CHAPTER I

INTRODUCTION

This chapter contains the basic aspect of this recent study such as the background of the study, the scope of the study, research questions, purposes of the study, significance of the study, and definition of key terms.

1.1. Background of the study

Mind Mapping is one of many strategies in teaching and learning English. Many teachers use this teaching strategy to teach writing, reading, and speaking. Buzan (2005) defined that mind mapping as an effective way for students to remember what they have read and recall it easily when they need it. They will be able to organize ideas on paper structurally. This strategy will facilitate the students to speak or present their thought in front of the class easily. Buzan (2005) also mentioned that mind mapping is a good tool to improve student's ability in recording information and enhancing creative thinking.

Murley (2007) noted that mind map is a graphic organizer in which the major idea released from a central idea and sub-idea that are represented as branches of larger branches. It is a visual tool that can be used to generate ideas, take notes, and organize thinking. Mind mapping strategy is helpful for strong visual learners who capable to absorb information better when it is presented trough visual graphic than through written text.

The application of mind mapping was introduced in the late 1960s by Tony Buzan and his colleagues. Other research was also carried out by Nemati, Jahandar, and Khodabandehlou (2014) who studied the "effects of mind mapping

techniques on improving the ability to write essays by Iranian EFL students through organizing information and thinking". They made an experimental study to investigate the impact of applying mind mapping techniques as a pre-writing tool on organizational improvement (as a primary objective) and the overall quality of writing skills of Iranian EFL students at an advanced level.

Besides, in the context of Southeast Asia itself, especially in the Malaysian Ministry of Education and the Malaysian Innovation Agency (MIA), it has also introduced the I-Think program which promotes critical, analytical, and creative thinking in the learning process by using eight thought maps (circle maps, bubble maps, double bubble maps, tree maps, flow maps, multi-flow maps, brace maps, and bridge maps) which can be applied in each lesson as an initiative to change the current education culture and increase teacher capacity. Additionally, in a study conducted by Goodnough & Woods (2002) sixth-grade students who used mind mapping as a teaching and learning tool considered Mind Mapping as an entertaining and interesting approach. They also think that Mind Mapping enhances their learning and trains them to develop their ideas.

Mind Mapping is a visual tool for developing note-taking, fostering creativity, organizing thinking, and developing students' ideas and concepts. However, this strategy is still often not used by students and some students were more spontaneous in choosing other ways of conveying their ideas such as memorizing sentences or reading notes. This was based on my own investigate of several students that the researchers found in several classes who said that mind mapping was rarely used and that some students were not even familiar with the

main mapping technique. In addition, several lecturers have not introduced mind mapping techniques, especially in learning to speak.

English speaking is a very important skill that has to be possessed by students in studying English in order to be able to communicate with other people from different countries. Rahman (2007) argued that speaking is a tool of communication in conveying ideas, information, and feeling to others. It is the most important way for a speaker to express himself through a language. Moreover, Bashrin (2013) quoted from Ur said that "Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterance to convey meaning." Furthermore, Bashrin (2013) also stated that speaking is essential as a productive skill. Formerly, teachers rarely teach speaking in any classroom. However, nowadays the process of speaking activities has a lot of progress since the teachers try to encourage the students to improve their speaking ability.

In addition to speaking, Revell (1979) stated that speaking is a discussion between two or more people regarding information, ideas, options, or feeling. Thus, there have to be a concept of what they are going to say. English as Foreign Language (EFL) students will need to rehearse to be able to express their ideas in English.

In Indonesia, English is considered to be a foreign language. Most of the time, students develop their speaking ability in an EFL classroom even though they usually do not speak English in daily activities. It happens because of many factors, one of the reason is that the students are not feeling convenience to speak

3

English in front of their peers or in a public area. According to previous research, Sugiharti (2007) found that students are not comfortable to speak English in front of the others. Horwitz, (1986) believed that EFL students are afraid to speak in English because they are afraid to make mistakes and thought they are less competent than others. This situation is common for English beginners, especially for the students of junior and senior high school.

The researcher attempted to find out students' responses regarding the use of Mind Mapping in developing their creativity and ideas in speaking. So, from this, it opens up opportunities for researcher to investigate students' responses whether students like the use of mind mapping strategies or not.

1.2. Scope of the Study

In this research, the researcher focused on students' responses to the implementation of mind mapping in speaking class. This research was conducted in the second semester of Intermediate Speaking class A academic year 2020/2021.

1.3. Research Question

this research is guided to answer the question: How do students respond to the implementation of mind mapping in speaking class?

1.4. Purpose of the Study

The purpose of this study was to investigate the students' response to the implementation of mind mapping in speaking class.

1.5. Significant of the Study

This study offers some important insight into several aspects of theoretical and pedagogical benefits. The finding of this study can be used as a reference for those who want to research analyzing students' responses to the implementation of Mind Mapping in speaking class. Moreover, it can give a positive impact on all levels of academic society.

Firstly, the purpose of this study was to broaden the teacher's insight at second semesters of English students about teaching strategies in the classroom, especially in the Speaking class. This was also very useful for teachers so that they did not find it difficult to find teaching strategies in the speaking class and might help them to deal with students who were still having difficulties in speaking.

Secondly, the benefits of this research were that students could know how to convey their ideas or information regularly. Students also could develop ideas more broadly. This would help them build their confidence when speaking in front of the class students.

1.6. Definition of Key Term

Students' response in this research refers to how do students of the English Education Department especially in the second semester of class A react to the implementation of mind mapping in their learning in the speaking class. Mind mapping of this research measures the effectiveness of the implementation of mind mapping in the speaking class.

Mind mapping in this research is a way to make students easier in generating or convey their ideas in speaking. During the learning process, the students learn by using mind mapping to develop the topic that gives by the lecture.

Speaking in this research was defined as the ability to convey ideas or information to others through mind mapping and the ideas were presented in the class. mind mapping was defined as a teaching method to train students' critical thinking in developing their ideas for speaking activities. Here the students would draw their map and ideas on the papers.