Development Mind Mapping to Improve Student's Speaking Skills Madrasah Aliyah Hassanudin

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Abtrak. Penelitian ini bertujuan untuk menganalisis proses dan hasil penggunaan media mind mapping dalam meningkatkan keterampilan berbicara bahasa Inggris siswa kelas XII MA Hassanudin Gaprang dalam mendeskripsikan teks. Sebagai bahasa internasional, bahasa Inggris sangat penting di era modern, dan penggunaan media inovatif sebagai alat pembelajaran strategis terbukti efektif dalam mendorong perkembangan siswa. Dengan menggunakan model ADDIE, yang merupakan metode Penelitian dan Pengembangan (R&D), data dikumpulkan melalui observasi, wawancara, dan angket. Validator instrumen memberikan skor 83% dengan kriteria valid, validator materi memberikan skor 75% dengan kriteria valid, dan validator media mencapai skor 83,82% dengan kriteria valid. Hasil penelitian menunjukkan bahwa media mind mapping secara signifikan meningkatkan kemampuan siswa dalam mengorganisasi dan menyampaikan ide-ide mereka dalam bahasa Inggris. Temuan ini menekankan pentingnya mengintegrasikan alat inovatif seperti mind mapping ke dalam strategi pengajaran untuk menciptakan pengalaman belajar yang interaktif dan berpusat pada siswa. Selain itu, penelitian ini menggarisbawahi perlunya pendidik untuk mengadopsi media yang mendukung pengembangan keterampilan, serta menyarankan penelitian lanjutan untuk mengeksplorasi dampak mind mapping pada kompetensi bahasa lainnya, seperti menulis dan memahami, demi pemahaman yang lebih komprehensif tentang manfaatnya.

Kata Kunci: *Pengembangan, Mind Mapping, Kemampuan Berbicara*

Abstract. This study aims to analyze the process and outcomes of using mind mapping media to enhance the English-speaking skills of class XII students at MA Hassanudin Gaprang in describing texts. As an international language, English is essential in the modern era, and employing innovative media as a strategic learning tool effectively fosters student development. Utilizing the ADDIE model, a Research and Development (R&D) method, data were collected through observations, interviews, and questionnaires. The instrument

validator yielded a score of 83% with valid criteria, the material validator scored 75% with valid criteria, and the media validator achieved 83.82% with valid criteria. The findings indicate that mind mapping media significantly improve students' ability to organize and articulate their thoughts in English. These results highlight the importance of incorporating innovative tools like mind mapping into teaching strategies to create interactive and student-centered learning experiences. Furthermore, this study underscores the need for educators to adopt media that support skill development, suggesting that future research could explore the broader impact of mind mapping on other language competencies, such as writing and comprehension, for a more comprehensive understanding of its benefits.

Keywords *: Devolopment, Mind Mapping, Speaking Skills*

INTRODUCTION

Language is an instrument of learning and teaching, and is also a medium for understanding knowledge in depth in all ages (DiCerbo et al., 2014). The suitability of the substance that contains the core One of the most widely used languages by people around the world is English. This language is a world language that is widely used in business and commerce, and contains a lot of global knowledge, information, and basic skills(Wilson, 1968). Around 1 billion people worldwide speak English, if you take into account non-native speakers. English has emerged as the primary means of global communication and plays a very important role in today's interconnected world, which cannot be ignored. Many people around the world are fluent in English, outside of native English-speaking countries such as the United States and the United Kingdom (Ilyosovna, 2024).

The four fundamental English language abilities are listening, speaking, reading, and writing, which makes learning the language extremely difficult. and possesses three more skills: English, grammar, and vocabulary. In terms of education, media is a highly strategic tool for deciding the success of the teaching and learning process(Ait-Bouzid, 2020). Because its existence allows learners to immediately experience its own dynamics. The phrase "learning media" is derived from the Latin "medius," which simply means "middle," "intermediate," or "introduction." In Arabic, media intermediaries are individuals who carry messages from the sender to the recipient.Changes in the values and culture of English as a worldwide language have occurred at a rapid pace in recent decades.

Teachers must also adjust to changing circumstances in order to impart the principles found inside(Kumar et al., 2020).

In this problem, the researcher found several problems that occurred, especially in students at MA Hassanudin Gaprang. The first problem is the lack of vocabulary in English for students so that students have difficulty speaking English, lack of self-confidence, lack of student motivation in learning and teachers who only explain the material. This is in line with the opinion of who said that there are 4 factors that cause learning difficulties(S & Hum, 1958), namely (1) Internal factors from students such as student enthusiasm for learning (2) school environment factors such as how to provide lessons, lack of reading materials, lack of teaching aids, learning materials that are not in accordance with abilities and the implementation of lessons that are too dense. (3) Factors from the family environment that hinder the student's learning process. (4) a community environment that does not support such as interference from other parties, cannot manage their time, and so on. The results of the previous questioning in article "Application of Mind Mapping", Impersonating and Questioning Techniques in Speech Learning at SMAN 1 Semaka (MIQ) research, this article concludes that MIQ can be used as an alternative to learning speech for students, especially students who are prepared to take part in English public speaking competitions. This technique provides learning opportunities to think a lot in finding new ideas to convey, thereby enabling them to connect the dots of their knowledge, experience, and logic.This further provides them with expected pronunciation models and convincing gestures in delivery(Suprayogi et al., 2021).

