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Daftar Isi

APPLYING MIND MAPPING STRATEGY
IN SPEAKING LEARNING ACTIVITY

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Abstrak : Kemampuan berbicara dalam penguasaan bahasa inggris adalah hal yang utama bagi kebanyakan pelajar bahasa asing. Tujuan berbicara meliputi pertukaran informasi, kreasi, keakraban dalam hubungan sosial, status, dan peranan sosial. Penelitian ini menyajikan penggunaan pemetaan pikiran di dalam kegiatan berbicara yang meliputi bentuk pemetaan pikiran, penggambaran dan pengumpulan gagasan. Penelitian ini juga bertujuan menghasilkan, menggambarkan, menyusun, mengelompokkan gagasan, dan penataan informasi di dalam kegiatan berbicara dengan menggunakan pendekatan pemetaan pikiran.

Kata Kunci : berbicara dan pemetaan pikiran.

Abstract : The mastery of speaking skill in English is priority for many second or foreign language learners. The purposes of speaking include the exchange of information, the creation and maintenance of social relationships, the negotiation of status and social roles. This paper presents the applying of mind mapping in speaking activities including shape of mind mapping, visualization of mind mapping, and gathering ideas. This paper also aims generate, visualize, structure, classify ideas, and organizing information in speaking activities by using mind mapping approaching.

Key Words : speaking and mind mapping

INTRODUCTION

Language is an important device and a very beneficial means for human being to communicate with other people. By using language, people can talk and understand each other. Speaking is 'make use of language in an ordinary, not singing, voice' (Hornby, 1984:826). Speaking is basic skills of English which has functions to make social interaction, transactional function, and exchange the information. Besides, Speaking is perhaps the most fundamental of human skills. Spoken English "is almost always accomplished via interaction with at least one other speaker. This means that a variety of demands are in place at once: monitoring and understanding the other speaker(s), thinking about one's own contribution, producing its effect, and so on".

A mind map is a diagram used to visually organize information. A mind map is often created around a single concept, drawn as an image in the center of a blank landscape page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those. Mind maps can be drawn by hand, either as "rough notes" during a lecture,

meeting or planning session, for example, or as higher quality pictures when more time is available. Mind maps can be used to generate, visualize, structure, and classify ideas, and as an aid to studying and organizing information, solving problems, making decisions, medicine and writing.

Mind maps have many applications in personal, family, educational, and business situations, including note taking, brainstorming (where in ideas are inserted into the map radially around the center node, without the implicit prioritization that comes from hierarchy or sequential arrangements, and wherein grouping and organizing is reserved for later stages), summarizing, as a nemonic technique, or to sort out a complicated idea. Mind maps are also promoted as a way to collaborate in color pen creativity sessions. (http://www.wikipedia.com).

Mind Map

Mind mapping (or "idea" mapping) has been defined as 'visual, non-linear representations of ideas and their relationships'. Mind maps comprise a network of connected and related concepts. However, in mind mapping, any idea can be connected to any other. Free-form, spontaneous thinking is required when creating a mind map and the aim of mind mapping is to find creative associations between ideas. Thus, mind maps are principally association maps. (Davies, 2010:03).

The main use of mind mapping is to create an association of ideas. However, another use is for memory retention-even if the advantages in the case of mind mapping might be marginal. It is generally easier to remember a diagram than to remember a

description. Others have suggested, however, that content is more central to learning than the format in which that content is presented.

Mind mapping has been used in a variety of disciplines, including Finance, Economics, Marketing, Executive Education, Optometry and Medicine. It is also widely used in professions such as Fine Art and Design, Advertising and Public Relations.

The advantages of mind mapping include its "free-form" and unconstrained structure. There are no limits on the ideas and links that can be made, and there is no necessity to retain an ideal structure or format. Mind mapping thus promotes creative thinking, and encourages "brainstorming". A disadvantage of mind mapping is that the types of links being made are limited to simple associations. Absence of clear links between ideas is a constraint. Mind maps have been said to be idiosyncratic in terms of their design, often hard for others to read; representing only hierarchical relationships (in radial form); inconsistent in terms of level of detail; and often too complex and missing the "big picture". Mind mapping is also limited in dealing with more complex relationships. For example, mind mapping might be useful to brainstorm the things that are critical for students to recall in an exam (or a presentation, as in the example provided) (Davies, 2010:04).

