MINISTRY OF EDUCATION AND TRAINING
PHAN THIET UNIVERSITY

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HUỲNH THỊ THẮNG

THE EFFECTIVENESS OF MIND MAPPING FOR DEVELOPING STUDENTS' SPEAKING SKILLS AT TAN THANH SECONDARY SCHOOL

MASTER'S GRADUATION PROJECT MAJORED IN ENGLISH LANGUAGE

Bình Thuận Province - 2024

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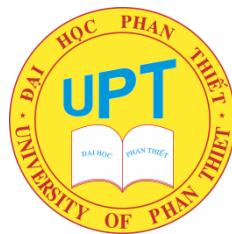
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CODE: 8220201

MASTER'S GRADUATION PROJECT

SCIENCE INSTRUCTOR'S NAME:

ASSOC.PROF.DR. NGUYỄN NGỌC VŨ

Bình Thuận Province – 2024

ACKNOWLEDGEMENTS

Firstly, I would like to express my great gratitude to my supervisor Assoc.Prof.Dr. Nguyen Ngoc Vu for his ongoing support and insightful comments. I am incredibly appreciative of his time, kindness, vast knowledge, and critical feedback during this master's graduate report. Without his precious guidance and advice, it would not be possible to conduct this report.

Secondly, I am sincerely thankful to all of the teachers who taught and guided me during my 2 years studying at Phan Thiet University. I would also like to thank all the staff of the English Department and the Graduate Management Department for creating advantageous conditions for me to complete this course. At that time, my sincere thanks were also extended to my colleagues at Tan Thanh Secondary School from the principal, and the management board to the teachers in the school for helping me finish the report. They have always been encouraging and supportive.

Above all, I would like to express my special thanks to my best friend as well as my classmate. She always motivates and encourages me when I meet difficulties. Also, she shares her knowledge and experience for me to have a good report. Next, she has always supported me in many ways to complete this report perfectly.

Finally, the most profound thanks to my family, my mother, and my sister, for always being there for me. Their support helped me overcome the difficulties and this motivated me to achieve the best I could. I am grateful that they trusted me.

STATEMENT OF AUTHORSHIP

I confirm that the work presented in this research entitled "**The Effectiveness of Mind Mapping for Developing Students' Speaking Skills at Tan Thanh Secondary School**" has been performed and interpreted solely by myself.

I confirm that this work is submitted in partial fulfilment for the MA course of English Language at University of Phan Thiet and has not been submitted elsewhere in other forms for the fulfilment of any other article or paper.

Bình Thuận, February 2024

Huỳnh Thị Thắng

ABSTRACT

This study investigates the efficacy of mind mapping as a pedagogical tool for enhancing students' speaking proficiency at Tan Thanh Secondary School. The research aims to address the growing need for innovative teaching methodologies to improve students' communicative abilities in English as a second language context. This study uses both quantitative and qualitative data collection methods. Quantitative data is gathered through speaking tests and questionnaires to measure the improvement in students' speaking skills after the implementation of mind mapping activities. Qualitative data is collected through interviews to provide insights into students' perceptions and experiences with mind mapping. Findings indicate that mind mapping significantly contributes to the development of students' speaking skills by fostering critical thinking, and coherence in spoken discourse. Furthermore, students exhibit positive attitudes towards mind mapping as a learning tool, expressing increased confidence and engagement in speaking activities.

Keywords: *Mind mapping, speaking skills, student proficiency, innovative teaching, oral communication*

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LIST OF ABBREVIATIONS

CG: control group

EG: experimental group

CHAPTER 1. INTRODUCTION

This chapter offers an introduction to the entire study including the aims of the study, statement of the problem, research questions, and background of the study as well as the rationale behind conducting the study and selecting participants.

1.1. Background of the study

Language plays an important role in human interactions because everyone uses it to communicate with each other and it is beneficial to express their feeling and share knowledge. It plays a pivotal role in facilitating daily interactions and activities. In the 21st century, English serves as an international language, fostering global unity. However, its functions vary across countries. In Vietnam, English is not a native language but rather a foreign one. Consequently, many Vietnamese people encounter challenges in mastering English.

English places significant emphasis on four essential elements: listening, speaking, reading, and writing. Among these, speaking stands out as the most crucial skill for students to develop in the language. However, it also poses a considerable challenge for both students and second language learners alike. Students face the following speaking difficulties when they try to speak: fear of mistakes, fear of criticism, the disability to think of anything to say, speak very little, their mother tongue and students' feel shy to speak (Younes et al., n.d.). Many encounter difficulties when attempting to converse in English with their peers or native speakers in social settings. For example, expressing ideas verbally in English proves to be a daunting task for numerous students. Lack of interest and reluctance to practice regularly often contribute to their avoidance of spoken English practice. So, they had weak speaking skills. The writer met difficulties for some students. When the researcher taught and used in English, the students did not understand what the writer meant and they had problems expressing their ideas directly.

Moreover, classroom activities, such as role-play or brainstorming can be very useful for the teaching of oral English (Huang & Hu, 2015). In classroom speaking activities, students often demonstrate the language patterns prevalent in their homes.

This influence is evident in their intonation, vocabulary usage, and sentence structures during social interactions. To encourage student participation, teachers must employ a diverse range of teaching techniques. These may include the use of mind maps, group discussions, and providing feedback. Additionally, active involvement from the teacher is crucial. They serve not only as facilitators during speaking exercises but also as role models for effective oral communication. By presenting themselves as proficient language users and providing examples of proficient language usage, teachers can inspire and guide students in improving their speaking skills.

Furthermore, mastering spoken English involves comprehending a range of essential elements beyond mere vocabulary and grammar. Pronunciation accuracy, understanding nuanced meanings, fluency in conversation, and the ability to comprehend diverse accents are all crucial aspects. Besides, speaking is productive skill that use of utterance as the way to do communication and express the meaning with other people. Thus, there are several issues of difficulties faced by students: fluency, vocabulary, grammar, expression and pronunciation (Safitri & Misdi, 2021). Consequently, teachers must adopt innovative teaching methods and effective classroom management techniques to facilitate a holistic learning experience. By creating an engaging and supportive atmosphere, teachers can encourage students to actively participate in discussions, practice speaking, and express themselves creatively. This approach not only enhances students' linguistic skills but also boosts their confidence and willingness to communicate effectively in English.

By implementing innovative approaches, educators can make English lessons more engaging and dynamic, thereby addressing the challenge of student passivity and encouraging active participation. One innovative teaching technique that has gained popularity in recent years is mind mapping. Buzan (2018) states mind mapping is a good way for students to remember easily what they have read and recalled. This strategy will allow students be easy to present their ideas in front of the class. It is also a good tool that can improve students' ability to record information and increasing

creative thinking. In addition, students can also develop their speaking in some aspects. Thus, students are more confident in speaking English well.

Budd (2004) explains that a mind map serves as a graphical tool for organizing information, with main ideas branching out from a central concept and secondary ideas extending from these main branches. This visual structure allows for the hierarchical organization of thoughts, facilitating clearer understanding and enhanced retention of information.

Moreover, this method fosters creativity by enabling students to outline their planned topics and concentrate on expressing their opinions systematically. For instance, students typically begin by writing the topic at the center of a paper, often accompanied by relevant images to stimulate imagination. Branches extending from the central topic are colored to enhance visual appeal, making the process of mind mapping enjoyable and conducive to creativity. Subsequently, students practice presenting their ideas in front of the class, drawing upon their mind maps for structure and coherence.

1.2. Statement of the problem

The development of effective speaking skills among students is a critical goal in language education, enabling them to communicate confidently and express their ideas fluently. However, conventional teaching methods often fall short of providing students with the necessary tools to enhance their speaking abilities. At Tan Thanh Secondary School, like many educational institutions, there is a need to address this challenge and explore alternative pedagogical approaches that can better facilitate speaking skill development.

Mind mapping, a visual learning technique that aids in organizing thoughts and fostering creativity, has shown promise in improving various cognitive processes. While its application has been acknowledged in different educational contexts, its potential impact on enhancing students' speaking skills at Tan Thanh Secondary School remains to be investigated. Therefore, there are some problems that be faced by students in improving their speaking skills.

Firstly, some teachers still used inappropriate strategies when they were teaching. Consequently, students would be bored while studying. Afterward, it can have a large negative impact on students itself. For example, they do not want to take part in learning, they cannot be active in class, even they are not interested in studying more. It means that using an appropriate strategy in the teaching process will assist the teacher in controlling the class.

Secondly, students will find it hard to present their ideas or opinions when they are speaking since they lack the vocabulary. Students are not able to bring their ideas and also comprehend the information well because they have very limited vocabulary and are not able to pronounce the words well (Ismaili & Bajrami, 2016). Some others are still difficult to find the right words to articulate their thoughts, leading to hesitancy and reliance on repetitive or monotonous language. This reliance on limited vocabulary can result in unnatural speech patterns, hindering effective communication.

Thirdly, most of the students have less practice their speaking, so they cannot improve their speaking skills. Practicing English every day will help them develop speaking skills; the more practice the good speaking that they have, whereas some students are still lazy. That is the reason why students show a low enthusiasm and motivation in speaking, afraid and shy to speak show a low enthusiasm and motivation in speaking, afraid and shy to speak (Pinatih, 2021).

According to Kurniawan & Sai'in (2019) state that English is frightening, English is hard to study. Therefore, the students feel detesting English. Actually, students who think English is hard to learn. They find it difficult to pronounce, or spell a word that they come across. Besides, they cannot remember grammar points and their usages, so they cannot be applied to do exercises. Consequently, most students do not like studying this subject, English.

1.3. Aims of the study

The study is carried out with the aim of (1) assessing the impact of the mind mapping method on the enhancement of students' speaking skills at Tan Thanh Secondary School, (2) examining students' perceptions and attitudes towards the use

of mind mapping as a tool for improving their speaking abilities, and (3) identifying the challenges and benefits associated with integrating the mind mapping technique into the curriculum for speaking skills development at Tan Thanh Secondary School.

1.4. Research questions

This study aims to address the following key questions:

1. To what extent does the implementation of mind mapping influence students' speaking competence at Tan Thanh Secondary School?

2. How do students perceive the use of mind mapping as a tool for enhancing their speaking abilities?

1.5. Significance of the study

The significance of this research is expected to have both theoretical and practical contributions.

1. Theoretically

This research is anticipated to serve as a valuable reference for enhancing students' speaking skills and may be beneficial for those interested in further exploration of the topic. Moreover, the outcomes of this study are poised to contribute significantly to the existing body of research on students' speaking abilities.

2. Practically

a. For students

This research is expected to help them in improving their speaking skill through mind mapping technique.

b. For teachers

The result of this research is hopeful to help teachers get information and supply knowledge for teaching English-speaking class.

c. For the researcher

This research can be useful for the researcher as a reference to do the next research about developing speaking skill.

1.6. Scope of the study

The study is confined to investigating the impact of mind mapping as a pedagogical tool on the enhancement of students' speaking skills within the specific context of Tan Thanh Secondary School. The study involves a selected group of students from different grade levels at the school. Data is collected through tests, questionnaires and potentially interviews, focusing on changes in speaking skills, student perceptions, and challenges. While the findings will contribute valuable insights to language education at Tan Thanh Secondary School, the study's generalizability to broader contexts will be limited due to the localized nature of the research.

1.7. Definition of the key terms

"Mind mapping" is a visual and diagrammatic technique used to represent concepts, ideas, and relationships in a structured and interconnected manner. It involves creating a hierarchical network of nodes or branches, stemming from a central idea or theme. Each branch represents a subtopic, and further sub-branches can be added to elaborate on details or relationships between ideas. This technique aims to capture and organize thoughts, foster creativity, enhance memory retention, and encourage holistic understanding by visually representing the connections between various elements. Mind mapping can be executed manually using paper and pen or digitally through software applications, offering a versatile tool for brainstorming, planning, organizing information, and promoting more effective communication.

"Speaking skills", in the context of language education, refer to the ability to communicate effectively and fluently through spoken language. Through speaking, people encompass the capacity to express ideas, thoughts, emotions, and information coherently and appropriately in various social, and professional situations. Proficiency in speaking involves not only the accurate use of vocabulary and grammar but also the application of intonation, pronunciation, and nonverbal cues to convey meaning and engage with others. Speaking skills enables individuals to participate actively in conversations, discussions, presentations, debates, and other forms of oral

communication, contributing to effective interpersonal interactions and successful communication in diverse contexts.

"Oral communication" refers to the process of conveying information or expressing ideas and thoughts through spoken words. Oral communication is a complex and multifaceted language process (Murphy, 1991). It involves the exchange of messages, opinions, or instructions between individuals or groups using the human voice. Oral communication can take place in various settings, such as face-to-face conversations, meetings, interviews, presentations, or over the phone. Key elements of oral communication include spoken words, tone of voice, pitch, intonation, and nonverbal cues like gestures and facial expressions. Unlike written communication, which relies on written words and documents, oral communication is immediate and often allows for real-time feedback and clarification. It is a fundamental aspect of human interaction and plays a crucial role in personal, professional, and social contexts. Effective oral communication skills are essential for successful interpersonal relationships, teamwork, and the exchange of information in various aspects of life.

