

Mindmap as the Preparation Outline for Helping College Students in Doing Public Speaking

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Abstrak

Dengan menguasai kemampuan berpidato, mahasiswa dapat mengembangkan kemampuan personal dan profesional mereka. Mindmap sebagai teknik untuk membuat kerangka berfikir dalam berpidato dipecaya mampu untuk mempermudah mahasiswa dalam berpidato. Studi kualitatif ini bertujuan untuk menginvestigasi penggunaan mindmap sebagai kerangka berpikir, kualitas berpidato mahasiswa yang dihasilkan oleh penggunaan mindmap sebagai kerangka berpikir, dan dengan cara apa mindmap sebagai kerangka berpikir membantu mahasiswa dalam berpidato. Data studi ini didapat melalui kegiatan pengamatan dan interview terhadap sembilan belas mahasiswa kelas pidato jurusan Pendidikan Bahasa Inggris Universitas Adi Buana. Hasil studi ini menunjukkan bahwa penggunaan mindmap sebagai kerangka berpikir dimulai dari dosen pengampu yang menjelaskan beberapa teori dalam berpidato dan informasi detail dari mindmap sebagai kerangka berpikir. Kemudian, dilanjutkan dengan mahasiswa yang mulai membuat dan menggunakan kerangka berpikir untuk mempermudah mereka dalam berpidato. Dan yang terakhir, penampilan pidato mahasiswa akan dinilai dan diberi komentar oleh dosen pengampu. Selain itu, kualitas berpidato mahasiswa yang dihasilkan karena penggunaan mindmap sebagai kerangka berpikir adalah sangat bagus, mengingat kebanyakan mahasiswa mendapatkan tingkatan terbaik sebagai hasil asesmen mereka. Sebagai tambahan, mindmap sebagai kerangka berpikir sangat bermanfaat bagi mahasiswa untuk mengorganisasi pidato mereka.

Kata Kunci: mindmap, kerangka berpikir, berpidato, penampilan berpidato

Abstract

By mastering public speaking, college students can develop their personal and professional skills. Moreover, mindmap as the technique of preparation outline creation is believed to help the students to perform public speaking easier. This qualitative study was to investigate the use of mindmap as the preparation outline, the quality of students' speech performances resulted by it and the way it helps students in public speaking. Furthermore, the data were obtained through observation and interview toward nineteen students of Public Speaking Class of English Education Department of Adi Buana University. The results show that the implementation of mindmap as the preparation outline started by the lecturer who explained some theories of public speaking and detail information of mindmap as the preparation outline. Then, the students started to create and use the outline to perform public speaking. Finally, student's speech performances were assessed and commented on by the lecturer. Furthermore, the quality of students' public speaking performances is very good since most of them could get exceeds expectation grade in presenting the speeches. Additionally, the use of mindmap as the preparation outline is mostly beneficial to help students to organize the speech.

Keywords: mindmap, preparation outline, public speaking, speech performance

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INTRODUCTION

According to Brown (2004), there are five taxonomies of speaking, they are imitative; intensive; responsive; interactive; and extensive (monologue). Moreover, extensive speaking has the highest speaking difficulty level since formality is required in language and style used. Furthermore, Brown (2004) states that public speaking is included into extensive speaking since it brings the goal needing to be achieved. Thus, public speaking is very difficult to do.

Moreover, public speaking is very crucial for college students since it can help them to develop their personal

skill, gaining confidence and enhancing critical thinking skill (Jaffe, 2004), and professional skill. For professional skill, Lucas (2007) argues that public speaking skill has become the first-rank communication skill required in the workplace. Furthermore, since college students are hoped to have the good job after graduating, they highly need to master public speaking skill.

However, since public speaking has the highest speaking difficulty level, there are some students who face some difficulties during joining public speaking. Many of them get difficulties in creating and delivering the proper speech. They often serve the unorganized speech and improper delivery style which make the

audience get hard to catch the message of the speech. Consequently, the goal of the speech fail to be achieved.

By looking the problems faced by the students, the lecturer gives the strategy which can help the students, which is creating preparation outline. According to Lucas (2007), preparation outline is the outline created before performing public speaking. Moreover, there are three elements of preparation outline, they are introduction; body; and conclusion. Introduction has the purpose to open the speech and attract the audiences' attention. Furthermore, body is the most important element since it brings the points and messages of the speech. Additionally, conclusion has the purposes to signal the end of the speech and give the strong closure which can make the points strongly affect the audiences (Jaffe, 2004). Thus, creating preparation outline means to write the whole speech.