However, it is hard to see it being useful for a purpose that requires an understanding of how one concept is essential to understanding another. More complex topics require more than an associational tool, they require relational analysis. The tool of concept mapping has been developed to address these limitations of mind mapping.
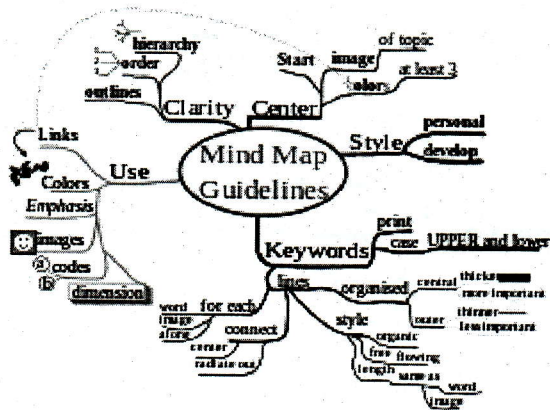
Picture of mind mapping

Concept of Mind Mapping

Concept Mapping is often confused with mind mapping. However, unlike mind mapping, concept mapping is more structured, and less pictorial in nature. The aim of concept mapping is not to generate spontaneous associative elements but to outline relationships between ideas. Thus, concept mapping is a relational device. A concept map has a hierarchical "tree" structure with super-ordinate and subordinate parts (primary, secondary and tertiary ideas). The map normally begins with a word or concept or phrase which represents a focus question that requires an answer.

Cross-links using connective terms (usually prepositional phrases) such as "leads to", "results from", "is part of", etc., are used to show relationships between concepts represented. Examples (not shown here) are added to terminal concepts as instances but these are not enclosed in boxes or circles as they are not concepts but represent instances of a concept.

The difference between mind mapping and concept mapping is also at the level of precision and formality. Mind maps are less formal and structured. Concept maps are formal and generally more tightly structured. Mind maps emphasise diagrams and pictures to aid recall of associations; concept maps generally use hierarchical structure and relational phrases to aid understanding of relationships. However, concept maps can take a variety of forms ranging from hierarchical, to non-hierarchical forms, and even data-driven maps where the input determines the shape of the map.

One recent form of the latter involves a statistical process known as agglomerative cluster analysis when analysis is made of terms that appear in a text across a number of respondents which are then "clustered" to form a diagrammatic representation. Concept mapping has been widely used in academic disciplines, for example, Accounting, Finance, Engineering, Statistics, Reading Comprehension, Medicine, Nursing and Veterinary Science.

The main advantage of concept mapping is precisely its relational aim. Concept maps enable relational links to be made between relevant concepts. In the educational context, it is claimed that meaningful learning best takes place by linking new concepts to existing knowledge. Concept maps enable 'the Elements of learning to relate to how cognitive knowledge is developed structurally by the learner'.

The main disadvantages of concept mapping are that they require some expertise to learn; they can be idiosyncratic in terms of design; and because of their complexity they may not always assist memorability, with learners faced with designing concepts maps often feeling overwhelmed and de-motivated.

Others have noted that the rigid rules used for identifying concepts and their multiple relationships does not make the process simple or easily to learn, and the linear nature of concept maps mean that they are not adequate to capture more complex relationships between concepts. In particular, they do not enable easy separation of concepts of critical importance from those of secondary importance.

It is also impossible to distinguish identification of concepts from identification of arguments using a concept map. For example, it is easy to imagine developing a concept map that canvasses the causes and effects of the global financial crisis. In a complex issue such as this, multiple causes can be linked to effects by means of relational arrows.