"Student proficiency" refers to the level of competence, skill, or mastery that a student has attained in a particular subject, field, or set of skills. It is an indication of how well a student can perform or demonstrate their understanding and application of knowledge in a given area. Proficiency is often assessed through various methods, including tests, exams, projects, presentations, and other forms of evaluation.

"Innovative teaching" refers to the use of creative and cutting-edge approaches, methods, and strategies to enhance the learning experience and better meet the needs of students. Hannan & Silver (2000) showed that active teaching, based on the active involvement of students at every step of the teaching experience, has been reinforced via several specific innovative, the exploration and implementation of new ideas, technologies, and pedagogical techniques to foster a more engaging, effective, and student-centered educational environment.

CHAPTER 2. LITERATURE REVIEW

This chapter examines existing literature on the effectiveness of mind mapping in developing students' speaking skills. It explores relevant theories, empirical research findings, and practical applications of mind mapping in language learning. This chapter not only presents the difficulties that students encounter in practicing speaking but also provides important information about the mind mapping technique to improve speaking skills.

2.1. Relevance theories

Speaking is a skill that is used to express ideas, thoughts, or feelings in communication. Leong & Ahmadi (2017) emphasized that effective communication primarily relies on the skill of speaking. The theory highlighted speaking as a foundational skill in communication. It suggested that the ability to articulate ideas, thoughts, and feelings verbally is essential for conveying messages effectively in various interpersonal, academic, professional, and social contexts. In addition, effective speaking involved clear and coherent expression of thoughts. Speakers must be able to organize their ideas logically, use appropriate vocabulary and language structures, and convey their message in a manner that is easily understandable to the audience. Speaking skills also play a vital role in engaging and interacting with others. Effective speakers can initiate and sustain conversations, actively listen to others, respond appropriately, and adapt their communication style based on the context and audience. Moreover, communication is key to building and maintaining relationships. Proficient speaking skills enable individuals to express themselves authentically, establish rapport with others, resolve conflicts, and collaborate effectively in both personal and professional settings. Developing speaking skills enhances individuals' confidence and self-expression. When individuals can articulate their thoughts and opinions confidently, they are more likely to assert themselves, advocate for their ideas, and participate actively in discussions and decision-making processes. Strong speaking skills are highly valued in academic and professional settings. Speaking skills, like any other skill, require practice and refinement over time. Individuals can continually

improve their speaking abilities by seeking feedback, practicing speaking in various contexts, learning from experienced speakers, and engaging in activities that promote communication skills development. So, it suggested that students can continually improve their speaking proficiency through practice, feedback, and active engagement in communication activities.

According to Brown et al., (2004), speaking is a productive skill wherein the speaker constructs a linguistic sequence, involving choices regarding vocabulary, structure, and discourse. Speaking skills is profound, demonstrating an appreciation for the creativity and complexity inherent in verbal communication. Next, speaking entails not only the production of words but also the construction of a linguistic sequence, wherein the speaker must make choices regarding vocabulary, structure, and message delivery. This underscores that speaking skills encompass not just expressing opinions but also reflecting the speaker's creativity and ability to freely articulate thoughts. This assessment emphasizes the crucial role of understanding and practicing linguistic elements in the communication process.

Buzan (2005) asserts that mind mapping serves as a potent instrument for activities such as brainstorming, fostering creative thinking, resolving problems, organizing thoughts, and naturally, taking notes. This implies that mind mapping is not limited to a singular function but can be utilized across different contexts to aid cognitive processes. This technique holds significance in enhancing students' focus and concentration on the subject matter. By visually representing ideas in a structured format, mind maps can help learners better comprehend and retain information, thereby enhancing their engagement and attention during learning activities.

According to Harmer (2007) speaking entailed the capacity to communicate fluently and required not only an understanding of language features but also the capability to spontaneously process information and language. This was emphasized the multifaceted nature of speaking, highlighting that it involved more than merely articulating words. Additionally, effective speaking required fluency, which went beyond linguistic competence to encompass the ability to express oneself smoothly and

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effortlessly. Furthermore, language processing in speaking was also very important. This suggested the necessity for students to quickly comprehend and respond to verbal stimuli without hesitation or undue delay. Thus, students would have cognitive agility in enabling effective spoken communication.

Based on the insights from previous researchers, it can be inferred that the mind mapping technique facilitated idea generation and problem-solving among students. Moreover, its utility extends beyond one particular skill, demonstrating potential benefits across various skill sets. These findings suggested that the mind mapping approach effectively fosters creativity, as evidenced by its success in enhancing speaking skills. Consequently, the researcher aimed to apply this technique to cultivate creativity in speaking skills and evaluate its effectiveness in this context.

2.2. Speaking skills

Speaking is one of the four language skills, which also include listening, reading, and writing. It is considered the most important skill as it is the primary means of communication in real-life situations. Speaking involves not only the ability to produce sounds and words but also to express ideas and opinions coherently and fluently. Speaking skills have always been the most challenging skill among students in language learning (Santhanasamy & Yunus, 2022). Therefore, improving students' speaking skills is a significant challenge for language teachers as it requires the integration of various linguistic and non-linguistic skills.

Mastering speaking is a fundamental aspect of English language learning. As Hedge (2003) highlights, the ability to speak fluently is crucial for students, as it enables them to exchange information, influence others, and engage in persuasive discourse across diverse social contexts. Therefore, proficiency in speaking is essential for language learners, as it empowers them to articulate their thoughts and emotions effectively through oral communication.

Previous studies have shown that various factors can affect students' speaking skills, including anxiety, nervousness, lack of motivation, and limited vocabulary (Glasgow et al., n.d.). The students are always nervous or worried about speaking

English. In addition, they find it hard to present before class because of a lack of vocabulary. Additionally, language learners may face challenges in using appropriate grammar structures, idioms, and expressions, which can impede their ability to communicate effectively (Lee, 2007). Therefore, language teachers need to employ effective teaching strategies to overcome these challenges and enhance students' speaking skills.

2.2.1. Components of speaking

Brown (2010) noted that speaking is a multifaceted skill encompassing various elements such as grammar, vocabulary, pronunciation, fluency, and comprehension. This is evidenced by the following:

a. Grammar

Grammar plays a pivotal role in speaking skills. It involves the application of proper sentence structure, verb tenses, word order, and other linguistic rules to effectively convey ideas and messages. Clear and accurate grammar usage enhances the clarity and coherence of spoken communication, contributing to a more proficient and engaging discourse.

b. Vocabulary

Vocabulary holds significant importance in improving speaking skills. It encompasses the range of words and phrases an individual possesses and employs to articulate thoughts and concepts. A rich and diverse vocabulary enhances the precision and depth of communication, enabling individuals to convey nuanced meanings and express themselves with greater clarity and impact. For example, if students master vocabulary, they will express their ideas and speak English well.

c. Pronunciation

Pronunciation is a crucial facet within the sphere of speaking skills. It pertains to the accurate articulation of sounds, syllables, and words, which directly influences how comprehensible and intelligible one's speech is to others. Effective pronunciation ensures that spoken words are correctly understood, facilitating effective communication and minimizing misunderstandings.

d. Fluency

Fluency in speaking skills refers to the ability to express ideas, thoughts, and emotions smoothly and confidently. When you possess fluent speaking skills, you can convey your message effortlessly, capture the listener's attention, and establish a strong connection. In addition, understanding and using appropriate vocabulary and grammar helps you articulate ideas accurately and clearly. Mastering sentence structures and grammar rules enables confident expression.

e. Comprehension

Comprehension in the context of speaking skills refers to the ability to understand and interpret spoken language accurately. It involves grasping the meaning, context, and nuances conveyed by the speaker. A strong comprehension skill is essential for effective communication.

2.2.2. Types of speaking

In Brown's book "Principles and Classroom Practices" (2003), he outlines five primary categories of speaking. They are imitative, intensive, responsive, interactive, and extensive.

a. Imitative: It demonstrates the capacity to replicate a word, phrase, or sentence. For language learners, developing imitative skills is often an early stage in the language acquisition process. It helps learners familiarize themselves with the sounds and structures of the language, build their vocabulary, and improve their pronunciation.

b. Intensive: It exhibits the capability to generate brief segments of spoken language aimed at showcasing proficiency in specific grammatical, phrasal, lexical, or phonological aspects, such as prosodic elements like intonation, stress, rhythm, and juncture. Through intensive speaking practice, learners can improve their overall language proficiency and become more confident and effective communicators.

c. Responsive: This encompasses the skill to engage in brief conversations, use standard greetings and engage in small talk, and make simple requests and comments. By demonstrating proficiency in responsive speaking, individuals can build

relationships, navigate social interactions smoothly, and contribute positively to the dynamics of conversation.

d. Interactive: Interactive speaking shares similarities with responsive speaking, but the distinction lies in the duration and complexity of the interaction. It often involves multiple participants in the conversation. Speakers actively engage with each other, building on each other's remarks, asking questions, providing feedback, and collectively shaping the direction and outcome of the conversation.

e. Extensive: It is spoken production tasks such as speeches, oral presentations, and storytelling. Extensive speaking tasks provide opportunities for individuals to demonstrate their communication skills, creativity, and ability to engage and persuade an audience effectively. Whether delivering a speech, giving an oral presentation, or telling a story, extensive speaking allows speakers to showcase their verbal communication abilities in diverse contexts and settings.

Speaking has kinds of types. They consist of interactive and non-interactive (Harmer, 2007). Interactive speaking shows a conversation involving two or more individuals while each participant takes turns speaking and exchanging information. In contrast, non-interactive speaking involves discussions among multiple people, but only one person asserts dominance over the conversation. An illustrative instance of non-interactive speaking can be observed when someone leaves a phone message, where the interaction is predominantly one-sided, with the speaker conveying their message without immediate feedback from the recipient.

2.3. Teaching speaking at Secondary School

Teaching speaking is one of the most challenging activities for teachers because most students find it difficult to express ideas and shy to make mistakes when speaking. Therefore, teachers must design speaking activities as well as possible. Nunan (2003) states that there are some principles of speaking involves equipping English language learners.

First, articulating English speech sounds and sound patterns. This involves mastering the phonetic elements of the language, including consonant and vowel

sounds, as well as understanding the nuances of pronunciation, stress, and intonation. By developing phonetic awareness and accuracy, learners can enhance their intelligibility and communicative clarity when speaking English. Moreover, proficiency in articulating speech sounds lays the foundation for comprehensible and fluent oral communication, enabling learners to convey their ideas effectively and interact with others in English-speaking contexts.

Second, employing word and sentence stress, intonation patterns, and the rhythm of the target language are crucial aspects of effective spoken communication. Word and sentence stress involve highlighting certain syllables or words within a sentence to convey emphasis or meaning. Intonation patterns refer to the rise and fall of pitch in speech, which can signal differences in sentence types (such as questions or statements) and convey emotions or attitudes. Rhythm pertains to the timing and pacing of speech, including the speed at which words are spoken and the natural pauses between phrases or clauses. Mastering these elements enhances clarity, expressiveness, and fluency in spoken language. Proper stress and intonation help convey the intended meaning of sentences and prevent misunderstandings. Moreover, they add nuance and emotion to spoken communication, making it more engaging and dynamic. Rhythmic control ensures smooth and natural-sounding speech, facilitating comprehension and effective communication with listeners. Therefore, teaching learners to understand and apply these features is essential for developing their speaking skills and enabling them to communicate effectively in real-world contexts.

Third, choosing suitable words and sentences appropriate for the social context, audience, situation, and topic is essential for effective communication. This aspect of speaking instruction involves understanding the nuances of language use in different contexts and tailoring one's speech accordingly. In diverse social contexts, individuals may use different vocabulary, expressions, and levels of formality. For example, the language used in casual conversations among friends may differ significantly from that used in formal settings such as business meetings or academic presentations. Learners need to develop the ability to adapt their language to suit the specific social context

they find themselves in. Similarly, the audience plays a crucial role in determining the choice of words and sentences. Communicating with peers, teachers, employers, or strangers may require different levels of formality, politeness, and technical vocabulary. Speakers must consider the preferences, expectations, and background knowledge of their audience to ensure effective communication. Moreover, the situation and topic also influence language choice. Different situations, such as storytelling, giving instructions, expressing opinions, or debating, may demand distinct language styles and structures. Storytelling in speaking class helps the beginners eager to speak English (Zuhriyah, 2017). Likewise, the topic being discussed may require specialized vocabulary or terminology relevant to that subject area. By teaching learners to select appropriate words and sentences based on these factors, educators empower them to communicate effectively and appropriately in various real-life situations. This skill not only enhances their speaking proficiency but also contributes to their overall communicative competence in the target language.

