USING MIND MAPPING TO IMPROVE ORAL SKILLS IN DAILY ACTIVITIES

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Abstrak: *Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan peta pikiran dapat meningkatkan keterampilan lisan siswa dan untuk mengetahui kemajuan siswa menggunakan peta pikiran dalam kegiatan sehari-hari. Sampel penelitian adalah kelas sepuluh SMAU BPPT AL FATTAH Siman, Sekaran, Lamongan .Untuk memperoleh data, peneliti melakukan penelitian pra eksperimen. Peneliti melakukan pre-test dan post-test. Berdasarkan data yang diperoleh dengan menggunakan r-hitung dan r-tabel, jumlah siswa adalah 17, tingkat signifikansi = 0,05 yang menunjukkan bahwa skor yang diperoleh dari r-tabel adalah 0,482, dan r-hitung adalah 0,896, sehingga r-hitung lebih besar dari r-tabel 0,896 > 0,489,jadi Hypothesis (HA) telah di terima penelitian ini diterima. Hasil sebelum dan sesudah menunjukkan bahwa peta pikiran memang efektif dalam meningkatkan kemampuan siswa, peta pikiran juga membantu membuat siswa berbicara bahasa Inggris lebih baik.*

Abstract: *The purpose of this study was to determine whether the use of mind maps can improve students' oral skills and to determine the progress of students using mind maps in daily activities. The sample is SMAU BPPT AL FATTAH Siman. To obtain data, researchers conducted pre-experimental research. Researchers conducted pre-test and post-test. Based on the data obtained using r-count and r-table, the number of students is 17, the significance level = 0.05, indicating that the score obtained from the r-table is 0.482, and the r-count is 0.896, so that the r-count is more greater than r-table 0.896 > 0.489, this study is accepted. The results before and after show that mind maps are indeed effective in improving students' abilities, mind maps make students speak English better.*

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(Buzan, 2005) mind mapping is a technique which allows students to understand the relationship between ideas by creating visuals connection map. In fact, mind mapping is one of the techniques that can support teaching and learning process. Mind mapping is

known as one of the most effective techniques can support the teaching and learning process in the classroom. Mind mapping is a way to make it easier for students to talk about their daily life or their speech. This mind mapping it is hoped that the tenth graders of high school can improve their speaking skills, how to memorize vocabulary, fluency, and pronunciation so that they can affect all tasks/ability that they do not understand. The results of the preliminary survey show that the 10th grade students of SMAU BPPT AL FATTAH still have many difficulties speaking in English. The difficulty is that students do not understand how to memorize vocabulary because they do not have the ability to learn the correct pronunciation and what to say next. All of this is traditional, where the mindset of students before does not determine how to develop learning strategies, but is interested in the final results of the data without dictating how to easily help students. Many teachers use this technique. Methods of Memorizing Words, Pronunciation and Less Exploring students' creativity so that students' thinking tends to be completed faster without thinking about better methods and results. Teaching English will feel monotonous and tedious if the teacher who teaches is minimal creativity, and does not master English teaching methods. The teacher should create interesting techniques or strategies. If students feel comfortable and happy with the way we teach, of course the material we convey to students will be quickly accepted by children(Arifin & Al Halim, 2021).

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.the researcher also added that better use mind mapping, for students to better organize, prioritizes, and integrate material presented in a course.Pramono, in Ramadhani (2020)stated that Mind mapping strategies are able to help students improve their speaking skills in several aspects, such as pronunciation, vocabulary, clarity, and naturalness of speaking, and task achievement and communication skills. They are more confident to speak English. In conclusion, it can be concluded that mind mapping is an effective strategy to use the power of both sides of the human brain to encourage learning, problem solving, critical thinking, and mey recall.

The researcher said that, from the text above, what Murley said is that the advantages of mind mapping will certainly make you more it's easy to think of something, when they are about to give a speech or talk about their daily activities they can try this mind map. Edit by changing and entering the topic you want to cover.Categorize the content when you are done, print your work out for reference, or you can make like this one in step mind mapping daily life.

    a. Think about your daily activity
    b. Write Indonesia first
    c. translate into English
    d. learn about the vocabulary and pronunciation
    e. try to speak up
    f. Closing by your style

This is a mind mapping function in everyday life. Your speaking skills will be easier than before little by little will be perfect once you understand better practice soon and will make perfect.

METHODOLOGY

This research design used a one-shot study design that was pre-experimental with quantitative methods, and this research is to find out the factors that cause students' difficulties in speaking English. This means that this study uses mind mapping so that they can speak well, surveys as a method of data collection. This study describes or analyzes the factors that cause students to rarely speak English in the design. This experiment is a general plan to conduct research with active independent variables. This design is important because it determines the internal validity of the research, namely the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.This research is a quantitative study. the researcher used pre-experiments because researchers saw the conditions at SMA U BPPT.

(Sugiyono, 2019) It is said that the pre-experimental design is a design that includes only one group or class that is given a pre and post-test. The one-group pre-test and post-test design were carried out in one group without a control or comparison group. The researcher used analytical techniques to analyze data obtained from the research results. This aims to obtain accurate data in accordance with research objectives and to find out the difficulties faced by students in conveying or explaining something in front of the class about the daily activity or on stage using a mind mapping method. The design of the research pattern was one group pretest and posttest design.