A major disadvantage of concept mapping, however, is that it is limited to relations between concepts. Many issues require more than an identification of relationships between concepts; they require arguments to be made for positions that need to be defended, and objections to those positions. For example, it is difficult to imagine how a concept map could represent an argument. This kind of relationship is not, strictly speaking, relational. This is, of course, not the fault of the concept mapping format. Concept mapping is a tool that was designed for a different purpose. This is a limitation of concept mapping and it has led to the development of a new kind of tool; a tool for mapping arguments.
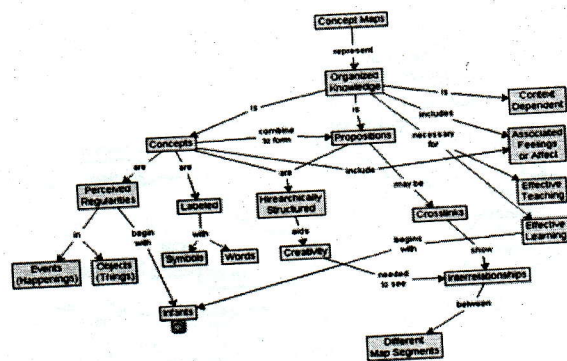
Picture of concepts mapping

METHOD

This study uses qualitative method by applying three program process of mind mapping in speaking activities. There are process making mind mapping tree, process gathering ideas, and process of revealing ideas in sentences or dialog. The material identifies process making mind mapping tree, process of gathering ideas and process of revealing ideas in sentences or dialog. The students used mind mapping in a variety of ways (both individually and in groups). The participants are the first grade of second semester numbering 22 students.

RESULT

Mind mapping is one of effective strategy to make the students fostering their creativities and boost their communication skill and opinions. Mind mapping makes the students fun, interesting and motivating approach to learning. Students preferred to use mind mapping in an individual situation rather than within a group, primarily because it allowed for greater individual expression of ideas. Mind mapping helps students keep on the track of their visualization, memorizes something, plans, supports decision making, generates ideas, and organizes their ideas.

Mind mapping proved boosting the students to make statements in speaking skill.

DISCUSSION
Mind Mapping Tree Process

Mind maps are based on radial hierarchies and tree structures denoting relationships with a central governing concept. A mind map reflects what you think about a single topic. Mind maps serve a different purpose; they help with memory and organization. Mind maps are collections of words structured by the mental context of the author with visual mnemonics, and, through the use of colour, icons and visual links, are informal and necessary to the proper functioning of the mind map.

Creating a mind map is simple. It starts by writing the subject in the middle and continue by adding related thoughts. The next step is to create connections between these thoughts and add some visual support (i.e. images, colours and other formatting) so that you can highlight and easier distinguish between different topics. The final and most important step is how you structure them. The structure of the mind map needs to reflect, as accurately as possible, the same structure that you have in your head.

Besides, there are easy guidelines to make mind mapping in other way. (a) Start in the center with an image of the topic, using at least 3 colors. (b) Use images, symbols, codes, and dimensions throughout your mind map. (c) Select key words and print using upper or lower case letters. (d) Each word/image is best alone and sitting on its own line. (e) The lines should be connected, starting from the central image. The lines become thinner as they radiate out from the center. (f) Make the lines the same length as the word/image they support. (g) Use multiple colors throughout the mind map, for visual stimulation and also for encoding or grouping. (h) Develop your own personal style of mind mapping. (i) Use emphasis and show associations in your mind map. (j) Keep the mind map clear by using radial hierarchy or outlines to embrace your branches.

Gathering Ideas Process

Based on the guidelines of mind mapping students can gather their ideas by using words that supported the main topic. Use single words or simple phrases – many words in normal writing are padding, as they ensure that facts are conveyed in the correct context, and in a format that is pleasant to read. In mind maps, single strong words and short, meaningful phrases can convey the same meaning more potently. Excess words just clutter the mind map. Print words – joined up or indistinct writing is more difficult to read. Use color to separate different ideas – this will help students to separate ideas where necessary. It also helps the students to visualize the mind map for recall. Color can help to show the organization of the subject. Use symbols and images – pictures can help the students to remember information more effectively than words, so, where a symbol or picture means something, use it. Using cross-linkages – information in one part of a mind map may relate to another part. Here students can draw lines to show the cross-linkages. This helps the students to see how one part of the subject affects another.
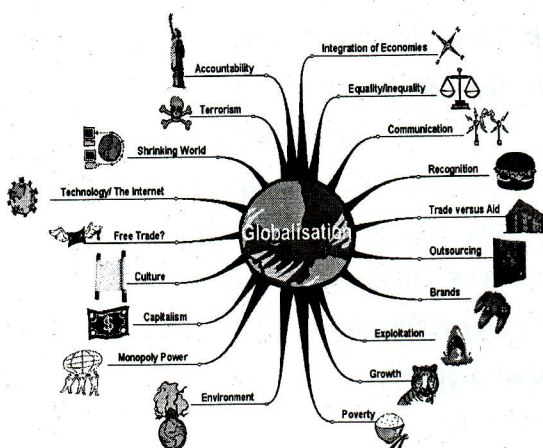
Picture of gathering ideas

