

**THE USE OF MIND MAPPING TECHNIQUE TO IMPROVE
ENGLISH SPEAKING SKILLS**

THESIS

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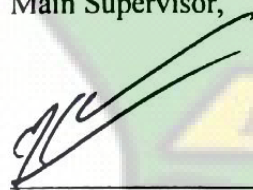
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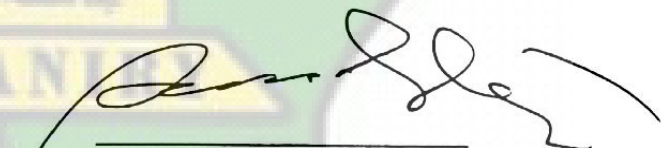
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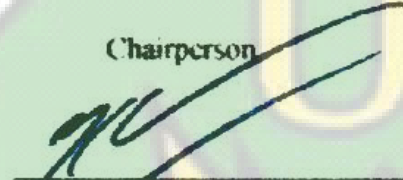
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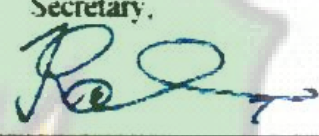
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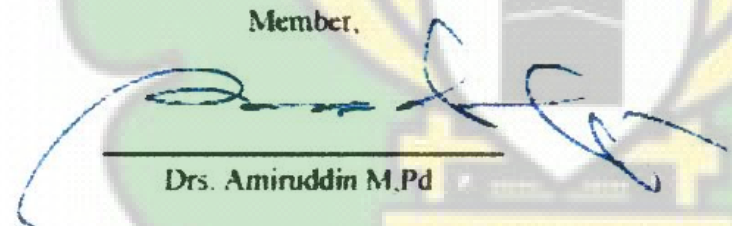
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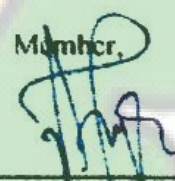
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The Use of Mind Mapping Technique to Improve English Speaking Skill

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.

Demikian surat pernyataan ini saya buat dengan **sesungguhnya**.

Banda Aceh, 10 Juli 2021

Saya yang membuat surat pernya



Zikra Ulfa

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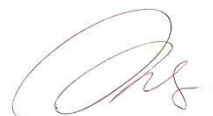
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Banda Aceh, July 27th 2021

The Writer,



Zikra Ulfa

ABSTRACT

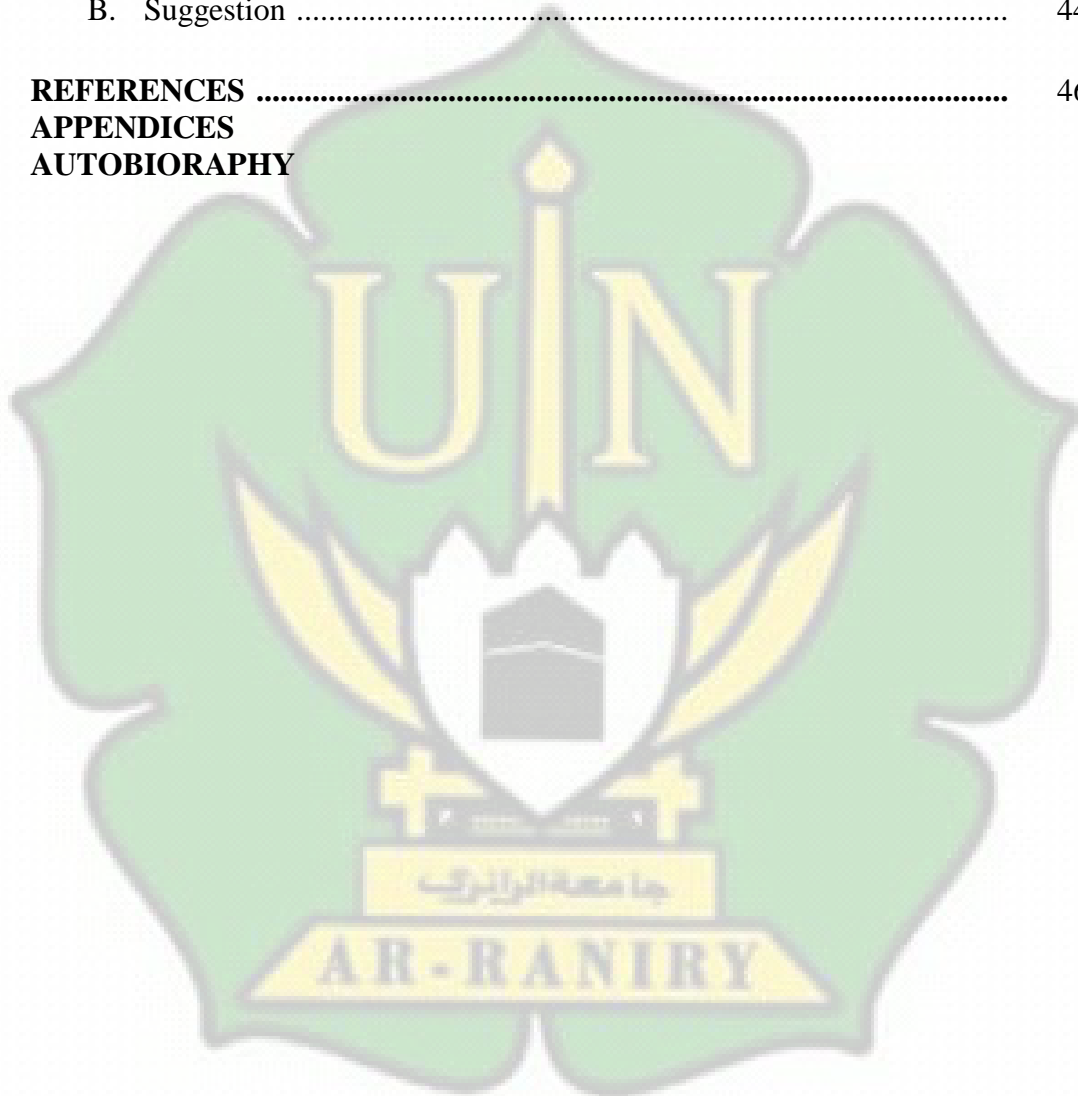
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This research investigates the developing students' speaking through mind mapping technique. The writer conducted a research at English Department of UIN Ar-Raniry Banda Aceh. This research aims to know the students improving English speaking skills, creativity, and critical thinking by using mind mapping technique. The researcher utilized the quantitative research design in this study. The research sample consisted of 20 male and female fourth semester English Department students who took a public speaking class (as an experimental class). The writer conducted experimental teaching and test oral performance to collect the data base on rubric while T-Test technique of data collection is used. After collecting the data, the writer analyzed the data. Based on the data analysis results, the experimental class students improved (70,7 as pre-test) and slightly improved (84,7 as post-test) $t \text{ value} < -t \text{ tabel} (< -9.577 < 2,093)$. It is possible concluded that using the Mind mapping technique as a tool teaching speaking through oral performance in the classroom activity successfully improved the students English speaking skill.

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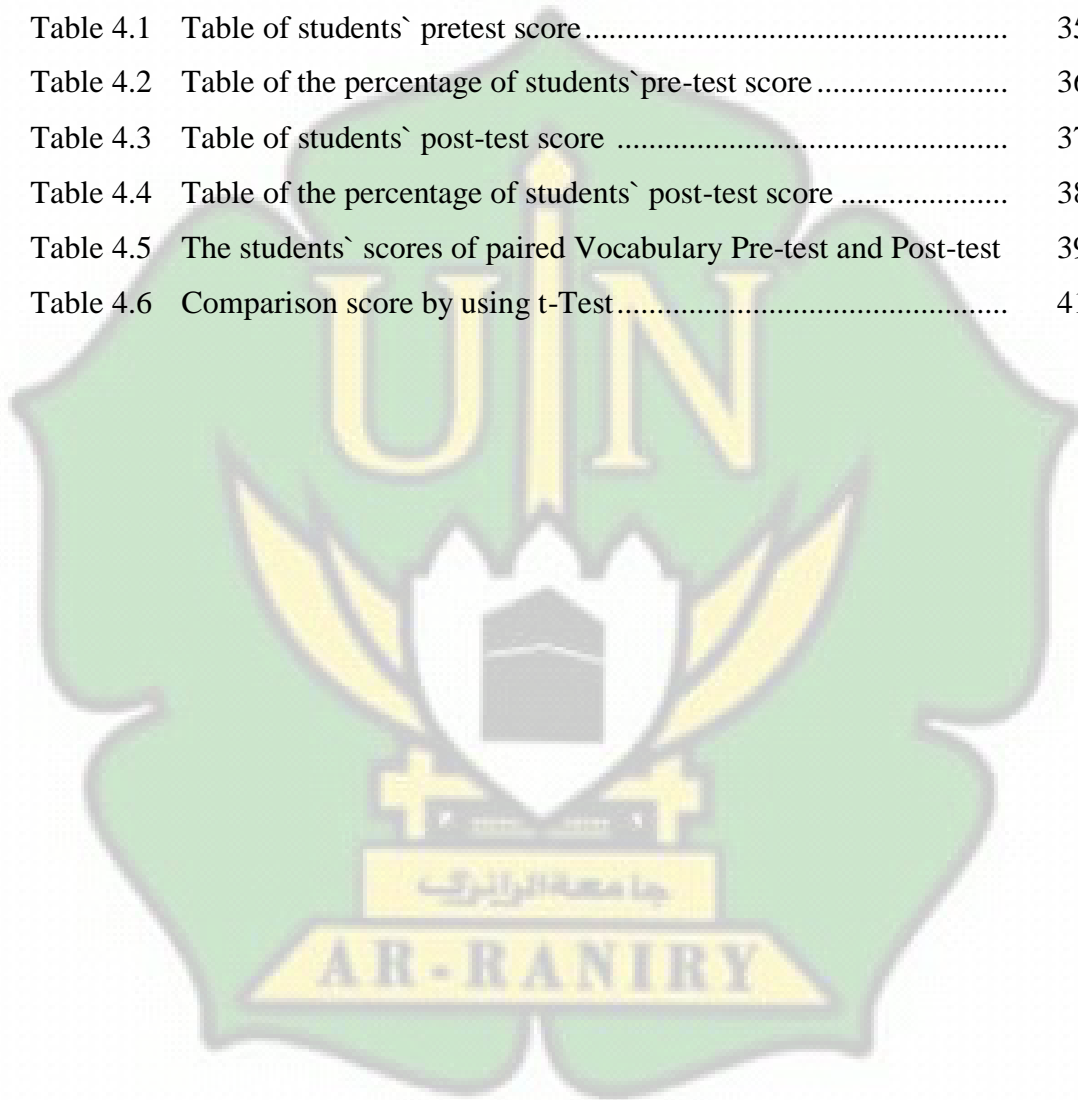
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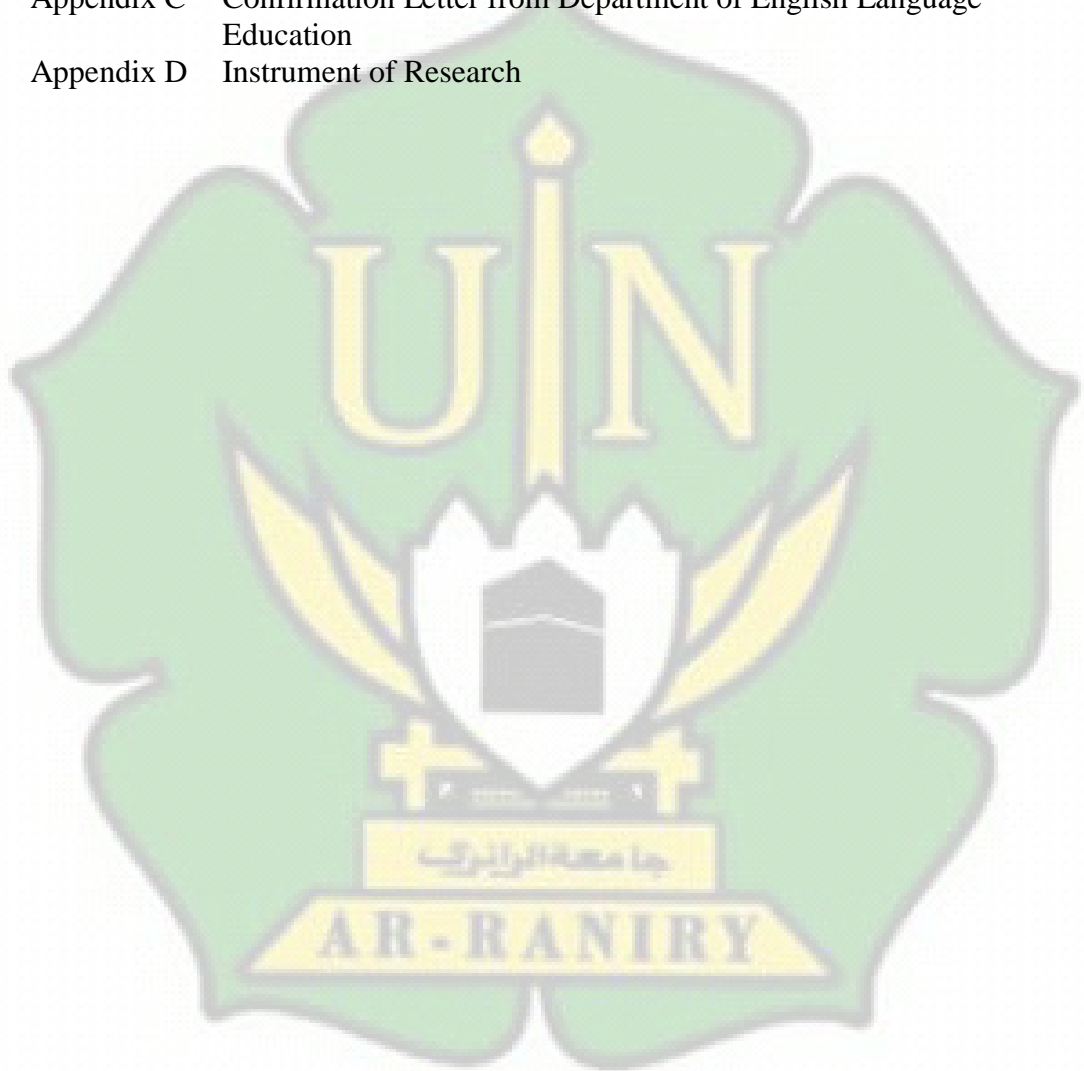
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CHAPTER I

