

# Mind Mapping and Discussion of Non Movie To Enhance Speaking

Susanti

Program Studi Sistem Informasi  
STMIK Pontianak  
Pontianak, Indonesia  
e-mail: santy.mayfoura@gmail.com

## Abstrak

*Speaking adalah satu dari empat kemampuan berbahasa yang tidak bisa dihindari, yang harus dikuasai oleh pelajar baik sebagai Bahasa asing maupun sebagai Bahasa kedua. Speaking dianggap sebagai ketrampilan Bahasa yang produktif, akan tetapi merupakan ketrampilan yang paling sulit untuk dikuasai. Tujuan dari penelitian ini adalah berlatih speaking lewat mind mapping dan diskusi kelas dari non-movie video untuk meningkatkan kemampuan speaking pada siswa semester dua program system informasi STMIK Pontianak baik di dalam dan di luar kelas. Non movie video adalah sumber pembelajaran authentic yang diakses di Internet channel YouTube. Penelitian tindakan kelas adalah design penelitian yang digunakan meliputi tiga tahapan dari Look-Think-Act. Tes dan catatan lapangan adalah alat untuk pengumpulan data yang digunakan dalam studi ini yang dilakukan dalam tiga cycle dan kemudian diakumulasi dengan menggunakan regression berganda tiga variable dari SPSS perhitungan statistic untuk mengetahui pengaruh dari kedua pendekatan pada pembelajaran. Hasil penelitian menunjukkan bahwa mind mapping dan diskusi kelas dari non-movie video sungguh secara substensial meningkatkan kemampuan speaking siswa.*

**Kata kunci:** *Speaking, mind-mapping, class discussion, non-movie videos, authentic resources.*

## Abstract

*Speaking is one of the four language competences inevitably must be conquered by foreign or second language learners. It is mostly regarded as productive skill, however the most difficult one to be acquired. This inquiry aim addressed to practice speaking through mind mapping and class discussion of non-movie videos to enhance speaking competence of second semester student of System Information STMIK Pontianak both in and out of classroom. Non-Movie videos are the authentic learning resources gained in Internet through YOUTUBE channel. Classroom action research design is directed in this study involving three simple phrases of Look-Think-Act. Tests and fieldnotes are the tools of data collections employed through three cycles then accumulated using doubled regression of three variables of SPSS statistical program to figure out both approaches effect on learning. The outcome indicates that the mind mapping approach and class discussion of non-movie videos are indeed substantially enhance learners' speaking aptitudes and performances.*

**Keywords:** *speaking, mind-mapping, class discussion, non-movie video, authentic resources.*

## 1. Introduction

English is the International language, spoken and learned widespread by people to communicate in the global. Hattings (2014) people are conversing, sharing thoughts and knowledge, to do all those things a particular knowledge of the language competence is needed [1]. Then Febriyanti (2011) to converse orally learners required to practice the main aptitude, that is speaking. As the basic skill, it needed to be conquered, among others competences like writing, reading and listening [1]. However, it is still problematic particularly the country who do not communicate English as their native language, still having low ability to use English [1].

In this technology era, youthful generation is interrelating with computer technology massively [2]. Moreover, it presents plenty of online items for learners, including websites for learning and delivers the remarkable source of information [3]. YouTube is one of the website offered, which provides learners with everyday videos and authentic conditions, then may boost their perception and performance of English lesson [3]. In reality, the auditory and visual multimedia supporting in learning processes supposed may arouse learners' attention and ultimately contribute their academic attainment and have optimistic attitudes toward class [2]. Obviously, learners have the chance to raise their aptitude and knowledge everywhere both inside and outside the class using audio visual media which have definite supports to language learning

as long as they are managed properly, also it offers the authentic sources of English learning [4]. Even the authentic sources of video may construct more practical language learning atmosphere and arouse EFL learners' curiosity in English learning also increase their comprehensive linguistic capability [5]. The authentic videos afforded are such as movies, cartoon, non-movie, English news, TV commercial, and some others programs [6].

The 2<sup>nd</sup> semester students of System Information STMIK Pontianak is having the problematic in conversing in English with classmates. They find English, especially speaking skill is difficult to learn, and hard to converse while communicating. They have low competency in using English. Those are the backgrounds of the inquiry which lead to the research issues, as follows:

1. What is non-movie video, and is it effective to enhance learners' speaking skill?
2. How do mind-mapping and class discussion of non-movie videos enhance learners' speaking skill of System Information program STMIK Pontianak?

In this industrial 4.0 era, teaching media used is modified with the young learners' typical which are close and accustomed in using internet. Even it is the first sites to visit [7]. Everything can be easily accessed through the internet caused of the technological sophistication, and YOUTUBE is the social media including in internet. YOUTUBE is a website that reveals numerous types of videos, such as video clips, TV clips, music videos, movie trailers, documentary, non-movie videos, short original video, educational video, et cetera [8]. Furthermore YouTube becomes learning sources and media that can converge both teachers and students' needs, also it may enhance students' learning and support their learning character, besides the learning proficiencies afforded with latest technologies for future benefits [9].