Revealing Ideas Process

In this process purposes to inform the ideas based on the mind mapping tree from main topic to supporting ideas in proper sequences. The process conveys the ideas in conversation and speaking presentations. The first tehnique is conveying the ideas in conversation activity. The students make a mind mapping which the topic suggests from the lecture. The students make a conversation using their mind mapping with their partner.

The second technique is conveying the ideas in speaking presentation. After the students make conversation based on their mind mapping and their topic, students inform their topic to their friends including main topic and supporting ideas in good sequences of sentences.

Technique of conversation activity: the lecture gives topics to the students about travel. The lecture asks the students to make a mind mapping about travel. Besides, the lecture asks the students to choose the beautiful place. After the students choose the topic, the lecture asks them to find the supporting words of topic. The lecture asks the

students to make a conversation in pairs. They make a conversation using the questions that have related with their topic of mind mapping. They can use W & H questions to broad their conversation.

Example of questions: (a) Where is your travel destination? / Where do you go in this weekend? (b) What do you find in the beach? (c) Why do you go to the beach? (d) How do you feel there? (e) Could you tell me about your travel experiences?

Example of travel mind mapping:

TRAVEL
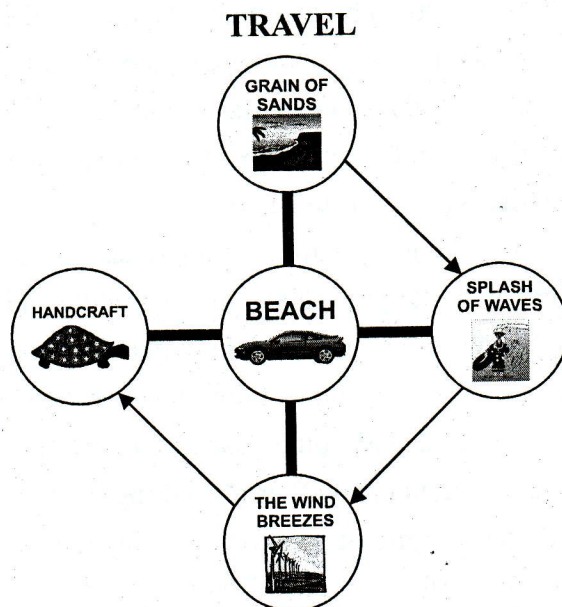
Picture of applying mind mapping

Technique of speaking presentation activity: the students give the opportunity to inform their experiences in presentation. The students make a presentation based on their mind mapping; they don't allow writing their presentation but they explore their presentation by using their mind mapping. They convey the experience or information based on their main topic and supporting ideas.

Example of presentation activity in sentences: I would like to inform my experience to you about (beach).. I found the

beautiful white (grain sands) spreading widely. I found coconut trees sprout in green leaves well. I saw the beautiful (wave splash) the rock hardly. I looked at the surfer playing the surfboarding on the wave. Besides, (the wind blew breeze) to make our mind fresh. It made me relax and enjoyed time there. There I could buy unique (handcraft) that sold in good price. It was my experience in the beach. Thanks.

It is the simple sentences of presentation activity that finding in the main mapping picture. The presentation base don the main topic and supporting ideas including beach as main topic, grain sands, splash of wave, wind breeze, and handcraft as the supporting ideas.

CONCLUSIONS

Mind mapping is one of the simplest and most efficient ways to write down and visualize your thoughts. Mind mapping helps you increase the creativity and productivity in many daily tasks, giving you a platform to visualize better, manage data more efficiently, and create clearer relationships between your thoughts and to plan easier.

Mind mapping helps the students in conversation and speaking presentation activities. It makes the students to visualize their thoughts and generate their ideas easily. In conversation activity the students can improve their questions answers with their partner based on their mind mapping diagram. Besides, in speaking presentation the students can convey their ideas in the sentences and inform their thoughts regularly. The students can organize the first main idea to the supporting idea well.

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