CHAPTER II

REVIEW OF THE LITERATURE

This chapter deals with the theoretical studies and previous studies that related to the present study. Theoretical studies discuss related theorist to this present study, while previous study discuss the implementation of that related theorist to prior studies.

2.1. Theoretical Framework

2.1.1 Speaking class in EFL context

In the EFL context, speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. Samira Al Hosni (2014) said that speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt. Rather than oral skills being simply one aspect of learning language, the spoken form in the young learner's classroom acts as the prime source of language learning.

Boonkit (2010) believed that speaking is one of four important abilities in English, especially when the speakers are not from an English native country. The ability is described as the capability to use language in a real situation, the ability to report acts in precise words, or the ability to express or converse ideas fluently. English as a Foreign Language (EFL) students should improve their speaking ability since English has become the first international language that use to communicate with people from all around the world. English speaking ability

should be improved together with the other abilities in English to fulfill the communication requirements.

Furthemore, Lesakova (2008) argued that speaking is the ability to develop and share meaning by using verbal or non-verbal symbols. Speaking is a productive skill that people use to interact with another through orally. It is produced and processed in a real-life situation that means the speaker conveys his or her message to the listener directly. Morozova (2013) mentions that English speaking ability is one of the most important skills to be developed and enhanced in language learners, particularly in an academic setting.

In short, speaking can be defined as one way to communicate with other people in society to express ideas, feelings, emotions, and information by using certain language. Speaking can not be separated from listening because speaking should involve two participants at least, one can be a speaker and others can be listeners. In speaking, the speaker should use good sentences to make the listener understand the information that is going to be delivered.

2.1.2 Components of Speaking

Speaking is a complicated process where many different parts come together to create and transmit meaningful communication. The components of speaking include of phonetics and phonology, vocabulary, grammar and syntax, pronucation and intonation, fluency, vocabulary and idiomatic expression, non verbal communication, pragmatics, listening and comprehnsion, confidence and public speaking skills.

First Phonetics and Phonology, these elements relate to linguistic sounds. Phonology deals with the way sounds work inside a certain language or languages, whereas phonetics focuses on the physical creation, perception, and classification of speech sounds. Mahripah (2014) revealed that EFL learners' speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality. Phonology is a difficult aspect of language learning for EFL learners.

Second, vocabulary vocabulary refers to the words and lexicon of a language. It involves knowing and selecting appropriate words to convey meaning effectively.

Third, grammar and syntax involve the structural rules and patterns of language. They encompass sentence formation, word order, verb tense, agreement, and other grammatical features that govern how words are combined to create meaning.

Fourth, pronunciation and intonation pronunciation encompasses the correct articulation and production of individual sounds, words, and phrases. Intonation refers to the rise and fall of pitch and the rhythm of speech. Both pronunciation and intonation contribute to the overall clarity and comprehension of spoken language.

Fifth, fluency is the ability to speak smoothly, without hesitations, pauses, or disruptions. It involves the coordination of all the linguistic components

mentioned above, as well as the ability to access language quickly and express ideas coherently in real-time.

Sixth, vocabulary and Idiomatic Expressions Building an extensive vocabulary and using idiomatic expressions adds richness and nuance to speech. It involves knowing and utilizing words and phrases that are specific to a particular context, domain, or cultural group.

Seventh, nonverbal Communication. Nonverbal cues, such as body language, facial expressions, gestures, and eye contact, play a significant role in effective speaking. They enhance the message, convey emotions, and provide additional contextual information.

Eighth, pragmatics refers to the social and cultural aspects of language use. It involves understanding and using language appropriately in different situations, taking into account social norms, context, and the intended audience. Pragmatic skills include turn-taking, politeness, using appropriate register, and understanding implied meanings.

Ninth, listening and Comprehension speaking is closely linked to listening and comprehension. Effective speakers need to be able to understand and process incoming information, whether it is from a conversation partner, a lecture, or a presentation, in order to respond appropriately.