INTRODUCTION

This chapter presents the reasons for conducting this research. It is divided into several points; they are the background of the study, the research questions, the aim of the study, the significance of the study, and the terminology of this research.

A. Background of the Study

Speaking is one of the most important skills that students will be assessed on in a real-life situation. We use speaking in most of our daily interactions; a person's first impression is based on his or her ability to speak English fluently and accurately. Bashrin (2013) stated that speaking is a productive and communicative skill that could help them to be survived in this modern world. Rao (2019) added that English is used not only in scientific research, education, business, the internet, travel and tourism, media and newspaper, software, information, but technology, as well. He argues that people could not achieve their aims, objectives, and goals without using proper language to communicate. Therefore, they need to learn this skill in order to get success in their respective fields.

EFL/ESL students frequently assess their proficiency in a foreign language based on how well they speak it. Even if they know and apply grammatical rules, they cannot make native speakers understand their utterances in real-life settings, they are likely to consider themselves fail in oral communication. The better they

are in pronouncing foreign language words, the more confident they are in oral communication (Amiruddin, 2018).

One of the techniques used by teachers in teaching English speaking is mind mapping. According to Sujana (2006), mind mapping is a recommended technique to deliver information presented in the text. Students could connect one key word to other key words in order to connect one idea to other idea by using this technique. In addition, mind maps could be created by adding picture/symbol, color, or emotional meaning so that the students will feel good, enjoyable in thinking ideas.

Furthermore, Anggraeni (2014), argue that learning through mind mapping technique is very useful for students in enhancing their critical thinking because it requires them selecting appropriate images, words, arrows and show the relations when using mind mapping technique. It could be interpreted that mind mapping is considered as an efficient and effective way used in improving students' speaking skills because its advantages are to describe, compare, classify, make a sequence, and make a decision so that they can efficiently deliver their speech.

However, to master English speaking skills, students must fully understand not only grammar, word stress, but pronunciation as well at the same time, they must have a broad range of English vocabulary because even if one has a good idea, they may not express it well due to a lack of vocabulary. According to Samhudi (2015), vocabulary is a main component of language proficiency and provides much of the basis for how well students speak, read, and write. It could be concluded that to have a good command of speaking English, students should

put extra efforts and practice. In the Indonesian context, especially Aceh, even though the students have studied English for six successive years at junior and senior high school, they still have problems in speaking English.

Some relevant studies have been conducted to explore the use of mind mapping techniques to improve students speaking skills. Buran and Filyukov's (2015) finding reported that the mind mapping technique could enhance students' reading skills, making plans, solving problems, and preparing to speak in public.

Another study was conducted by Bhattacharya and Mohalik (2020) indicate that using mind mapping is a brainstorming tool that helps us to construct visual diagrams of our ideas in order to better understand the information. However, my previous experiences as a student English Education Department I found that the students had problems in speaking such as they are unable to apply critical thinking new creative skills in brainstorming. In addition, they are lack of creativity in order to gain keywords, so they tend to speak as they are unable to speak masterfully.

However, apart from previous studies that focused on improving their speaking fluency and creativity, the current study focuses on the critical thinking of fourth semester English Department students at UIN Ar-Raniry during a presentation.

As such, this current study on students' performance differed from previous (Buran & Filyukov, 2015; Bhattacharya & Mohalik 2020) studies in two regards; the sample focuses on improving students' planning, speaking preparation, and knowledge. This study employs 20 students in Public Speaking

class. These 20 participants of research were then examined their oral performance in the aspects of fluency, vocabulary, pronunciation, comprehension, creativity and their critical thinking to an issue. Many students find it challenging to speak English due to lack of vocabulary, poor command of grammatical knowledge practice.

While students learn to speak English in real-life situations such as public speaking, story-telling, debate, drama, conversation class, etc, they become more actively involved. EFL students can improve their speaking skills by participating in these activite. To master speaking skills, the students should practice more so that they are accustomed to speak. Students will not be able to speak the languages if they merely study the theory. Unfortunately, many college students are still unable to communicate in English due to a lack of enthusiasm, grammar knowledge, and anxiousness.

Moreover, the most common problem among EFL students is whether they lack ideas for public speaking or are unable to convey the message effectively. As a result, they tend to repeat some words, causing the listeners to miss the speaker's point. To resolve this, the teacher should find a solution to the problems that have been discussed. Otherwise, they must change their teaching style and find a way to ensure that the students understand the topic and can express their ideas fluently. The lecturer should consider how to improve the student's ability to master speaking skills. During the fourth semester of the English Education Department at UIN Ar-Raniry in Banda Aceh, the methods and

strategy play an important role in the learning and teaching process to improve students' speaking skills.

To conduct a research to explore the use of mind mapping techniques is enhance English speaking speaking skill is important to develop another comparison for the improvement of teaching English speaking at the Department of English Education UIN Ar-Raniry Banda Aceh.

B. Research Questions

After going through related literatures, I come up with the following research questions:

1. Does Mind Mapping improve the speaking skill of the fourth-semester students` English Education Department?
2. To what extent does the mind mapping improve students` speaking skill?

C. The Aim of the Research

The study is to find out the impact of mind mapping technique in improving the speaking skill of the fourth semester students of English Education Department Ar-Raniry

D. Significance of the study

This study is significant for teaching and learning English speaking skills in fourth semester of English Education Department Ar-Raniry by analyzing the factors behind the poor command of oral communication in English.

When doing this, it is critical, in my view to identify students' English speaking skill level, and the problems students face include a lack of vocabulary, poor grammar, incorrect pronunciation, and a lack of confidence. This will inform teachers about what needs to be taught and how learning should proceed.

Futhermore, the teacher should give special attention in dealing with the factors to re-occurr in future. In addition, this study is also expected to be a fruitful reference for the next researcher who is interested in doing further study in the area of mind mapping.

E. Research Terminology

Some terms used in this study need clear explanation.

1. *Mind Mapping*

Mind mapping is an excellent tool to representing ideas, creativity and concepts. In this study, mind mapping refers to the technique concepts and tasks which are taught to the students of English Department UIN Ar-Raniry in improving English speaking skill.

2. *Speaking Skill*

Speaking skill in this study refers to the Public Speaking Course taught to the fourth semester students of English Education Department UIN Ar-Raniry.

CHAPTER II

LITERATURE REVIEW

This chapter describes the results of the writer's theories or related research studies in a similar field. It provides theories that are needed to comprehend this present study.

A. Speaking

1. *The Nature of Speaking*

Speaking may appear to be an attractive topic to discuss, so the students must learn to speak in order to communicate effectively (Iman, 2017). Speaking is usually imitative and reproductive, giving students the opportunity to practice language and communication patterns (Becker & Roos, 2016). Speaking plays an important role in conveying messages that differ from those written. Voice potentials, facial languages, signs, pitch, articulation, stress, rhythm, and stopping could all reveal this.

However they have a large vocabulary and good pronunciation, the students find speaking to be a difficult skill. Speaking and Pronunciation are inextricably linked because they encourage students to develop their English voice. The issue is that the students are not used to speaking English. Besides that, speaking is a skill that requires a speaker, a listener, message, and feedback.

Furthermore, Brown (2001) states that speaking is a process of producing and receiving information. He categorizes speaking proficiency into six categories, they are grammar (20%), vocabulary (20%), comprehension (20%),

fluency (10%), pronunciation (10%), and task (20%). As a result, it is possible to conclude that speaking is consisted of many components that students should be mastered.

2. *Components of Speaking*

Every skill requires a component to function properly. Speaking requires a variety of elements because it is the most natural way to communicate. People must remain almost completely isolated from any kind of society if they do not speak. Because speaking is the most basic human interaction, most people associate talking about a language with understanding a language.