Furthermore, there are some techniques to create preparation outline, such as writing it in the form of list; graphic organizer; card-playing; and mindmap. Yet, mindmap is the most-recommended technique which is supported by many experts, such as Jaffe (2004), Verdeber et al. (2005), and Sellnow (2005) since it is very beneficial for helping the speaker to present the speech.

According to Sellnow (2005), organizational mapping is the process of creating and selecting the ideas into the visual design. While creating mapping outline, the main idea will be put in the middle, while the supporting ideas are located around it (Oshima & Hogue, 2006). Later, the supporting ideas are connected into the main idea by using lines forming the branches, which make the visual design of mapping outline looks like a tree of ideas. Moreover, the visual of design is which make the classification of the ideas become clear (Windura, 2016). Furthermore, the creator of mindmap outline can also put some images or different color in order to make the design become more attractive and understandable. As a result, the speaker will easily remember the points to deliver in the speech.

Moreover, since mindmap becomes the technique to create the preparation outline, it should embrace the elements of it, including introduction; body; and conclusion. Furthermore, besides assisting to create the speech, mindmap as the preparation outline is also useful to assist the students to perform public speaking. In addition, according to Allen (2014), they are three aspects of public speaking performances, they are organization; content; and delivery. Organization deals with the order of the ideas served; content deals with the exploration of the ideas; while delivery deals with the presentation of the ideas. Hence, as the students implement mindmap as the preparation outline, their

three aspects of public speaking performances will be helped. It is also supported by some experts, such as Sellnow (2005) and Windura (2016). Sellnow (2005) states that the use of mindmap as the preparation outline can make student's speech become more organized. Moreover, the organized speech can also reduce speaker's anxiety which is beneficial in speech delivery. In addition, Windura (2016) believes that the use of mindmap as the preparation outline is really useful to explore the speaker's ideas.

Furthermore, there are some phases which are done in implementation of mindmap as the preparation outline in Public Speaking Class. First, the lecturer will give brief explanation of public speaking theories. Then, the lecturer also explain the detail of mindmap as the preparation outline, including what it is and how to create it. Later, the students begin to create the outline by choosing the topic of the speech first. The topic chosen should be familiar to the students in order to make the students easy to develop it. Moreover, the familiar topic can also boost the speaker's confidence (Bailey, 2005). Next, the students will use the outline to assist them in performing public speaking. Finally, students' speech performances will be assessed by the lecturer.

Actually, there are some previous studies discussing mindmap outline in speaking skill. Mirza's study (2016) proved that the use of mindmap could effectively boost the first' grade student's speaking skills. Moreover, the study also found out that mindmap strategy is beneficial for calling and organizing the ideas. Furthermore, the study of Kurniawan (2017) also investigated the use of mindmap in speaking skill. The study showed that mindmap strategy could improve college students' speaking aptitudes.

However, some previous studies did not mention the certain speaking skill investigated. Thus, it builds the assumption that the investigation of mindmap strategy was done in the general speaking skill. Furthermore, this study exists in order to cover the flaw. The speaking skill investigated in this study is specific, which is public speaking. This study aims to find out the use of mindmap as the preparation outline in public speaking skill. Hence, some research questions were formulated as these below :

1. How is the implementation of mindmap as the preparation outline in public speaking?
2. How is the quality of students' public speaking performances resulted by mindmap as the preparation outline implementation?
3. In what way does mindmap as the preparation outline help students in doing public speaking?

RESEARCH METHODOLOGY

Based on the research questions formulated, the objects observed in this study are human's action and opinions. According to Kothari (2004), when the object of the study is human's behavior, the design of the study is qualitative. Therefore, the data presented in this study was mostly in the form of words.

The subjects of this study are nineteen students of Public Speaking Class of English Education Department of Adi Buana University. Moreover, the study was conducted in one class only, which is class A. The consideration of choosing the subjects and setting is based on the good reputation of the university, especially in educational major, which makes the researcher believe to submit the good-quality data.

Moreover, since the design of this study is qualitative, the techniques used to obtain the data are observation and interview. Furthermore, there are three instruments used in this study, they are observation field note, oral presentation rubric adapted from Allen (2014), and interview guidelines.

