notes, develop them into mind mapping, and then I can do it better as an effective technique to improve my speaking.” [Student 4, interview, June 27, 2022]

Furthermore, student 5 believed that the mind mapping technique is beneficial as it helps her to stay on track when completing a speaking task. Below is her quote:

“I think I prefer mind mapping because that is the most important step that I have to do before I speak and it helps me to stay on track with my speech. So, I will say something outside the topic I need to deliver. So, I will keep track of the topic in the manner that I need to say it to the community.” [Student 5, interview, June 27, 2022]

The quotes above indicate that almost all of them have used various techniques to practice speaking. However, they prefer the mind mapping technique, which has many advantages over other techniques for improving their English speaking ability. They can take notes on the information to be conveyed, describe information in greater detail, be structured and systematic so that they know the framework of thinking, be more focused when speaking, and the information conveyed is more easily understood by the audience.

b. The mind mapping technique’s benefits

Concerning the use of mind mapping techniques in improving English speaking ability, all participants stated that they had used these techniques when

practicing speaking and that they had experienced a variety of benefits. This is consistent with the interview excerpt from student 1 below:

“The mind mapping technique is basically a technique used to make it easier to find some details about the topic. From mind mapping we can develop our minds. It is very easy to enhance our speaking ability because we have already given the idea, we just need to explain it using our own words. In addition to making it easier for us to determine the ideas, it can also give us creativity in speaking and developing ideas.”[Student 1, interview, June 26, 2022]

Furthermore, student 2 shared a similar perspective on the benefits of the mind mapping technique. This is stated in the following quote:

“It’s finally I can improve my speaking ability and it’s the easier one because of the many conveniences. The topics we discuss are more systematic, so there are not too many pausing sessions. Besides that, it can also increase creativity, so it’s not just improving speaking, creativity is also improved. It can also innovate and relax too.” [Student 2, interview, June 26, 2022]

Similarly, student 4 argued that mind mapping makes it easier for her to improve her speaking skills. Her statements are as follows “This technique makes it much easier for me to deliver a speech, improving my speaking ability. Then, it really helps my creativity and makes me more innovative, mind mapping can help us organize our public speaking.” [Student 4, interview, June 27, 2022]

Student 6 also expressed a similar opinion regarding the benefits of mind mapping. Her quote is as follows:

“It’s very simple and useful because we don’t write everything, at least not all for it. For example, it could be marked with the letter “A” first, then with a star or something. So, when discussing the main idea, which is the letter “A” arrangement of the starts must be remembered. As a result, the time spent developing ideas is more efficient. Furthermore, it may increase creativity such as the theme that we put in the middle, arrows, or other things we make to be more creatively colored, making it easier to

catch other things. So that the points we make are also clearly communicated.” [Student 6, interview, June 28, 2022]

In line with this, student 3 also agrees that mind mapping can improve critical thinking skills. Her explanations as follows “Using this technique will improve my ability to think critically. So, I can find information from which to delve deeply.” [Student 3, interview, June 27, 2022]

Students can easily present the detail information using their own words, according to their statements above. The information conveyed is also more interesting because it allows them to formulate creative and innovative ideas more easily. Mind mapping can help students improve their critical thinking as well as their ability to speak fluently. As a result, this technique is very useful for students who want to practice speaking.

c. The effectiveness of using mind mapping techniques in speaking practice

The findings indicate that all participants said the mind mapping technique is one of the effective techniques to be applied in practicing speaking, which is equipped with various supporting reasons, as evidenced by the statement of student 4 below:

“In my case, it was completely effective in improving my speaking ability. In my opinion, without mind mapping technique are unstructured and untidy. Then, the words that we will convey is already exists from the mind mapping of the outline itself, it’s just being creative to improve our memories so that what is played is structured. This mind mapping is conveyed well when speaking.” [Student 4, interview, June 27, 2022]

Student 5 argued that mind mapping is very effective in attracting the audience’s attention to the information being conveyed. Here’s what the statements are:

“As someone who always uses mind mapping before speaking, I can say it is very effective for us. We will be able to speak more systematically and the audience will remain focused on us. The message will be delivered successfully. I would say it is 80-90 percent effective because it helps me focus on the topic and it is very appropriate to use.” [Student 5, interview, June 27, 2022]

Furthermore, student 1 expressed a similar viewpoint, which explains why mind mapping techniques were effective. The following is her statement “I believe that using mind mapping techniques in improving English speaking ability is very effective. It’s very useful, which give us details about the topic so we can elaborate on it in our own words.” [Student 1, interview, June 26, 2022]

The mind mapping technique is a very effective technique for practicing speaking. Based on student perceptions, it was discovered that 80%-90% of this technique is very suitable with a variety of reasons. Mind mapping can help students increase their creativity in thinking, strengthen their memory, and attract the attention of the audience so that the purpose of speaking is realized and information is conveyed clearly and structured.

