

CHAPTER I

INTRODUCTION

This chapter presents about background of the research, formulation of research problem, objectives of the research, significance of the research, scope and limitation of the research and definitions of key terms.

A. Background of the Research

English is still the most studied language in the world. Data obtained from Sawe in World Atlas, 2016, as many as 1.5 billion people around the world speak English. Many individuals must master English when they want to progress, because the local language alone is not enough to interact and communicate globally. Presently, English is communication engine for survival in all condition of life, such as economic field, social field, and education field. According to Harmer (2001), English plays a major role in many sectors, including business, tourism, banking, medicine, technology, advanced studies, manufacturing, study, and computing. It is important to master English in this globalization era. English is language of communication and information dissemination. English is way to expand opportunities to connect and receive information from various parts of the world.

In English there are four skills namely: speaking, reading, writing, and listening. One of the abilities which need to acquire to be mastered by students in order to communicate well is speaking. According to Thornbury (2005) speaking plays a key role in the English art curriculum and serves as the foundation for the development of other spoken skills, such as its close relationship to listening. It demonstrates that speaking is an important aspect of international language which need to acquire to be mastered by students in

order to communicate effectively with others. Speaking is a direct means of giving information to others to increase their knowledge, such as giving presentation in front of class, giving public speech, storytelling, group discussion, and more. Therefore being able to speak English is important, so it will be very beneficial for those who comprehend it.

Speaking English is not easy. The reason why speaking English is difficult, especially as an English foreign learner is because English is not students' mother tongue. Most Indonesian students are not native English speakers, so they face a lot of challenges. Since they use Indonesian (Bahasa Indonesia) in their daily lives, it affects how well they can speak English when learning it (Nurhayati, et.al., 2016). Generally, the challenges faced by students in speaking are feeling nervous, lack of vocabularies, shy to speak in front of many people, and difficult to express ideas. Professor Jack C. Richards (2008) stated that there are many factors that may explain for difficulties learners with mastering speaking skills. These can include: unequal classroom conditions, need motivation, low quality teaching, low quality materials, little opportunity given to practice speaking, personality factors (anxiety, insecurity, difficult to express the ideas, etc). This is also experienced by some people, but with different English skills, namely writing. They have difficulty when writing, due to a lack of knowledge in seeing competition between writers, as well as feelings of inferiority towards other people's writing (Nurhayati, 2021).

There are some problems that have been mentioned before, encountered in one of the English courses. One of them is that students find it difficult to express ideas when speaking practice. This requires a learning technique to help students in speaking practice, namely mind mapping. Mind mapping is a

technique to develop thinking activities from a person to connect certain problem concepts in various angles. Tony Buzan created this technique to improve note-taking, to increase memory and problem-solving, be more creative, to organize thinking, and to generate ideas and concepts (Polson, 2004).

Students can enhance their learning by creating visual representation using mind maps (Budd, 2004). Additionally, it might be a tool that allows them to relate the material in meaningful ways. The reason why researcher is interested in conducting this research is because current mind mapping is extensively used in the world academic and is used to make it easier for students to express ideas. And researcher wants to investigate students' perceptions on the use of mind mapping in speaking practice. With mind mapping, information can be more easily conveyed and received by students.

This study took place at Fajar English Course, a language course focusing on improving students' speaking skills. The choice of this location was intentional, as it offers an ideal environment where students frequently engage in speaking practice, including presentations—the main focus of this research. The Advance students program at Fajar English Course regularly practice in speaking ability using mind mapping, making them a suitable group for studying the use of the technique in speaking practice could support and enhance their speaking abilities. Furthermore, Fajar English Course was also chosen for practical reasons, such as its accessibility and willingness to cooperate with the study. The course's support and the availability of participants made the data collection process smooth and efficient, ensuring the research could be conducted effectively.