Fourth, structuring thoughts in a coherent and meaningful order is crucial for effective communication. This aspect of speaking instruction involves organizing ideas logically and presenting them in a clear and cohesive manner. When speaking, individuals must arrange their thoughts in a sequence that makes sense to the listener. This entails introducing ideas in a logical order, connecting them with appropriate transitions, and ensuring that each point flows smoothly into the next. A coherent structure helps listeners follow the speaker's train of thought and understand the message more easily. Moreover, presenting ideas in a meaningful order involves prioritizing information based on relevance and importance. Speakers must identify the main points they wish to convey and arrange supporting details in a way that reinforces the central message. This ensures that the speech remains focused and purposeful, rather than becoming disjointed or confusing. Developing the ability to structure thoughts effectively requires learners to practice organizing their ideas both orally and in written form. Through activities such as brainstorming, outlining, and storytelling, students can learn to construct narratives, arguments, or explanations in a logical and

coherent manner. By teaching learners how to structure their thoughts effectively, educators equip them with a valuable skill for communication in various contexts. Whether engaging in casual conversations, delivering presentations, or participating in academic discussions, individuals who can articulate their ideas in a clear and organized manner are better able to convey their message and engage their audience.

Fifth, utilizing language as a medium for conveying values and opinions involves expressing personal beliefs, perspectives, and attitudes through verbal communication. When teaching speaking skills, instructors aim to equip learners with the ability to articulate their values and opinions effectively in English. This involves developing vocabulary related to expressing opinions, discussing beliefs, and debating issues. Learners also practice using appropriate language structures and expressions to convey their thoughts persuasively and respectfully. Additionally, teaching learners to utilize language for conveying values and opinions fosters critical thinking and encourages active engagement with topics of interest. By expressing their viewpoints, learners not only strengthen their speaking abilities but also deepen their understanding of the subject matter and enhance their ability to participate in meaningful discussions. Furthermore, promoting the use of language for expressing values and opinions empowers learners to advocate for themselves and others, contribute to societal dialogue, and engage in civic discourse. This aspect of speaking instruction aligns with broader goals of language education, which seek to develop learners' communicative competence and promote their active participation in society.

Sixth, fluency in speaking refers to the ability to communicate smoothly and continuously without frequent interruptions or hesitations (Yalden & Rivers, 1982). It involves the seamless flow of speech, where individuals can express themselves effortlessly and maintain a natural pace of conversation. In language learning, developing fluency is essential as it allows learners to convey their ideas and thoughts effectively in real-time communication. Achieving fluency requires practice in speaking and listening, as well as building confidence to engage in conversations without fear of making mistakes. Teachers often focus on activities that promote

fluency, such as role-plays, discussions, and storytelling, where learners have opportunities to express themselves freely and practice speaking without overthinking. Additionally, providing feedback on pronunciation, intonation, and pacing can help learners refine their speaking skills and improve their overall fluency. Ultimately, fluency in speaking enables learners to engage meaningfully in conversations, express themselves with clarity and coherence, and participate confidently in various social and academic contexts.

2.4. The importance of speaking

Speaking is a very significant skill that overlooks the other four sub-skills namely, fluency, accuracy, grammar, and comprehension (University & 2021, 2013). So, teaching speaking should be the principal objective in language teaching. As Mustajid (2017:4) notes, speaking is a crucial skill that enables effective communication. Therefore, teaching speaking should focus on enhancing students' communication abilities. Efrizal (2012, cited in Leong 2017) further emphasizes the importance of speaking in daily interactions, highlighting the need for students to develop their English speaking skills. To achieve this goal, teachers should create a supportive learning environment that encourages students to engage in real English communication within the classroom. By promoting open communication and actively engaging students in the learning process, teachers can help improve their students' speaking proficiency. Additionally, providing opportunities for students to ask and answer questions in English will not only help them build confidence but also enable them to develop fluency in the language. In summary, a communicative and interactive approach to teaching speaking can significantly enhance students' speaking skills and support their overall language development.

The benefits of speaking go beyond just improving one's language skills. According to Leong (2017:35), speaking also helps learners develop their vocabulary and grammar skills, which in turn can enhance their writing abilities. Moreover, speaking enables students to express their thoughts and ideas, share stories, make requests, engage in discussions, and perform other important language functions.

Beyond the classroom, being able to speak a language fluently can also open up a variety of job opportunities in different organizations and companies. In summary, speaking proficiency not only improves language skills but also equips individuals with a valuable communication tool that can help them succeed in a wide range of settings.

Baker & Westrup (2003), cited in Leong (2017), support the notion that students who are proficient in English speaking have better opportunities for education, employment, and career advancement. In other words, the ability to speak English well is not only beneficial for achieving success in the classroom but also in the long term. For instance, students with strong speaking skills can more easily comprehend English lessons, leading to better performance in grammar, writing, and overall knowledge. This advantage in turn results in higher scores and better prospects after graduation, as employers often seek candidates with excellent communication skills. Thus, the ability to speak English effectively can significantly contribute to a student's academic and career success.

2.5. The obstacle of speaking activities

Ur (1999) claimed some problems make students come across in learning a second or foreign language.

Firstly, students use their mother tongue in English class and they agree mother tongue is easier than English (Riadil, 2020). In speaking classes, learners often talk and share ideas or information in the same mother tongue because it is easy to speak with other people in a foreign language. Furthermore, relying on the mother tongue in speaking classes can stem from a lack of confidence or proficiency in English. Students may feel more comfortable expressing themselves in their native language, as they are often more fluent and adept in communicating complex thoughts and emotions. Additionally, the fear of making mistakes or being misunderstood in English can discourage learners from actively engaging in spoken activities. As a result, breaking the habit of reverting to the mother tongue and fostering a supportive environment for English speaking practice are essential steps in promoting language fluency and confidence among students.

Secondly, students lack participation in speaking to one another because there is also the factor affecting students' participation in speaking English such as lack of basic language skills (Patau, 2020). A few students speak English well and they want to show off their abilities, but the majority of the remaining students speak very little or not at all. Moreover, the uneven distribution of English proficiency among students often leads to disparities in participation during speaking activities. While a minority of students may possess strong English skills and actively seek opportunities to showcase their abilities, the majority may struggle to express themselves fluently or may feel reluctant to speak at all. This imbalance in proficiency levels can create a challenging environment for collaborative speaking tasks, as confident students may dominate the conversation, while others remain silent or hesitant to contribute. Encouraging equal participation and providing support for less proficient students to build their confidence are crucial strategies for fostering a more inclusive and interactive learning environment in speaking classes.

Thirdly, students were unconfident to speak English, fear to make mistakes when speaking, anxiety when teacher asked to speak up, and shy to perform in front of class (Despita, 2022). This fear of failure or embarrassment can significantly inhibit their willingness to engage in spoken communication. Students may worry about being judged by their peers or the teacher, leading to self-consciousness and a reluctance to participate actively in speaking activities. Overcoming these psychological barriers requires creating a supportive and non-judgmental classroom atmosphere where mistakes are viewed as natural and valuable opportunities for learning. Encouraging a growth mindset and providing constructive feedback can help alleviate students' fears and boost their confidence in speaking English.

Finally, students do not have enough vocabulary to speak or express ideas or thoughts. Vocabulary is an important thing in English. If students have limited words, they will not understand and have some difficulties related to the some aspects such as grammar and spelling (Andriani & Sriwahyuningsih, 2019). Additionally, students often face challenges due to insufficient vocabulary when attempting to speak or

convey their ideas and thoughts. Limited vocabulary can hinder their ability to articulate themselves effectively, resulting in difficulty in expressing complex concepts or engaging in meaningful conversation. Without a diverse range of words at their disposal, students may struggle to communicate their thoughts clearly and may resort to repetitive language or vague expressions. Addressing this issue requires incorporating vocabulary-building activities and exercises into language learning curriculum, as well as encouraging regular practice and exposure to English in authentic contexts. By expanding their vocabulary repertoire, students can enhance their speaking proficiency and confidence over time.

2.5.1. Lack of vocabulary

Lacking of vocabulary was considered one of main obstacles for spoken communication of students. When speaking English, learners feel difficult choose appropriate vocabulary. They do not have time to think about English vocabulary exactly when they try to speak. In addition, the issue of vocabulary is the primary reason why students find it challenging to express their ideas accurately in English. Moreover, they believe that vocabulary-related problems may impede the fluency of their spoken English proficiency. Additionally, a strong vocabulary foundation plays a significant role in enhancing students' academic performance, comprehension, and metalinguistic abilities (Qureshi, 2018).

Although learners always want to overcome speaking English in class, they do not have enough vocabulary to verbalize. Consequently, they have a tendency to be more passive in speaking English. Some students who are able to express better vocabulary will have better speaking effectively. To help students solve this problem, teacher needs to supply strategies for developing the students' lexis. Furthermore, teacher should relief them enriching the English vocabulary by practicing to free talk English both inside and outside the class. The instructor also helps learners give topics in daily life to speak easily. In order to expand students' expressions, schoolteacher can offer more exposures to words in multiple contexts, more chances to process, the meanings of personalize words and visual support (Literacy & Townsend, 2009).

2.5.2. Lack of grammar

Mastering grammar also plays an important role in enhancing students' speaking abilities. Many students have problems in using appropriate and correct grammar. Thus, this is caused to hinder in speaking English of the language learners. In addition, most students also meet difficulties in learning grammar such as grammar instruction in context (Abdu et al., 2011). Besides, if learners are not given chances to explore grammar in context, it is not easy for them to know how and why substitute forms exist to present different communicative meanings (Journal & 1998, 1998). Mastering grammar need to more time. Students have to all the kinds of tenses, its usages and functions. When speaking English, students should use the tense depending on the context which they speak it.

The less grammatical knowledge may become a big obstacle for students to begin speaking English. They cannot communicate proficiently without having the knowledge of grammar (Education et al., n.d.). Many students find that ensuring appropriate grammar requires understanding specific grammar patterns before expressing statements. This highlights the role of grammar knowledge as an essential editor or monitor, a perspective aligned with Chomsky's theory as cited in (Troike, 2006). According to Chomsky, innate language abilities, including grammar knowledge, are physically reflected in the human brain, representing a biological endowment shared by all humans, known as Universal Grammar.

However, when it comes to speaking, students often lack the time to carefully consider their words. They need to improvise quickly while producing utterances. In such situations, relying on intuition without prior planning can lead to grammatical errors. Lecturers unanimously agree that insufficient grammatical knowledge poses a significant challenge for students when speaking English, hindering their fluency and accuracy in communication. Having good grammatical knowledge is able to use the correct grammar in every situation and especially, students should pay attention to the inflectional words. For example, when learners want to talk about the daily activities,

they use verbs in present simple. If they present for action that happened in the past, they will give correct verb in the past simple.

2.5.3. Lack of the right pronunciation

Pronunciation plays a significant role in speaking fluency. It's a part of phonology, which is a subject studied to improve pronunciation skills. In educational settings, having good pronunciation is important for effective speaking. In everyday interactions, being able to pronounce words clearly and correctly is crucial for successful communication. Some students face challenges in pronouncing certain vowels and consonants, especially when dealing with less common words. They feel the need to speak accurately to emphasize their pronunciation, as reported in interviews and group discussions (Müller & Schmenk, 2017). Additionally, clear pronunciation is essential for meaningful spoken communication. When students can pronounce English words correctly, especially the less common ones, they can convey their thoughts and ideas more effectively. The ability to articulate sounds accurately enhances their overall speaking skills, making interactions smoother and more understandable. In educational contexts, mastering pronunciation is often emphasized as part of language learning, as it significantly contributes to students' communicative competence.

Moreover, addressing specific challenges related to pronunciation, such as difficulties with certain vowels and consonants, can lead to improved speaking confidence. By focusing on these problem areas, students can work towards better articulation and intelligibility. Teachers and language instructors play a crucial role in guiding students to overcome pronunciation hurdles, providing targeted exercises and feedback to enhance their speaking abilities.

Many students in the English education department have acknowledged their struggle in improving intonation and accent to match that of native speakers. This aspect is considered crucial for their overall progress in English (Levis et al., 2016). Intonation and pronunciation play a vital role in producing accurate speech. Through observations and interviews, it has been noted that students struggle to master

pronunciation skills, including comprehensibility, intelligibility, and fluency (Saito & Plonsky, 2019). Additionally, some students lack exposure to English-speaking environments during their early learning stages. In essence, they require more English input to enhance their pronunciation and speaking abilities (Liontas & Siegel, 2018).

2.5.4. Lack of confidence

Students' confidence is crucial for improving their speaking skills. In the English language education department, students and teachers engage in tutorials and activities. However, most teachers use a direct teaching approach, which lacks interaction, hindering students' oral communication development. Additionally, students in this department have limited social connections outside their academic environment. This lack of exposure to diverse cultures and perspectives makes them less confident, especially in new social settings. Consequently, some students have fewer opportunities for public speaking, leading to anxiety when speaking English. According to Chou (2018), EFL students often feel anxious when speaking English.