METHODE

Any educational designers and training programmers use the ADDIE model as a teaching model when creating educational and training materials(Spatioti et al., 2022). The ADDIE Model's development phase includes tasks for bringing product designs—in this example, instructional materials—to life. The research's development phase involves making and modifying instructional materials. A conceptual framework for the creation of instructional materials has been created during the design phase. The conceptual framework is realized during the development stage as products for instructional materials that are prepared for implementation in line with the goals. In carrying out the steps of developing teaching materials, there are two important objectives that need to be achieved, namely: 1) Producing or revising teaching materials that will be used to achieve the learning objectives that have been formulated, 2)selecting the best teaching materials

that will be used to achieve learning objectives (Cahyadi, 2019). The research stages can be seen in the following image:
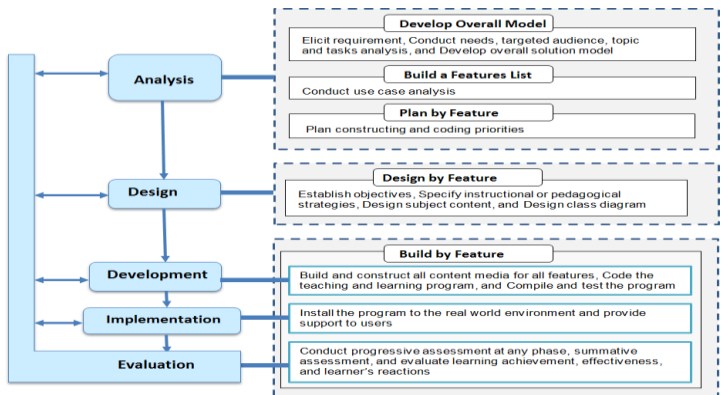
Picture 1
ADDIE MODEL (Budoya et al., 2019)

RESULT

The results of the study using the ADDIE model method related to the development of mind mapping media to increase student's speaking ability are expected to help teachers and studentsin the future. The results of the study obtained are based on the need for English to help students understand and know foreign knowledge. Data obtained from students through field observations and interviews and distributing questionnaires so that student problems can be identified. The researcher prepared a prototype of the media developed by selecting items that are easy toobtain so that they are easy to make and apply and the material is durable. After making the prototype, the researcher prepared the validation material and instruments. The researcher was guided by three experts, namely language instrument validation experts, material instrument validation experts and media instrument validation experts (Arikunto, 2013).

Criteria Of Validations

No.	Percentage (%)	Criteria	Explanation
1.	85% - 100%	Very Valid	Very decent
2.	70% - 84%	Valid	Feasible
3.	41% - 62%	Less Validity	Less feasible
4.	21% - 43%	Invalid	Very Imporer

From the results of media development, the researcher submitted the media design to several experts and got how many values and responses from the experts, the expert assessments wereas follows:

Table.2.
language instrument validation value

Aspects	Indicator	Score	High Score
Clarity	Clarity of the title of the questionnaire sheet	3	4
	Clarity of question items	3	4
	Clarity of instructions for filling out the questionnaire	3	4
Content Provisions	The determination of questions with expectedanswers.	3	4
Relevance	Questions related to research objectives.	4	4
	Statement regarding research objectives	4	4
	Revealing the correct information	4	4
	Easy to understand language	3	4
	The language used is effective	3	4
	Writing according to EYD	3	4
	Total	33	40

Table 3.
Validation Media Value

Assessment Indicators	Assessment items	Score	Total Score
Text Display	Writing the Title in Mind Mapping	2	4
	The size of letters, images, and symbols inmind mapping.	3	4
	The use of writing in mind mapping media.	3	4
	The clarity of writing in mind mapping.	4	4
	The ease of understanding the existing flow	4	4
Image Display	Image Shape	3	4
	Image Size	3	4
	Image Conformity with	3	4
	Image Variation	3	4
	Color Composition	2	4

Mind Mapping Media Functions	Mind Mapping media as a learning resource.	4	4
	The materials used in Mind Mapping as a learning resource can be understood by students (Verbalistic).	3	4
	Learning media can attract students to read.	4	4
	Learning media can encourage students to achieve learning goals.	4	4
Content Illustration	The presentation of learning media leads to understanding the concept.	4	4
	Mind mapping proposition as entertainment and increasing interest.	4	4
	Mind Mapping media increases the sense of pleasure when reading it and encourages readers to attract interest.	4	4
	Total	57	68

Table 4.