The researcher also includes some relevant studies that have been conducted by other researchers, as follows: by Nguyen Thi Truc Ly (2022) entitled *EFL Teachers' Perception of Implementation of Mind-Mapping for Enhancing Learning Engagement*. This study is used a mix-methods as research design. In this research, the focus used is the perception of EFL teachers on the implementation of mind mapping for enhancing learning engagement. However, this study did not deeply examine how mind mapping works in real-time speaking activities or presentation, especially for students, where they must prepare, think quickly, and speak fluently. This leaves a gap in understanding how mind mapping can support students in organizing their thoughts quickly during speaking practice.

Besides that, the researcher has been done by Nurul Aini (2020) entitled *Perceived Effectiveness of Using Mind-Mapping Technique for Writing Argumentative Essay at Study Program of English Language Education, State Islamic University of Mataram*. The research design used in this study is a qualitative exploratory case study. The results of the research reveals that mind mapping can motivated and engage students to learning writing argumentative essays, and mind mapping is an effective technique for teaching writing. However, similar to Nguyen, Aini's research did not explore how mind mapping was applied to speaking activities, where mind mapping could help or challenge students in spontaneous speaking practice.

Meanwhile, the research has been done by Rofiq Alhariri (2022) entitled *Implementation of Mind Mapping Technique to Improve Students' Speaking Skill at The Eight Class of SMPN 2 Jenggawah in Academic Year 2021/2022*. This research is classified as Classroom Action Research (CAR). The research

indicates that students' speaking abilities are improving. It can be known that the research only focused on implementing the mind mapping technique to improve students' speaking skill. Although it touches on the utilization, this study did not discuss the challenges students might face during learning speaking using mind mapping.

In addition, the research has been conducted by Nanda Efriani (2024) entitled *The Students' Challenges and Strategies in Designing Mind Maps in the TEYL Course*. The study used a descriptive qualitative method. This research focuses on the use of mind mapping in writing. The study did not explore how mind mapping impacts students in speaking practice. Also, the challenges faced by students only focused on designing mind maps and strategies using devices to design digital mind maps.

Based on the explanation above, this current study addresses the gap by looking at how the perception of students when using mind mapping in speaking practice, focuses on extensive speaking in the form of 7-minutes presentations, showing that it may positive or negative. Additionally, this research highlights specific challenges like technical and psychological, which were not fully explored in the previous studies. Then, the researcher gives the title of this research is “STUDENTS’ PERCEPTION ON THE USE OF MIND MAPPING IN SPEAKING PRACTICE AT FAJAR ENGLISH COURSE”

B. Formulation of Research Problem

Based on the background of the study above, the research problem is formulated as the following:

- 1) How is the students' perception on the use of mind mapping in speaking practice at FEC?

- 2) What are the challenges that students' perceived on using mind mapping in speaking practice?

C. Research Objectives

Concerning with the research problem of this study, there will be some objectives of the study than can be formulated as follows:

- 1) To describe the students' perception on the use of mind mapping in speaking practice at FEC
- 2) To describe the students' challenges on the use of mind mapping in speaking practice at FEC.

D. Significance of Research

The research findings are expected to provide useful advantages:

- 1) For the teachers/tutors

This research findings can be used as reference for the learning English speaking through formal and non-formal classes. In addition, teachers can teach appropriately and effectively and are able to help students expressing ideas in speaking practice.

- 2) For the students

This result of the study can help students expressing ideas and developing their ability in English, especially speaking practice.

- 3) For the other researchers

This research can be used as inspiration for a future research as well as a guide for related studies and stimulation for other researcher.

E. Scope and Limitation of The Research

This scope of the research is conducted to the speaking students in Advance program at FEC. The limitation of this research is the researcher will

focus on students' perception on the use of mind mapping towards speaking practice and the challenges they faced in Advance class.

F. Definitions of Key Terms

1) Perception

Perception can be generally defined as a view or understanding, which how someone views or interprets something. It can be narrowly defined as vision, or how a person sees something. (Leavitt in Sobur: 2003)

2) Mind mapping

Mind mapping is developed as an effective technique for generating ideas by association. Mind map is used to "brainstorm" a topic and is a great strategy for students.

3) Speaking

Speaking is defined as an ability to express idea, thoughts, and feelings orally (Solikin, 2013).