Tenth, Confidence and Public Speaking Skills cconfidence plays a crucial role in speaking. Being able to express oneself confidently, engage with an

audience, and effectively deliver information are essential skills for public speaking or formal presentations.

Overall, speaking is one of the language arts that are mostly used by people from all over the world. The art of speaking is very complex, it requires the simultaneous use of a number of abilities which often develop at different rates.

2.2.3   The Importance of Speaking for EFL Student

It is important to understand that the improvement of spoken language is not only learning skills such as pronouncing English sounds or the ability to produce single utterances or phrases but also the development of spoken language is an ongoing and a difficult process of acquiring knowledge and developing ability to communicate with people in social life. Boonkit (2010) opined that speaking is one of four important skills in learning English, especially when the speakers are not from English native. Pourhosein Gilakjani (2016) expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process.

Meanwhile, Richards and Rodgers (2001) stated that in the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was on reading and writing skills. For example, in The Grammar-Translation

method, reading and writing were the important skills and speaking and listening skills were not of great significance. According to Ur (2000), of all the four language skills called listening, speaking, reading, and writing, speaking is the most important one that is very necessary for the effective communication. The

Furthermore, it is essential for EFL students to improve their speaking ability together with other ability in order to achieve communication goal. What is more, the primary goal of learning a language is to communicate effectively. Speaking allows EFL students to express their thoughts, ideas, and opinions, and engage in meaningful conversations with others. It enables them to participate actively in social interactions, both in and outside the classroom.

Brown (2001) believed that spoken language is easy to perform, but in some situations it is difficult. This statement is supported by Munjayanah (2004) on her research stated that when people want to speak fluently, sometimes they get difficulties to do it. So that, Speaking practice helps EFL students develop fluency, which is the ability to speak smoothly and without hesitation. Regular speaking practice also improves accuracy in using grammar structures, vocabulary, and pronunciation, leading to more effective and confident communication.

In short, speaking is a complex skill that has to be possessed by students in learning English, they need to practice a lot in order to carry out an effective speaking performance.

2.2.4. Characteristics of Speaking Skill

Learners' activities should be designed based on an equivalence between fluency and accuracy achievement Mazouzi (2013), Both fluency and accuracy are important elements of communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately.

The first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill. According to Hughes (2002), fluency is the learners' ability to speak in understandable way in order not to break down communication because listeners may lose their interest. Hedge (2000) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation Mazouzi (2013). Thornbury (2005), learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses.

To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expressions in

various contexts which do not mean similar things. So learners should be able to use words and expressions correctly. Thornbury (2005) declared that pronunciation is the lowest level of knowledge learners typically pay attention to it.

In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively.

2.2.5 Speaking Difficulties to EFL Learners

When compared with other skills like writing, listening, and reading, speaking English as a foreign language is a herculean undertaking. Al-Sibai (2004) assert that the use of English as a foreign language (EFL) in oral communication is, without a doubt, one of the most common but highly complex activities and should be considered a necessary aspect when teaching the English language. Saunders, W.M., & O'Brien (2006) state, the correct use of language form is salient for learners' oral proficiency, however, it is important to note that, learning to speak a language is not only a question of acquiring a set of rules, keeping on with a bunch of idioms and or building up a wide vocabulary.

Furthemore, Tuan & Mai, (2015) explained that there are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use. So that, The first issue that pupils face in class is inhibition.

They occasionally experience speech inhibition when they want to speak up in class. They worry about making mistakes and are afraid of being judged. They are embarrassed by how much the other pupils are focusing on them.

The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. Baker and Westrup (2003) also supports the above idea and stated that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.

The third problem in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.

The last problem related to the speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them. The reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language.

Not only that. the application of mother-tongue is very natural for learners to use. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates.