In addition, speaking is one of the most widely used language arts by people all over the world. The art of speaking is very complex, and it necessitates the use of several abilities at the same time, which often develop at different rates. Furthermore, some factors, such as accuracy, complexity, and fluency, are used to assess oral or speaking proficiency (Spring, R., Kato, F., & Mori, C 2019). In this regard, fluency has emerged as the most important component of speaking or oral proficiency. Fluency can be improved by improving vocabulary and phonological production skills (Scarpino, S.E, Hammer, C.S, Goldstein B, Rodriguez B.L, Lopez, L.M 2019). When deciding to speak, a speaker should consider some aspects of speaking, according to Harris (1974). There are five aspects of speaking that the student could consider in speaking, they are:

a. Pronunciation

The problem of sounds that we used to make meaning is referred to as pronunciation. It includes paying attention to the specific sounds of a language

(segments), as well as aspects of speech that go beyond the individual sound level. Such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projective (voice quality), and in its broadest definition, attention to gesture and expressions that are closely related to the way we speak a language.

b. Grammar

Grammar is one of the most important language components to learn. Because of their ability and understanding of grammar, speakers and writers can communicate and convey their messages clearly and meaningfully.

c. Vocabulary

Vocabulary is the knowledge of words and the meaning of words. However, vocabulary is more complex than this definition suggests. First, there are two kinds of words: oral and written. Oral vocabulary refers to the words we recognize and use when listening and speaking. Print vocabulary refers to the words we recognize and use when reading and writing. Second, there are two types of word knowledge: receptive and productive. A word in our receptive vocabulary is one that we recognize when we hear or see it.

Productive vocabulary includes words that we used when we speak or write. Receptive vocabulary is typically larger than productive vocabulary. It may include many words to which we attach importance, even if we don't know their full definitions and connotations, or even if we use them ourselves when speaking and writing. The researcher uses the speaking aspect above in assessing students' perception of speaking skills.

d. Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on

e. Comprehension

Comprehension For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

3. The Function of Speaking

Richards and Renandya (2002) divides the function of speaking into three categories: talk as interaction, talk as a transaction, and talk as performance. The following explanations will help you understand the three functions of speaking:

a. Talk as interaction

The most important aspect of speaking is the interaction to obtain and provide information; this is what we usually mean by conversation. The primary

goal is to maintain a social relationship. Everything the speakers want or need to say is communicated to the others. The speakers also share their ideas and thoughts. Interrupting and responding are capabilities shared by both speakers and listeners.

b. Talk as transaction

Talking as a transaction involves focusing on what is said or done. Speakers may use communication to persuade others to do something that the speaker desires in a specific activity. The ability involves using talk for transactional purposes such as explaining a need or drawing attention to something, describing something, asking a question, confirming information, justifying an opinion, making suggestions, clarifying understanding, and making comparisons.

c. Talk as performance

Public speaking which really entertains and informs audiences, such as classroom presentations, public speaking, story-telling, and speeches, tends to fall under this function. Speakers not only express their ideas, but also their emotional responses, and listeners can entertain each other through mutual communication. Giving a class report about a school trip, holiday, or experience, leading a class debate, presenting a presentation, or delivering a lecture are all examples of speaking as a performance. Speaking is a skill used in everyday life or activity that briefly interacts, persuades, informs, and entertains the other listeners, according to the previous statement.

4. The Importance of Speaking

According to Rao (2019), communication is critical to success in today's global world. Language is used as a communication tool. People cannot communicate effectively unless they use a language. Furthermore, people cannot achieve their aims, objectives, and goals unless they communicate effectively. As a result, there is a need for a language to communicate with others who live all over the world. Because English is considered the international language and is spoken worldwide, it communicates with people from all over the world who live in various regions, states, countries, and continents.

It is critical to recognize that spoken language improves learning skills such as pronouncing English sounds and producing single utterances or phrases. The development of spoken language is an ongoing and complicated process that involves acquiring knowledge and developing the ability to communicate with others in social situations.

Speaking is the most important skill to acquire when learning a foreign or second language. Speaking is the most important of the four critical language skills in learning a foreign or second language. Teaching speaking skills has been undervalued, despite its importance. Most EFL/ESL teachers have taught speaking skills in the same way that they have taught memorization of dialogues or drill repetition.

Even though, the modern world necessitates communication skills for students. English teachers must teach ELLs the skills they need to improve their speaking abilities and perform well in real-life situations. Oral skills are

completely ignored in today's EFL/ESL teaching environment, despite the fact that employability is more dependent on communication than technology. Because critical elements of language such as phonological, morphological, semantic, and syntactic aspects have received little attention, it has become a significant impediment for ELLs to acquire speaking skills among English learners (Khamkhien 2010).

So far, more emphasis has been placed on reading and writing skills. After realizing the significance of oral communication skills, more emphasis is now placed on developing the learners' speaking skills in order for them to successfully complete their studies and excel in their fields once they have completed their education. Moreover, English is the language of obtaining employment opportunities and achieving success in life. In short, speaking is a complex skill that students must master in order to learn English. They must put in a lot of practice time in order to deliver an effective speaking performance.

5. Problem of Speaking

Wahyuningsih (2020) found that there are some English speaking problems faced by English language learners.

a. Lack of appropriate vocabulary

The problem of vocabularies becomes the primary reason why they are unable to express their ideas precisely in English. Furthermore, they believe that the problem of vocabulary may impede the fluency of their English speaking proficiency. This finding follows the previous study's finding that vocabulary and

morphology played a significant role in learners' word learning. Additionally, vocabulary knowledge has played a crucial role in improving achievement, comprehension, and metalinguistic ability among students (Qureshi, 2018; Wood Wood, C., Fitton, L., Petscher, Y., Rodriguez, E., Sunderman, G., & Lim, T. 2018)

b. Lack of Grammar Mastery

Grammar mastery may be critical in improving students' speaking fluency. The majority of students have difficulty expressing themselves using appropriate and correct grammar. Al-mekhlafi and Nagaratnam (2011) emphasized the importance of grammar learning for EFL students. Similarly, Sopin (2015) argues that EFL students have error correction and grammar in their language learning. In this sense, a lack of grammar mastery is one of the most common barriers to their English speaking proficiency.

c. Lack of Correct Pronunciation

Furthermore, it falls under the category of academic competence, which is required for speaking in most educational settings. In interpersonal competence, proficiency in and intelligible productions are critical for producing successful spoken interaction. Indeed, pronunciation can be considered a meaningful domain in creating meaning (Müller & Schmenk, 2017). Based on the interview and focus group discussion, some students report that they have to speak accurately to emphasize pronouncing English words (particularly less common words) and sound correct.

d. Lack of English Input outside the class

English input, including speaking, listening, reading, and writing, may have a greater impact on students' English proficiency (Liontas & Siegel, 2018). Linguistic input, in fact, consists of the sounds, words, phrases, sentences, and other units of a specific human language (Troike, 2006). Some English language education department students have less input about English interaction, particularly in an English-speaking environment.

Some of them only speak English in the classroom and rarely speak it outside of it. The lack of input outside of class may have a negative impact on their English development, particularly in speaking, because they rarely hear sounds and words from others speaking English outside of class. Furthermore, the role of social experience is regarded as critical for improving students' English proficiency. In addition, the role of social experience is regarded as critical for improving students' English proficiency in speaking.

e. Lack of Confidence

Confidence is essential in advancing students' speaking abilities. The English language education department consists of students and lecturers, as well as some tutorials and activities. Furthermore, most lecturers in the English language education department have a transmission and didactic teaching style. As a result, there may be no good interaction, and the students' oral communication may suffer as a result. Furthermore, students in the English language education department have less networking outside of the classroom.

Indeed, they have no opportunity to learn about culture, knowledge, and information from a variety of perspectives.

Therefore, they are less confident when speaking English with others, particularly in a new community. As a result, some students have far less opportunities for public speaking. This condition causes students to become nervous when speaking English. According to Chou (2018)'s research, EFL students may experience anxiety when speaking English.

f. Lack of Language Development in the Curriculum

The curriculum is critical to the success of any educational endeavor. A good curriculum can produce more functional personality types capable of living in a changing world. Furthermore, in order to provide better individual classrooms, it is necessary to integrate the social and cultural context into the educational setting. English language education department is a new study program at State Islamic Institute of Kudus.

The curriculum of the English program consists of 50 percent of language materials, while the rest are emphasizing pedagogy and Islamic materials. The obstacles of English courses generally focus on literature, language theories, grammar, and phonology; second language acquisition emphasizing developing the awareness and knowledge related to the language system instead of using the theories and knowledge in actual interaction. Therefore, language developments tend to fail in their implementation.

In addition, the knowledge and pedagogical materials of the English curriculum possibly fail to adopt the students' obstacles expectation to develop

their English communicative purposes, which can be used by them in honest communication confidently. Moreover, lecturers are highly enhanced to provide more attention to conversation activities in speaking class to reduce the speaking anxiety of speaking English (Hamzaoglu & Koçoğlu, 2016).

The speaking problems mentioned above showed that the problems are the speaking components that every person should speak. Therefore, it is very crucial to improve their speaking skill in order to reach those speaking components.

5. Teaching Speaking

Teaching speaking is an essential part of language learning. According to Harmer (2007), there are three reasons to teach speaking:

1. Teaching speaking can provide opportunities for students to practice real-life speaking in the classroom.
2. Speaking tasks where the students try to use the language will provide feedback for both teacher and students. Everyone can see how successful they are and also what language problems they are experiencing.
3. The more opportunities students have to speak, the more familiar the students with the components of speaking. They will frequently use these components when they are saying. As a result, the students will be able to speak fluently.

B. Mind Mapping

1. Nature of Mind Mapping

The mind map is regarded as a graphical method of representing ideas and concepts. It creates a non-linear medium for exposing ideas to ideas based on the context in number (Onkas, 2015). The mind map is a visual thinking tool that can help users better analyze, comprehend, synthesize, recall, and generate new ideas by structuring information. It could assume the shape of a diagram to help them relate information and ideas to new construction (Brandner, 2020). Students with extensive knowledge document their emergent ideas and visualizations of a concept or theme.

It also includes reasoning, planning, coordinating, analyzing, and integrating as individual mindfulness skills (Thomas, 2011). It is the foundation for the essential category, which spreads from a central capture and divides into subcategories to develop learning skills (Hanewald, 2012). It is distinguished by advantageous strategies for enhancing students' critical thinking abilities (Tsirkunova, 2013). This strategy is challenging to students because of its simple structure and relative ease in assisting students in regulating ideas and statements using their own words. To achieve effective teaching speaking using mind mapping, students may receive specific references or handouts from the teacher related to the material, as well as be more proactive in obtaining opportunities to consult with the teacher-related. The material discussed, which is more common in grammar acquisition, may suggest being more aggressive in taking necessary notes. Considered and may have each way to implement mind mapping in

teaching speaking in turn; using whole class whiteboard as the media and group work presentation PowerPoint as the media; to avoid learning boredom.

2. *Characteristics of Mind Mapping*

According to Bhattacharya and Mohalik (2020), there are five main characteristics of mind mapping. Those main characteristics are a single point of idea as the main subject, breaking down the main subject into several "branches, containing interconnected printed words or images in each branch by line, the less significant subject is put in the form of "twigs, the structure is a connection. It is a particular method that increases students' productivity by establishing and identifying ideas for structural information.

3. *The techniques of Making Mind Map*

Murley (2007) stated that several computer programs could be used to create mind maps on a computer. To draw a mind map with a pen, start with a large sheet of blank white paper and turn it horizontally in landscape orientation. The cells that are used come in a variety of thicknesses and colors. The following procedures are presented to describe how to make a paper-pen based mind map:

1. Place the central theme or main idea in the center of the paper. We may find it easier to place our page in landscape orientation, which is easier to draw a mind map.

