

## **TEACHING STORY TELLING USING MIND MAPPING IN SPEAKING CLASS**

( A Case Study in Intermediate Levels at LKP Nuansa Jaya ( English Course )

Nurhayati

English Department  
Languages and Art Faculty Indraprasta PGRI University  
*nuansa\_bunda @ yahoo.com*

### ***Abstract***

*The study investigated the use of using mind mapping in storytelling to help learners in conducting speaking skill. This study employed a case study method, and the data were collected by ways of observations, questionnaires, and interviews. The researcher observed and the activities in the classroom, and transcribed the result. It is then recommended that a further study is conducted focusing on wider area on similar contexts, also in different contexts and different levels. Furthermore, conducting teaching and learning process, in different context, varied strategies are suggested to apply in the classroom. However, a further study is recommended in order to find out whether the mind mapping strategy can be used to enhance learners' English skills in different context and levels.*

*Key words: teaching, speaking, mind mapping*

### **Pengajaran Bercerita Dengan Menggunakan Pemetaan Pikiran Di Kelas Berbicara**

#### **Abstrak**

Penelitian tentang penggunaan mind mapping ini untuk meningkatkan keterampilan berbicara siswa dalam hal bercerita. Penelitian ini dilakukan dengan cara pengumpulan data melalui observasi, quiz, dan interview. Peneliti mengobservasi kegiatan dalam kelas dan mencatat hasil kegiatan. Peneliti merekomendasikan bahwa penggunaan metode “mind mapping” dapat diaplikasikan di dalam kelas bahasa untuk meningkatkan kemampuan berbicara dan dapat di gunakan bukan hanya untuk level intermediate kelas sehingga penelitian lebih lanjut dapat dilakukan lagi untuk lebih meningkatkan kemampuan siswa dalam kelas “speaking”

Kata kunci: pengajaran, berbicara, pemetaan pikiran

#### **A. INTRODUCTION**

Many Indonesian learners find that it is hard to speak English since English is not their native language. The learners get difficulties how to express their

ideas in English, even though they have learnt English more than five years. It is because, the English learners less of practice and less their confidence to try to practice their English.

The learners usually forget their lesson which they just learnt because they do not know how to manage their memory to recall the information which they received. This case usually happens in speaking class. One of the sessions in speaking class is story telling session. Story telling is the conveying of events in words, images, and sounds often by improvisation. Serrat (2008) says that story telling is the vivid description of ideas, beliefs, personal experiences, and life--lessons through stories or narratives that evoke powerful emotions and insights. This strategy is used to make the students practice their English and there are some reasons why the story telling becoming one of strategy to teach English in speaking: stories are motivating and fun and can help to develop attitudes towards their foreign language, culture and language learning. Someone can become personally involved in a story. From the story telling session, instructor knows how many vocabularies, and structures which the learners have.

There are problems that the English instructors have when they use story telling as their strategy that the learners not only forget but are also afraid of retelling the story which they have just read and learnt and the learners less their confidence when they should talk in front of the class. Based on that, the writer would like to apply mind mapping in the teaching and learning for speaking class in story telling session. The writer wants to use mind mapping because mind mapping is one of the strategy how to remember and recalling the memory from our brain. Buzan (2005 : 4) says that 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 parts of it.

The writer's assumption that using mind mapping strategy also can reduce the less confidence of the learners and also will make easily to remember and recall the story sequence, because the learners still can use their mind mapping notes when they should practice the story telling in front of the class.

Mind mapping will make the learners have a good imagination if they remember something that full of colors and will make the learners more creative, and the learners not only easy to remember the story, the learners can also learn the visual image of the thing.

The learners will usually be easy to remember something by using their own color, symbol, picture, and key words in their mind mapping, and if the learners have their own mind mapping it will be easy to the learners to recall their memory when they need. By using mind mapping, the learners are not only can recall their memory but also can learn visual memory. The learners can recall their memory and visual memory easily if they use mind mapping. Buttriss and Callander (2010) say that visual memory is the ability to recall information that has been presented visually.

Everyone knows that learners have a good imagination if they remember something that full of colors and will make the learners more creative. The writer's assumption that by explaining and training the learners the procedures how to use the mind mapping will make the learners know one of the strategy to remember and recalling memory especially, for retelling story session.

The writer tries to apply mind mapping at LPK Nuansa Jaya. It is an institution which runs English, Math, Tutoring, and Abacus course. the learners in this course is from elementary school until senior high school students, and mind mapping is not a new strategy for teaching and learning at LPK Nuansa Jaya. It has been used by the instructor of tutoring social and science, and so far it runs well. Based on that, the writer wants to try to apply

it for the English lesson in speaking class especially for the story telling session.