2.2.6 EFL learners' startegies to overcome speaking difficulties

EFL (English as a Foreign Language) students often face challenges when it comes to speaking English fluently. It was not easy for EFL learners to face this challenge because this is not their mother tongue or their first language. This is in line with Nazara (2011) said that, speaking is the most complex and difficult skill to master. Not only that, some students felt difficulties to find a way to improve their speaking skills.

There are some types of speaking performance that can help students to improve speaking skill. First, practice regularly which is consistent practice is crucial for improving speaking skills. EFL learners should make an effort to practice speaking English every day. This can be done through conversations with native speakers, language exchange partners, or by participating in language clubs or discussion groups. Celce-Murica, (2001) explaind learning to speak needs a lot of practice; besides, learners should use short dialogue, and questions and answers. If the learners are children, it is better because they are the most holistic learners for communication.

Second, Imitation which is students should pay attention to certain vowel sounds and intonations; next they should imitate correctly. Meanwhile learners need to practice an intonation contour or to find exactly certain vowel sound.

Third, Immerse yourself in English: Creating an English-speaking environment around oneself can greatly enhance speaking skills. Watching movies, TV shows, or listening to podcasts in English, reading English books, and

using English in daily activities as much as possible helps learners become more comfortable with the language and improve their speaking.

2.2.7 Teaching Speaking for EFL Learners

If teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Learners' speaking performance are influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks Tuan & Mai, (2015).

The first factor is pertinent to performance conditions. Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support Nation & Newton (2009).

The second factor is related to affective ones. Oxford (1990) said that one of the important factors in learning a language is the affective side of students. According to Krashen (1982), a lot of affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers.

Listening ability is the third factor. Doff (1998) says that learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them in order to have a successful dialogue. Shumin (1997) represented that when students talk, the other students answer

through the listening process. Speakers have the role of both listeners and speakers. It can be concluded that students are not able to reply if they cannot comprehend what is told. That is to say, speaking is very closely related to listening.

Topical knowledge is the fourth factor. Bachman and Palmer (1996) defined it as the knowledge structures in longterm memory. That is, topical knowledge is the speakers' knowledge of related topical information. It enables students to apply language with respect to the world in which they live. Bachman and Palmer (1996) assert that topical knowledge has a great impact on the learners' speaking performance.

The sixth factor is related to the feedback during speaking activities. A lot of learners expect their teachers to give them the necessary feedback on their speaking performance. According to Harmer (1991), the decisions that instructors adopt towards their learners' performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make. Harmer (1991) also continued that if instructors directly correct their students' problems, the flow of the dialogue and the aim of the speaking task will be spoiled. Baker and Westrup (2003) supported the above statement and said that if learners are always corrected, they will be demotivated and afraid of talking. It has been suggested that instructors should always correct their learners' mistakes positively and give them more support and persuasion while speaking.

According to Mahripah (2014), EFL learners' speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality. Phonology is a difficult aspect of language learning for EFL learners. As we know, English is not a phonetic language. That is, pronunciation of English words are not similar to their spellings. Words with similar spellings are sometimes pronounced differently because of their surrounding contexts like tenses and phonemes that come after them. This can cause a lot of problems for non-native speakers of English and they sometimes get confused in producing the English words.

EFL learners should have the knowledge of words and sentences. They should comprehend how words are divided into different sounds and how sentences are stressed in specific ways. Grammatical competence can help speakers apply and perceive the structure of English language correctly that leads to their fluency Latha, (2012). Native speakers say what they want without having any problems because they are familiar with the language. If they have problems in expressing some concepts, they try to use other ways of telling those things. They may make certain mistakes syntactically but these mistakes do not change the meaning of the sentences they want to express and this doesn't create serious problems for the listeners to comprehend them. But the mistakes non-native speakers commit are those that change the meaning of utterances they want to convey and can create some problems for their understanding Mahripah, (2014).