Nowadays, lots studies believed the assistance of video is indeed effective in learning process in classroom [10]. Where it is suggested both teachers and learners may get involved in creative ways of differ videos to increase learning outcomes and have a convenient learning atmosphere [10]. Some considerations of employing video in learning process are (Harmer; 2004, p.282): 1.) learners not only hear the language learned, also seeing the context of video frankly, the gestures, hear the expressions, and other visual patterns, 2) The knowledge of insightful culture, 3) Learning materials become easy to be remembered and exciting as it is funny, 4) Video may boost learners motivation and ease the learning [11].

### **1.1 Non-Movie Video**

In internet, non-movie video can be encountered as extra teaching listening resources, which is easy to be discovered both audio and audio visual [6]. It discusses or elaborates some particular issues, classified as technology, science, culture, art, sport, education, et cetera. Although watching non-movie video not as attractive as watching movie video, since it performs no stories and no favorite actress, otherwise, it is a challenge both for teachers and learners of the video's assignments [6]. Video not just as the peripherals in listening class, otherwise it can be as a core content and be united segment of the curriculum [12].

### **1.2 Mind Mapping**

A mind map is a visible thinking devices that can be employed to entirely cognitive performs, notably memory, learning, creativity and analysis, which may produce, categorize, and arrange thoughts [1]. Windura (2008) claims that by having mind mapping it may let learners to elevate their intelligence for assuming and learning within a technical charts [1]. Other definitions (Buzan, 1993) the mind mapping is a radiant thinking illustration, then as a natural meaning of human mind, it is also as a mighty visual technique which offers a crucial ideas of the capability of brain [13]. It allots learners to simplify their views by classifying and arranging the interrelating concepts which started from the theme or learners' main topics as the central ideas then let the major twigs of mind mapping to signify their essential ideas then merged with attractive colors and looks then may arouse the thought [14]. Mind mapping can be drawn by hands, either as rough notes during meeting or lecture. There are also a number of software packages available for producing mind maps [13].

### **1.3 Class Discussion**

Larson (1997) as an approach (discussion) offers a way for teaching material, whereas as a result of instruction it highlights learners to be skillful discussants. Then Mercer and Howe (2012) summed up if teachers enthusiastically involve learners in thoughtful discussion of the learning sources, this then leads them to learn, to enlarge their understanding and trains them well to be self-governing learning [15]. In short, as stated by Cengiz & Larson (2012) small group as well as the whole group class discussion has two

goals: as objective and as styles helping learners to accept the public skills by fixing something, as means to obtain new data. As a note teachers has the indispensable role in raising and conducting useful both small group and whole group discussion [16].

#### 1.4 Previous study

Life becomes more creative, satisfying, and fruitful in each life aspect if using mind map everyday as we can reach what we wish to have, we may be the most brilliant one of ideas, become more proficient and creative, also dream be realized as summed up by As'Ari inhis study [13]. Next study, mind-mapping approach is meaningfully effective be used in enhancing learners' speaking competence at class XI IPA of SMAN 6 Mataram [17]. Aligned with previous one deduced that learners who learnt by mind mapping approach attained speaking competences better than who studied by old-fashioned learning style [1].

## 2. Research Method

The study is a quantitative study using classroom action research design. Creswell (2012)), Classroom action research is a broadly employed realistic strategy with the aim expanding a way of figuring out of learning obstacles with its influential figure of Look, Think, Act- to lead individuals exploring their inquiry in uncomplicated manner then generate more detailed practice of the issue [18]. Then this design is directed into three cycles. Data are obtained through some tests in each cycle and questionnaire is administered through google form to gain the learners views to the employment of mind mapping and class discussion approach in learning practice.

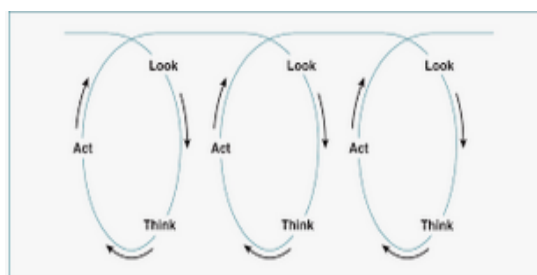


Figure 1 : Action Research Interacting Spiral

### 2.1 Math Formula

$$Y = a_0 + a_1x_1 + a_2x_2$$

Y = Dependent Variable

X<sub>1</sub> = Independent Variable (Mind Mapping)

X<sub>2</sub> = Independent Variable (Class discussion)

### 2.2 Sample

STMIK learners System Information program class 2A3 be the participants in this study, consisted of 25 students, 7 girls and 18 boys coming from different senior high schools in Kalimantan Barat.