For the first research question, the technique used is observation, while the instrument used is observation field note. To know the implementation of mindmap as the preparation outline in Public Speaking Class, the researcher did three times non-participatory observations, where she just observed without getting directly involved in the teaching-learning process. The researcher just sat and wrote what happened in the class on the field note prepared.

For the second research question, the researcher also did the observation. Yet, the observation done was toward students' public speaking performances. The researcher observed how the students' performed their speeches and assessed them by using oral presentation rubric adapted from Allen (2014). Moreover, the researcher also observed the result of mindmap as the preparation outline created by the students in order to check whether the ideas presented in the speech are in line with the ideas written in the outline or not.

For the last research question, the researcher hold the semi-structured interview towards some students. According to Silverman (2010), the subject of interview, especially for the qualitative study, can be selected purposively based on the need of the research. Thus, the researcher used the result of students' public speaking performances to decide the interviewees. Based on the oral presentation rubric adapted from Allen (2014), there are four grades of student's speech performance, they are exceeds expectation; satisfactory; needs improvement; and below expectation. To collect the data, the researcher selected two students representing each grade to be interviewed. Hence, there are eight students to be interviewed.

After the data were collected, the researcher analyzed it in order to answer all of the research questions. The analysis techniques used are based on Ary et al. (2010), embracing familiarizing and organizing; coding and reducing; and interpreting and representing. The first step includes re-reading the observation field notes, re-reading the result of oral presentation rubric, and re-listening to the audio of interview results. Then, the second phase includes labelling and categorizing the results of each instruments. The researcher also sorted the data into the important ones only. Finally, the last step includes taking the meaning of the data to answer the research questions.

RESULT

1. The Implementation of Mindmap as the Preparation Outline in Public Speaking

The result of first research question is based on the observations done on March 5th, 19th, and 26th 2019.

In the first observation, the lecturer came to the class at 08.20, five minutes late. Then, the lecturer began the class by asking the importance of public speaking. All of the students answered the questions since the lecturer pointed them one by one. After that, the lecturer showed the videos of an orator who explains how to create the good speech and final project of Public Speaking Class created by the previous semester student. Later, the lecturer also showed the basic course outline to the students, including the description; objective; outcome; and requirements of the course. The lecturer showed it since it was also the first meeting of the course. Finally, the lecturer dismissed the class at 09.24.

The second observation shows that the lecturer came to the class at 08.22. The lecturer, then, delivered the material, which is body language in public speaking, through the video playing. The students watched the video seriously and took the notes of the important information. Moreover, the content of the video is very interesting since the speaker tells about the importance of body language in public speaking, how to create the appropriate gesture, and engage the audiences by using eye contact. Later, after the video was completely played, the lecturer gave the clarification of the theory. After that, the lecturer told about the next project, which is presenting the speech. Thus, the lecturer introduced the strategy which can help the students, which is creating mindmap as the preparation outline. The lecturer described it genuinely to the students, about what it is; the elements that should be written; and how to create it. The way the lecturer explain mindmap as the preparation outline was so clear which make the students understand. Next, the lecturer previewed some speech topics which the students could choose freely

based on their willingness. Finally, the lecturer dismissed the class at 09.13

The third observation shows that there are nineteen students who performed public speaking. Since the lecturer must attend the meeting, the class was opened by her assistance. The assistance, first, reminded the students about the next project. Then, he prepared the camera and lightning system since he decided to record students' speech performances. The students presented the speeches with the various topics since they chose the topic freely based on their favorite. Moreover, the lecturer finally came to the class at 09.00 as the meeting had been finished. Then, she watched students' performances and assessed them. Besides, the lecturer also gave the comments and feedbacks towards students' performances. She gave some comments about the improper gestures, anxiety, and looks of the students. Finally, after all of the students had completed the tasks, the lecturer dismissed the class at 09.40.