Lack of engaging English programs outside the classroom has reduced students' opportunities to practice English, making them less confident in communication. They rarely participate in activities like workshops, seminars, competitions, or public speaking events. This limited exposure hampers their English proficiency and confidence. To address this issue, it is essential to provide exciting learning activities and innovative English programs outside class, encouraging students to interact confidently in English.

Moreover, building confidence in speaking English can be achieved through well-designed lecturer training and practical experiences in speaking classes (Wessels et al., n.d.). Additionally, students should actively participate in various programs aimed at enhancing their English skills, such as workshops, seminars, student exchanges, and short courses. Engaging in these activities not only enriches their cultural knowledge but also boosts their confidence in speaking English.

2.5.5. Lack of practicing English outside the class

Practicing English is one of the important contributions on students' English proficiency. It is really difficult for students to find partners speaking English. Some of them only speak English in the classroom and they rarely speak it outside the class. The limited exposure to English outside the classroom hampers students' language development, particularly in speaking. They seldom hear English being spoken by others in real-life situations. Social experiences play a crucial role in enhancing students' English speaking skills.

The scarcity of opportunities to practice speaking English outside the classroom has been a subject of extensive research in the field of language education. One of the primary challenges faced by learners is the limited exposure to authentic language usage. Brown (2000) highlighted the difficulty learners face in mastering spoken English without regular exposure to natural conversations, leading to a noticeable decline in their speaking proficiency.

Social interaction has been identified as a critical factor in language learning, particularly in the development of speaking skills. Students who lack such interactions find it challenging to improve their conversational abilities, hampering their overall language proficiency. Moreover, the absence of opportunities for speaking English outside the classroom has a direct impact on learners' confidence. Students who do not engage in regular spoken interactions outside academic settings often exhibit insecurity and hesitance when speaking English. This lack of confidence further impedes their progress in spoken language skills.

While technology and social media platforms offer potential avenues for language practice, students tend to use English passively in these spaces. The superficial engagement does not translate into meaningful speaking skills, highlighting the need for real-life conversations to bridge the gap between theoretical knowledge and practical application.

Several strategies have been explored to address this challenge. Peer interaction, language exchange programs, and community engagement have been identified as

effective tools. These initiatives provide learners with regular opportunities to engage in spoken interactions, helping them gain confidence and fluency in real-life communication situations.

2.6. Mind mapping

Mind mapping is a visual learning strategy that helps students organize and connect information in a structured and meaningful way. It was first introduced by Tony Buzan in the 1970s as a technique to improve memory and enhance creativity. Mind mapping involves the use of diagrams or pictures to represent ideas and concepts, with the central idea placed in the center of the diagram and related ideas branching out from it. This visual framework not only aids in information retention but also promotes holistic comprehension by illustrating relationships and connections between various elements. So, mind mapping serves as a versatile tool for facilitating learning, brainstorming, and problem-solving across diverse educational contexts.

Mind mapping has been widely used in education as a tool to promote critical thinking, creativity, and problem-solving skills (Sari et al., 2021). Research has demonstrated its effectiveness in enhancing students' learning and retention of information across various subjects. Additionally, mind mapping has emerged as a promising strategy for enhancing language learning, with a particular focus on improving speaking skills. Its visual and structured approach aids in organizing thoughts and ideas, facilitating clearer expression and articulation during speaking activities. Therefore, integrating mind mapping techniques into language learning curricula holds great potential for promoting effective communication skills among students.

In addition, mind mapping also serves as a powerful visual tool for connecting and structuring our thoughts through the integration of color, images or symbols, and associations. This technique typically involves creating a map with the central theme positioned at the center, surrounded by supporting ideas. Employing a mind map aids in planning and delivering speeches effectively. It enables ideas to be visually organized, serving as supportive material for oral presentations on various topics. In

this scenario, students have the opportunity to create their own mind maps as a means to respond to speaking prompts. This activity can be undertaken individually, in pairs, or within groups. Through the utilization of mind maps, students can articulate oral language in a manner that is coherent, cohesive, clear, organized, and memorable. This approach offers several advantages, including the ability to describe, compare, classify, sequence, and make decisions. Additionally, it facilitates the expansion of vocabulary as students associate new and familiar words with corresponding images, thereby enhancing their ability to convey meaning effectively within a given context.

Several studies have investigated the impact of mind mapping on speaking skills, and the findings suggest that mind mapping can enhance students' ability to express ideas and opinions effectively (Ulfa, 2021). Mind mapping has been shown to aid in organizing ideas and connecting them logically, which can help students structure their speaking presentations coherently and effectively. By visually outlining key concepts and their relationships, students can navigate their speaking tasks with enhanced clarity and structure, ultimately fostering more compelling and effective communication.

Moreover, mind mapping can aid in vocabulary development by allowing students to associate new vocabulary with familiar concepts (Shi & Tsai, 2022). This can help students improve their speaking skills by providing them with a broader range of vocabulary to express their ideas and opinions. This symbiotic relationship between mind mapping and vocabulary development holds significant implications for enhancing speaking proficiency. As students acquire a more extensive lexicon, they gain the linguistic resources necessary to articulate their thoughts and opinions with precision and nuance. With a broader range of vocabulary at their disposal, learners can express themselves more fluently and eloquently, thereby elevating the quality and effectiveness of their spoken communication. Consequently, the strategic integration of mind mapping into language learning curricula offers a multifaceted approach to fostering linguistic competence, empowering students to navigate diverse speaking tasks with confidence and proficiency.

2.6.1. The components of mind mapping

Below are the elements of mind mapping according to Booth & Swartz (2004), which include images, lines, words, and colors:

2.6.1.1. Images

A mind map typically features a central image that represents the main idea, positioned in the center of the paper. This central image is powerful because it can convey a lot of information and inspire students' imagination (Salai, 2014). The use of imagery in mind mapping can aid students in thinking more creatively and generating more ideas. Additionally, when students speak, the central image can trigger their memory and help them recall more words and concepts related to the main idea.

2.6.1.2. Lines

Lines are a crucial component of mind mapping, serving as the branches that collect and connect various pieces of information to the central topic, which radiates from the central image (Booth & Swartz, 2004). These lines should be curved and of equal length, and can be enhanced with colors to make the mind map more visually engaging and memorable. By using lines to create connections between different ideas and subtopics, students can easily see how different pieces of information relate to each other and to the main idea.

2.6.1.3. Words

Mind mapping uses keywords that can then be added to the connector lines, providing a clear visual representation of how the subtopics related to the central idea. Using keywords in mind mapping allows students to simplify complex information and ideas into concise, memorable phrases, making it easier to study and remember the material.

2.6.1.4. Colors

The use of color is an effective way to enhance children's memory and stimulate their creativity in the learning process. According to Booth & Swartz (2004), "color can help organize the map and make it easier to read." By using different colors to distinguish between different ideas and subtopics, students can easily see how different

pieces of information are connected and can remember them more easily. Color can also make the mind map more visually appealing, increasing students' motivation and engagement in the learning process.

2.6.2. Characteristics of mind mapping

Buzan (2012) stated that there were some main features of mind mapping:

- A central image

In the practice of mind mapping, a central image is employed with the goal of facilitating the easy generation of ideas during presentations by engaging the brain.

- Branches

The function of branches is to develop ideas from the central image. Typically, branches are created to interconnect subtopics with each other. These branches are also depicted using distinct colors.

- A key image or a key word

On each branch, there is a specific placement designed to aid in recalling the information to be presented.

2.6.3. Steps of mind mapping

Creating a mind map is simpler compared to conventional note-taking. A well-constructed mind map visually represents the structure of the topic, the hierarchical significance of specific points, and the interconnections between facts. Consequently, it facilitates swift review, enabling the quick recollection of information, often refreshing one's memory efficiently.

Buzan (2012) suggests that a mind map represents a potent visual method that serves as a universal tool for unleashing the capabilities of the mind. Buzan asserts that mind maps are both straightforward and instinctive, requiring only plain, unlined paper, colored pens and pencils, along with your brain and imagination to create. A mind map has some the following steps:

1. Start in the middle of a black page with the topic.

2. Use an image, symbol, or picture for the central idea.

3. Use colors throughout the mind map.

4. Connect the main branches.

5. Make the branch curved.

6. Use one keyword for each line.

7. Use images throughout.

2.7. The importance of mind mapping

Mind mapping serves as a versatile tool for idea generation, note-taking, concept development, and memory enhancement (Buzan, 2018). Its applicability extends to almost any activity involving thought, planning, recall, or creativity. By reflecting the brain's associative functioning, which is both radiant and holistic, mind maps have the potential to unlock creative thinking. Incorporating mind maps into the learning process engages the entire brain, leading to significant improvements in the approach to learning. The effectiveness of mind maps lies in their dynamic shape and form, contributing to a more impactful cognitive experience.

In addition, mind mapping also serves as a powerful tool for organizing and structuring thoughts, facilitating effective communication, particularly in speaking activities. By visually representing ideas and concepts, mind maps enable learners to grasp connections, identify key points, and generate coherent narratives. Additionally, mind maps are a learning tool that helps students understand vocabulary and grammar effectively (Casco, 2009). Mind mapping techniques also improve students' skills such as creativity and critical thinking, as students actively engage in the process of synthesizing information and expressing their thoughts in a logical and organized manner. Moreover, he visual nature of mind maps aids in memory retention, making it easier for learners to recall and recall information during speaking tasks.

Furthermore, mind maps play a role in enhancing students' motivation in a pleasurable and straightforward manner. They provide students with chances to express themselves and showcase their creativity. The use of mind mapping has demonstrated its ability to inject a fresh sense of enthusiasm into the classroom environment by elevating students' achievement scores and aiding in knowledge retention. This approach enables students to maintain a holistic view of the entire knowledge

landscape, fostering a more balanced and comprehensive understanding of the subject (Mento et al., 1999).

Overall, incorporating mind mapping techniques in language learning enhances students' speaking skills, fosters deeper understanding, and promotes active engagement in the learning process.

2.8. The benefits of mind mapping

Experts have identified numerous advantages of using mind mapping as a learning tool. Tondeur (2017) stated that mind mapping has the potential to improve various skills such as communication, creativity, essay writing, idea generation, note-taking, organization, planning, problem-solving, reading comprehension, memory, and understanding. Mind mapping has the potential to enhance various skills crucial for language learning and beyond. Through the visual organization of ideas, mind mapping can improve communication by enabling learners to structure their thoughts effectively and articulate them coherently. Additionally, the creative process of creating mind maps encourages innovative thinking and idea generation, which is beneficial not only in language tasks but also in essay writing and problem-solving activities. Moreover, mind mapping aids in note-taking and organization, allowing learners to capture information in a structured format that promotes better retention and understanding. Furthermore, the planning and organization inherent in mind mapping support learners in tackling complex tasks and projects. Also, engaging with mind maps enhances reading comprehension by helping learners to identify key concepts and relationships within texts. Besides, the visual nature of mind maps aids in memory retention, facilitating recall of information during speaking tasks and beyond. So, incorporating mind mapping into language learning can have far-reaching benefits, contributing to the development of essential skills for academic, professional, and personal success.

Similarly, Buzan (2005) highlighted that mind mapping can help with planning, communication, creativity, time management, problem-solving, concentration, memory, and studying faster. Mind mapping facilitates learners in planning, communication, and creativity through its visual framework for organizing ideas

effectively. It also assists in time management, enabling learners to prioritize tasks and allocate resources effectively. Moreover, creating mind maps fosters problem-solving skills as learners identify connections and solutions to complex issues. Additionally, engaging with mind maps enhances concentration by structuring information processing. Furthermore, the visual aspect aids memory retention, facilitating faster recall during studying and other cognitive tasks. Ultimately, the integration of mind mapping into language learning optimizes various cognitive processes, leading to more efficient and effective learning outcomes.

One of the benefits of mind mapping is planning and time management. Salai (2014) explained that mind mapping can help students create a schedule, organize their lessons, and plan their agendas efficiently. By providing a visual representation of tasks and priorities, mind maps enable students to outline their schedules in a clear and structured manner. Moreover, they can categorize and prioritize lessons or study materials effectively, ensuring optimal use of time and resources. Additionally, mind maps serve as valuable tools for planning agendas, allowing students to set goals, track progress, and stay focused on their objectives. Incorporating mind mapping techniques supports students in managing their time and tasks more effectively, leading to increased productivity and success in their academic endeavors. Another advantage is that it can stimulate creativity and communication skills.