## 3. Discussion and Result

Classroom action research design with Look-Think-Act stages is employed in this inquiry within three cycles of two meeting for each cycle. 1<sup>st</sup> cycle conducted on May 30<sup>th</sup> 2022 and May 31<sup>st</sup> 2022, the 2<sup>nd</sup> cycle on June 6<sup>th</sup> 2022 and June 7<sup>th</sup> 2022, then the 3<sup>rd</sup> cycle conducted on June 13<sup>th</sup> 2022 and June 14<sup>th</sup> 2022.

Non-movie videos become the learning media employed in this inquiry. It is watched and learned through mind mapping and discussion of learning process both out and in the classroom. The non-movie videos suggested in this study is like Talk show, the Marina Lingua, and some other educational channels. Learners are prompted to watch the videos for several times at home before it is discussed the next day in classroom using mind-mapping and discussion approach. They have to watch and learn the videos before the class. It is done within small groups of three students. The examples of the non-movie videos suggested are "8 Things Everyday as Daily Habits", "A day in

Life of A Language Learners”, “Adorable 3 Years Old Periodic Table Expert Brielle”, and some other Marina Lingua YouTube . Here are the figures :

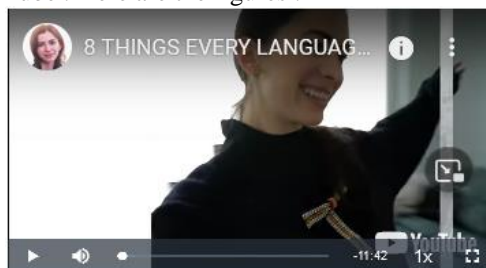


Figure 2: 8 Things Every language Habits



Figure 3 : A Day in Life a Language Learners

The non-movie videos learned then are linked to the lesson learned based on the syllabus, such as the verbs, the adjectives, the adverbs, the prepositions, the conjunctions, etc. used in sentences. Learners are prompted to learn and work together in their small group after watching the videos. They are asked to take part together in their group how to put their ideas into a mind mapping of the videos watched in and out of class. The result is a mind mapping, then it is presented and discussed by this small group to the whole class. Although they are in groups, however it is scored individually. That is why they have to responsible to the task administered to them. The mind mapping done manually it is colorful to attract learners to learn.

This learning process of using mind mapping and class discussion conducted within three cycles to figure out the effective of these two approaches in enhancing learners' speaking competences. Learners are assessed with some speaking criteria, such as the pronunciation, vocabulary, fluency, grammar, and coherence, also the scores and the classification.

Then all the scores gained from 1<sup>st</sup> cycle, 2<sup>nd</sup> cycle, and 3<sup>rd</sup> cycles are accumulated using doubled regression three variables of SPSS ver. 25.

**Table 1 : ANOVA Table**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	595.683	2	297.842	41.609	.000 <sup>b</sup>
	Residual	229.060	32	7.158		
	Total	824.743	34			

a. Dependent Variable: Y  
b. Predictors: (Constant), X2, X1

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.517	5.842		1.971	.057
	X1	.742	.122	.749	6.075	.000
	X2	.146	.126	.143	1.161	.254

a. Dependent Variable: Y

The regression test based on the ANOVA table above F is 41.609 and sig. 0.00. The sig. less than 0.00 then can be summed up that the regression coefficient is significant.

**Table 2 : Deviation Analysis of Linearity**

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined)	667.943	15	44.530	5.396	.000
		Linearity	586.027	1	586.027	71.011	.000
		Deviation from Linearity	81.916	14	5.851	.709	.741
Within Groups			156.800	19	8.253		
Total			824.743	34			

From the Deviation analysis of Linearity as delineated in ANOVA table 2 above F is 0.709 and sig. 0.741. The sig. is higher than 0.05, then can be summed up that regression line is linear.

The partial correlation of X1 and Y and controlled by X2 the correlation is 0.732 and sig.0.000. The sig. is less than 0.005 then can be concluded that the partial correlation between X1 with Y controlled by X2 is significant. Means there is significant correlation between Mind mapping and speaking competence gained controlled by the class discussion in this study. Otherwise, the partial coefficient between X2 and Y controlled by X1, the correlation is 0.201 and sig. 0.254. The sig. 0.254 is higher than 0.05 then can be summed up that there is no correlation between class discussion (X2) to speaking performances while learning process.

**4. Summary**

In short, Non-movie videos is one of the authentic and interesting learning media to enhance your speaking performances. It can be accessed easily through YouTube in internet, even learning become more enjoyable, attractive and easier grasped by learners, assisted by Mind-mapping and class discussion as the learning approach employed while learning to enhance learners' speaking competence. Indeed these two learning approaches assist learners understand the video deeply, though still lots weaknesses should be learned and taken into account for future study. Besides, the allocated time should be added more for more significant learning outcomes.

**Daftar Pustaka**

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