Story telling session usually uses narrative text, the instructor gives the narrative text to the learner, but here the writer wants to use video viewing. The writer chooses some of narrative stories film, such as “*Water Horse*.” The writer’s assumption is that there is a good relation between video viewing and using mind mapping, by using video, the learners not only know the narrative story but also the culture, body language, and how to say the expressions, and also the words.

DVD is one of the integrated instruments in English. It presents not only sounds, utterances, sentences, and gesture, but also culture. DVD can keep learners’ attention to listen to the presented material. Moreover, it can be designed based on their level of age or interest. Harmer (2007 : 308) said that by video viewing the learners can see how different people stand when they talk each other, the dresses, and food they eat. Based on that, the writer tries to apply video viewing in the classroom activity at LPK Nuansa Jaya.

## **B. DISCUSSION**

### **1. Methodology**

The study employed a qualitative research design the writer wanted to use qualitative because in qualitative research the possibility of the researcher taking a 'neutral' or transcendental position is seen as more problematic in practical and/or philosophical terms. Hence qualitative researchers are often exhorted to reflect on their role in the research process and make this clear in the analysis. As described by Creswell (1994 : 147) highlighted approaches drawn from sociology (grounded theory), anthropology (ethnography), psychology (phenomenology), and political science and many social sciences (case study). In addition, Maxwell (1996 :17) states

that qualitative research focuses on situation or people and emphasizes on words rather number. So described, a qualitative design will be considered appropriate for this study, as the study is concerned with investigating the phenomenon and refer back to the existed theory. The study will take the approaches of grounded theory, and phenomenology in terms of grounded theory.

The researcher found some existing theories to give a framework of what the researcher was looking for which can be useful in analyzing the data gathered on the research. As for applying the psychological approach, before conducting the research, the researcher would have informal talks with the learners and the instructors at LPK Nuansa Jaya.

The study was conducted by using three data collection methods which are observation, questionnaire, and interview. Each data collection will be discussed below.

a. Observation

The researcher used observation as data collection because by doing observation the researcher wanted to look for the advantages and disadvantages of using mind mapping in the English class. The observation was conducted in class for 8 times lasting 30 minutes to 90 minutes, and they were conducted in order to observe closely learners effort in improving speaking ability.

The first, the researcher explained what is mind mapping, and how to use it in storytelling. The second, the instructor previewed the story in the film by giving some key words, and then played the video.

Viewing the video and at the end of viewing, the researcher asked them to apply mind mapping in their papers, the researcher let the

learners to explore their imagination to remember the story from the video by apply them in their mind mapping.

The third, the researcher asked them to show their mind mapping and explain their mind mapping. During, those process the researcher took videotaping and did some note takings for additional information. Furthermore, the data from videotaping stage was used as a basis in observing which the process and the strategies which learners used in using mind mapping for improving speaking ability in story telling session.

b. Questionnaire

By using questionnaire the researcher hoped that the researcher got the accurate data. After the observation, the participants were given questionnaires with the intention of getting information about the activities they have done in class. There will be two questionnaires given to the participants.

The first one will be given to find out the learners' feeling about using mind mapping, and about the activities during speaking session using mind mapping. It was given after the class.

The second questionnaire, it only dealt with one question dealing with the result they got in using mind mapping in two months. It was used to know the development of the learners' speaking ability and how far was the learners' interest to use mind mapping for their speaking ability in story telling session.

c. Interview

To support the data obtained by means of more communication from other sources (observation and questionnaire), interview was also used.

This study used a semi structured life word interview kvale (1996 : 5) that was an interview whose purpose was to obtain descriptions of the life world of the interview with respect to interpreting the meaning of the described phenomena.

In a way, the questions were given to the respondents were prepared before hand and followed by open-ended questions. The respondents were fourteen learners of the class, because they were the most frequent learners attending the class and they were able to do the interview with the researcher in their convenient time. Each interview lasted ranging from six minutes to fifteen minutes depending on what the answers the participants gave to the researcher.

Moreover, the interview was conducted in both outside the class and inside the classroom when there friends were around. the former was conducted in order to have a more private situation in doing the interview. The latter occurred because of the learners prepared to have an interview when their friends were around. Nevertheless, both of the situations ddi not make the participants uncomfortable during the interview.

The interview was taken in order to obtain detail information and to crosscek information would find in the questionnaire. The interview would begin with a close-ended question and subsequent questions are conversational in an attempt to discuss further things that the participants would mention in their answers.

Moreover, the questions that the researcher gave to each participant was similar to those in the questionnaire, such as “what makes you comfortable in class”, “do you think mind mapping helps you in developing your speaking ability in story telling”. However, the

numbers of questions given to each learners were varied. That was why the length of interview time was also varied depend on whether or not the participants gave detail information needed by the researcher.

While conducting the interview, the researcher recorded each interview to enable the researcher to get verbatim data. Also, because the recording might be useful in acknowledging student real and honest answer towards the activities as would as gaining more information in the study.