2. Use lines, arrows, branches, and different colors to show the connection between the central theme or main idea. The relationships are essential to keep the concept related to the main topic.
3. Avoid creating an artwork. Teachers should draw quickly without significant pauses or editing. It is crucial in the first step of mind mapping to consider every possible idea, even those we will not use.
4. Choose different colors to symbolize other things. The method is entirely up to us, but we should remain consistent in withdrawing our mind map at the next step.
5. Leave some space on our page because we can continue to add to the idea over some time. If A4-sized paper is small, we may like to use A3 or also can make in another media such as microsoft word, canva etc.

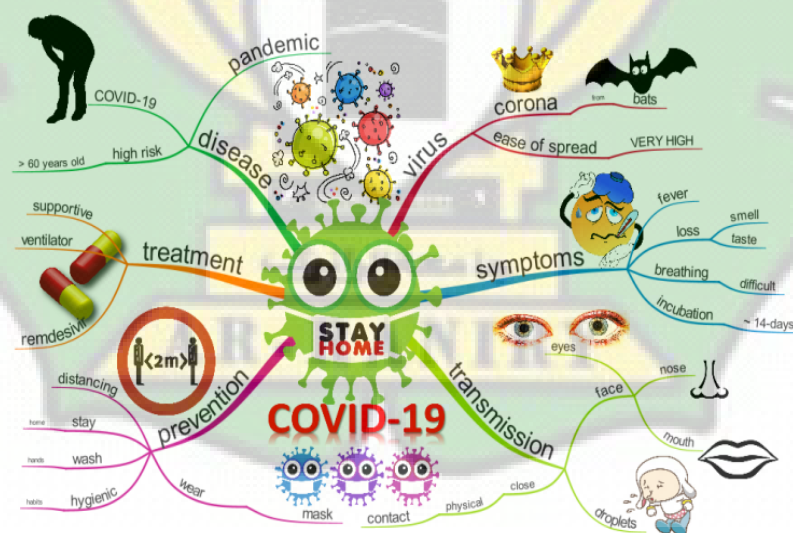


Figure 2.1 Example of Mind mapping technique by using canva. Adopted from <https://www.biggerplate.com/mindmaps/KqfPO5IW/covid-19>

4. Advantages of Mind Map

Mind mapping is primary function is to generate ideas for various activities. It teaches students problem-solving skills, highlighting opinions, taking notes, recalling information, task preparation, and organization (Buran & Filyukov, 2015). Mind mapping is used in taking notes and as a creative activity. The use of mind mapping allows its users to literally map out their ideas.

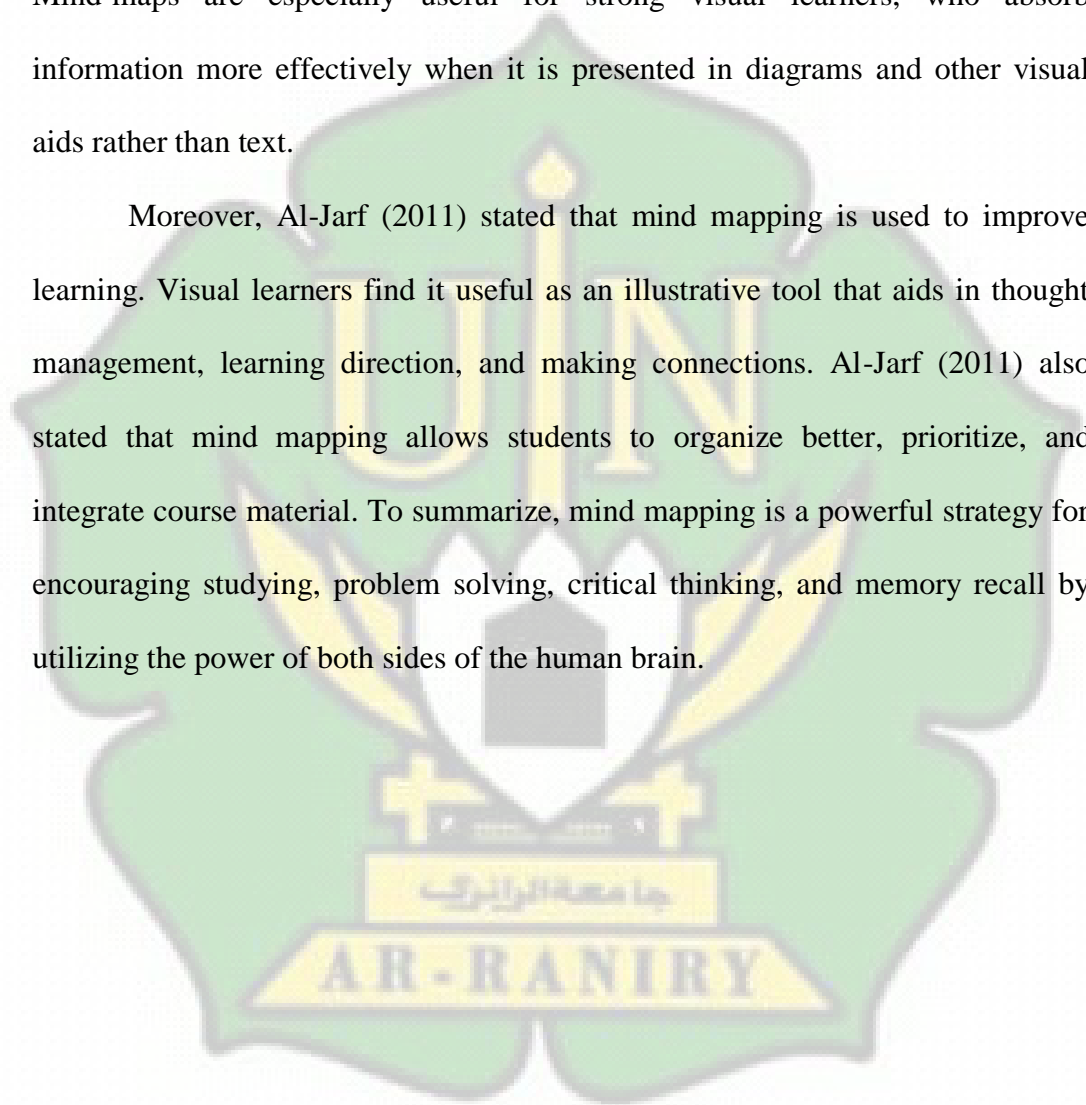
According to Elmansy (2020), mind mapping is used in activities such as taking notes during individual or group meetings, summarizing the topic of discussion, brainstorming opinions and perspectives leading to further solutions, simplifying complicated ideas, providing an overview of gathered information, and performing simple and creative information using the format provided.

Similarly, as the central part, it becomes the simplest and easiest way for people to have data input, storage, and release from the brain (Azizah, 2013). The concept of mind mapping also includes the relationship between images presented by images and its organizational framework (Ahlberg, 2013).

Furthermore, because mind mapping is more adaptable, students' creativity will be encouraged. Memory storage is improves because mind mapping allows all related topics to be displayed on the same mind map, with keywords and connections indicated by images, symbols, and colors. A mind map not only improves students' creativity but also draws their attention. One of the advantages of mind mapping is that it provides students with a more appealing and enjoyable format for their eyes and brain.

In addition, Murley (2007) stated that mind maps' "maps" are simple to understand. This benefits students by saving time and increasing productivity, and it also allows for the inclusion of different learning styles in EFL classrooms. Mind-maps are especially useful for strong visual learners, who absorb information more effectively when it is presented in diagrams and other visual aids rather than text.

Moreover, Al-Jarf (2011) stated that mind mapping is used to improve learning. Visual learners find it useful as an illustrative tool that aids in thought management, learning direction, and making connections. Al-Jarf (2011) also stated that mind mapping allows students to organize better, prioritize, and integrate course material. To summarize, mind mapping is a powerful strategy for encouraging studying, problem solving, critical thinking, and memory recall by utilizing the power of both sides of the human brain.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodological research procedures, including a brief research design divided into population and samples, data collection procedure, a technique of data collection analysis.

A. Research Design

The purpose of this study is to improve students' speaking abilities as well as their learning of English through the use of mind mapping as a strategy this study employs a quantitative approach. Apuke (2017) define quantitative research as "a quantitative research method that quantifies and analyzes variables to obtain results." It implies using and analyzing numerical data with specific statistical techniques to answer questions such as who, how much, what, where, when, how many, and how.

According to Woodrow (2014), two types of experimental designs exist: one-group pre-test-post-test and two-group pre-test-post-test. The measurement procedure is repeated twice. The first step is to administer a pre-test in order to collect data on the students' abilities prior to treatment. The second step is to collect data with a post-test after the treatment.

In the first and second treatments, students were asked to present a chosen topic by the researcher, which they had to do in 2 minutes. The researcher then presented the topic to the students and an elaborated mind mapping and asked

them to create their mind mapping. Furthermore, in the third and fourth treatments, the researcher asked them to present the topic they were working on.

Furthermore, Williams (2011) states that quantitative research begins with a problem statement, followed by the development of a hypothesis or research question, the review of related literature, and the analysis of quantitative data. One type of quantitative research is experimental research. Creswell (2014) classifies experimental research designs into four categories: true experimental, quasi-experimental, pre-experimental, and single-subject design.

In this study, the researcher used a quasi-experimental research design for this study. According to Hatch and Farhady (1982, as cited in Gusviani 2014), a quasi-experimental research design is a practical compromise between true experimentation and the nature of human language behavior that we wish to investigate.

The pre-test and post-test were used to assess the students' progress in speaking. At the fourth semester of the English department at UIN Ar-Raniry Banda Aceh, the researcher used experimental research.

Creswell (2014) suggest one group pretest-posttest design as follows:

Tabel 3.1

The table of one group pretest-posttest (Pre- experimental research)

Group	Pretest	Treatment	Post-Test
Experiment	→ T1	X →	T2

Those symbolized experiment research. T1 means the pretest, X symbolizes the treatment, and T2 illustrates the posttest. In this experimental design, T1 was given before treatment and T2 after the treatment, and X is used

after the pretest. There were two variables in this research, mind mapping was a dependent variable and improving speaking skill was an independent variable.

However, mind mapping applied by the researcher was to improve students' speaking skills and build students' critical thinking to an issue.

B. Research Location

This study took place at Universitas Islam Negeri Ar-Raniry, located in Banda Aceh. Aceh Province. Universitas Islam Negeri Ar-Raniry Banda Aceh. The majority of the people most of the students from uin ar-raniry are overseas students with different economic backgrounds to pursue higher education to change the family economy. Their motivation and hope in studying at the university are huge for their future in Universitas Islam Negeri Ar-Raniry Banda Aceh.

1. Population

According to Kabir (2016), the population comprises items about which information is desired. It can be classify into two categories finite and infinite. This research population is second-year students of the English Education Department in Universitas Islam Negeri Ar-Raniry in Banda Aceh consists of 139 students. The students are who are taking the Public speaking class. This population of this research is dependent on the genre; they are both men and women.