Validation Material Value

Assessment indicators	Assessment Items	Score	High Score
Contents	The content's alignment with the syllabus. .	3	4
	The content's alignment with both fundamentaland core competencies.	3	4
	Ease of understanding the material in learning.	3	4
Construction	meaningfulness in learning materials	3	4
	suitability of learning materials to students' ability levels.	3	4
	clarity in learning objectives.	3	4
	giving motivation to students	3	4
	completeness of information in the material.	3	4
Language	Clarity in providing material	3	4

Effective and efficient use of language.	3	4
Use images or text that are interesting and lead to understanding the concept.	3	4
Communicative use of language.	3	4
Total	36	48

The results based on the assessment of the validator show that the value of the language instrument validator is 83%, the value of the media instrument validator is 83.82%, and the value of the material validator is 75%. Based on the criteria table above, the developed learning media is worthy of being tested.

DISCUSSION

The purpose of this study was to determine how effective the mind mapping learning method is in developing students' English speaking skills. The data taken by the researcher were in the form of direct observation results in the field and making a questionnaire. Based on the data obtained from the field, it showed that students at MA Hassanudin Gaprang showed a passive attitude, plus the learning method applied by the teacher only delivered material and gave practice questions, so that students felt bored with the learning given. Other student problems found by the researcher were that student interest was quite low so that students found it difficult to accept the learning given. Based on expert theory that student interest is the main thing, low interest causes a lack of interest in the lesson so that it causes a dislike of the lesson (Atul, 2021). Other student obstacles are the lack of vocabulary and understanding of the meaning of vocabulary, adding to the problem so that students' English speaking skills are very low and students' lack of self-confidence makes it difficult for students to speak English.

Researcher finally found the solution, namely by using mind mapping media as a learning medium to hone students' speaking skills. Using mind mapping media as a learning medium, researcher hope that the media resulting from the development can be useful for students and teachers on the teaching and student learning process. Researcher compile and select materials for making affordable and durable media so that they are easy to make. Researchers also create basic competencies and core competencies to compile materials according to student needs. Descriptive text is chosen as a teaching material because it is very suitable and easy to understand so that it

does not complicate students. The researcher finally found the solution, namely by using mind mapping media as a learning medium to hone students' speaking skills. By using mind mapping media as a learning medium, the researcher hopes that the media researched, developed, and formulated by the researcher can be useful for students and teachers in learning activities. The researcher compiled and selected materials to create affordable and durable media so that they are easy to make. The researcher also created basic competencies and core competencies to compile materials according to student needs. Descriptive text was chosen as a teaching material because it is veryappropriate and easy to understand so that it does not make it difficult for students. The researcher chose three validator experts, namely instrument validators, material validators, and media validators. The validation results from the experts are as follows:

Table 5.
Validations Expert Result

Validaton expert	Before	After	Suggestion
Instrument	Foreign words are not written in italics, have irregular spacing, and do not have instructions for use.	Foreign words have been written in italics, spaces have been changed to 1.0 and instructions for use have been added.	The use of foreign words must be in italics, single spacing, and there must be clear instructions for use.
Material	The material is designed to be very simple, including understanding,generic structure, and characteristics.	Each sub-material is given a detailed explanation and given examples and practice questions as well as scoring rubrics for assessment.	Explanations of each sub-material must be included along with examples and practice questions must be provided.
Media	The media has a simple initial form, with little decoration and dominated by green. It has no appeal and is boring. The	The materials used are replaced with sturdy materials with the addition of interactive and varied decorations and more diverse colors in the hope of increasing student	The materials used must be replaced with stronger materials. The colors must be more varied and the

materials used are less sturdy and durable.	appeal.	additions must be more diverse.	

States that validity comes from the word *validity* which means the extent to which a measuring instrument (test) is accurate and precise in carrying out its measuring function(Intang Sappaile, 2019).Test validity basically refers to the degree of a test's measuring function, or the degree of accuracy of a test's measurement. The validity of a test questions whether the test actually measures what it is intended to measure.The content validity that will be carried out in this study is the content validity given to the expert(Suryabrata, 2000). Content validity shows that the instrument that is prepared is in accordance with the curriculum, material and expected learning objectives(Novikasari, 2017).Based on the results of the language instrument validator, the assessment instrument that was made was suitable for use before the language validator instrument was submitted to the validator, the language structure used was not perfect, experts suggested that capitalization should be correct, the use of italics in foreign languages and terms the results of the media validator suggested that the media be designed to be more attractive so that students can be attracted to the learning presented through the media presented, the colors should be more varied so that they increase student interest. the results of the material validator stated that the material presented must be detailed so that students can better understand the material given in each material must be given examples so that students can easily understand the material given.

CONCLUSION

The conclusion of this study is that the use of the mind mapping learning method has proven effective in improving students' English-speaking skills. This is due to the ability of mind mapping to visualize concepts, meanings, and illustrations that help students better understand the material. Prior to the intervention, students at MA Hassanudin Gaprang showed a passive attitude toward learning, facing various challenges such as low motivation, limited vocabulary, lack of comprehension, and low confidence in speaking English. By using mind mapping, students can integrate various cognitive abilities, such as logic, color, images, and rhythm, making the learning process more engaging and effective. The selection of descriptive text as the teaching material also supports the success of this method, as it is easier to understand and relevant to students' needs.

Through this study, it is hoped that the mind mapping media developed can serve as a valuable solution for teachers and students in the learning process, particularly in enhancing English-speaking skills in a more creative and easily applicable manner.

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