Motivation can influence and be influenced by the components of language learning. According to Merisuo-Storm (2007), an integrative and friendly view towards the people whose language is being learned makes sensitize learners to the audio-lingual aspects of language and making them more sensitive to pronunciation and accent of language. If learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of language. The above sentences support the view that just communicative competence is not sufficient for learners to improve their speaking skill. Without positive attitudes towards the speaking performance, the aim of speaking will not be obtainable for learners.

The fear of speaking English is pertinent to some personality constructs like anxiety, inhibition, and risk taking. Speaking a language sometimes results in anxiety. Sometimes, extreme anxiety may lead to despondence and a sense of failure in learners Bashir, Azeem, & Dogar (2011). According to Woodrow (2006), anxiety has a negative effect on the oral performance of English speakers. Adults are very careful to making errors in whatever they tell. In their opinion, errors show a kind of unawareness which can hinder them to speak English in front of other people. Speaking anxiety may originate from a classroom condition with the different abilities of language learners. Learners are divided into two groups: strong and weak ones. The strong learners often dominate the slow and weak ones. The weak learners do not usually want to talk in front of the strong ones which leads to their silence during the whole class activity.

Inhibition is a feeling of worry that stops people from telling or performing what they want Cambridge A. L. Dictionary, (2008). All human beings make a series of defenses to protect the ego. Due to the fact that committing mistakes is a natural process of learning a language, it certainly causes potential threats to one's ego. These threats disappoint the learners to talk English and prefer to be silent rather than being criticized in front of a large number of people Brown, (2000). Risk-taking is pertinent to inhibition and self-respect. EFL learners who have a low self-respect tend to stop taking a risk of committing mistakes in their speaking tasks which resulting in the inhibition to the betterment of their speaking skill Mahripah, (2014).

2.2. The Nature of Mind Mapping

2.2.1 Mind Mapping Strategies for Organizing Ideas in Speaking

Mind mapping is a way that gives us the meaningful information to understand in a simple way. Mind Mapping Technique prepares the mind in a way that information can be used in logical and imaginary way to make an image in the brain. Buzan (2000) opined that mind mapping is a diagram used to represent words, ideas, tasks, or other items linked to and arranged in radial around a central keyword or idea. It is used to generate, visualize, organize, and classify ideas. It is an image-centered diagram that represents a meaning or other connections between portions of information. (Al-Jarf, 2011) said that, A mind-map is made based on radiant thinking, a concept which describes how the human brain processes various ideas and information that are associated to each other through

relationship hooks. Buzan & Buzan in Budd (2003) it consists of a central idea or theme and related ideas branching out that are connected together via relationship hooks. Subsequent ideas are linked together, forming a hierarchical map of the user's ideas. A variety of applications are possibly elaborated through mind-mapping. For instance, mind-mapping is an effective way of generating limitless ideas in that each idea that branches out increases the range of possible associations.

Furthemore, Murley (2007) noted that mind mapping is an effective tool to generate an idea and draw it into a paper or express it orally. Besides, Budd (2003) argued that mind mapping is a graphic organizer in which the main idea and sub-idea are represented as branches from larger branches. It is a visual tool that can be used to generate ideas, take notes, organize thinking, and develop concepts.

To create a mind mapping, people usually start in the middle of the page to draw the central theme or main idea. Then, draw wider in all directions to create a growing diagram composed of keywords, concepts, facts, and information. Furthermore, mind-map graphically shows ideas in a relational framework, with the main topic at the center of the paper, major sub topics on branches derive from the main topic and sub-sub topics around each major subtopic. The mind mapping can be created using paper and pens or using one of several computer applications.

Based on the explanation above, mind mapping can ease the students to generate their minds. Besides, the teacher can use mind mapping as a strategy in

teaching. The mind map is easy to create, students can create it on a blank of paper using a pen or pencil. What is more, they can use a computer to draw a mind map.

2.2.2   Characteristic of Mind Mapping

There are several characteristics that we can find in mind mapping. According to Budd (2003) revealed that there are four main characteristics of mind mapping. Firstly each mind mapping has a central picture as a starting location containing the main theme or idea. The central point in the mind-map commonly used picture because the picture can help the brain to generate ideas easily.