2. Sample

According to Kabir (2016), the sample is part of the population that represents the characteristics of the population. The researcher chooses 20

students as a sample. In this research, 20 students are both male and female of the 4th semester taken as a sample. In this research, the purposive sampling technique was used. According to Salkind (2010), purposive sampling is the process of selecting a sample by determining specific criteria. The writer chose purposive sampling because there are some characteristics required to participate in the study as a sample and the characteristics are who taken public speaking class, second-year students of the English Education Department, One group class as experimental teaching, both men and women are eligible to participate in the research.

C. Technique of Data Collection

An instrument is a tool for measuring, observing, and documenting quantitative data. The research used an experimental method to get the data Creswell (2012). The test was needed for this study to improve the speaking skill by using the mind mapping technique; In collecting the data, the writer will conduct quasi-experimental teaching in four meetings to know whether the mind mapping strategy improves students' speaking ability. Next, the writer uses the test to measure students' speaking ability before and after the treatment. Afterward, to know how mind mapping improves students' speaking ability, the researcher gave a pretest, posttest, for the participants.

1. Experimental Teaching

To collect data, the researcher used Mind Mapping to conduct experimental teaching (true experimental design) at fourth semester English

Department UIN Ar-Raniry Banda Aceh students for fourth meetings the classes are taught separately by the same teacher, who also serves as the researcher for four meetings; the experiment class is taught through task-based instruction, oral performance, pre-test and post-test

2. Test

The test is a data collecting technique to measure students' knowledge, intelligence, or ability. The researcher used the achievement test. Achievement tests are widely used in educational research, as well as in the school system. It is used to measure what an individual has learned. Achievement tests measure mastery and proficiency in a different area of knowledge (Donal Ary, 2010). The researcher constructed the topic then elaborated the point. However, the advantage of a researcher-made test is to know the differences in students' abilities.

The students take the pre-test during the first meeting, and the post-test is given at the end of the meeting after the treatment. Before any treatment was administered, a pre-test was used to assess the proficiency levels of the man and woman in one group teaching experiment subject of public speaking class. A post-test is given to one group class to assess their progress after being treated with role play and task-based instructions. The goal is to compare the achievement of both score woman and man by using the method. Above all, the test will determine the students' fluency, pronunciation, vocabulary, comprehension and grammar.

The test will be given to the students to measure the students' ability to speak. There were two kinds of tests that the writer use in this study. The first test

calls the pretest, and the second will be the posttest. A pretest will be given at the beginning of the meeting before the treatment. Sample pretest and posttest are on the attachment sheet

The first meeting of the experiment class will be the pretest. In the pretest, each student will be asked to speak for 2 minutes about the topic given randomly by the researcher. At the second and third meetings, the students will be constructed using the mind mapping technique to improve their speaking skills. The last meeting will be the posttest, and the students will be asked to speak for 2 minutes based on the mind mapping they have made. Meanwhile, After the pretest, the researcher gave treatment. Then after three days of treatments, the researcher gave a posttest for the students to know the difference between pretest and posttest.

3. *Speaking Scoring Rubric*

A speaking scoring rubric was used to assess and collect the data about the students' speaking ability. The students' speaking scores in pre-test and post-test were assessed by using a rubric proposed by Madsen (1984, as cited in Ikhrumah 2017)

Table 3.2
The Rubric of Speaking

No	Score	Indicator
Fluency	17-20	Speech as fluently as that of Native speaker
	13-16	Speed of speech seems to be slightly affected by language problems
	9-12	Speech and fluency are strongly affected by language problems
	5-8	Often hesitant and forced silence by language limitation
	1-4	Speech is so halting and fragmentally that makes

		communication impossible.
Vocabulary	17-20	Almost no inadequate or inaccuracy
	13-16	Few times no inadequate or inaccuracy
	9-12	Sometimes inadequate or inaccuracy
	5-8	Inaccurate or adequate that affect the Understanding
	1-4	Inadequate for communication
Grammar	17-20	No grammatical inaccuracy
	13-16	Few grammatical inaccuracy
	9-12	Grammatical inaccuracy does not impede understanding
	5-8	Grammatical inaccuracy does not seriously impede understanding
	1-4	Grammatical inaccuracy makes understanding almost impossible
Pronunciation	17-20	Accurate pronunciation
	13-16	Few inaccurate pronunciation
	9-12	Inaccuracy of pronunciation does not impede understanding
	5-8	Inaccuracy of pronunciation does not seriously impede understanding
	1-4	Inaccuracy of pronunciation makes understanding almost impossible
Comprehension	17-20	Understands everything in normal educated conversation
	13-16	Understands quite well the normal educated speech/dialogue, but sometimes need repetition or rephrasing
	9-12	Understands simplified speech/dialogue but need repetition and rephrasing
	5-8	Understands only slow, very simple speech, require repetition and rephrasing
	1-4	Understands too little for the simplest type of conversation

D. The Procedure of Data Analysis

In collecting data, the researcher taught speaking skills in a Public speaking class by using the mind mapping technique for the fourth semester of English students Universitas Islam Negeri Ar-Raniry. Four meetings were conducted for this experiment.

Calculating the average score of pretest and posttest:

$$\bar{X} : \frac{\sum fx}{N}$$

\bar{X} : Mean

$\sum fx$: Total score of frequency

N : the number of samples

Finding out the significant difference between pretest and posttest

$$t = \frac{\frac{\sum md}{N}}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

t = t-score

$\sum md$ = mean of differences between pretest and posttest

$\sum x^2 d$ = amount of quadrate deviation

N = total students

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discussed the findings and discussion of the research to answer the research question that has been mentioned in chapter I. The data were obtained from the instrument, which tests, and questionnaire.

A. FINDING

1. The result of test

The research provides the result of pre-test and post-test to answer the first research question, mean scores specifically elaborated the data whether to see the differences results before and after treatment. The pre-test data is presented in tables as follows:

Table 4.1
Table of students` pretest score

No	Students` Initial	Gender	Pre-test Score
1	USU	F	75
2	AFI	F	60
3	CNC	F	75
4	TM	F	85
5	MJ	F	75
6	R	F	80
7	NM	F	75
8	R	F	85
9	MZ	M	60
10	ZH	M	65
11	HA	F	75

(Continued on the following pages)

12	FF	F	80
13	MSR	M	50
14	TA	M	60
15	RF	F	70
16	MF	M	60
17	H	M	50
18	JBR	M	86
19	SD	F	78
20	MHA	M	70
Total	20		1414

The students` pre-test score above can be presented in the table of frequency distribution below.

Table 4.2

Table of the percentage of students`pre-test score

Pre-test score	Frequency Of students	Percentages	Percentages Pre-test	Cumulative Percentage
50	2	10,0	10,0	10,0
60	4	20,0	20,0	30,0
65	1	5,0	5,0	35,0
70	2	10,0	10,0	45,0
75	5	25,0	25,0	70,0
78	1	5,0	5,0	75,0
80	2	10,0	10,0	85,0
85	2	10,0	10,0	95,0
86	1	5,0	5,0	100,0
Total	20	100,0	100,0	

The table 4.2 indicates that the lowest score got by students in pre-test is 50, therefore the lower score is started from 50 Then from the table above, the mean score of pre-test can be calculated as follows:

$$X : \frac{\sum fx}{N}$$

$$x : 1414/20$$

$$x : 70,7$$

The mean score is calculated by dividing the sum of frequency with the total number of students. The results is 70,7 as the mean score of pre-test. This collection results show that the students` vocabulary avarage is still low, that is 70,7.

Table 4.3
Table of students` post-test score

No	Students` Initial	Gender	Post-test Score
1	USU	F	85
2	AFI	F	92
3	CNC	F	85
4	TM	F	92
5	MJ	F	90
6	R	F	90
7	NM	F	90
8	R	F	89
9	MZ	M	75
10	ZH	M	75
11	HA	F	88
12	FF	F	92
13	MSR	M	75
14	TA	M	80
15	RF	F	88

(Continued on the following pages)

16	MF	M	75
17	H	M	70
18	JBR	M	95
19	SD	F	88
20	MHA	M	80
Total	20		1694

The students' pre-test above can be presented in the table of frequency distribution below.

Table 4.4

Table of the percentage of students' post-test score

Score of Post-test	Frequency of students	Percentage	Percentage Post-test	Cumulative Percentage
70	1	5,0	5,0	5,0
75	4	20,0	20,0	25,0
80	2	10,0	10,0	35,0
85	2	10,0	10,0	45,0
88	3	15,0	15,0	60,0
89	1	5,0	5,0	65,0
90	3	15,0	15,0	80,0
92	3	15,0	15,0	95,0
95	1	5,0	5,0	100,0
Total	20	100,0	100,0	

The table 4.4 shows that, the minimum score got by students in post-test is 70, therefore the lower score of the interval is started from 70. From the table above shows that, the score range 70 similar to 89,95 (5,0) is 1 student only, the score range 75 (20,0) 4 students, and score range 80 similar to 85 (10,0) is 2 students. Score range 88 similar to 90,92 (15,0) The highest score range is 95 (5,0) 1 students.

Then from the table above, the mean score of post-test can be calculated as follows:

$$X : \Sigma \frac{fx}{N}$$

$$x : 1694/20$$

$$x : 84,7$$

The mean score is calculated by dividing the sum of frequency with the total number of students. The results is 84,7 as the mean score of post-test. This calculation results shows that the improvement of post-test From 70,7 in pre-test to 84,7 in post-test. In short, the students' achievement mean score improved 14 points.

Table 4.5
The students' scores of paired Vocabulary Pre-test and Post-test

No	Initials` Name	Pre-test	Post-test
1	USU	75	85
2	AFI	60	92
3	CNC	75	85
4	TM	85	92
5	MJ	75	90
6	R	80	90
7	NM	75	90
8	R	85	89
9	MZ	60	75
10	ZH	65	75
11	HA	75	88
12	FF	80	92
13	MSR	50	75
14	TA	60	80
15	RF	70	88

(Continued on the following pages)

16	MF	60	75
17	H	50	70
18	MAK	86	95
19	SD	78	88
20	MHA	70	80

One-Sample Kolmogorov-Smirnov Test

		pretest	posttest
N		20	20
Normal Parameters ^{a,b}	Mean	70,70	84,70
	Std. Deviation	11,027	7,392
	Absolute	,202	,222
Most Extreme Differences	Positive	,134	,155
	Negative	-,202	-,222
Kolmogorov-Smirnov Z		,902	,994
Asymp. Sig. (2-tailed)		,390	,276

a. Test distribution is Normal.

b. Calculated from data.

Normality assumption is fulfilled

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
3,444	1	38	,071

The assumption of homogeneity of variance is fulfilled

➤ Hypothesis:

H_0 : assumes that there is no significant difference between pre-test and post-test

H_a : assumes that there is a significant difference

Table 4.6
Comparison score by using T-Test

		Paired Samples t-Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest posttest	-14,000	6,537	1,462	-17,060	-10,940	-9,577	19	,000

t table:

$$t_{\alpha/2, n-1} = t_{0.05/2, 20-1} = t_{0.025, 19} = 2,093$$

From the table above the statistical test = -9,577. Because *t* value < tabel (-9,577 < 2,093). So, it can be concluded that there is the differences between pre-test and post-test score.

B. Discussion

This section presents a discussion about the use of mind mapping technique in improving English speaking skill and combines it with related studies.

The research was aimed to answer the question about the improving students' speaking skill through teaching mind mapping technique whether it can enrich the students' English speaking skill at second-year students or not, the researcher tested the null hypothesis (*H*₀) which stated that the use of mind mapping cannot improve the students' English speaking skill and research

hypothesis (H_a) means the use of mind mapping technique can enrich the students' English speaking skill.