2. The Quality of Students' Public Speaking Performances Resulted By The Implementation of Mindmap as The Speech Preparation Outline

To answer the second research question, the researcher observed and assessed students' speech performances by using oral presentation rubric adapted from Allen (2014) which has four grades, comprising exceeds expectation; satisfactory; needs improvement; and below expectation. Moreover, each grade embraces each elements of public speaking performances, including organization; content; and delivery. Furthermore, each aspect has criteria which categorize students' speech quality. Additionally, the result of students' speech performances can be seen in the table below

Public Speaking Class A Assessment Results		
Number	Grades	Number of Students
1	Exceeds expectation	8
2	Satisfactory	5
3	Needs Improvement	4
4	Below Expectation	2
		19

a. Exceeds Expectation

There are eight speech performances which are classified into exceeds expectation grade. They are classified into the best grade since the organization and transitions are well-presented. The speech content of most students was also well elaborated and had high accurateness with the mindmap as the preparation outline created. Furthermore, the delivery style was also excellent since most students could be relaxed, interact with the audiences, and produce loud volume while delivering the speeches.

b. Satisfactory

There are five speech performances which are categorized into satisfactory grade. Most students in this group could serve the organized presentation, while the rest still presented the less-ones. Moreover, some students could present the very good transitions, while the others just presented it occasionally. Furthermore, all of students could produce the accurate speech and most of them could develop the ideas well. Additionally, the delivery style is good enough since most students in this group could serve the speech with the relaxed way and all of the students delivered the speech with the proper volume. However, only few students in this group could interact effectively with the audiences

c. Needs Improvement

There are four speech performances which are included into needs improvement grade. The speeches included into this grade has the good organization since the ideas are well-ordered and the transitions are properly-served. Yet, the content mostly needs to be improved since the content is hardly accurate and undeveloped. Furthermore, all of the students in this group delivered the speech with anxiety. They also did not build the good interaction with the audiences. However, most students in this group produced the loud-enough volume which made most audiences hear the speech properly.

d. Below Expectation

There are two speech performances categorized into below expectation. The speeches are classified into this grade since the organization of the speeches is poor. The ideas did not ordered well, and the transitions were hardly served. Moreover, the content was also inaccurate with the outline, and barely elaborated. Furthermore, all of the students in this group looked really anxious while delivering the speech. Consequently, they failed to interact effectively with the audiences. However, all of the speakers could produce the good-quality volume which made the audiences hear the speeches well.

3. The Way Mindmap as the Preparation Outline Helps Students in Doing Public Speaking

Interview sections were held to answer the third research question. Moreover, there are four questions asked by the researcher in order to obtain the data.

The first question is about the students' responses toward the implementation of mindmap as the preparation outline. Based on the interview results, all of the interviewees responded that they were happy with the implementation. Some of them said that it was their first time to use mindmap as their public speaking preparation outline, and they felt good to implement it, while the others stated that they liked the form of the outline since

they just needed to write the ideas into points only, and they did not need to write the long speech scripts.

Moreover, the second question is whether the interviewees are assisted with the implementation of mindmap as the preparation outline or not. Based in the interview results, all of the subjects felt assisted by the implementation of mindmap as the preparation outline. Besides, there is a student who said that mindmap as the preparation outline could make her improvise while delivering the speech.

Furthermore, the third question is how mindmap as the preparation outline helps or does not help the interviewees. Based on the subjects' answers, some subjects were assisted to order the speech. They said that the use of mindmap as the preparation outline could make them know what ideas that needs to be presented first and next. Moreover, some of the subjects said that the use of mindmap as the preparation outline could help them to remember the ideas while presenting the speech. Consequently, they could present the ideas more appropriately. In addition, the rest of the subjects stated that they were assisted to develop the ideas since the outline makes them to write the main points only.

Last, the fourth question is to ask what aspect of public speaking performances, among organization; content; and delivery, that is mostly helped by the use of mindmap as the preparation outline. Most students answered that it was organization. Some of them agreed that it was content, while only few of them stated that delivery was the aspect that is mostly-assisted.

DISCUSSION

The result of this chapter to figure out the implementation of mindmap as the preparation outline in public speaking, the quality of students' speech performances resulted by the implementation of mindmap as the preparation outline, and the way mindmap as the preparation outline helps students in public speaking.

1. The Implementation of Mindmap as the Preparation Outline in Public Speaking

Based on the observation results, the first observation shows that the lecturer began the implementation by explaining the general information of public speaking and introducing the basic course outline, since the first observation was also the first meeting of the course. Hence, it can be known that the activities done in the first meeting was discussion of public speaking theory and introductory to the course.

Moreover, second observation shows that the further public speaking theory was presented. Furthermore, the introduction of mindmap as the preparation outline was

also began in this meeting. Since the students needed to perform public speaking on the next meeting, the lecturer started to introduce the strategy helping them, which is creating mindmap as the preparation outline. The lecturer explained it deeply which made the students really understand what they should do. In short, the activities done in the second meeting were explanation of further public speaking theory and deep introductory of mindmap as the preparation outline.