2. The kinds of challenges students face when using the mind-mapping techniques to improve their speaking ability

In this study, participants were asked about the difficulties they encountered and faced when using the mind mapping technique to improve their English speaking ability in order to analyze the challenges of using this technique. Based on what the participants said, students encountered a few difficulties when using mind mapping techniques, such as their preparation in applying mind mapping and overcoming problems when using this technique.

a. English students' preparation in applying mind mapping techniques

The finding revealed that one of the challenges participants encountered when using mind mapping techniques was when they prepared materials to be delivered, such as unfamiliar topics, a lack of ideas, takes a long time and tools for mind mapping. This is demonstrated by student 1 “Sometimes what challenges me to do mind mapping is the topic that may be unfamiliar to me. So, I need to make more effort to look for the topic in many sources.” [Student 1, interview, June 26, 2022]

In addition, student 6 expressed a similar viewpoint on the difficulties encountered when using the mind mapping technique. Here's how it works “Actually, there is no challenge in making it, but we may require tools such as paper, it may be difficult to continue developing the idea. Then, if the theme is unfamiliar, it's also said to be a challenge.” [Student 6, interview, June 28, 2022]

Student 3 stated that the process of creating mind mapping takes a long time. This can be seen in the following quote “The process of creating a mind mapping is quite lengthy because you must read it and determine the theme for the framework, which will take a long time.” [Student 3, interview, June 27, 2022]

From the preceding statement, it can be concluded that one of the challenges encountered by students when practicing speaking using mind mapping is the preparation to use mind mapping itself, in which students must prepare ideas or information to be conveyed, provide tools, and require relatively time. Making mind mapping and practicing speaking with this technique took a long time.

b. Overcome English students' problems when using mind mapping

As previously stated, by using this technique on a consistent basis, English students may face challenges that become issues when using the technique. In this case, the student must prepare steps or provide other solutions to the challenges they were experiencing. This is demonstrated by the following statement by student 2 “Perhaps more reading to keep up with the latest information. The topic of speaking is usually not far from the most recent information. Then, with more practice, time management is usually better.” [Student 2, interview, June 26, 2022]

Furthermore, student 5 also gives a similar view regarding how to overcome English students' problems when using mind mapping technique. Here's the explanation:

“The first one is about basic knowledge. I solve those by doing research, reading it from a book or the internet, and asking my friends about their experiences related to the topic. It will really help me in building the mind mapping itself. And the second is about the time. I think it's really important to have time management skills. [Student 5, interview, June 27, 2022]

The statements above indicate that the students may overcome the challenge by incorporating several other steps, such as deepening information by reading and asking people around them, and frequently practicing so that time management is also more familiar when creating mind mapping. Students can practice speaking easily and clearly.

B. Discussion

In this section, I present a discussion based on the research finding. Based on the interview results, I discovered that English students used mind mapping techniques to improve their English-speaking ability. For a discussion of the research question, it will be discussed below:

1. What are the English students' perceptions of using the mind mapping technique to improve their English speaking ability?

There are three perception components were discovered after being analyzed in relation to the use of mind mapping techniques in practicing speaking which consist of the mind mapping technique's advantages, the benefits experienced by English students when using mind mapping techniques, and the effectiveness of using mind mapping techniques in speaking practice.

Based on the study's findings, all English students thought this technique was excellent for improving their English speaking skills. When students use mind mapping techniques, they can describe information in a clear, detailed, structured, and systematic manner. Setiawan (2019) states that students should use techniques to help them improve their speaking skills, particularly in generating ideas clearly and in detail. This is consistent with Almutairi's (2015) study which reveals that the mind mapping technique has a higher strategy score than the brainstorming strategy, indicating that it has advantages and can be used to help students associate new information with their existing knowledge in order to convey detailed information. In similar view, Gerson (2000, as cited in

[Suparno, 2016](#)) believes that mind mapping is a technique that can develop the speaker's thinking from the rigid structure of the outline, allowing students to group ideas in a structured and systematic manner. Students will be very helpful in compiling information and launching the flow of concepts when talking using mind mapping. This can result in information being conveyed more specifically and easily understood by the audience ([Bobby & Hermacki, 2009](#)).