From the t-Test result the mean pre-test score is 70,7 and the mean post-test score is 84,7. Because $t\text{-score} < -t\text{ tabel}$ ($-9,577 < 2,093$) so it can concluded that the hypothesis (H_0) is rejected and the hypothesis (H_a) is accepted.

However, the second research question is whether the students' impact of mind mapping technique improves students' speaking skills. 100% (20 students) agree that the mind mapping technique helps them learn English speaking skills masterfully. Using the mind mapping technique, the researcher discovered that students can comprehend the lecturer's material. On the other hand, the data revealed that 1% of those polled believe that learning through mind mapping is the most effective way to improve their English speaking skills.

Mind mapping improves students' speaking skills; additionally, this can be evidence to the students that their speaking skills improved gradually in cycle one, and the changes in students' speaking skills are influenced by six factors, including engaging teaching media, exciting material, appealing classroom activities, enjoyable classroom management, appealing teachers' approach and teaching strategy (Dina 2014).

Frederika (2014) stated that the application of mind mapping technique is a very effective technique than applying a traditional technique towards the students' speaking ability at grade seventh of SMP N 4 Bandar Lampung. It can be seen that the students' speaking ability in the experimental group after treatment is significant, that is $p\ 1\% = 2,68$, $p\ 5\% = 2,01$. The t-Test value is 7,6.

So, it describes clearly that the t-Test value is greater than the p value. This study suggests the existence of positive improvement of the students' speaking ability after they are treated by using mind mapping technique.

Burran and Filyukov (2015) found that about 90% of students have enhanced their skills in reading, writing, making plans, solving problems, preparing presentations, speaking in public. All the participants were impressed by their work results, although for most students, creating mind maps has become their first experience. 98% of the respondents would instead use mind maps to capture the information than reading boring texts. Only 2% of students found it a bit difficult to make a mind map. The use of mind mapping techniques in the language classroom is significant in providing different opportunities for students.

Bystrova and Larionova (2015) mind maps can be used to facilitate teamwork as well as to supervise the graduation project. In general, this tool makes it easier to implement the competence-based approach and maintain the volume of the educational process. In this study, the researcher investigated using mind mapping technique by using experimental research in public speaking course. However, many studies have been carried out to investigate the use of mind mapping to improve English speaking skills, focusing on public speaking courses.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data was obtained by the researcher, the students of the fourth semester English Education Department Ar-Raniry has successfully applied mind mapping technique through speaking. The results of t-Test show that the values of the t-score is -9.577 and t-table is $2,093$ on degree of significance is 0.05 and result score of pre-test 70.7 and post-test result is 84.7 . It means that the t-score is higher than the t-table. Therefore, the research hypothesis (H_a) is accepted, and null hypothesis (H_o) is rejected. In short, the use of mind mapping improves English speaking skills. Furthermore, the researcher got a positive result. The students understand the material and enjoy the learning process.

B. Suggestion

Based on the finding of this study, the researcher draws some suggestions that hopefully could be beneficial for the student, teacher, and the other researcher who share the same theme of this research:

1. For the lecturer

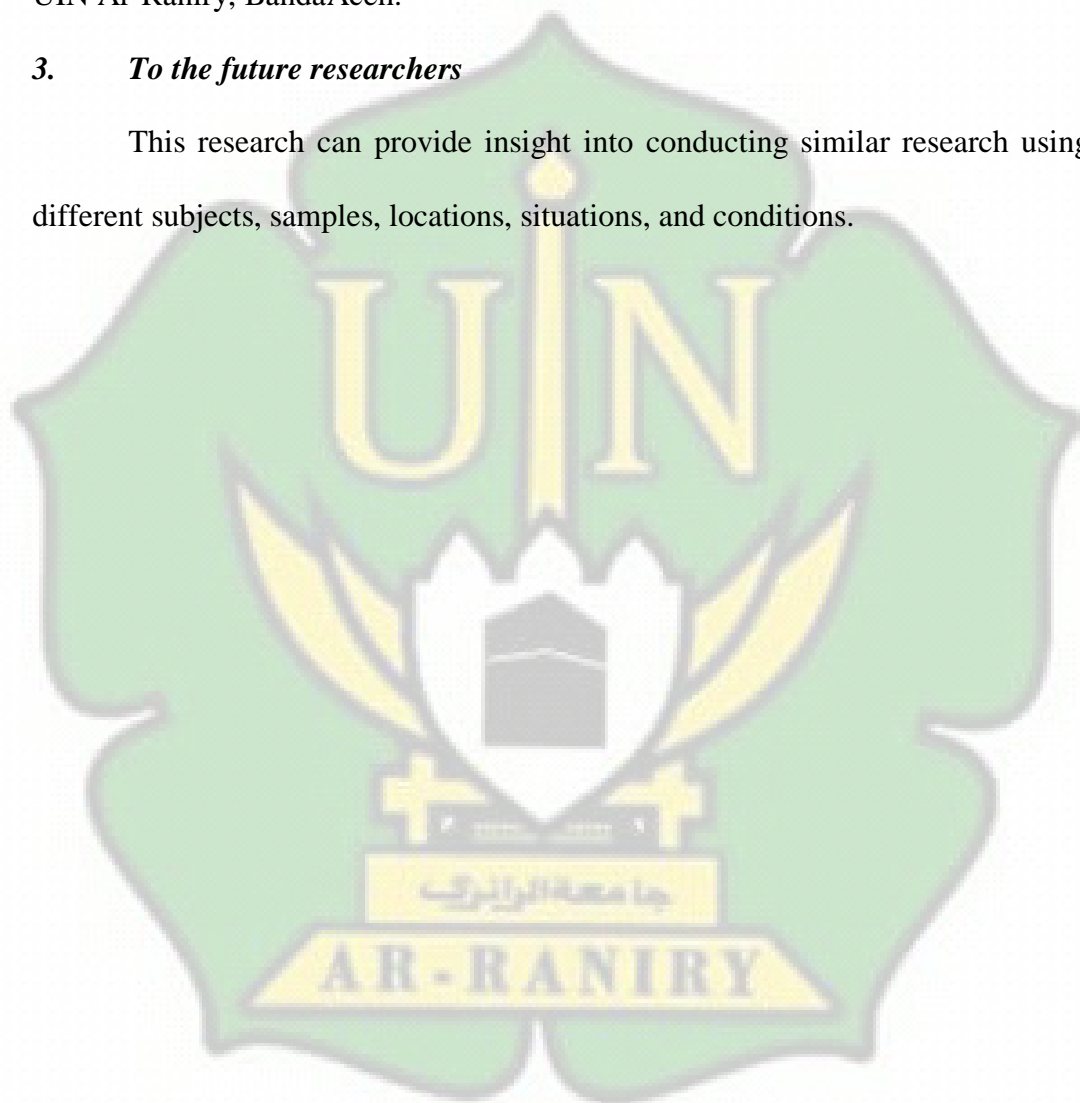
It is recommended to teach by applying various learning methods that can make students active and more focused in learning, such as applying the mind mapping technique and creating creative learning to not feel bored and happy in taking public speaking class.

2. *To the student*

This study`s results may be used as a reference to revise the method of teaching speaking in improving student speaking skills for English Education of UIN Ar-Raniry, BandaAceh.

3. *To the future researchers*

This research can provide insight into conducting similar research using different subjects, samples, locations, situations, and conditions.



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A. Appendix

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY Nomor : B-11108/Un.08/FTK/KP.07.6/07/2021

TENTANG PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR- RANIRY

DEKAN FAKULTAS TARBİYAH 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 meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-2112/Un.08/FTK/KP.07.6/02/2021 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- 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 Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Desember 2020

MEMUTUSKAN

- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-2112/Un.08/FTK/KP.07.6/02/2021 tanggal 15 Februari 2021
- KEDUA : Menunjuk Saudara:
- | | |
|---------------------------------|----------------------------|
| 1. Prof. Dr. T. Zulfikar, M. Ed | Sebagai Pembimbing Pertama |
| 2. Drs. Amiruddin, M. Pd | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : Zikra Ulfa
- NIM : 160203229
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : The Use of mind Mapping Technique to Improve English Speaking Skill
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KELIMA : 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: 29 Juli 2021

An. Rektor
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.

B. Appendix

7/28/2021

Document



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

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-10071/Un.08/FTK.1/TL.00/06/2021
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah UIN Ar - Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ZIKRA ULFA / 160203229**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Lr. T. Cut No. 10 Dusun Tunggai Lamgugob, Kec. Syiah Kuala, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***The Use of Mind Mapping Technique to Improve English Speaking Skills***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 18 Juni 2021
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 12 Agustus
2021

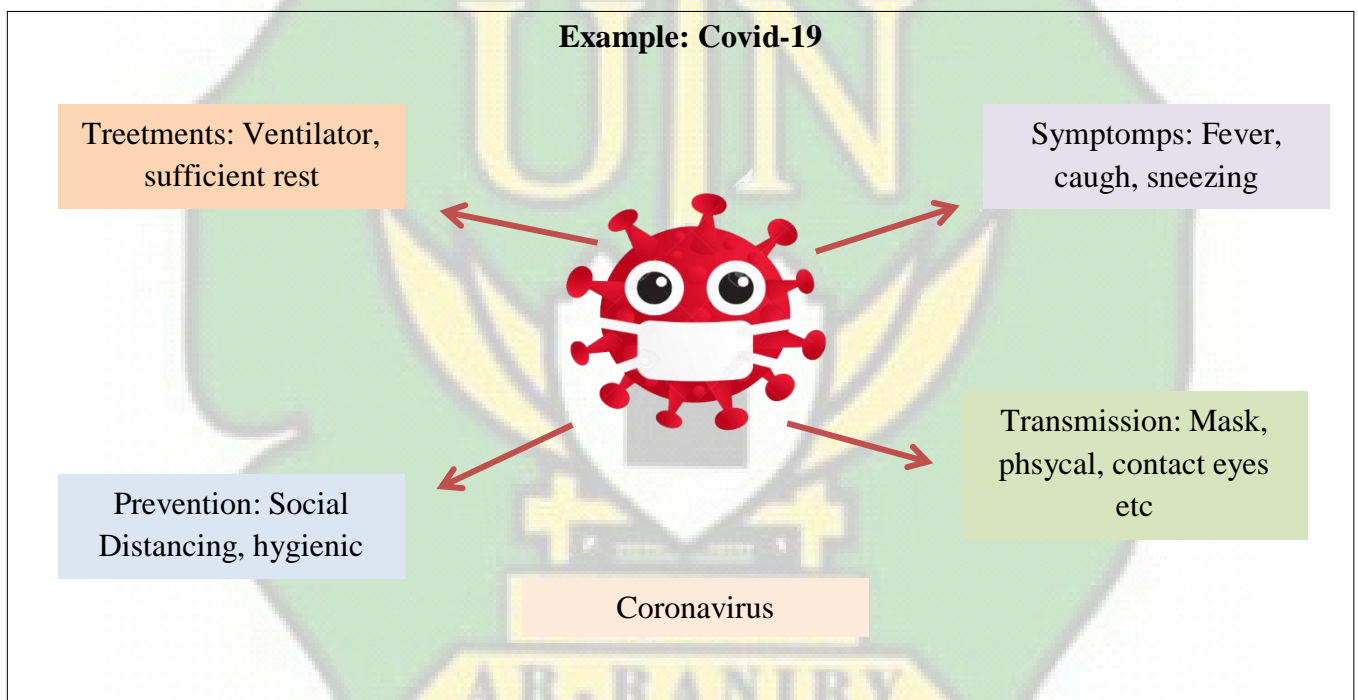
Dr. M. Chalis, M.Ag.