Mirza (2017) suggested that mind mapping can improve students' speaking abilities, including their pronunciation, vocabulary, clarity, the naturalness of speech, and task achievement. Through the visual organization of ideas, mind mapping aids in the development of pronunciation skills by providing a structured approach to articulating sounds and phonetic patterns. Additionally, the process of creating mind maps encourages vocabulary expansion as students associate words with corresponding visual representations. Furthermore, mind mapping promotes clarity in speech by facilitating the organization of thoughts and ideas, enabling learners to express themselves more coherently and effectively. Moreover, engaging with mind maps enhances the naturalness of speech by encouraging authentic communication and

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fostering spontaneity in language production. Finally, by providing a framework for planning and structuring speaking tasks, mind mapping supports students in achieving their communication goals more effectively. Therefore, integrating mind mapping into language learning can significantly improve students' speaking proficiency and overall communicative competence.

In addition, Gelb (2010) argued that mind mapping serves as a creative tool for generating and organizing ideas, aiding students in enhancing their ability to focus and communicate effectively. In conclusion, mind mapping is a useful and creative tool that can help students improve their speaking skills. By offering a visually engaging platform for organizing thoughts and ideas, mind mapping facilitates the development of essential speaking skills. Through this approach, students can strengthen their pronunciation, expand their vocabulary, enhance clarity and naturalness in speech, and achieve their communication objectives more effectively. As such, integrating mind mapping into language learning proves to be a beneficial strategy for fostering students' speaking abilities and overall language proficiency.

2.9. Teaching speaking through mind mapping

Using mind mapping as a teaching tool for speaking can be a powerful way to engage students and improve their English language skills. Specifically, when teaching descriptive text, which is a type of text that describes a particular person, place, or thing, the use of mind mapping can help students identify and describe features of the subject matter without including personal opinions. By using mind mapping to generate ideas and vocabulary related to the topic, students can then use these ideas to speak about the subject matter in an organized and coherent way.

The writer of this text believes that the use of mind mapping can greatly enhance students' speaking skills when learning descriptive text. Drawing on previous research that used mind mapping as a strategy to improve students' vocabulary (Warnendah, 2013:26), the writer suggests that using mind mapping in the teaching process can help students to think, draw, write, and ultimately speak in English with greater ease and confidence. By providing a visual and organized framework for students to develop

their ideas and vocabulary, mind mapping can be an effective tool for teaching speaking skills in the English language classroom.

Additionally, implementing mind mapping techniques proves to be an effective strategy for enhancing students' speaking skills. Mind mapping offers a structured and visually stimulating approach to organizing thoughts and ideas, which directly benefits students in developing their oral communication abilities. By incorporating mind maps into speaking lessons, teachers can provide students with a practical tool for planning and structuring their spoken discourse. Through this method, students can improve their pronunciation, expand their vocabulary, and enhance the clarity and coherence of their speech. Then, the interactive nature of mind mapping encourages students to engage actively in speaking tasks, fostering confidence and fluency in English communication. Consequently, teaching speaking through mind mapping holds significant promise for promoting effective language learning and communication among students.

CHAPTER 3. METHODOLOGY

This chapter introduces the methodology employed in this research. It outlines the methods utilized, including the research design, participants, research variables and indicators, research instruments, data collection procedures, and data analysis techniques.

3.1. Research design

In this research, the researcher used a quasi-experimental design with a pretest-posttest experimental group which was carried out in the school year 2023-2024 from September 23rd, 2023 to January 6th, 2024 (15 weeks) at Tan Thanh Secondary School to investigate the effectiveness of mind mapping in improving the speaking skills of students.

Nunan (1992), as cited by Putri (2016), deemed experimental research as a suitable approach for gathering and analyzing data. The study included two groups of students assigned to the experimental group (EG) and control group (CG). The EG received instruction on the effective use of mind mapping to improve their speaking skills, while the CG received traditional learning on speaking skills. Both groups would complete a pretest and a posttest to measure their speaking skills using a speaking test developed by the researcher. In addition, the participants were administered a pre-test before the experiment using a 5-point Likert scale questionnaire. A post-test was conducted after the treatment to assess the study's outcomes, utilizing the same questionnaire.

Data analysis was conducted using descriptive statistics and an independent-sample t-test to compare the mean scores of the pretest and posttest between the EG and CG. The study also collected qualitative data through a survey administered to the EG to gather their perceptions on the use of mind mapping strategy to improve their speaking skills.

3.2. Participants

The study included 70 students from two classes of grade 9 at Tan Thanh Secondary School in Ham Thuan Nam district, Binh Thuan province. The research

participants were divided into two groups: EG including 35 students and CG with 35 students. Throughout the research period, both groups actively engaged in activities designed to assess the impact of mind mapping techniques on their speaking skills. The EG underwent instruction and practice sessions that incorporated mind mapping as a central teaching method, while the CG received conventional teaching methods without the integration of mind mapping. The study was structured to evaluate and compare the progress of speaking skills development between the two groups.

3.3. Research site

Tan Thanh Secondary School was established in 1995 in Tan Thanh commune, Ham Thuan Nam district, Binh Thuan Province. From the end of the school year 2020-2021 up to now, the school has had a system of classrooms and functional classrooms with full facilities. Each room has modern equipment such as TV access to the Internet and classroom observation. The school environment always ensures green, clean, and beautiful. Therefore, Tan Thanh Secondary School has achieved the national standards for several years. The school currently has 8 main classrooms and 5 extra classrooms. In addition, there are 26 teachers, 2 administrators, and 5 staff. Teachers of Tan Thanh Secondary School are always well-qualified and they often innovate methods and forms of teaching and learning activities. The students of the school are very friendly, creative, and hard-working. Besides, they are not only enthusiastic about movement activities but also study hard. The proof is that there are students who pass the entrance exam to specialized schools every year.

3.4. Research instrument

The instruments were used in this quasi-experimental study to collect data on the effectiveness of the mind-mapping strategy in improving students' speaking skills and their perceptions of the strategy. The instruments were the speaking test, a survey questionnaire and interview. The researcher would give oral speaking tests for students. The pretest and posttest were administered in a classroom setting, and the speaking test included a series of prompts on various topics related to daily life, education, and

current events. Each participant was given three minutes to prepare and two minutes to speak on each prompt. The speaking test was recorded for later analysis.

Moreover, the researcher developed a questionnaire to investigate students' perceptions of using mind mapping and attitudes toward mind mapping. The questionnaire was designed on a Likert-type scale with five options ranging from strongly disagree, disagree, neutral, agree, and strongly agree. All 35 participants in the experimental group completed their questionnaire.

To collect qualitative data, the researcher used a detailed interview. This interview aimed to understand the effectiveness of mind mapping, the challenges they encounter, and the overall efficiency of the activities.

3.5. Data collection technique

3.5.1. Pretest

For the pre-test phase, a comprehensive data collection technique was employed to assess students' speaking abilities prior to any intervention. This involved administering a structured speaking assessment to each student individually. Before the commencement of the assessment, the researcher provided clear explanations to the students regarding the purpose and format of the pre-test. This ensured that students understood the objectives of the assessment and felt comfortable participating.

During the assessment, students were presented with a series of speaking prompts or topics relevant to their language proficiency level. They were then asked to respond orally, demonstrating their ability to communicate effectively in English. The researcher or trained assessors evaluated students' performance based on predetermined criteria such as fluency, accuracy, vocabulary usage, pronunciation, and coherence.

Overall, the pre-test data collection technique involved structured speaking assessments, clear explanations to students, standardized scoring, and providing a comprehensive evaluation of students' speaking abilities prior to the introduction of mind mapping as a teaching tool.

3.5.2. Treatment

Treatment was given to students before the post-test. In treatment, the students would be explained mind mapping by the teacher. Then, the teacher gave examples of mind mapping and how to apply this technique to students' presentations. So, this approach helped them organize their ideas, enhance their communication, and deliver effective presentations. Three meetings for treatment were used in this research.

The first meeting: to enhance speaking abilities, the researcher introduced a new approach which was mind map. The teacher explained about mind maps and taught the students how to present by using the mind mapping technique. Then, the students learned how to create mind mapping. After the students understood, the researcher gave an example with a simple topic "Your house" and asked them to prepare and present in front of the class within 2 minutes. After they finished the presentation, the researcher gave them advice to make the next talk better.

The second meeting: the researcher divided the students into 6 groups and gave another topic "Your favorite food". The researcher asked each group to prepare this topic by using mind mapping and would present it in the last meeting.

The last meeting: the researcher called on each group to present the topic that had been prepared in the previous meeting. Each group had five minutes to show their presentation. After finishing, the researcher gave advice and suggestions for better speaking in the future.

3.5.3. Post-test

For the post-test phase of this study, a structured assessment would be conducted following the implementation of the mind-mapping technique. The post-test was administered after students had received instruction on the treatment process, ensuring they were familiar with the techniques and strategies introduced during the intervention phase. Distinct from the pre-test, the post-test presented students with a different set of topics or prompts for assessment. This variation aimed to evaluate students' speaking abilities in diverse contexts and assess the impact of the mind-mapping technique across various speaking scenarios. The outcomes of the post-test

would serve as indicators of any noteworthy enhancements in students' speaking proficiency resulting from the implementation of the mind-mapping technique. Comparisons between pre-test and post-test results would provide insights into the effectiveness of the intervention in improving students' speaking skills. As a conclusive measure, the post-test results would be utilized as final data for analyzing the impact of the mind-mapping technique on students' speaking abilities. These results would inform conclusions regarding the effectiveness of the intervention and its potential implications for language teaching and learning practices.

3.5.4. Questionnaire

Following the completion of the post-test, participants in the experimental group were presented with a survey questionnaire aimed at eliciting their perceptions regarding the effectiveness of the mind mapping strategy in enhancing their speaking skills. This questionnaire was designed to gauge two main constructs: the participants' attitudes toward using mind mapping and the perceived effectiveness of mind mapping in interpersonal communication.

Structured as Likert-scale questions, the questionnaire sought to assess various aspects of participants' attitudes toward the mind mapping strategy. Specifically, participants were asked to rate the helpfulness of the strategy, their confidence in utilizing it, and their likelihood of continuing to use it in the future.

Furthermore, the questionnaire included items aimed at exploring participants' perceptions of the effectiveness of mind mapping in interpersonal communication. This aspect encompassed questions regarding the strategy's impact on their ability to organize thoughts, express ideas clearly, and engage effectively in verbal communication.

By gathering data through this questionnaire, the researcher aimed to gain valuable insights into participants' perspectives on the utility and efficacy of the mind mapping strategy. This feedback would contribute to a comprehensive understanding of the strategy's effectiveness in improving speaking skills and inform future teaching practices.

3.5.5. Interview

The interview process was employed to gather in-depth insights into students' speaking challenges within the classroom context. Conducted with ten students from the experimental group, the researcher initiated the interviews with the aim of corroborating the responses provided in the questionnaire and further exploring students' perceptions of the mind mapping technique. The primary objective of the interviews was to ensure consistency in students' answers and to gain a deeper understanding of their perspectives on the efficacy of the mind mapping strategy. By engaging in direct dialogue with participants, the researcher sought to clarify any ambiguities in the questionnaire responses and encourage students to elaborate on their experiences and perceptions. During the interviews, participants were encouraged to express their thoughts openly and provide detailed responses to the questions posed. This interactive process allowed for a more nuanced understanding of students' perspectives on the challenges they faced in speaking tasks and the extent to which they perceived the mind mapping technique to be beneficial in addressing these challenges. Therefore, the interviews served as a valuable means of validating questionnaire responses, consolidating students' perceptions of the mind mapping technique, and gaining deeper insights into their speaking issues and experiences within the classroom setting.

CHAPTER 4. RESULTS AND DISCUSSION

This chapter presents the results of the study and their subsequent discussion. The research findings encompass an overview of the effectiveness of the mind mapping method in enhancing students' speaking skills, as evidenced by the pre-test and post-test results and interview. Additionally, the discussion section delves into further analysis and interpretation of these findings.