Secondly, the ideas of the mind-map "released" from the central topic or image as branches with sub-topics connected. The sizes of the branches are different and the connecting words are used to support relations to the main topic.

Thirdly, the final structure of the mind-map becomes a hierarchy of linked ideas and when that is done, the mind creates an image to symbolize the structure.

Lastly, each branch has keywords or colorful pictures connected. It is recommended to use the picture in the entire mind-map. A traditional outline often lacks color whereas the use of color is important in creating mind-maps. In particular, many mind-maps use one color for each major topic to help in organization. Each branch used a single keyword, not a phrase or sentence.

2.2.3 Technique of Making Mind Mapping

In Mind Mapping, we have to know several techniques in making Mind Mapping. Buzan (2000) said that there are some techniques in creating Mind Mapping. The following, 1) center the image or topic using at least 3 or 2 colors. 2) use images, symbols, codes, and dimensions throughout your Mind Map. 3) select keywords and print them using upper or lowercase letters. Each word / picture stands alone and is in its own row. 4) connect the lines starting from the center image. The center line is thicker, organic and flowing, becoming thinner as it radiates outward from the center. 5) make the lines the same length as the word / picture. 6) use color - your own code - throughout the Mind Map. Then, develop your personal Mind Mapping style. 7) Use emphasis and show associations on your Mind Map. 8) keep the Mind Map clear by using radial hierarchies, numerical sequences or outlines to embrace your branches.

2.2.4 Advantages of Mind Mapping in EFL Learning

Mind Mapping is a good technique for brainstorming because ideas can be captured as they are suggested, without worrying about where they fit in a hierarchy. Once all the ideas have been captured, they can be grouped and prioritised. Compared with traditional outlines and presentations, mind-maps offer more convenient advantages. Murley (2007) explained that the radiating design of a mind-map keeps the main topic or idea central stand together with all its major sub-topics neighboring. Similarly, sub-subtopics stay close to their topics. This

arrangement keeps the big picture in focus and makes relationships and connections easier to notice.

Furthermore, mind mapping is more flexible in that students' creativity will be encouraged. Memory storage is enhanced as mind mapping allows displaying all related topics on the same mind map, with keywords and connections indicated by images, symbols, and colors. The mind map is not only enhancing students' creativity but also attracting students' attention. The benefits of mind mapping include providing the students with a more attractive and enjoyable format for their eye and brain.

In addition, Murley (2007) noted that it is easy to understand the "maps" drawn on mind-maps. This benefits the students as it saves time and increases productivity that distinguished learning styles in EFL classrooms can also be accommodated. Mind-maps are especially helpful for strong visual learners who absorb information better when it is presented via diagrams and similar visual aids than through written text.

Moreover, Al-Jarf (2011) pointed out that mind mapping is used to enhance learning. Visual learners find it useful as an illustrative tool that assists with managing thought, directing learning, and making connections. Al-Jarf (2011) also added that mind mapping enables students to better organize, prioritizes, and integrate the material presented in a course. Pramono (2013) stated that mind mapping strategy able to helps the students improve their speaking ability in some aspects, such as pronunciation, vocabulary, clarity, and naturalness

of speech, and task achievement and communication skills. They were more confident to speak English.

To sum up, it can be concluded that mind mapping is an effective strategy to use the power of both sides of the human brain to encourage studying, problem-solving, critical thinking, and memory recall.

2.2.5 Positive values of mind-maping in the EFL classroom

Mind mapping is a good technique for brainstorming because ideas can be captured as they are suggested, without worrying about where they fit in a hierarchy. Once all the ideas have been captured, they can be grouped and prioritised. Compared with traditional outlines and presentations, mind-maps offer more convenient advantages. Murley (2007) explain that the radiating design of a mind-map keeps the main topic or idea central, with all its major subtopics close to it. Similarly, sub-subtopics stay close to their topics. This arrangement keeps the big picture in focus and makes relationships and connections easier to see.