The second English students' perception of mind mapping techniques is the benefits English students feel when using mind mapping techniques. The findings revealed that English students experienced a variety of benefits when using mind mapping as a technique for practicing speaking. Mind mapping is a technique that has numerous advantages. According to Almutairi ([2015](#)), by using mind mapping, students can easily use their knowledge to generate ideas using pictures, increasing creativity. Students must first locate the keyword before speaking. As a result, by using mind mapping students can write down some difficult keywords and vocabulary, making it easier for them to formulate ideas before speaking, and increasing their confidence to express their thoughts. Furthermore, mind mapping can connect and organize one's thoughts because it uses images, colors, symbols, and associations ([Setiyawan, 2019](#)). Anggraeni ([2014](#)) adds that by using mind mapping, students can directly share their thoughts by remembering important things and producing information in a cohesive, clear, and organized manner.

Similarly, Steele ([2005](#)) also thinks that Mind mapping is one of the most structured techniques for connecting the relationships between ideas. This

technique can handle complex information by adding visual lines of complex information that can increase the creativity of students' thinking memories ([Murley, 2007](#)). The findings revealed that all students agreed that the mind mapping technique has many benefits when practicing speaking because it will help students remember the information that will be conveyed and make them more creative and innovative.

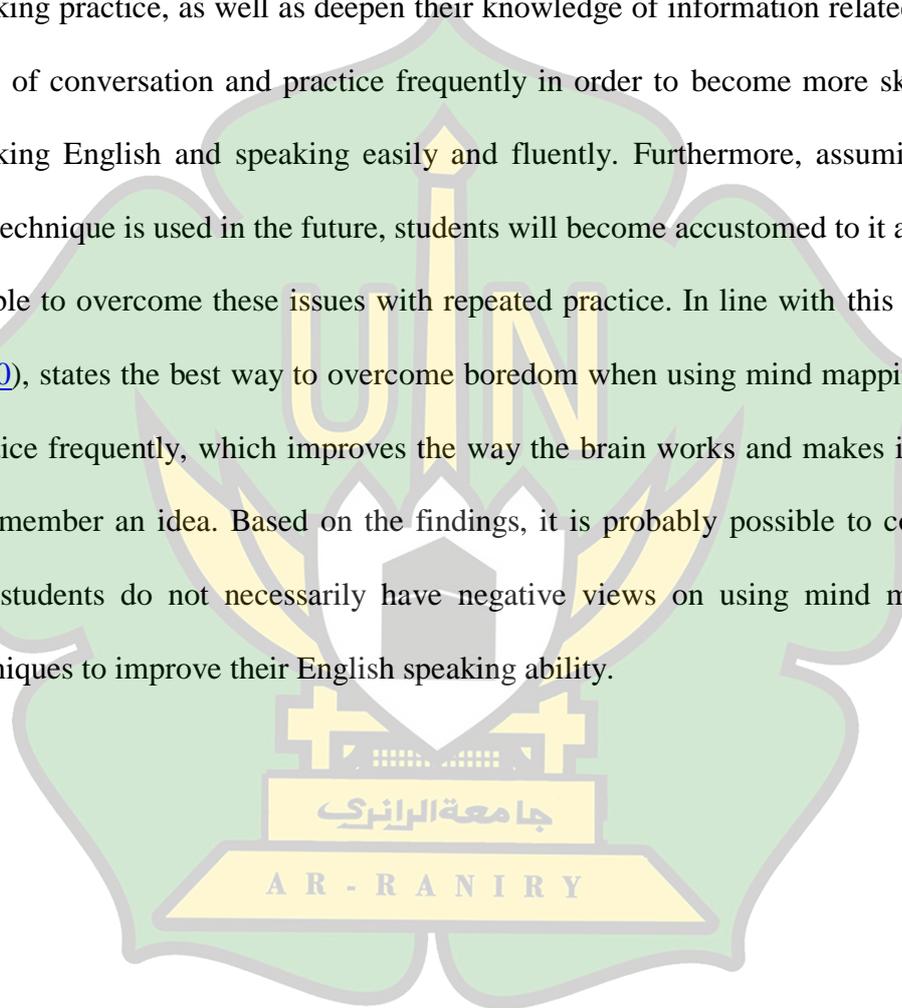
The third English student's perception of the use of mind mapping techniques is the effectiveness of using mind mapping techniques in speaking practice. This is based on the study's findings, which revealed that all students had positive perceptions of the effectiveness of using this technique to practice speaking. According to the participant statements, this technique is very effective because it can help students focus on the ideas they will convey when speaking. Suparno ([2016](#)), states that mind mapping helps students stay focused on the topic. Through connected lines or branches in mind mapping, this can develop ideas based on the main topic and sharpen students' memories with more interesting things. Furthermore, mind mapping can help students connect ideas with vocabulary selection and arrange the proper sentence structure ([Buzan, 2009](#)). To sum up, all students agreed that the mind mapping technique is very suitable to use in the process of practicing speaking because of the benefits they receive when using it.

