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MALE AND FEMALE EFL JUNIOR HIGH SCHOOL STUDENTS' PERCEPTION ON THE USE OF MIND MAPPING METHOD TO INCREASE SPEAKING ABILITY

(A Case Study at the Tenth Grade in One of Vocational High Schools in Ciamis)

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ABSTRACT

This study investigated perception of male and female junior high school students' on mind mapping method employing qualitative method. Classroom observation was used to get perception of male and female students before conducting the questionnaire. Interview was administered to 2 male and 2 female students from 20 students. The findings revealed that: 1) the male and female students perceived mind mapping method interesting to increase speaking ability; 2) female students were more active and enthusiastic in learning process to increase speaking ability than male; 3) female students submitted a better results of the assignments given by their teacher in effort to increase speaking ability by using mind mapping method; 4) mapping method is very helpful to increase speaking ability of male and female junior high school. This study suggests that the teacher should master and have a better understanding of mind mapping method with the purpose of equipping students various knowledge and English interest to increase their speaking ability.

Keywords: *gender, mind mapping, perception, speaking ability,*

INTRODUCTION

Speaking has the second range of four essential skills after listening, followed by reading and writing. Those are major plays in learning process of learning foreign language. According to Nunan & Guralanik (1995, p. 39) “Speaking is an ability which deserves the attention in literary skills. To most people, the speaking mastery is the single most important aspect of learning a second or foreign language and success is measured in terms of ability to carry out a conversation in the language”. Speaking also as main productively skills for foreign language learner’s after they are able to hear and before they are able to read and write. According to Scott & Ytreberg (2008), students can communicate in their own language, convey emotions and reactions, express the language and make it fun, so they want to be able to make the same in English. It can be obtained through teaching which can be defined as providing someone instruction, knowledge, or skill (Hornby, 1995).

The alternative to increase speaking ability of EFL students in this country, among other things, is using mind mapping method. According to (Biktimirov & Nilson, 2006) “Mind mapping method or idea mapping is visual, non-linear representation of ideas and their relationship”. Mind mapping method has been popularized by Dr. Tony Buzan at the beginning of the year on 1970 stating that “a mind map is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills word, image, number, logic, rhythm, color and spatial awareness– in a single, uniquely powerful manner” (Buzan, 2005, p. 6 as cited in Panlaysia, 2015).

Mind mapping method had been trusted can stimulate their imagination, it means that the researcher believes EFL students will easy to reveal their spoken by mind mapping method. According to Buzan (2005) as cited in Nasution et al. (2013) “mind mapping is an extremely effective method of taking notes, mind maps show not only facts, but also the overall structure of a subject and relative importance of individual part of it”. Mind mapping method is able to increase ideas, argument and concept a lesson towards EFL students. According to Budd (2004) as cited in Jones, et all (2012) “Mind mapping allows students to create a visual image to enhance or increase their learning and it can be used as a metacognitive tool that allows them to make connections to material in meaningful ways”.

In this research, the researcher tries to get perception of EFL Junior High

School students that use mind mapping method to increase speaking ability. Every person has different perception about something. He or she has confidence based on their seen or felt by themselves.

According to Kreitner and Kinichi (2007, p. 207) and Efron (1968), perception is a primary of people and cognitive process which allow them interpret and understand the environment. Another expert (Mouly, 1973, as cited in Dewi (2016) states that “Perception is the way people look or understand something from their own views”. Perception allows us to take the information of someone sensory and make it into meaningful. According to Johnson (1994, p. 475) “as perception are central to both the practice and research in education, researchers, learners and practitioners of education very often have problems understanding why a person thought or behaved in a specific way”. So, students’ perception is important to be investigated because between teacher and students have different perception. Towards of this case, perception is able to increase their desire to face every material in their class. Moreover, “student perceptions of learning were highly correlated with their overall ratings of teaching effectiveness” (Ryan & Harrison, 1995; Cashin, 1992; Downey, 1999, as cited in Centra & Gaubatz, 2005)

Through this study, the researcher wants to get the result of male and female perception at which, in the language study, male and female students have differences language ability. According to Mulalic, et. al. (2009), male students tend to have kinesthetic language learning style while female students tend to have auditory language style. Meanwhile, Wenjing (2012) as cited in Akhter (2014) argues that female students always exaggerate in expressing the language. It means that male and female students have different language ability. That is the reason why the researcher intend to investigate the differences between male and female in English speaking ability. Another reason is that previous conducted by Bukhari (2016) entitled “Mind Mapping Techniques to Enhance EFL Writing Skill”, Yunus and Chien (2016) entitled “The Use of Mind Mapping in Malaysian University English Test (MUET) Writing”, and Ahen (2009) entitled “Students’ Perception towards English for Self Expression” did not focus male and female perception to the present research. It was intended to increase knowledge about perception on the use of mind mapping in teaching speaking ability.