Next, because mind mapping welcomes more flexibility than outliningdoes, students' creativity is subsequently encouraged. Memory retention is enhanced as mind-mapping allows displaying all related topics on the same mind map, with emphasis and connections indicated by images, symbols, and colours. Not only does it trigger students' creativity, but also attract students' attention. The benefits of mind mapping include providing the students with a more attractive and enjoyable format for their eye or brain to look at, muse over, and remember.

Additionally, Murley (2007) notes that it is easy to understand the "maps" drawn on mind-maps. This benefits the students as it saves time and increases productivity. Different learning styles in EFL classrooms can also be accommodated. Mind-maps are especially helpful for strong visual learners who absorb information better when it is presented via diagrams and similar visual aids than through written text.

Mind mapping also help students see connections between prior knowledge and new information, which helps them transfer what they learn and apply it to new situations. When faced with writing tasks, compared to traditional writing instruction that depends on the textbook only, mind-mapping technique proves to be a powerful tool for improving students' ability to generate, visualise and organise ideas Al-Jarf (2009).

Moreover, Al-Jarf (2011) points out that mind mapping is used to enhance learning. Visual learners find it useful as an illustrative tool that assists with managing thought, directing learning, and making connections. Al-Jarf (2011) also adds that mind mapping enables students to better organise, prioritise, and integrate material presented in a course.

From the discussion above, it is clear that mind mapping is an effective technique for harnessing the power of both sides of the human brain to foster studying, problem solving, critical thinking and memory recall.

The mind-map below is created by Tony Buzan 2005 describing the impact. As can be seen in the mind mapping, some images and colours are used.

Briefly, when making an artistically colourful mind map, creativity is solely accommodated.
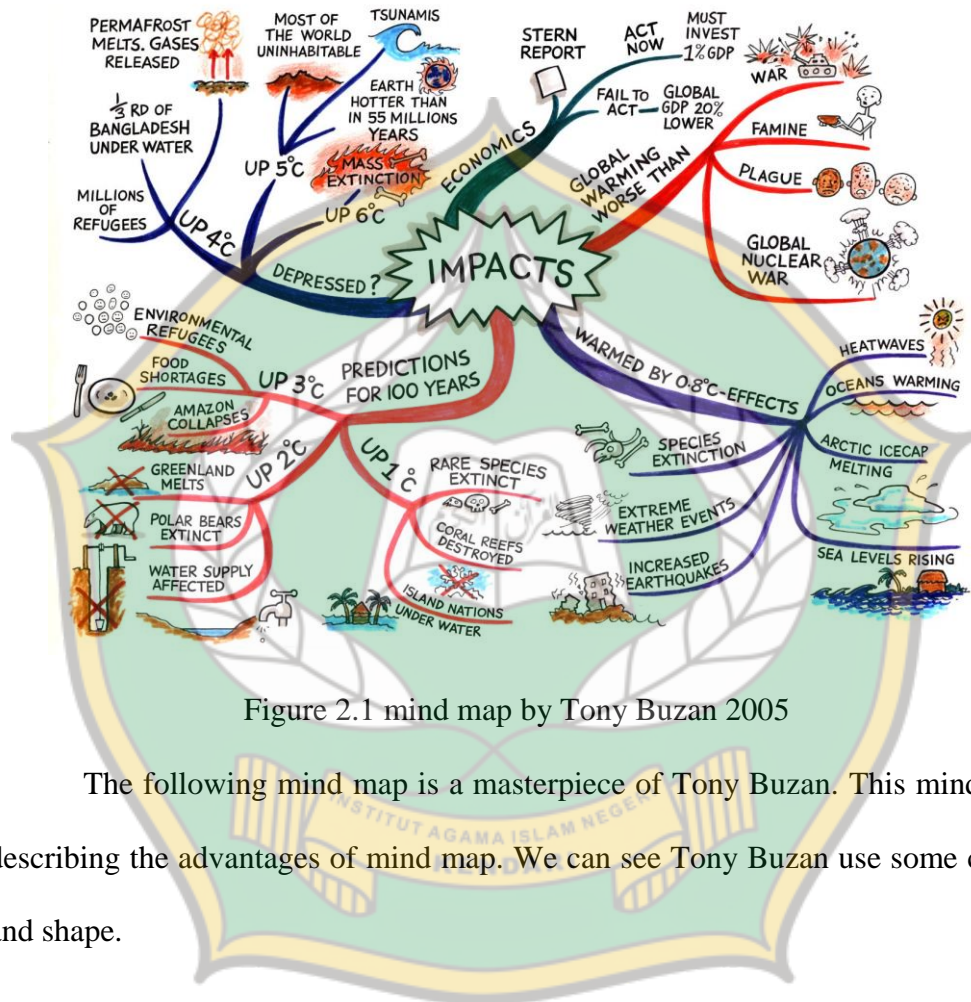