2. What are the challenges students' face when applying the mind mapping technique?

To answer this question, I divided the topic into two issues: student preparation for using mind mapping techniques and overcoming English student problems when using mind mapping techniques. All participants agreed that using this technique poses challenges at times, challenges that prepare students to speak English. The interview results show that students should plan ahead of time to create material related to the topic of conversation before beginning to speak English. Anggreani (2014) argues that the most important aspect of speaking is the ideas and vocabulary used. Students must prepare material and vocabulary in order to generate ideas. Students must practice speaking after seeing some important vocabulary or sentences and writing them in mind mapping. Students who practice frequently can significantly improve their ideas in public speaking. Furthermore, before using mind mapping, students can try to remember their thoughts to help them generate ideas more easily. According to Setiyawan (2019), students can produce clear, organized, cohesive, and easy-to-remember conversations by using mind mapping because the benefits include describing, comparing, classifying, ordering, and making decisions. Based on the findings of the interviews, students must devise a strategy for preparing materials such as ideas and vocabulary that will be conveyed, as well as the tools used to create mind mapping, which will aid in the process of practicing speaking later.

According to Akhmad and Harbanis's (2020), this mind mapping technique has several flaws, including student skills in using mind mapping tools,

which require time to adjust. Students also have vocabulary limitations, so it is necessary to create a mind mapping guide with relevant vocabulary so that they can develop the use of mind mapping easily and purposefully. In addition, the interview results show that students must include several other steps in their speaking practice, as well as deepen their knowledge of information related to the topic of conversation and practice frequently in order to become more skilled at speaking English and speaking easily and fluently. Furthermore, assuming that this technique is used in the future, students will become accustomed to it and will be able to overcome these issues with repeated practice. In line with this Firdaus (2010), states the best way to overcome boredom when using mind mapping is to practice frequently, which improves the way the brain works and makes it easier to remember an idea. Based on the findings, it is probably possible to conclude that students do not necessarily have negative views on using mind mapping techniques to improve their English speaking ability.



CHAPTER V

CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS, AND

STUDY LIMITATIONS

This chapter presents the conclusions, implications, recommendations, and study limitations. The conclusions and implications are drawn based on data analysis from the previous chapter's research findings. Then, the recommendations and study limitations are written to improve future research in this field.

A. Conclusions

This study examined how English students perceived using mind mapping techniques to improve their speaking ability. Based on the research findings and discussion, I conclude several points of students' perceptions. The English students' perception of using mind mapping techniques to improve their English speaking abilities is related to the advantages of mind mapping techniques. Furthermore, the mind mapping technique offers many benefits that English students experience when using it, and mind mapping is an effective technique that can make it easier for students to practice speaking.

Furthermore, when using mind mapping techniques to improve their English speaking ability, English students face a number of challenges such as students require good preparation when using mind mapping techniques and when using this technique, students always need to plan material preparation based on the topic of conversation. Another challenge is that students must incorporate

several additional steps into their speaking practice in order to deepen their knowledge and speak skillfully. So that it can respond to their challenges or can be the solution when practicing speaking with this technique.

B. Implications

Concerning the result of this research, English students' perceptions toward the use of mind mapping in practicing speaking have improved. Mind mapping techniques can help students become more active, creative, and innovative when practicing speaking. This can assist students in speaking more fluently and in a more structure manner.

The use of mind mapping techniques when practicing speaking provides a number of advantages that can help students improve their speaking skills. This technique can assist students in easily presenting ideas or information, as well as attracting the audience's attention and keeping them focused on the information conveyed.