4.1. Speaking test results

4.1.1. Pretest

The pretest of both the CG and the EG are marked by the teacher. The purpose of the pre-test is to evaluate the initial status of the groups before experimenting. To assess the normality of the underlying population distribution, Normal Q-Q Plots were employed for examining the pre-test scores of both the CG and EG. Figure 4.1 illustrates that the scores for both groups align closely along a straight line, indicating a normal distribution of scores.
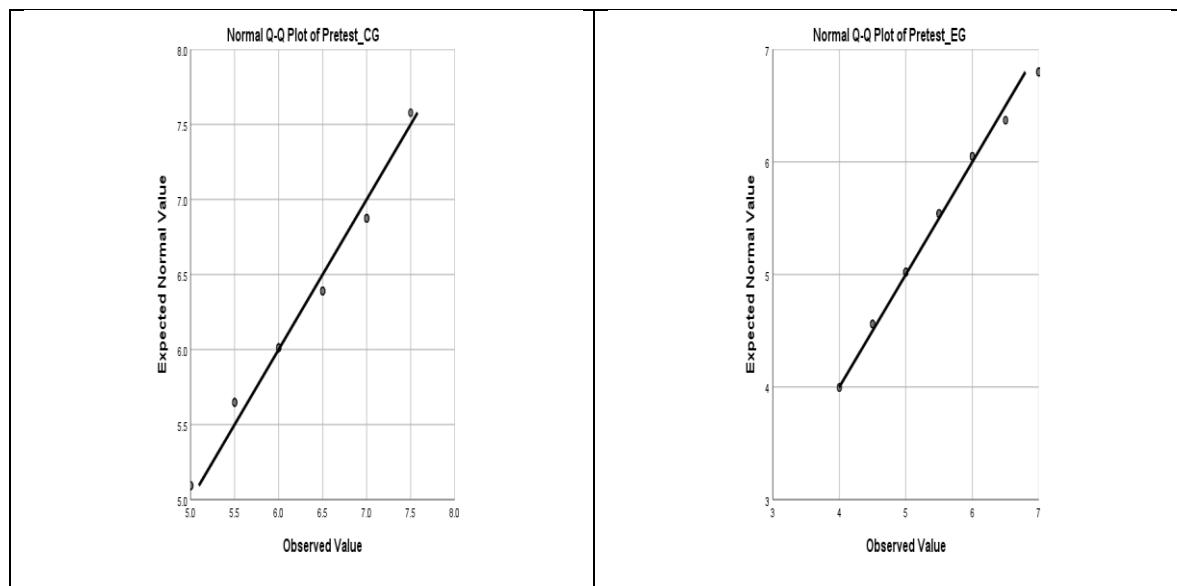
Figure 4. 1. Normal Q-Q Plots for speaking pretest results

The pretest scores in CG and EG are given in Table 4.1. The control group, consisting of 35 participants, exhibited a mean pre-test score of 5.9571 (SD = 0.77052,

SEM = 0.13024). In contrast, the experimental group, also comprising 35 participants, displayed a mean pre-test score of 5.5714 (SD = 0.85011, SEM = 0.14370).

Table 4. 1. Pretest scores of CG and EG

Group Statistics					
	GROUP	N	Mean	Std. Deviation	Std. Error Mean
Pretest	"control"	35	5.9571	.77052	.13024
	"experimental"	35	5.5714	.85011	.14370

Comparing the mean pre-test scores between the two groups, it is evident that the control group started with a higher average score of 5.9571, while the experimental group had a slightly lower mean pre-test score of 5.5714. This suggests that, on average, participants in the control group began the study with a higher level of performance compared to those in the experimental group.

The standard deviations for both groups are relatively close, with the control group having a value of 0.77052 and the experimental group showing a slightly higher standard deviation of 0.85011. This indicates a comparable level of variability or spread of scores around the mean within each group.

Examining the standard error of the mean, we observe relatively low values for both groups: 0.13024 for the control group and 0.14370 for the experimental group. The low standard errors signify a precise estimation of the sample means, suggesting that these means are likely to be close to the true population means.

Therefore, the control group started with a higher average pre-test score compared to the experimental group. The standard deviations and standard errors indicate a reasonable level of variability and precision in estimating the population means for both groups.

The Independent Samples Test was conducted to compare the pre-test scores between the control and experimental groups in Table 4.2.

Table 4. 2. Pretest Results of Independent Sample T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
						Sig. (2-tailed)	Mean Difference	Std. Error Difference		
		F	Sig.	t	df				Lower	Upper
Pretest	Equal variances assumed	.012	.913	1.989	68	.051	.38571	.19394	-.00128	.77271
	Equal variances not assumed			1.989	67.353	.051	.38571	.19394	-.00135	.77277

Independent Samples Test

Levene's Test for Equality of Variances was initially performed to assess the assumption of equal variances, and the results showed that the assumption was met, with $F (1, 68) = 0.012$ and $p = 0.913$.

Subsequently, a t-test for Equality of Means was performed assuming equal variances. The results indicated a marginally significant difference in the pre-test scores between the control group ($M = 5.9571$, $SD = 0.77052$) and the experimental group ($M = 5.5714$, $SD = 0.85011$), $t (68) = 1.989$, $p = 0.051$. The mean difference was 0.38571, and the 95% confidence interval ranged from -0.00128 to 0.77271.

Additionally, a t-test assuming unequal variances was conducted, and the results were consistent with the equal variance assumption test. The t-value was 1.989, and the p-value remained at 0.051. The mean difference and the 95% confidence interval were the same as in the equal variances assumed case, with a mean difference of 0.38571 and a confidence interval from -0.00135 to 0.77277.

So, Levene's test suggested that the assumption of equal variances was reasonable. The t-test results, whether assuming equal or unequal variances, indicated a marginally significant difference in the pre-test scores between the control and

experimental groups. The mean difference and confidence interval provide additional information about the magnitude and range of this difference.

4.1.2. Post-test

Similar to the pre-test assessment, a normality test was employed to analyze the distribution of post-test scores for both the CG and EG in Figure 4.2. The Q-Q Plot results indicated that the data from each group formed a straight line. Consequently, it was concluded that the post-test scores for both groups exhibit a normal distribution.
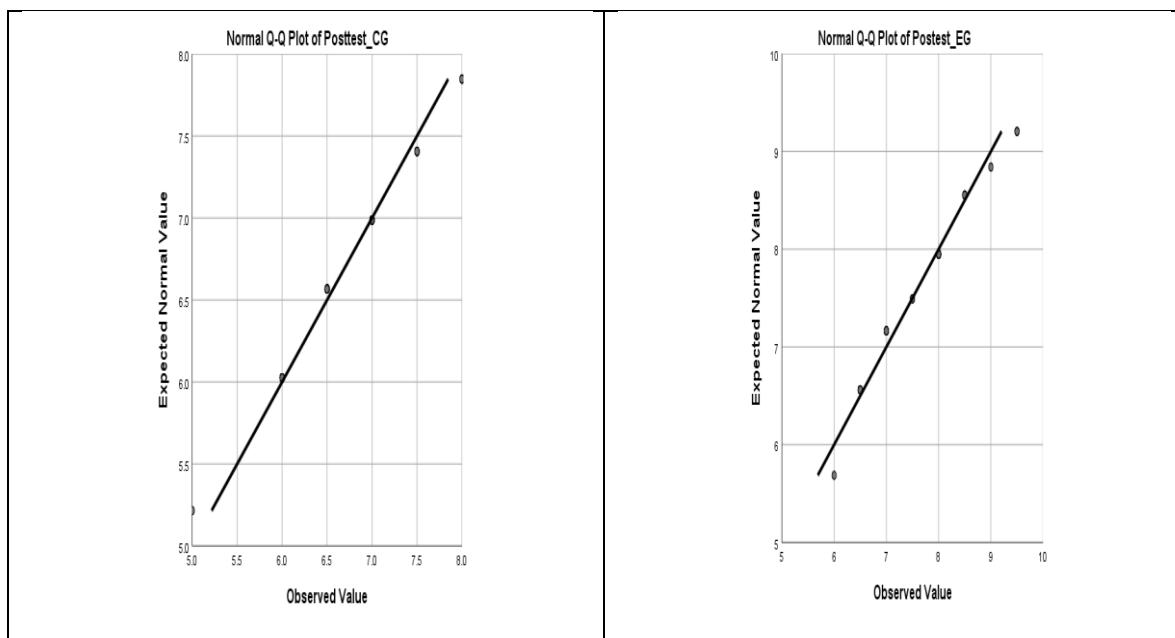
Figure 4. 2. Normal Q-Q plots for speaking posttest results

The mean score indicates the central tendency of the data. In the post-test, Table 4.3 showed that the "experimental" group had a higher mean post-test score (7.5571) compared to the "control" group (6.6143). This suggests that, on average, participants in the experimental group performed better in the post-test.

Table 4. 3. Posttest scores of CG and EG

Group Statistics					
	GROUP	N	Mean	Std. Deviation	Std. Error Mean
Posttest	"control"	35	6.6143	.66516	.11243
	"experimental"	35	7.5571	.88924	.15031

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The standard deviation indicates the spread or variability of scores within each group. The "experimental" group has a higher standard deviation (0.88924) compared to the "control" group (0.66516), suggesting greater variability in scores within the experimental group.

The standard error of the mean provides an estimate of how much the sample mean is expected to vary from the true population mean. The standard error of the mean is smaller for the "control" group (0.11243) compared to the "experimental" group (0.15031), indicating greater precision in estimating the mean for the control group.

Table 4.4 shows that The Levene's test statistic (F) is 4.116 with a significance level (Sig.) of 0.046. The p-value is less than 0.05, suggesting that there is enough evidence to reject the null hypothesis of equal variances. However, the significance level is not extremely low.

Table 4. 4. Posttest Results of Independent Sample T-Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest	Equal variances assumed	4.116	.046	-5.023	68	.000	-.94286	.18771	-1.31742	-.56829
	Equal variances not assumed			-5.023	62.976	.000	-.94286	.18771	-1.31796	-.56775

The t-statistic is -5.023 with 68 degrees of freedom. In addition, the t-statistic is the same (-5.023), but the degrees of freedom are adjusted to 62.976. The associated two-tailed p-value is 0.000, which is less than 0.05. The t-test results, assuming equal variances, show a significant difference in post-test scores between the groups. The

negative t-statistic (-5.023) indicates that the "experimental" group has a significantly higher mean score than the "control" group.

The mean difference between groups is approximately -0.94286, with a standard error of 0.18771. The 95% confidence interval for the mean difference ranges from -1.31742 to -0.56829.

The Independent Samples T-Test provides strong evidence that the post-test mean score of the "experimental" group is significantly higher than that of the "control" group.

The negative mean difference and the 95% confidence intervals that do not include zero support the evidence of a significant difference.

In conclusion, these results suggest a positive impact of the experimental condition on the outcome, as the experimental group outperformed the control group in the post-test.

4.2. Questionnaire

4.2.1. Attitude toward using mind mapping

To assess the reliability of the items measuring attitude toward using mind mapping, Cronbach's Alpha coefficient was computed. The internal reliability and the questionnaire are described in Table 4.5. The Cronbach's Alpha value for this construct was found to be 0.898, indicating a high level of internal consistency among the items.

Table 4. 5. Reliability of the questionnaire and construct

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.898	.899	7

This suggests that the items within the attitude toward using mind mapping construct are reliably measuring the same underlying concept. A Cronbach's Alpha value above 0.7 is generally considered acceptable for research purposes, indicating that the items in this construct are sufficiently reliable for measuring respondents' attitudes toward using mind mapping. Therefore, the construct demonstrates good

internal consistency, enhancing the validity and reliability of the questionnaire in assessing attitudes toward using mind mapping techniques.

Moreover, the questionnaire was administered to the students after they completed the post-test. The researcher designed the questionnaire to gather information on the students' responses, motivation, and opinions regarding the use of mind mapping strategy for teaching speaking. The students have known how to use mind mapping and have applied it effectively in developing speaking abilities. Figure 4.3 showed that most of the experimental students' groups had positive using mind mapping to improve speaking skills.
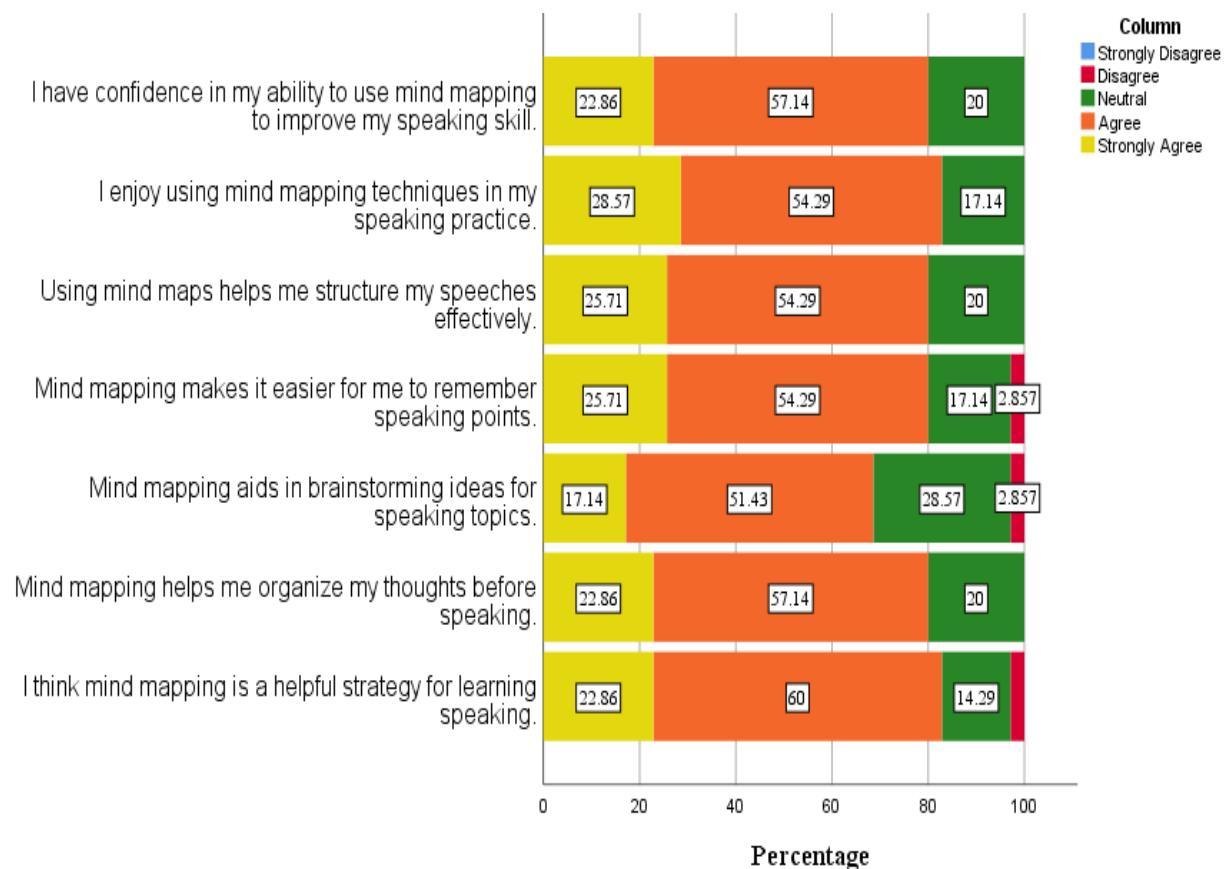
Figure 4. 3. Attitude toward using mind mapping

The table provided summarizes the results of a survey aimed at assessing learners' attitudes toward the use of mind mapping techniques to improve their speaking skills. The analysis reveals a predominantly positive outlook among respondents.