Figure 2.1 mind map by Tony Buzan 2005

The following mind map is a masterpiece of Tony Buzan. This mind map describing the advantages of mind map. We can see Tony Buzan use some colors and shape.
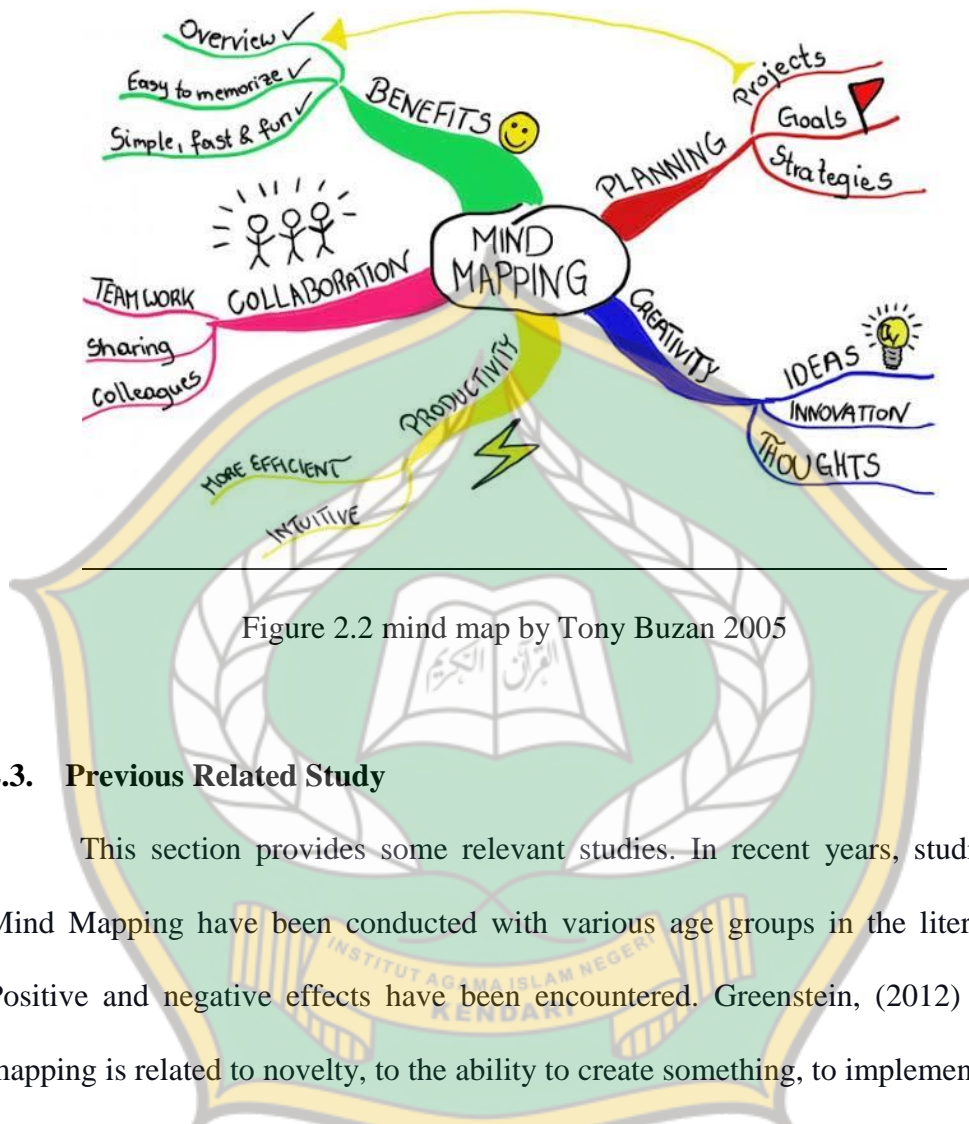
Figure 2.2 mind map by Tony Buzan 2005