Therefore, the mind mapping technique has a positive impact and very useful to be used in the speaking practice process. If used consistently, it will greatly improve English speaking ability. Finally, it is strongly advised that English students use mind mapping techniques in improving their English speaking abilities.

C. Recommendations

Based on these findings, I offer some recommendations for English students. I hope that English students will use the mind mapping technique to practice speaking or improve their English speaking ability. This technique can also be used to solve problems and answer student challenges related to students' difficulties in generating and remembering ideas when speaking. So that, it will make the speaking practice process more exciting and active.

Furthermore, the mind mapping technique is effective and simple to use, so students can use it anywhere and anytime. Then, I hope this research will assist future researchers in researching the same case related to student perceptions of the use of mind mapping technique to improve speaking ability, or this research will serve as a reference for future research.

D. Study Limitations

This research was attempted and carried out in accordance with proper research procedures. However, it still has some limitations. This study was only conducted on English students who served as research subjects, so the results obtained may differ if applied to English lecturers.

As a result, I hope that other researchers can continue this research to delve deeper into the use of mind mapping techniques to improve speaking ability. Finally, I propose the next researcher look into the lecturer's perception of using mind mapping to help students improve their English speaking skills.

REFERENCES

- Adawiyah, R. (2016). Penerapan mind mapping dalam pembelajaran keterampilan berbicara pada siswa kelas X MAN 1 Mataram. *Jurnal Mabasan*, 10(1), 1–16. <https://doi.org/10.26499/mab.v10i1.79>
- Adeneye O. (2011). Effect of concept mapping strategy on students' achievement in junior secondary school Mathematics. *International Journal of Mathematics Trends and Technology*, 2(3), 11- 16.
- Anggraeni, F.M. (2014) The effect of mind mapping technique towards the students' speaking ability at 7th grade of SMPN 4 Bandar Lampung. *The Second International Conference on Education and Language (2nd ICEL)*, 320-327.
- Akhmad, Anas, I & Harbani. (2020) Mind mapping strategy: A practical guide to teaching speaking in vocational higher education context. *The Seminar Nasional Penelitian & Pengabdian Kepada Masyarakat*, 9(4), 72-77.
- Al-Hosni, S (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature (IJSELL)*, 2(6), 22-30.
- Al-Mutairi, A.N. (2015) The effect of using brainstorming strategy in developing creative problem-solving skills among male students in Kuwait: A field study on saud al-kharji school in Kuwait city. *Journal of Education and Practice*, 6(3), 136-145. Retrieved from <https://www.iiste.org/Journals/index.php/JEP/article/download/19436/19635>
- Anonim. (2005) *Oxford Advanced Learner's Dictionary*. Inggris: Oxford University Press.
- Arifin, M.A. (2014). *Pengaruh persepsi peserta didik tentang bahasa Jerman dan penguasaan struktur gramatikal bahasa Jerman terhadap kemampuan membaca teks bahasa Jerman peserta didik kelas X SMAN 2 Banguntapan Bantul* [Thesis, Universitas Negeri Yogyakarta].
- Astra & Sumiati. (2008). *Metode pembelajaran*. Bandung: Wacana Prima.
- Baihaqi, (2008). *Psikiatri (konsep dasar dan gangguan-gangguan)*. Bandung: Refika Aditama.

- Bashir, M. Azeem, M. & Dogar, H. A. (2011). Factor affecting students' english speaking skills. *Int. J. British Journal of Arts and Social Sciences*. 2(1), 34-50.
- Bernard, H. (2018). *Research methods in anthropology: Qualitative and quantitative approaches*. Lanham: Rowman & Littlefield.
- Bernstein, D.A & Nash, P. W. (2008). *Essentials of psychology*. Boston, MA: Houghton Mifflin Company.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77–101.
<https://doi.org/10.1191/1478088706qp063oa>
- Brown, D. H. (2001). *Teaching by principle: An interactive approach to language pedagogy*. London: Longman.
- Buran, A., & Filyukov, A. (2015). Mind mapping technique in language learning. *Procedia- Social and Behavioral Sciences*, 2(6), 215–218.
<https://doi.org/10.1016/j.sbspro.2015.10.010>
- Bobby & Herrnacki. (2009). *Quantum learning: Membiasakan belajar nyaman dan menyenangkan*. Jakarta: PT. Mizan Publika.
- Buzan, T. (2009). *Buku pintar mind map*. Jakarta: PT. Gramedia Pustaka Utama.
- Creswell, J. W., & Clart, V. L. P. (2012). *Designing and conducting mixed method research*. California, USA: SAGE Publication.
- Danim, S. (2010). *Profesionalisasi dan etika profesi guru*. Bandung: Alfabeta.
- Davis, M. (2010). *Concept mapping, mind mapping, and argument mapping*. Australia, Parkville: University of Melbourne.
- Demuth, A. (2013). *Perception theories*. Retrieved from
https://www.scribd.com/mobile/document/288341566/Demuth_perception_Theories_1_1.
- DePorter, B. & Hernacki, M. (2013). *Quantum learning: Membiasakan belajar nyaman dan menyenangkan*. Bandung: Kaifa Learning.
- Emiliasari & Kosmajadi. (2019). Persepsi mahasiswa terhadap pembelajaran bahasa Inggris. *Jurnal Madinasika Manajemen dan Keguruan*, 5(1), 35-42.
<https://ejournal.unma.ac.id/index.php/madinasika>

- Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International Journal of Qualitative Methods*, 5(1), 80–92. <https://doi.org/10.1177/160940690600500107>
- Firdaus, W. (2010). Uji coba metode mind mapping untuk meningkatkan kemampuan membaca sekilas (Skimming). *Proceeding of the 4th International Conference on Teacher Education*.
- Habiburrahim, H., Risdaneva, R., Putri, G., Dahliana, S., & Muluk, S. (2020). The effects of anxiety toward acehnese students' English speaking ability. *The Qualitative Report*, 25(1), 254-270. <https://doi.org/10.46743/2160-3715/2020.36.39>
- Harmer, J. (2015). *The practice of English language teaching*. UK: Pearson/Longman.
- Hedge, T. (2008). *Teaching and learning in the language classroom*. New York: Oxford University Press.
- Hendra, F. (2017). Persepsi mahasiswa terhadap proses pembelajaran kemahiran bahasa. *Jurnal Al-azhar Indonesia Seri Humaniora*, 3(4), 297. <https://doi.org/10.36722/sh.v3i4.224>
- Heriyanto, H. (2018). Thematic analysis sebagai metode menganalisa data untuk penelitian kualitatif. *Anuva*, 2(3), 317. <https://doi.org/10.14710/anuva.2.3.317-324>
- Hidayati, N. A. (2020). Penerapan metode mind map berbasis drill untuk meningkatkan kemampuan berbicara mahasiswa di prodi PBSI IKIP PGRI Bojonegoro. *Jurnal Education FKIP UNMA*, 6(2), 462–468. <https://doi.org/10.31949/educatio.v6i2.578>
- Iska, ZN. (2006). *Psikologi pengantar pemahaman diri dan lingkungan*. Jakarta: Kizi Brother's.
- Krasnic, T. (2012). *How to study with mind maps: The concise learning method*. Florida: Concise Books Publishing LLC.
- Kurniawan, F (2017). Improving the students' speaking skill by using mind mapping technique at universitas bina darma. *ELTE Journal (Journal of English Language teaching & Education)*, 5(1), ISSN 2302-5409.
- Lesakova, Z. (2008). *Teaching productive skills in mixed ability classes*. Brno: Masaryk University.

- Mackey, A., & Gass, S. M. (2005). *Second language research: methodology and design*. New Jersey: Lawrence Erlbaum Associate.
- Melvin L. S. (2009). *Active learning: 101 cara belajar siswa aktif*. Bandung: Nusamedia.
- Mirza, A. (2016). *The use of mind mapping strategy to improve students' speaking ability* [Thesis, UIN Ar-raniry Banda Aceh].
- Mohajan, H. K. (2018). Qualitative research methodology in social sciences and related subjects. *Journal of Economic Development, Environment and People*, 7(1), 23. <https://doi.org/10.26458/jedep.v7i1.571>
- Murley, D. (2007). *Mind mapping complex information*. Illinois: Southern Illinois University School of Law Library.
- Murni, AR. F. (2017). Improving students ability in speaking descriptive text by using mind mapping. *English Language Teaching and Research*, 1(1), 97-122.
- Nasution, D. S. (2020). Mind mapping to improve students' speaking skill. *English Journal for Teaching and Learning*, 8(1), 1-12. <https://doi.org/10.24952/ee.v8i01.2673>
- Norman, J. (2002). Two visual systems and two theories of perception: An attempt to reconcile the constructivist and ecological approaches. *Behavioral and Brain Sciences*, 25(1), 73–96. <https://doi.org/10.1017/s0140525x0200002x>
- Nunan, D. (2005). *Practical English language teaching*. Boston: McGraw Hill.
- O'Donnell, A.M., Dansereau, D. F., & Hall, R. H. (2002). Knowledge maps as scaffolds for cognitive processing. *The Educational Psychology Review*, 14(1), 71-86 <https://doi.org/10.1007/10648.1573-336>
- Paharuddin, N. (2020). *The effectiveness of mind mapping method to build students' speaking skill (Pre-experimental research of the second grade at SMA Negeri 5 Tanralili)* [Thesis, Muhammadiyah University of Makassar].
- Pollard, L. (2008). *A guide to teaching English; a book to help you through your first two years in teaching*. London: Luci Pollard.
- Qiong, O. (2017). A brief introduction to perception. *Studies in Literature and Language*, 15(4), 18-28.