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The majority of participants, ranging from 60.0% to 82.9%, either agree or strongly agree that mind mapping is beneficial for enhancing their speaking abilities. This high level of agreement underscores the widespread recognition of the effectiveness of mind mapping in improving spoken language proficiency.

Moreover, a significant proportion of respondents, ranging from 71.4% to 85.7%, agree or strongly agree that mind mapping helps them organize their thoughts before speaking and structure their speeches effectively. This indicates a consensus among participants regarding the utility of mind mapping for organizing and structuring speaking tasks.

However, there is some variability in responses regarding the perceived effectiveness of mind mapping in brainstorming ideas for speaking topics. While the majority of respondents still express agreement or strong agreement (ranging from 51.4% to 78.6%), there is a slight decrease compared to other aspects measured.

Despite these variations, the overall positive responses outweigh any neutral or disagreeing opinions, which range from 0.0% to 28.6%. This suggests that while there may be some diversity in perspectives, the majority of participants hold favorable views toward using mind mapping techniques for improving speaking skills.

In conclusion, the survey results indicate that learners are generally receptive to the idea of using mind mapping to enhance their speaking abilities. The overwhelmingly positive disposition toward mind mapping bodes well for its potential integration as an effective strategy in language learning contexts.

4.2.2. Students' perceptions of the effectiveness of mind mapping technique

The reliability of the questionnaire and construct of the perception of the usefulness of mind mapping were showed in Table 4.6.

Table 4. 6. Reliability of construct and questionnaire

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.708	.696	7

The Cronbach's Alpha value of 0.708 indicates moderate internal consistency among the items. While it meets the minimum threshold for acceptability, it suggests that there may be some variability in respondents' perceptions across the items.

Nevertheless, to show clearly the perception of students towards mind mapping, the purpose of this questionnaire was to gain a better understanding of the students' perspectives on the effectiveness of mind mapping as a teaching tool for improving their speaking skills. Figure 4.4 shows that each student has used mind mapping technique to improve speaking skills.
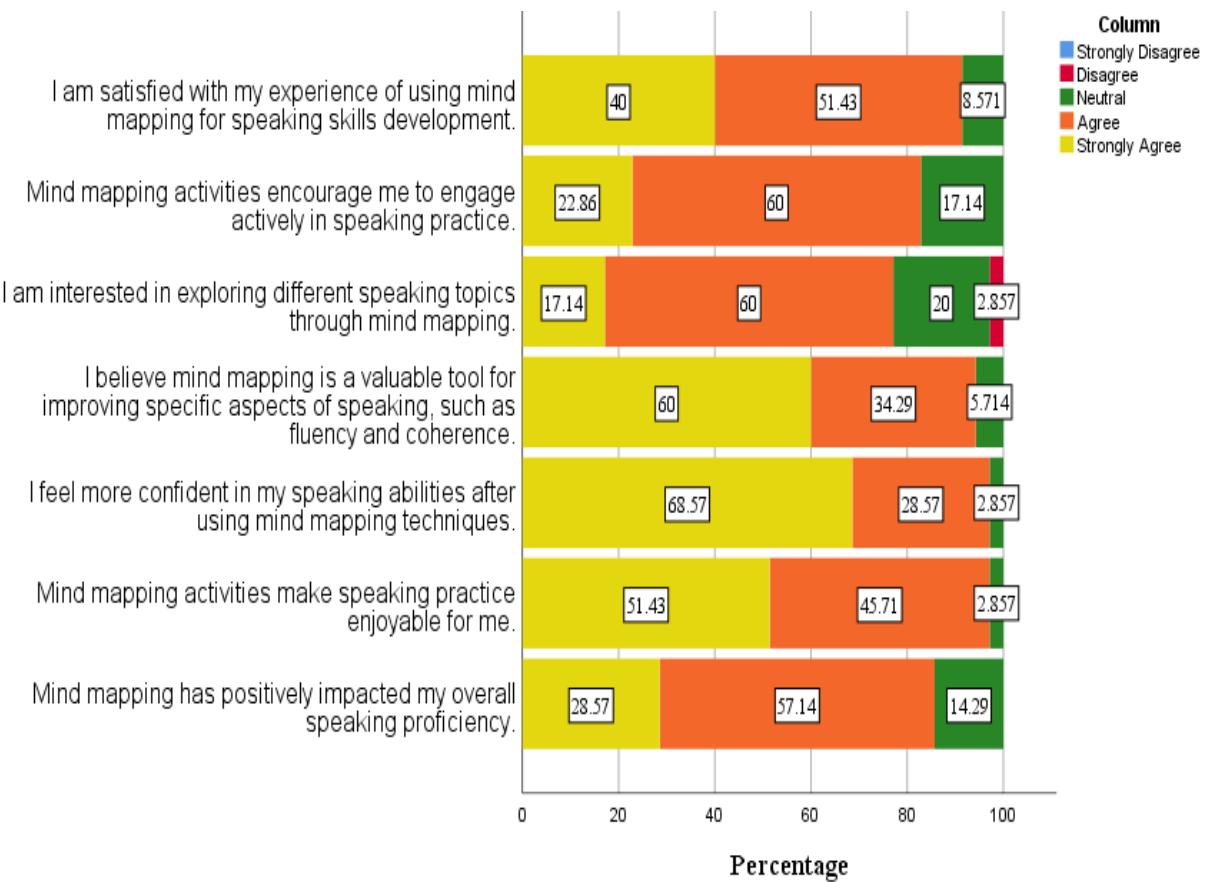
Figure 4. 4. Students' perceptions of the effectiveness of mind mapping

The majority of respondents, with 28.6% strongly agreeing and 57.1% agreeing, indicate that mind mapping has positively impacted their overall speaking proficiency. This shows a strong consensus among participants regarding the effectiveness of mind mapping in enhancing speaking skills.

A significant proportion of respondents, with 51.4% strongly agreeing and 45.7% agreeing, find speaking practice enjoyable when using mind mapping activities. This suggests that many participants derive satisfaction from incorporating mind mapping into their speaking practice routines.

A notable majority, with 68.6% strongly agreeing and 28.6% agreeing, feel more confident in their speaking abilities after using mind mapping techniques. This indicates a positive correlation between mind mapping usage and increased speaking confidence.

The majority of respondents, with 60.0% agreeing and 34.3% strongly agreeing, believe that mind mapping is a valuable tool for improving specific aspects of speaking, such as fluency and coherence. This underscores the perceived effectiveness of mind mapping in enhancing various dimensions of speaking skills.

A significant majority, with 60.0% agreeing and 17.1% strongly agreeing, express interest in exploring different speaking topics through mind mapping. This suggests that many participants are open to using mind mapping as a creative tool for exploring and organizing speaking topics.

A large majority of respondents, with 60.0% agreeing and 22.9% strongly agreeing, feel encouraged to engage actively in speaking practice through mind mapping activities. This indicates that mind mapping serves as a motivating factor for participants to actively participate in speaking activities.

A notable majority, with 40.0% strongly agreeing and 51.4% agreeing, are satisfied with their experience of using mind mapping for speaking skills development. This suggests overall positive satisfaction with the efficacy of mind mapping in enhancing speaking skills.

So, the analysis of the data indicates a strong positive sentiment among respondents regarding the effectiveness of mind mapping in enhancing various aspects of speaking skills. The majority of participants perceive mind mapping as beneficial for improving speaking proficiency, enjoyment of practice, confidence building,

specific aspects of speaking, interest in exploring topics, active engagement in practice, and overall satisfaction with the experience of using mind mapping.

4.3. Interview

In the pursuit of exploring the practical implications and effectiveness of implementing the mind mapping strategy to enhance students' speaking skills at Tan Thanh Secondary School, a series of interviews were conducted with ten students in the experimental group. The aim was to gain valuable insights into their experiences, perceptions, and the impact of integrating mind mapping into the language learning curriculum.

4.3.1. Understanding of experiences with the mind mapping technique

The development of students' speaking skills is an integral component of the curriculum. Speaking activities are primarily conducted during language classes, but their frequency varies. Students have speaking activities maybe once or twice a week. However, many students face challenges in speaking confidently and organizing their thoughts effectively. A student in EG expressed "Sometimes I find it hard to express my ideas clearly when speaking." (Student 4). Teachers also acknowledge these difficulties like students often struggle with structuring their speeches and maintaining fluency. To address these issues, there is a need to explore innovative strategies, such as mind mapping, to enhance students' speaking skills.

Engaging with students provided a firsthand understanding of their experiences with the mind mapping strategy. The majority of students expressed positive sentiments, noting that mind mapping helped them organize their thoughts effectively before speaking. For example, student 1 expressed her view: "Mind maps help me visualize my thoughts. When I have a clear picture of what I want to say, I feel more comfortable and ready to express myself during speaking activities in class." (Student 1). Similarly, another student said: "Mind mapping has been a game-changer for me. It's like creating a visual script for what I want to say. This process helps me structure my thoughts more clearly, making my speech flow more smoothly during class activities." (Student 6)

Moreover, students appreciated the visual representation of ideas, which facilitated clearer communication and improved their overall speaking confidence. For instance, student 2 also agreed on this: "Mind mapping has made it easier for me to organize my ideas before speaking. It's like having a roadmap for what I want to say, and it has boosted my confidence." (Student 2). Similarly, another student expressed familiarity, stating, "I find mind mapping very helpful because it helps me organize my ideas more clearly and easily." (Student 10)

Besides, when speaking English, students felt more big changes and more confidence like student 8 said: "Before, I used to get nervous and stumble over my words. Now, with mind mapping, I feel more prepared. It's like having a safety net. I know what I want to say, and that confidence translates into better speaking performance." (Student 8).

Thus, gaining insight into students' experiences with the mind mapping technique is essential for evaluating its effectiveness in developing speaking skills. Through qualitative methods such as surveys and interviews, teachers can gather valuable feedback from students regarding their perceptions and experiences with using mind maps for speaking practice. Understanding students' attitudes, preferences, and challenges related to mind mapping can inform instructional approaches and facilitate targeted support for individual learners. Additionally, exploring students' experiences with mind mapping can shed light on the effectiveness of specific techniques or strategies employed in teaching speaking. By actively soliciting and incorporating student feedback, teachers can adapt and refine their instructional practices to better meet the needs and preferences of learners, ultimately enhancing the overall effectiveness of the mind mapping technique for developing speaking skills.

4.3.2. Perception the mind mapping in language learning

A recurring theme was the perceived enjoyment and motivation stemming from the interactive nature of mind mapping in language learning. Another student stated: "Mind mapping has added a layer of creativity to our language classes. It makes

speaking exercises less intimidating, and I've noticed improvements in how I structure my sentences and express myself verbally." (Student 5).

Additionally, using mind mapping as a strategy for learning to speak also helps students remember the key points as much as possible: "Definitely. It adds a creative element to speaking exercises. I find it enjoyable to create colorful mind maps, and it helps me remember key points easily when I speak." (Student 3). Also, using mind mapping has influenced how to prepare for speaking assignments. One student answered "Before, I used to struggle with organizing my thoughts. Now, mind mapping has become a go-to tool for me. It streamlines my ideas and makes the preparation process more efficient." (Student 4).