C. Appendix

Pre-Test

The students will be asked to speak for 2 minutes about the topic given randomly by the researcher. The topics are :

- a. Education
- b. Covid-19
- c. Favorite food
- d. Traveling
- e. Social media



Hi everyone, I want to talk about Coronavirus..... **(Opening)**

Coronavirus is

The symptoms of covid-19 such as

How is covid-19 diagnosed

How is covid-19 prevention treated

How we protect ourselves from this coronavirus

Ok, that's all about my topic. Thank you so much for your attention.

(Closing)

Post-Test

The writer gave the posttest to the students to present the topics about two minutes from the topic material which they have learned from the first meeting.



Source: <https://talentnook.com/blog/mind-mapping-using-mind-maps-to-enhance-student-learning>

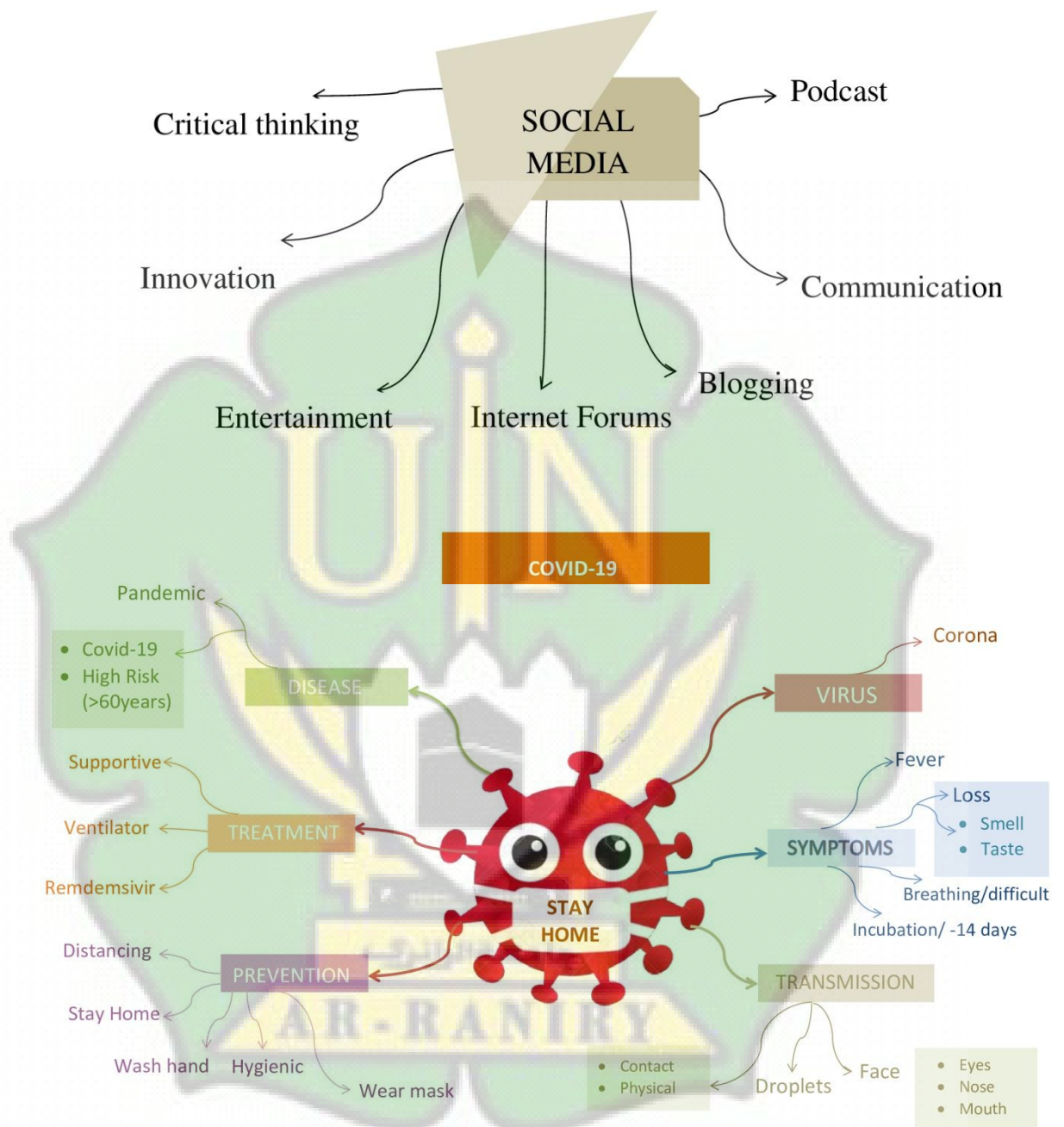
Hi everyone, the purpose I am standing in front of all of you guys here is to present about The effect of COVID-19! **(Opening)**

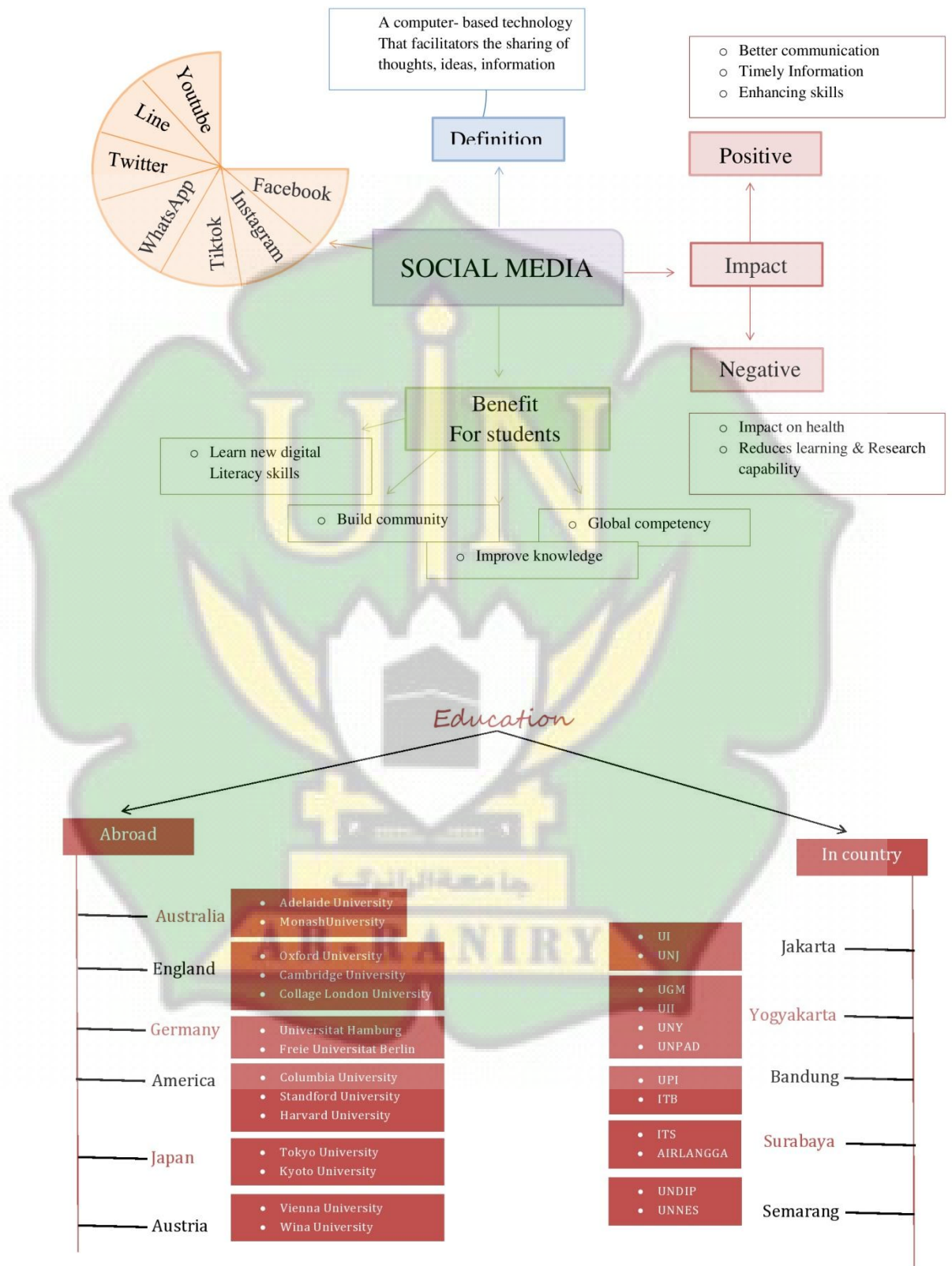
The COVID-19 pandemic has disrupted every aspect of our lives. Even before the onset of the crisis, young people's social and economic integration was an ongoing challenge. Now, unless urgent action is taken, young people are likely to suffer severe and long-lasting impacts from the pandemic.

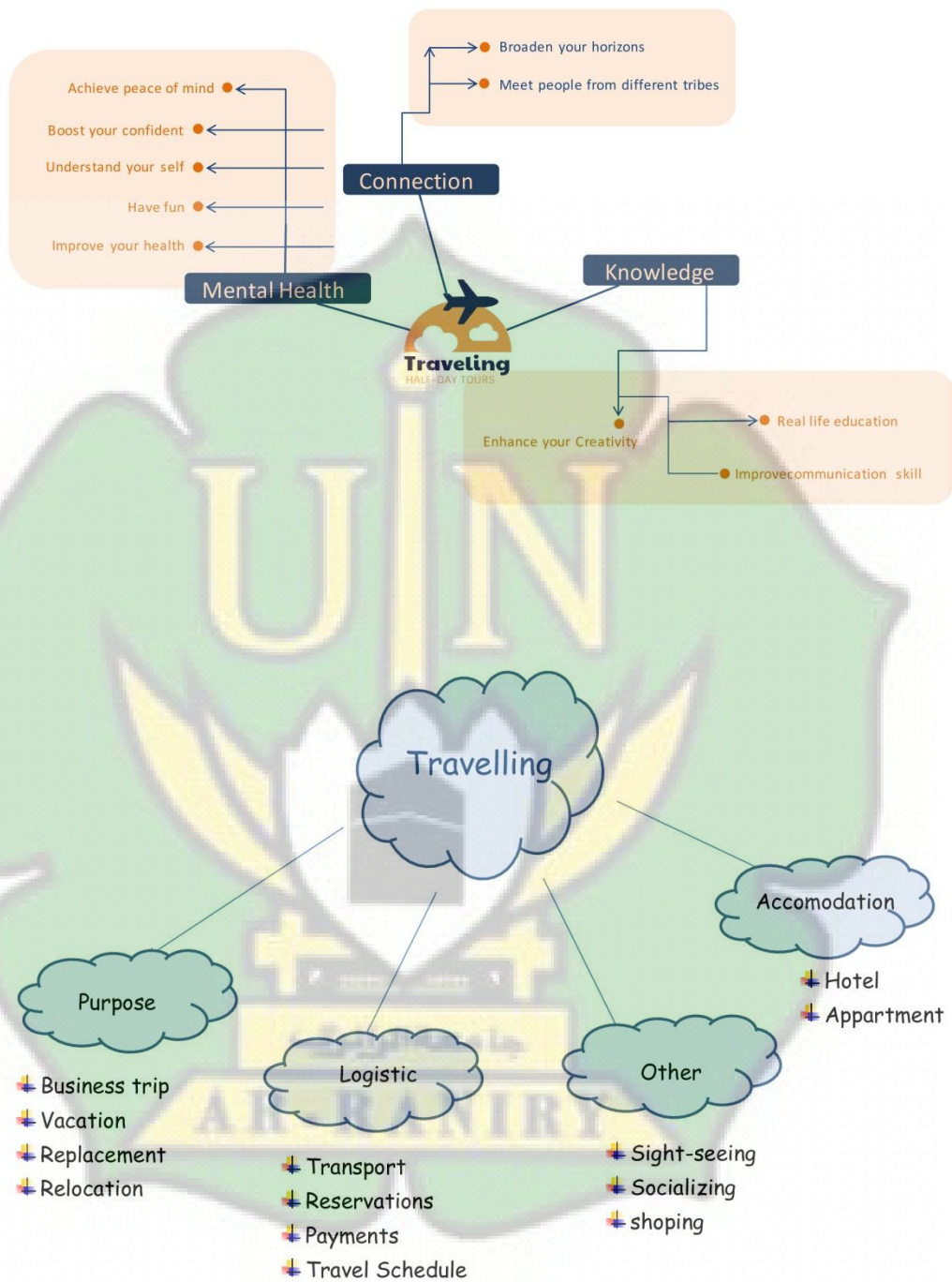
The pandemic has decimated jobs and placed millions of livelihoods at risk. As breadwinners lose jobs, fall ill, and die, the food security and nutrition of millions of women and men are under threat. Those in low-income countries, particularly the most marginalized populations, including small-scale farmers like Indonesia and indigenous peoples hardest hit.