- Setiyawan, D. (2020). Improving students' speaking skills in generating idea through new concept of Mind mapping technique. *Proceedings of the International Conference on Educational Research and Innovation (ICERI 2019)*. 4(10), 227-231. <https://doi.org/10.2991/assehr.k.200204.042>
- Steele, V. (2005). *Using mind mapping to develop writing*. British Council: Barcelona. Retrieved from <http://www.teachingenglish.org.uk/think/articles/using-mind-maps-develop-writing.online>
- Richards, J. C., & Renandya, W. A. (2008). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Richard, J. C. (2009). *Teaching listening and speaking: From theory to practice*. New York: Cambridge University Press.
- Robert, K. Yin. (2003) *Case Study Research: Design and Methods*. California: Sage Publication.
- Shahab, S. (2019). *Keunggulan mind mapping dalam proses belajar*. Retrieved from <http://kinibisa.com/artikel/detail/learning-skills/subdetail/mindmapping/read/keunggulan-mind-mapping-dalam-proses-belajar>.
- Sholeh, A. (2016). Metode mind mapping untuk meningkatkan kemampuan presentasi lisan mahasiswa pendidikan bahasa Inggris universitas kanjuruhan Malang. *Jurnal Inspirasi Pendidikan Universitas Kanjuruhan Malang, I(I)*, 142–152. <https://doi.org/10.21067/jip.v3i1.358>
- Slameto. (2013). *Belajar dan faktor-faktor yang mempengaruhinya*. Jakarta: Rineka Cipta.
- Soeleman, M. (2008). *Ilmu sosial dasar dasar teori dan konsep ilmu sosial*. Bandung: Refika Aditama.
- Sulastris (2020). Improving students' speaking skill by mind mapping strategy. *LangEdu Journal*, 9(2), 1-12.
- Suparno, F., Saputro., & Sulistyowati, H. (2016). Improving students' speaking skill by using mind mapping. *UNS Journal*. 2(8), 4-8.
- Windura, S. (2016). *Mind map langkah demi langkah: cara paling mudah & benar mengajarkan dan membiasakan anak menggunakan mind map untuk meraih prestasi*. Jakarta: PT. Elex Media Komputindo.

Zhang, S. (2009). The role of input, interaction and output in the development of oral fluency. *English Language Teaching*, 2(4). 91-100.
<https://doi/10.5539/elt.v2n4p91>



APPENDICES

1. Appendix 1: Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-5691/UN.08/FTK/KP.07.6/04/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Maret 2022

MEMUTUSKAN

Menetapkan
PERTAMA : Menunjuk Saudara:
1. Drs. Luthfi Aunie, M.A. Sebagai Pembimbing Pertama
2. Faishal Zakaria, MA, Ph.D. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :
Nama : Hidayati Rahmah
NIM : 180203156
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : English Students' Perceptions of The Use of Mind Mapping Technique to Improve Their Speaking Ability