Last, the third meeting shows that the students started to use mindmap as the preparation outline to perform public speaking. In performing public speaking, the students brought various topic because the lecturer allowed them to choose the topic freely. The aim of the freedom is in line with theory of Bailey (2005) stating that it can help the students to reduce anxiety. Moreover, students' performances were assessed and commented by the lecturer. In short, the activities done in the third meeting were the students who started to use mindmap as the preparation outline to perform the speeches and the lecturer who assessed and commented their performances.

In short, it can be known that the implementation of mindmap as the preparation outline started with the lecturer who gave the theories of public speaking and explained mindmap as the preparation outline, and it was continued by the students who created and used the outline to help them performing public speaking. Later, it was ended by the lecturer who assessed and gave valuable comments towards students' public speaking performances.

2. The Quality of Students' Public Speaking Performances Resulted By The Implementation of Mindmap as The Speech Preparation Outline

Based on the assessment results, the quality of students' public speaking performances is very good since most students in the class could get exceeds expectation grade for their speech performances. Moreover, the judgement is based on the three public speaking aspects stated in the oral presentation rubric adapted from Allen (2014), embracing organization; content; and delivery.

First, most students could organize their speech well. They could order the ideas and served the transitions appropriately which make the speeches are structured and understandable. Moreover, the structured and systematic points served could make the message delivery of the speech become successful (Lucas,2007) since the audiences understood what the speech was about. Furthermore, what makes the students organize the speeches well is because of the form of mindmap which looks like a tree. The form itself makes the classification of ideas become vivid (Windura, 2016) and speeches become more organized.

Second, most students could develop the ideas well. The good ideas development is also caused by the form of mindmap as the preparation outline. The main ideas which are located in the middle makes the students explore the ideas well. The students could add so many supporting ideas which makes the main ideas properly elaborated.

Third, many students could deliver the speech well. Many of them presented the speeches in the relaxed way. It is in line with the theory of Sellnow (2005) stating that mindmap as the preparation outline can reduce anxiety. Additionally, since many students could be relaxed, they could build the good interaction with the audiences. In short, the relaxed speaker made the students be able to serve the good speeches.

In conclusion, in spite of the fact that there are some students who still could not provide the good speeches, most students who implemented mindmap as their speech preparation outlines have good speech quality. Even, their speech qualities could be categorized into the exceeds expectation grade based on the oral presentation rubric adapted from Allen (2014).

3. The Way Mindmap as the Preparation Outline Helps Students in Doing Public Speaking

Based on the interview sections, it can be known that most students agreed that mindmap as the preparation outline could help them to organize the speech. By creating the outline, they knew how to arrange the ideas since they just needed to write the main points only, they did not need to write the whole text of speech. Furthermore, several students were assisted to explore the ideas. They said that they could improvise while serving the ideas. In addition, there are some students who declared that mindmap as the preparation outline could also help them to deliver the speech properly.

Additionally, the interview results also shows that the aspect of public speaking performance that is mostly-helped by the use of mindmap as the preparation outline is organization. Thus, mindmap as the preparation outline is really helpful to organize students' speeches. It is in line with the theory of Sellnow (2005) and Lucas (2007).

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the result and discussion it can be concluded that the implementation of mindmap as the preparation outline in public speaking started by the lecturer who served the theory of public speaking and deep explanation of mindmap as the preparation outline. Then, the students began to create the outline and use it to perform public speaking. Next, the lecturer assessed students' public speaking performances and gave the comments toward them.

Moreover, the quality of students' public speaking performances is very good since most students in the class could get exceeds expectation grade. There are eight students whose speech performances are categorized into exceeds expectation. Most of them could deliver the organized speeches, good content, and proper delivery style. Therefore, it proves that the use of mindmap as the preparation outline is very beneficial for the students to deliver speeches

Furthermore, the aspect of public speaking performance that is mostly-helped by the use of mindmap as the preparation outline is organization. Thus, mindmap as the preparation outline is really helpful for the students to organize the speech.

Suggestions

The suggestions for the next researchers who want to explore the same field, they may use the different technique of preparation outline. Moreover, if the next researcher also wants to use mindmap as the technique of preparation outline creation, they may do the further investigation by exploring not only the result of mindmap outline in public speaking performance aspects but also in the language aspect used, such as pronunciation; grammar; etc.

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