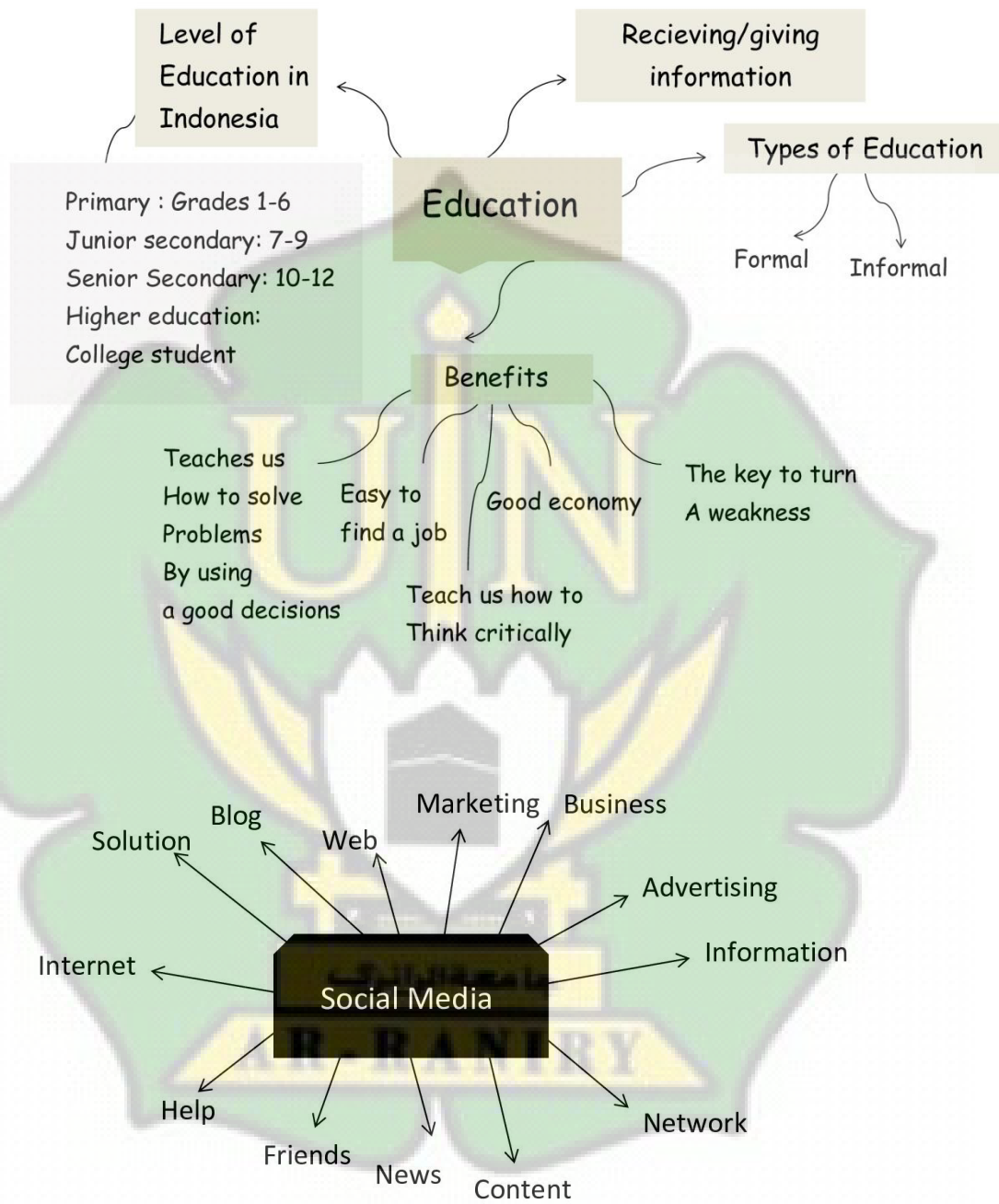
We must rethink the future of our environment and tackle climate change and environmental degradation with ambition and urgency. Only then can we protect the health, education, livelihoods, food security, and nutrition of all people and ensure that our 'new normal' is a better one. So that's all from me, thank you for your attention. **(Closing)**

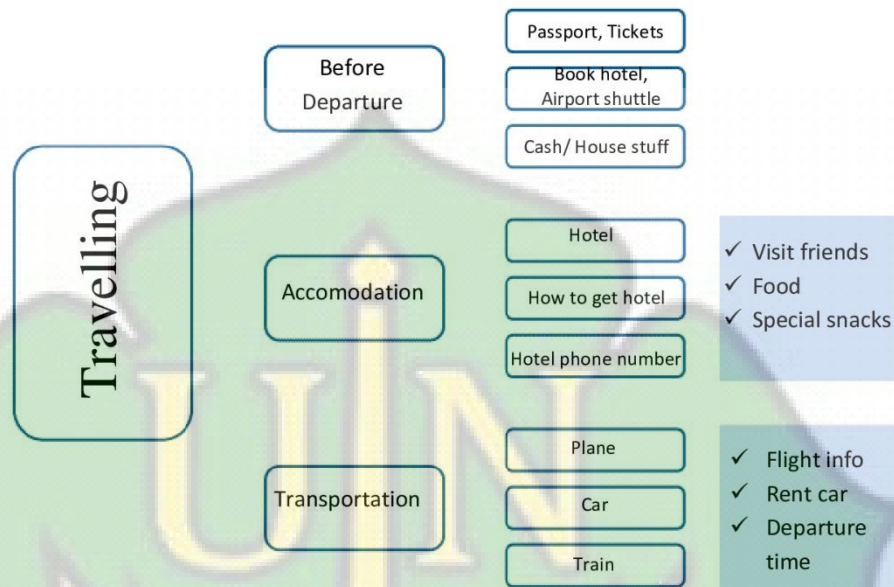


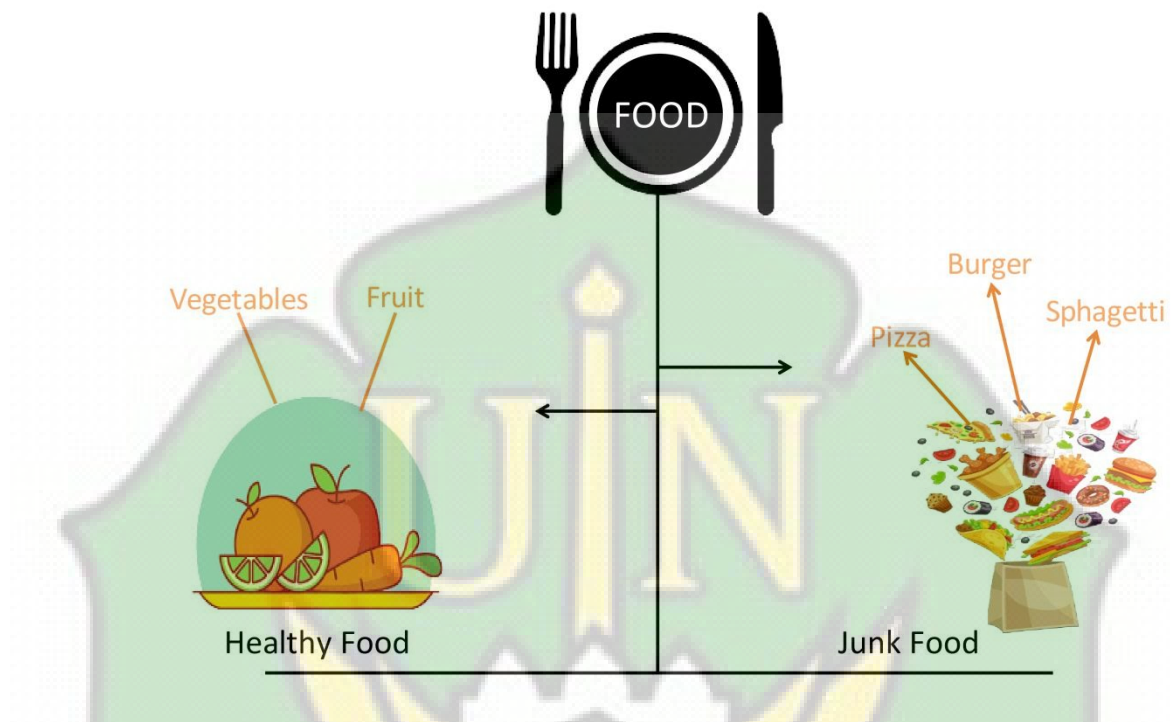












SOCIAL MEDIA

Social media are interactive computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests, and other forms of expression via virtual communities and networks.

Users usually access social media services via web-based technologies on desktops and laptops, or download services that offer social media functionality to their mobile devices (e.g. smartphones and tablets),

ENGAGES WITH THIS ELECTRONIC SERVICES

THEY CREATE HIGHLY INTERACTIVE PLATFORMS

BUSINESS MARKETING

INDIVIDUALS

COMMUNITIES

ORGANIZATIONS CAN

SHARE

CO-CREATE

DISCUSS

PARTICIPATE AND MODIFY

CONNECT WITH CUSTOMERS

INCREASE AWARENESS BRAND

BOOST LEAD AND SALES

Favorite Food

Local Food

Sate
Nasi Goreng
Soto ayam
Rendang
Empek-empek

Western Food

Burger
Hotdog
Pizza
Steak
Sphagetti