METHOD

Relevant to the research question and research purpose, a qualitative method applied in this research because it tended to analyze and interpret visual data than number to reveal the behavior of the participants (Fraenkel & Wallen, 2007, p. 423). A case study was employed due to fact that the present study focused on a particular case (Frankael & Wallen, 2007, p. 430). In addition, this study involved 1 class consisting of 20 population of students at which the researcher chose 4 students as participants from the eighth grade students, 2 male students and 2 female students that have different intelligent (high and low). They were selected purposively as suggested by Fraenkel et all. (2007).

The primary data were obtained from closed-ended questionnaires, observation, and interview. The result of questionnaires which were in written list of questions and answers (Kumar, 2011, 138) were analyzed by using the formula offered by Hatch and Lazaraton 1991, p. 136):

$$\text{Proportion} = \frac{\text{Number of frequency} \times 100\%}{\text{Total}}$$

As the process of observing participants and setting at a research site, observation with the type of non-participant's observer were subsequently recorded, interpreted, under covered, described to present the data, made interpretation, gave the comment of the data, concluded and verified the data (Cresswell, 2009, p. 214-215). Regarding the interview data, the researcher asked "one or more participants general, open- ended questions and record the answers" (Cresswell, 2012, p. 217), followed by data subtraction, data display and conclusion drawing.

FINDINGS AND DISCUSSION

The findings of the study were obtained from questionnaire, interview and observation. The researcher calculated some findings of this research study that will be given in the following discussion:

The first finding obtained from questionnaires. From the data of questionnaire, male students gave positive perception which approximately 50 % male students answered strongly agree. It was followed by the fact that 25 % male students answered agree and neutral implying that male students perception on use mind of mapping

method in English learning process was interesting and impressive. This led to the impact of male students' desire to learn English.

Then, about 50 % male students answered strongly agree, followed by 25 % of male students answered agree and about 25 % of male students answered neutral; it meant that mind mapping method as tool a learning material could help and make more convenience to increase speaking ability of male students. Latest, about 25 % male students answered strongly agree, about 50 % male students answered agree and about 25 % male students answered neutral; it meant that mind mapping method could give motivation to increase speaking ability in learning process of male students.

Then, the research questions of this study emphasized on female EFL junior high school students' perception on the use of mind mapping method to increase speaking ability. From the data of questionnaire, female students gave positive perception which was approximately 37.5 % of male students answered strongly agree, followed by 56.25 % male students answered agree, and 6.25 % of male students answered neutral. It implied that male students perceived mind mapping method in English learning process was interesting and impressive which has an impact toward male students desire to learn English. Then, it was approximately 68.75 % of male students answered strongly agree, 31.25 % male students answered agree that mind mapping method as a tool in learning material could help and make more convenience to increase speaking ability of male students. Latest, about 50 % of male students answered strongly agree and agree meaning that mind mapping method could give motivation to increase speaking ability in learning process of male students.

Based on the result of questionnaires, male and female EFL Junior High School students gave positive perception on the use of mind mapping method in effort to increase speaking ability. The students argued that they are interested in and motivated to increase speaking ability on the use of mind mapping method, particularly in all aspect of English learning process such as vocabulary, pronunciation, comprehension and speaking fluency. Male and female students agreed that learning by using mind mapping method were helpful, interesting and motivating in learning process especially in learning to speak English.

Also, male and female perceived mind mapping method effective in learning process especially in learning English speaking. This finding was in accordance with Budd (2003) who argues that mind mapping method provides the students assistance in

pictures or words development so that they easily understand about the topic. Besides developing the pictures, the other characteristics are that 1) mind mapping utilizes braches as connection between words or picture to support relation between main topics and sub topics to make students easily develop their analysis; 2) mind mapping is usually supported by colorful pictures or words to make interesting students in learning process; 3) mind mapping method makes learning process more effective.; and 4) mind mapping method makes learning process is more fun and enjoyable to students especially in effort to increase speaking ability. The characteristics aforementioned became the reason why students were interesting in to increase speaking ability.