2.3. Previous Related Study

This section provides some relevant studies. In recent years, studies of Mind Mapping have been conducted with various age groups in the literature. Positive and negative effects have been encountered. Greenstein, (2012) Mind mapping is related to novelty, to the ability to create something, to implement new forms, to generate a lot of imaginative skills or to make something that already exists into something new. Yang, (2015) revealed, mind mapping is a meaningful learning strategy to organize the information and make more systematic visualizations of the whole structure.

Fu (2019) explained that mind mapping has huge advantages for students, not only in terms of developing the connections between words and cohesive texts, but also for fostering students' creativity and their integration of new ideas. This strategy involves arranging words into a picture with a core word at the

center or at the top and related words or images linked with the key words by lines Oxford, (2013). In addition, Chen and Hwang (2019) indicated that mind mapping helps students think logically and improve their learning performance.

Furthermore, study about the implementation of mind mapping has been conducted by many researcher especially in writing skill. The researcher found the implementation of Mind Mapping very suitable for writing skills. Naqbi (2014) stated, "Mind mapping can help students to plan and organize their ideas for writing tasks." It can be assumed that mind mapping is one of the learning techniques that can facilitate students to improve their writing skills. Moreover, it can overcome the students' problems in generating their ideas in the writing class. In addition, it is expected to make the students feel confident to write good paragraphs.

Meanwhile, In language learning, mind mapping strategies have been widely used by teachers and researchers to measure various learning outcomes. Hsu (2018) examined the four elements of students' motivation, attention, relevance, confidence, and satisfaction in an EFL speaking course that used the computer mediated communication (CMC) tool Google Hangouts, while Lin (2019) used mind‑mapping flipped learning activities for college English writing courses.

Furthermore, several researchers in the language learning field have investigated the positive effects of mind mapping implemented in speaking, reading, and writing performance Chen & Hwang, (2019).

In addition, the study of Liu (2016) reveals that the mind mapping strategy not only provided a more efficient memorization tool for students to organize and represent vocabulary knowledge, but also had significantly superior performance in vocabulary learning acquisition and retention. Besides that, according to Hwang, Kuo, Chen, and Ho (2014), the computerized mind map assists students in improving their learning achievements and promoting their learning interest. Therefore, the mind mapping strategy might be considered as having great potential for improving EFL students' language learning performance and increasing their vocabulary knowledge, comprehension, and inferential knowledge Chen & Hwang, (2019).

The study from Harmanto, & Sutriono, (2016) found that the mind map can be integrated with a variety of learning models with the aim of encouraging students' abilities to explore the relationships between information and stimulating students to think creatively. This is similar to this research in which the researcher tried to integrate mind mapping and students' speaking ability which to encourage students' creativity when the students convey information or topic in speaking class. Nevertheless, few researcher conducted a study about the implementation of mind mapping in speaking. So that, in this study the researcher tried to investigate the students' response to the implementation of mind mapping in speaking skill.