Besides, mind mapping is a strategy that would continue to use in your language learning journey. For example, one participant stated: "Of course. It's not just a tool for class; it's become a study habit. Whether it's preparing for a presentation or just practicing speaking at home, mind mapping is something I find valuable. It's a method that works for me." (Student 2).

Furthermore, when asked about the impact of mind mapping on their speaking skills, responses varied. Student 9 stated, "I feel more confident after using mind mapping to prepare for speaking tasks. It helps me structure my thoughts better." On the other hand, student 7 shared a specific example, "Once, when I had to give a presentation, using mind mapping helped me organize my ideas logically, leading to a better presentation." As a result, students' insights highlight the transformative impact of mind mapping on speaking skills, showcasing increased confidence and a more organized approach to verbal expression in language learning as well as improving speaking competence.

In short, examining the perception of mind mapping in language learning provides valuable insights into its efficacy and acceptance among students at school. Through surveys, focus groups, and classroom observations, teachers can gauge students' attitudes, beliefs, and experiences regarding the use of mind maps as a learning tool. Understanding students' perceptions of mind mapping can reveal their

level of engagement, motivation, and satisfaction with this instructional approach. Additionally, exploring students' perceptions allows educators to identify any misconceptions or reservations about mind mapping and address them accordingly. By fostering a positive perception of mind mapping among students, educators can enhance its effectiveness as a teaching tool and promote its wider adoption in language learning contexts. Ultimately, a favorable perception of mind mapping can contribute to a more engaging, interactive, and effective learning experience for students.

4.4. Discussion

The discussion presented here elaborates on the research findings obtained from the assessment of students' speaking skills. It was observed that the utilization of mind mapping not only aids students in generating ideas but also serves as a motivating factor. This can be proof by the result of this research that evidence the most of students agree mind mapping can help them to improve students' ability in speaking skill.

From the pretest and post-test scores, the students' speaking scores of the post-test were better than the pretest. This is also demonstrated the positive impact of mind mapping on developing students' speaking skills. This research used mind mapping technique to build students' speaking abilities.

Mind mapping showed its benefits in enhancing cognitive processes such as organization, creativity, and critical thinking (Buzan, 2005). Through the results of the questionnaire revealed positive perceptions of mind mapping among students, with the majority expressing agreement or strong agreement with attitude positive toward using mind mapping and changes related to its effectiveness to help students improve speaking competence. This study showed that students recognized mind mapping as a valuable tool for organizing their thoughts and preparing for speaking activities as well as thoughts and improving their ability to articulate them coherently.

Moreover, the questionnaire also assessed the perceived impact of mind mapping on students' speaking skills. The responses indicated a consensus among students that mind mapping has positively influenced their speaking proficiency.

Statements affirming the improvement in organization, clarity, and confidence in speaking tasks received high agreement scores.

These findings corroborated the effectiveness of mind mapping in developing speaking skills, as evidenced by previous research emphasizing its role in enhancing communication abilities (Leong & Ahmadi, 2017). By enabling students to organize their thoughts systematically, mind mapping facilitates the development of coherent and articulate spoken expressions.

One prominent theme that emerged from the interviews is the recognition of mind mapping as a beneficial tool for improving speaking skills. The majority of students expressed positive experiences with mind mapping, highlighting its effectiveness in organizing thoughts and enhancing coherence in spoken expressions. These sentiments echo existing research emphasizing the cognitive benefits of mind mapping, such as fostering creativity and critical thinking (Buzan, 2005). The interviews also revealed that students appreciate the visual and interactive nature of mind mapping, which facilitates engagement and comprehension. By providing a structured framework for organizing ideas, mind mapping enables students to approach speaking tasks with greater confidence and clarity.

After being analyzed the pre-test and post-test scores and the results of the questionnaires and interview, it was found that the majority of the students showed great enthusiasm and interest in using mind mapping as a strategy to improve their English speaking skills. The students agreed that mind mapping helped them enhance their creativity and imagination, stay focused while speaking, and remember vocabulary better, thereby making the learning process more enjoyable. The uniqueness of mind mapping, with its colorful pictures and visual aids, also helped the students in conceptualizing their thoughts before speaking. Therefore, they gained many benefits and positive experiences from using mind mapping as a strategy to learn English speaking. The research findings indicate that mind mapping contributes significantly to help students improve speaking skills and make them be more confident inside and outside the classroom.

CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter provides the conclusion of the study and suggestions for the teachers, students and other researchers.

5.1. Conclusion

The investigation into the effectiveness of mind mapping for developing students' speaking skills at Tan Thanh Secondary School has provided valuable insights into the role of this innovative technique in language learning. Through a comprehensive analysis of pretest and posttest scores, questionnaire responses, and interview findings, several key conclusions can be drawn.

Firstly, the results indicate that mind mapping has a positive impact on students' speaking proficiency. Both quantitative and qualitative data suggest that students who engaged in mind mapping activities demonstrated improvements in organization, coherence, and confidence in their spoken expressions compared to those who did not. From the questionnaire results indicate that the majority of students exhibited enthusiasm and interest in employing the mind mapping strategy to improve their speaking skills, students found that it could boost their creativity and imagination while helping them concentrate on their speaking tasks, and aid vocabulary retention, thereby making English learning more enjoyable. Because of the use of colors and pictures and the assistance it provides in constructing concepts prior to speaking, students experienced many benefits.

Secondly, students perceive mind mapping as a beneficial tool for enhancing speaking skills. Students view mind mapping as a valuable resource for improving their speaking abilities. It suggests that students recognize the usefulness and effectiveness of mind mapping techniques in developing their oral communication skills. Their positive attitudes towards mind mapping highlight its effectiveness in facilitating the organization of thoughts and the articulation of ideas, aligning with existing research on the cognitive benefits of this technique. Moreover, interview responses consistently highlighted the positive impact of mind mapping on student engagement and enjoyment in the learning process. Students expressed that the visual and interactive

nature of mind mapping made the lessons more interesting and enjoyable. This aligns with existing research emphasizing the significance of engagement in effective learning. The positive affective aspect of the strategy is a crucial consideration for sustaining students' motivation in language learning. Also, a recurrent theme in the interviews was the perceived improvement in organizing thoughts when using mind mapping. Students reported that the visual representation of ideas facilitated clearer thinking and better organization of content. Students expressed feeling more confident in expressing themselves orally after engaging in mind mapping activities.

Moving forward, continued research and exploration into the application of mind mapping in language education are warranted. By further refining instructional strategies and addressing the evolving needs of students, educators can harness the full potential of mind mapping to cultivate effective communication skills and promote lifelong learning.

5.2. Suggestion

Based on the research findings, the researcher would like to offer the following suggestion:

a. For the teachers

Teachers can consider incorporating mind mapping activities to help students organize their thoughts effectively before engaging in speaking tasks. Integrating mind mapping techniques into the language curriculum can be beneficial for enhancing students' speaking skills. Professional development workshops will be able to be conducted to train teachers on effective integration strategies.

b. For students

This study is advisable to actively engage with mind mapping as a study tool to improve comprehension and retention of subject matter. Students can benefit from practicing mind mapping techniques independently to organize their thoughts, synthesize information, and prepare for exams or presentations.

c. For other researchers

The researcher hopes that this study will be beneficial for other researchers. Other researchers can utilize the findings of this study as a reference and apply the insights gained to their own classrooms when teaching speaking.

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APPENDICES

APPENDIX 1. STUDENTS' SCORES OF PRETEST AND POST-TEST

No.	Experimental Group	Pretest	Post-test
01	Student 1	6.0	8.5
02	Student 2	5.0	8.0
03	Student 3	6.5	8.0
04	Student 4	7.0	7.5
05	Student 5	6.5	8.0
06	Student 6	7.0	7.0
07	Student 7	5.0	6.5
08	Student 8	5.5	8.0
09	Student 9	5.0	7.5
10	Student 10	4.5	6.5
11	Student 11	6.0	8.0
12	Student 12	6.0	8.5
13	Student 13	4.0	7.0
14	Student 14	5.5	8.0
15	Student 15	6.0	7.0
16	Student 16	5.0	6.5
17	Student 17	5.5	9.5
18	Student 18	4.5	7.0
19	Student 19	5.5	8.0
20	Student 20	6.0	8.0
21	Student 21	5.5	6.5
22	Student 22	4.5	7.5
23	Student 23	6.0	6.0
24	Student 24	4.5	8.5

25	Student 25	5.5	7.0
26	Student 26	7.0	6.5
27	Student 27	5.5	8.0
28	Student 28	5.0	6.5
29	Student 29	7.0	9.0
30	Student 30	5.5	8.0
31	Student 31	5.5	7.0
32	Student 32	7.0	9.5
33	Student 33	5.5	8.0
34	Student 34	4.0	6.5
35	Student 35	5.0	7.0

APPENDIX 2. SURVEY QUESTIONNAIRE

This survey questionnaire was an integral part of the research. The aim was designed to gather valuable insights and perspectives from participants. Your thoughtful responses played a crucial role in enhancing our understanding of the strategy how to study speaking skills. Please take a moment to fill in the following questions. Your input was highly appreciated and would contribute significantly to the success of this research project.

Part A. Personal information

Put a tick (✓) on your answers

What is your full name? ………………………………………

What is your gender? ☐ Male ☐ Female

What is your email? …………………………………………

How long have you been learning English? …………. years.

Do you think speaking skills are more difficult than other ones? ☐ Yes ☐ No

Do you practice speaking English every day? ☐ Yes ☐ No

Have you used mind mapping techniques before? ☐ Yes ☐ No

How often do you engage in activities that involve speaking in front of others?

☐ always ☐ usually ☐ often

☐ sometimes ☐ rarely ☐ never

PART B. Questionnaire content

Put a tick (✓) on your answers

I. Attitude toward using mind mapping

1. Mind mapping helps me organize my thoughts before speaking.

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

2. I think mind mapping is a helpful strategy for learning speaking.

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

3. Mind mapping aids in brainstorming ideas for speaking topics.

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

4. I have confidence in my ability to use mind mapping to improve my speaking skills.

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

5. Mind mapping makes it easier for me to remember speaking points.

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

6. Using mind maps helps me structure my speeches effectively.

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

7. I enjoy using mind mapping techniques in my speaking practice.

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

II. Perception of students into the effectiveness of mind mapping technique

1. Mind mapping has positively impacted my overall speaking proficiency.

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

2. Mind mapping activities make speaking practice enjoyable for me.

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

3. I feel more confident in my speaking abilities after using mind mapping techniques.

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

4. I believe mind mapping is a valuable tool for improving specific aspects of speaking, such as fluency and coherence.

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

5. I am interested in exploring different speaking topics through mind mapping.

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

6. Mind mapping activities encourage me to engage actively in speaking practice.

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

7. I am satisfied with my experience of using mind mapping for speaking skills development.

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

APPENDIX 3. QUESTIONNAIRE AND CONSTRUCTS

	I think mind mapping is a helpful strategy for learning speaking.	Mind mapping helps me organize my thoughts before speaking.	Mind mapping aids in brainstorming ideas for speaking topics.	Mind mapping makes it easier for me to remember speaking points.	Using mind maps helps me structure my speeches effectively.	I enjoy using mind mapping techniques in my speaking practice.	I have confidence in my ability to use mind mapping to improve my speaking skill.
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Disagree	2.9%	0.0%	2.9%	2.9%	0.0%	0.0%	0.0%
Neutral	14.3%	20.0%	28.6%	17.1%	20.0%	17.1%	20.0%
Agree	60.0%	57.1%	51.4%	54.3%	54.3%	54.3%	57.1%
Strongly Agree	22.9%	22.9%	17.1%	25.7%	25.7%	28.6%	22.9%

	Mind mapping has positively impacted my overall speaking proficiency.	Mind mapping activities make speaking practice enjoyable for me.	I feel more confident in my speaking abilities after using mind mapping techniques.	I believe mind mapping is a valuable tool for improving specific aspects of speaking, such as fluency and coherence.	I am interested in exploring different speaking topics through mind mapping.	Mind mapping activities encourage me to engage actively in speaking practice.	I am satisfied with my experience of using mind mapping for speaking skills development.
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Disagree	0.0%	0.0%	0.0%	0.0%	2.9%	0.0%	0.0%
Neutral	14.3%	2.9%	2.9%	5.7%	20.0%	17.1%	8.6%
Agree	57.1%	45.7%	28.6%	34.3%	60.0%	60.0%	51.4%
Strongly Agree	28.6%	51.4%	68.6%	60.0%	17.1%	22.9%	40.0%

APPENDIX 4. INTERVIEWS

INTERVIEW QUESTIONS

1. How has using mind mapping helped you in improving your speaking skills?

2. What do you find most beneficial about using mind maps in language classes?

3. Do you enjoy using mind mapping as a strategy for learning to speak?

4. In your opinion, how has mind mapping impacted your overall language learning experience?

5. Do you think mind mapping is a strategy you would continue to use in your language learning journey?

6. How do you feel when using mind mapping as a tool to prepare for speaking activities or presentations?