This research was conducted to explain more that there is an effect or not the use of the mind mapping method on the English speaking ability in class X SMA U BPPT AL FATTAH. This research involved one cycle consisting of three treatments. Furthermore, the researchers designed it in the following table:

No.	Experimental Class		
1.	10 Juni 2021	Pre-test	the students come forward and tell or explain about their daily topics.
2.	11 Juni 2021	give topic *"DAILY ACTIVITY 1"*	the students come forward and tell what topic has been selected.
3.	2 Juni 2021	post-test	the students come forward and tell or explain about their daily topics

RESULTS

After doing the research, two kinds of data were obtained; pre-test scores and post-test scores. The pre-test was given before the treatment and the post-test was given after the treatment, the data in this research is to find and calculate the value of the results from the pre-test and post-test. in the use of mind mapping in daily activities to improve students' oral skills in learning English in class X SMAU BPPT AL FATTAH which was obtained in approximately 3 days, on 10-12 June 2021, because the researcher only got permission from the school 3 days and together with the students' day off to go home.The pre-test and post-test data were analyzed and categorized so that the results could be found.The data is divided into (3) assessment aspects, namely in terms of vocabulary, fluency, and pronunciation.

The vocabulary score increased (2.22%) from the mean score of (4.5) on the pre-test to (4.6) on the post-test. In the mind mapping method to improve students as a medium in the teaching and learning process, data were collected through tests and showed that students' vocabulary in speaking increased. Based on these results, it can be concluded that the use of the mind mapping method in the teaching and learning process is effective in increasing students' vocabulary in speaking. Although the results of the post-test cannot be said to be good, it has increased from a poor level to quite good and can be categorized as sufficient.

The pronunciation score increased (5%) from the mean score of (4.0) on the pre-test to (4.2) on the post-test. In applying the mind mapping method in the teaching and learning process, data were collected -through tests and showed that students' pronunciation in speaking experienced the same increase in pronunciation. Based on these results, it can be concluded that the use of the Mind mapping method to improve students' speaking skills in daily activities is effective in improving students' pronunciation in speaking.

The Fluency score increased (6,81%) from the mean score of (4,1) on the pre-test to (4.4) on the post-test. In applying the mind mapping method in the teaching and learning process, data were collected through tests and showed that students' Fluency in speaking experienced the same increase in vocabulary. Based on these results, it can be concluded that the use of the Mind mapping method to improve students' speaking skills in daily activities is effective in improving students' Fluency in speaking.

The data above is the result of the researcher's findings/classification of pre-test and post-test scores. This result occurs when a mind map is used to improve the oral skills of class X students at SMAU BPPT AL FATTAH Lamongan, June 10-12 year 2021.

DISCUSSION

This section discusses the previous or subsequent findings obtained from observing students' speaking skills in terms of vocabulary, observation, and pronunciation in the teaching and learning process by using the mind mapping method to improve oral skills in daily activities in learning. This is indicated by the student's learning process during the pre-test and post-test. In the treatment process, the researcher carried out the teaching

and learning process using the method. Before being given action, students are lazy and bored, even difficult to be conditioned in the teaching and learning process.

So that students are less able to improve achievement again because the factor is not interested in English, Based on these findings, some of the data on the post-test were higher than the pre-test in terms of words, fluency, and pronunciation. and according to available data, this method is effective even though the rate of increase is around 2% - 6%. in the pre-test to post-test, it was found that most of the students did not- know how to pronounce the new vocabulary correctly . However, it is quite easy to understand because the topic is light, namely daily activities. Their pronunciation is not good and they still haven't learned it. After casting a Directive, their skill increases by 6%. after this application children know the sequence of daily activities ranging from waking up, bathing, breakfast, studying to praying in this case also raises intelligence on how to make it easier for them to speak English.

CONCLUSION

1. Based on data can be concluded that the vocabulary, fluency and pronunciation of class X students of SMA U BPPT AL FATTAH *before* using the mind mapping method in daily activities were not too bad but less regular/sequence in conveying daily activities.It can be concluded that the vocabulary, pronunciation, and fluency of class X students of SMA U BPPT AL FATTAH increased *after* applying mind mapping.

2. Based on the results of the data and previous findings, the researcher concluded that the mind mapping method to improve students' speaking skills in daily activities was effective for improving students' speaking skills in terms of vocabulary, pronunciation, and fluency. This is evidenced by the achievement of students' final scores on vocabulary, fluency, and pronunciation in the post-test which is greater than the pre-test (71.7 > 75.0).

3. Based on hypothesis testing, the null hypothesis (H0) is rejected while the alternative hypothesis (H1) is accepted. This is evidenced by the final t-count value (0.896) and the t-table test value (0.482) which is greater than the t-table value (0.896). In other words, the use of mind mapping is effective to improve students' speaking skills. The success of teaching does not depend on the course program alone, but what is more important is how the teacher presents lessons and uses various media to manage the class more comfortably and about teaching speaking using the mind mapping method.

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