After the data were collected by means of the data collecting techniques as described above, they were analyzed using observation, questionnaire, and interview.

First of all, the researcher video taped the activities in class. Then, a questionnaire distributed to the learners in order to make learners easier to answer the questionnaire which deals with the activities in the class. This was expected to gain more accurate data and the learners still had fresh memory about the activities.

After the data from the observation was gained, that it was transcribed. While transcribing, the researcher observed closely and came up with questions to be given to the learners in interview. The questions for the interview were similar. The interview was conducted in order to gain more accurate data.

## 2. Findings

The first session, the writer was accompanied by the instructor of tutoring class (Science and Social), the writer and the instructor of tutoring class explained what is mind mapping and explaining how to make it.

The second session the writer reviewed a little bit about using mind mapping. The writer played the film which title is “Flower for Dini” and the duration of the film is thirty five minutes, and then the writer asked the learners to retell the story in front of the class without using mind mapping. From fourteen members of the class was only six of them can retell the story but forgot some of the important points of the film. Three of them got difficulties to retell the story and got difficulties to recall their memory about the story of the film, and they also lost their confidence, before the class they just kept silence. The others members of the class said that they were shy and afraid to make mistakes in front of the class.

The third session, the writer played the film again, and then the writer asked the learners to try to make their mind mapping in a piece of a paper. Because that was the first time for them to make a mind mapping some of the learners got difficulties to make it, so it did not finish. It would continue in the fourth session. The writer asked the learners to try to finish it at home.

The fourth sessions, some of the learners were ready with their mind mapping but some of them have not been ready yet. So the writer reviewed the film and asked the learners to recheck their mind mapping.

The writer asked the learners to bring their mind mapping before the class and they practice their story telling using their mind mapping.

The learners whom in the third session have done their story telling without mind mapping, in the fourth session came before the class again and retell their story telling by handing their mind mapping, at that time, the learners who had lost some important points in the story when they should retold the story without mind mapping, they could retell the story with some of important points from the story.

In addition, there were two learners, they are Melani and Siwi said that they wanted to learn mind mapping because it is very interesting strategy for both of them. Melanie said when she should stand up before the class, she usually got nervous and shy. So, she forgot what she wanted to tell before the class.

The fifth session, all the class members have been ready with their mind mapping, but because of the limited time in the fifth session not all the learners can practice their mind mapping in storytelling, so the writer would continue in the sixth session. In the fifth session, the writer looked that the learners enthusiastic using their mind mapping when they should come before the class, but there were some learners were still shy and afraid to make a mistake before the class. The writer tried to inspire the learners.

The writer found from the first observation and interview that the learners felt uncomfortable, not confidence, and speechless when they should retell the story telling before the class. This is because, the learners do not know the strategy which will make them feel comfortable when they should come before the class.

Based on that, the writer tried to apply mind mapping strategy in speaking in story telling session. After, the researcher analyzed the data, the researcher found that by using mind mapping, the learners feels more comfortable when they should come before the class and retell the story telling. The learners also fell more confidence with mind mapping in their hands.

By handing and looking the mind mapping, the learners get easily in recalling their memory, and retell their story telling by using their own knowledge and vocabularies which they have.

The writer hopes that this strategy step by step will make the learners have their confidence, and hopefully at the end the learners just draw their mind mapping strategy in their mind. They do not use a paper anymore.

### C. CONCLUSION

The instructor of English should know the challenging strategy for the learners when the learners feel nervous, less their confidence, or do not know how to recall their memory in their speaking class especially in storytelling. Using mind mapping is one of the good strategy which the instructor can use in story telling for conducting their speaking skill, and by practicing mind mapping regularly, step by step the learners can remove the paper and just put their draft in their mind.

### BIBLIOGRAFI

- Buttriss, Jacquie and Ann Callander. 2010. <http://www.teachingexpertise.com/articles/activities-to-develop-visual-memory-1104>. accessed on June 2010.
- Buzan, Tony. 2005. *The Untimate Book of Mind Maps*. English: Harper Collin Publisher Ltd.
- Creswell, J.W. 1994. *Research Design: Qualitative and Quantitative Approach*. California: Sage Publication, Inc.
- Harmer, Jeremy. 2007. *The practice of English Language Teaching*. England: Pearson Education Limited.
- Kvale, Steinar. 1996. *Interviews: An introduction to Qualitative Research Interviewing*. California: Sage Publication.
- Maxwell, J.A. 1996. *Qualitative Research Design: An Interactive Approach*. California: Sage Publication, Inc.

Serrat, Olivier. 2008. *Knowledge Solution: Story telling*.  
<http://www.adb.org/Documents/Information/Knowledge-Solutions/Storytelling.pdf>. Accessed on June 2010