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 25 April 2022
Dekan,

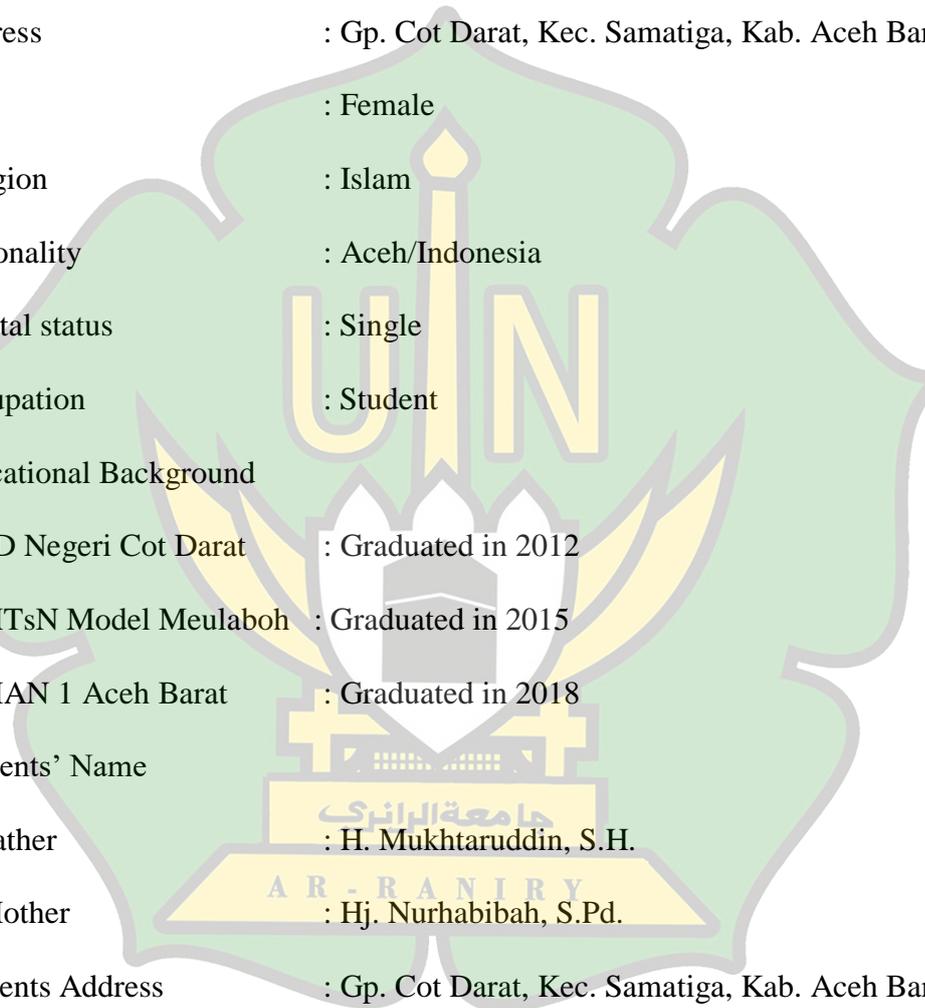

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

2. Appendix II : Interview Guideline

1. Do you ever use techniques to improve your speaking ability? What do you prefer? Why?
2. In your opinion, what is the Mind Mapping technique?
3. In improving your speaking ability, do you ever use the Mind Mapping technique? Can you explain in more detail why do you use the mind mapping technique to improve your speaking ability?
4. How do you prepare and use the Mapping technique in improving your speaking ability?
5. Does this technique make you easier to enhance your speaking ability?
6. Do you think that the Mind Mapping technique is appropriate to use in improving speaking ability?
7. What are the challenges that you face on using the Mind Mapping technique in improving speaking ability?
8. Then, how do these challenges affect the stage of improving your speaking ability?
9. How do you solve those problems?
10. Overall, is the Mind Mapping technique effective to apply in improving speaking ability? Why?

AUTOBIOGRAPHY

1. Name : Hidayati Rahmah
 2. Place/Date of Birth : Gle Siblah, March 26, 2000
 3. Address : Gp. Cot Darat, Kec. Samatiga, Kab. Aceh Barat.
 4. Sex : Female
 5. Religion : Islam
 6. Nationality : Aceh/Indonesia
 7. Marital status : Single
 8. Occupation : Student
 9. Educational Background
 - a. SD Negeri Cot Darat : Graduated in 2012
 - b. MTsN Model Meulaboh : Graduated in 2015
 - c. MAN 1 Aceh Barat : Graduated in 2018
 10. Parents' Name
 - a. Father : H. Mukhtaruddin, S.H.
 - b. Mother : Hj. Nurhabibah, S.Pd.
 11. Parents Address : Gp. Cot Darat, Kec. Samatiga, Kab. Aceh Barat.
- 
- The image contains a large, semi-transparent watermark logo in the center. The logo is green and yellow, featuring a stylized building with a minaret and the letters 'UIN' in large yellow font. Below the building, the text 'جامعة الرانيري' (UIN Ar-Raniry) is written in Arabic script, and 'AR-RANIRY' is written in English below that.