The second findings were based on the interview data. It was found that male students with high ability of English, especially in ability of English speaking content, gave positive perception toward mind mapping method to increase speaking ability. Male students said that mind mapping method was helpful as the tool to preparation before male students undertook speaking activity to complete their task. Male students were assisted by the usage rules of mind mapping method because they were commanded and pressured by the teacher toward English pronunciation before students completed speaking activities in this research study.

Actually, mind mapping ought to be arranged when completing something or from the slightest thing. It was increasing basic skills of students before next level of speaking ability. It might implied that mind mapping method could increase male students speaking ability because male students got more spirit and desire to English learning especially to speaking learning during the teaching and learning process. Furthermore, female students with high ability of English knowledge especially in ability of English speaking activity gave very positive perception toward mind mapping method to increase speaking ability. Female students argued in their statements on interview data that mind mapping method stimulated brain of female student to understand all the basic aspect of English easily. That was the reason why female students felt very happy and they understood easily about English learning process by using mind mapping method.

The conclusion of statement shows that female students and male students are similar. However, female students in interview section tended active without doubtful and embarrassed to ask the question from the researcher that was based on interview list. Comparing to the result of observation, female students tended to be more active

and more intelligent than male students. Female students in speaking section tended more courageous and more fluent than male to describe the task from their teacher. Nevertheless, some low female students got problem. She did not really pay attention to the teacher when explaining the step to use mind method in English speaking learning. She quite understood about English learning but the obstacle came from herself where she doesn't really pay attention to the teacher. She had problem when explaining or describing her task in front of classroom.

Based on the result of observation data, learning English using mind mapping method especially in effort to increase speaking ability could be helpful, motivating and it increases all aspect of English learning such as English vocabularies, pronunciation, grammar, comprehension and fluency. There were the students' enthusiasm in enjoying learning process that could be seen when students could describe the material using mind mapping method with pretty good and almost perfect. The student's ability in fluent English speaking without hesitating and the researcher could conclude that students enjoyed to speak English. According to Riddle (2001) "Fluency is the ability to speak freely without too much stopping and hesitating". Similarly with Gower, et al. (1995) "Fluency can be thought as the ability to keep speaking spontaneously". That is the reason why the students enjoyed and were motivated to increase speaking ability by using mind mapping method.

In addition, high and low male or female students were very happy in learning process especially in effort to increase speaking ability on the use of mind mapping method. Mind mapping method could be very helpful for male and female students in effort to increase speaking ability. Male and female students tended to increase their English knowledge. They enjoyed to described their task that teacher gave in the material of describing picture. Mind mapping method made classroom activity more alive. Actually, teacher and students communicated closer and that is an evidence that students enjoyed when their teacher explained the material of describing picture by using mind mapping method especially in effort to increase speaking ability.

Comparing to previous studies outlined in the previous discussion, study conducted by Bukhari (2016) and Yunus and Chien (2016) had similar result with the present study despite the fact that the previous study focused on the use of mind mapping method to enhance EFL writing skill.

CONCLUSIONS

This study investigated male and female EFL junior high school students' perception on the use of mind mapping method to increase speaking ability. The researcher drew some conclusion regarding the research findings of this study.

The researcher concluded that male and female students gave positive response to increase speaking ability on the use of mind mapping method. In this section, female students tend more active and competent to speaking ability than male students. Female students tend always to speak with more variants in grammar, vocabulary and sentences that are not monotonous than female students. Female students talk more fluent and confidence than male students. On the learning process of mind mapping method in the classroom, female students tend to be more enthusiastic and active role. Female students described their map or their task more structural from preparation section until performance section to speak in front of classroom by using mind mapping method.

Finally, mind mapping method is the tool which can help male and female students to increase knowledge of English comprehension. Furthermore, this research focuses on speaking ability using mind mapping method which was very helpful, appropriate, effective and interesting to increase male and female students speaking ability. In the case of English speaking ability, male and female students tend be more self-confident when describing or explaining to speak in front of classroom. That is due to the fact that mind mapping method helped increasing students' basic speaking aspects such as about vocabulary, grammar and pronunciation before male and female students spoke. Those are the aspects that contribute to the male and female students' comfort, confidence, and effectiveness in their fluent conversation.

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