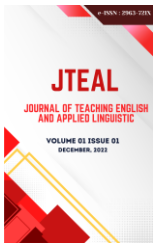

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Students' Perceptions of The Use of Mind Mapping for Preparing Presentation Materials in Speaking Class: A Study on The Fourth-Semester Students of The English Education Study Program at Nusa Cendana University

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ABSTRACT

Presentations are a main activity in speaking classes used to improve speaking skills. However, many students still give their presentations in ways that are often deemed ineffective. One of the influencing factors is the use of ineffective presentation material preparation techniques. Therefore, this study explores the perceptions of students when using mind maps to prepare presentation materials. The research method that was used in this research was descriptive qualitative research method. The subject of this research were 21 respondents in the English Education Study Program at Nusa Cendana University. The writer used a Likert scale questionnaire and conducted interviews with six selected respondents. The research found that: 1) Students responded positively to the use of mind mapping as a tool for preparing presentation materials in the speaking class. The technique helped them organize ideas within their presentations, build confidence, enhance their critical thinking, and reduce their speaking anxiety. 2) There were three types of mind maps that students used to prepare presentation materials, there are: syllabus mind map, chapter mind map and paragraph mind map. The type of mind mapping used is based on the purpose and needs of students in preparing presentation materials. 3) Students also encountered challenges or drawbacks when using mind mapping to break down complex information. They therefore needed a deeper understanding of the technique and to apply it according to the specific needs or problems to be addressed.

Keywords: *Students' Perceptions, Mind Mapping, Presentation Materials, Speaking Class*

1. Introduction

In contemporary English language learning, speaking ability is considered a fundamental skill essential for effective communication. Consequently, classroom presentations serve as a vital pedagogical tool, designed not only to develop verbal fluency but also to foster self-confidence and critical thinking skills. As noted by Sutomo (2007), a presentation is an active process of informing and conveying ideas to an audience. For students, mastering this skill is

an integral part of academic life, particularly when delivering research findings or complex subject matter.

Despite its importance, many students face significant hurdles when performing in front of the class. Common issues include an over-reliance on written scripts, rigid intonation, and a lack of non-verbal engagement (body language). These difficulties are often symptoms of inadequate preparation. Preparation is the cornerstone of a successful presentation; it ensures a smooth delivery, a deeper mastery of the material, and a positive impact on the audience. Consequently, there is a pressing need for students to adopt efficient techniques to organize their thoughts before delivering a presentation.

One such technique is Mind Mapping. Developed by Tony Buzan (2004), Mind Mapping is a visual tool that organizes information through keywords, images, and a radiant structure, allowing the brain to map out thoughts creatively. In an academic context, this technique enables students to simplify complex information and create structural connections between key ideas. Although previous studies have explored the broader impact of Mind Mapping on speaking skills—such as Mirzah (2016), who examined general speaking ability, and Rahmah (2022), who explored students' perceptions of the technique's challenges—there remains a significant gap in the literature regarding the specific use of Mind Mapping as a tool for preparing presentation materials.

Most existing research focuses on the 'output' (speaking performance), whereas few studies have investigated the 'input' phase (material preparation). This study seeks to bridge this gap by exploring how fourth-semester English Education students at Nusa Cendana University perceive the benefits of Mind Mapping specifically for material preparation. Furthermore, this research identifies the specific types of mind maps employed by students and the challenges they encounter during the process.

By investigating these perceptions, this study aims to provide new insights into creative preparation strategies that can enhance both the quality of presentation materials and the speaker's self-confidence. The findings are expected to offer practical solutions for students struggling with traditional, text-heavy preparation methods and serve as a reference for educators seeking to integrate visual thinking tools into the speaking curriculum.

2. Research Method

This study employed a descriptive-qualitative research design to investigate students' perceptions, choices, and challenges regarding the use of mind mapping for presentation preparation. The participants were 21 fourth-semester English Education students at Nusa Cendana University, selected through purposive sampling based on their experience in speaking classes. Data were collected using Likert-scale questionnaires distributed via Google Forms and structured interviews to gain deeper insights. The gathered data were then analyzed following the Miles, Huberman, and Saldaña (2014) framework, which involved data condensation, data display (in the form of tables and narratives), and conclusion drawing and verification. This systematic approach ensured that the findings accurately reflected the participants' experiences without generalizing beyond the study's scope.

3. Research Findings and Discussion

Findings

To explore students' perceptions of the benefits of Mind Mapping in speaking class presentations, a questionnaire was administered to 21 fourth-semester English Education students at Nusa Cendana University on April 22nd, 2025. Distributed via Google Forms through class captains on WhatsApp, the instrument assessed four key domains: cognitive benefits, preparation effectiveness, impact on speaking skills, and overall motivation and satisfaction. The research findings indicate that students perceive Mind Mapping as a highly beneficial tool for structuring and preparing their presentation materials. The following section presents a detailed breakdown of the respondents' feedback across these categories, as illustrated in the data below.

4.1 Students' Perceptions of the Benefits of Using Mind Mapping to Prepare Presentation Materials in Speaking Class

4.1.1 Cognitive Benefits

There are five items related to cognitive benefits, which concerned how mind mapping could enhance thinking abilities and the use of knowledge and intellectual skills in problem-solving. The data obtained from the questionnaire by the writer are as follows:

Table 1 Cognitive Benefits

No. Item	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Mind mapping helps me organize ideas more systematically before a presentation.	4,8%	4,8%	14,3%	47,6%	28,6%
2.	Mind mapping makes it easier for me to understand and remember the presentation's key points.	9,5%	0%	0%	42,9%	47,6%
3.	Mind mapping helps me structure my thought process more clearly and coherently.	4,8%	9,5%	19%	28,6%	38,1%
4.	I feel more confident in speaking after using mind mapping as a preparation tool.	4,8%	4.8%	42,9%	28,6%	19%
5.	Mind mapping helps me connect ideas more effectively in a presentation.	9,5%	0%	14,3%	38,1%	38,1%

The questionnaire results revealed a strong positive perception regarding the cognitive benefits of mind mapping. A significant majority of students agreed that the technique facilitates the systematic organization of ideas (76.2%) and enhances the recall of main points (90.5%). These findings align with Buzan (2004) and Biktimirov and Nilson (2006), who highlight the tool's efficacy in improving information retention and the comprehension of complex concepts. Additionally, 76.2% of respondents reported that mind mapping effectively helps them connect disparate ideas during preparation. Ultimately, the data suggests that mind mapping surpasses traditional note-taking by fostering clarity of thought, structural logic, and deeper material mastery before a presentation.

4.1.2 Effectiveness in Preparation

There are five items concerning preparation effectiveness that discussed the benefits of mind mapping as an effective method for preparing presentation materials. The questionnaire data obtained by the writer are as follows:

Table 2 Effectiveness in Preparation

No. Item	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.	Using mind mapping saves me time in preparing presentation materials	9,5%	0%	19%	38,1%	33,3%
7.	I feel more focused when preparing a presentation with mind mapping compared to other techniques.	4,8%	4,8%	9,5%	52,4%	28,6%
8.	Mind mapping helps me identify key points that need to be conveyed in the presentation.	4,8%	0%	4,8%	42,9%	47,6%
9.	I experience fewer difficulties in organizing presentation materials after using mind mapping.	14,3%	14,3%	28,6%	19%	23,8%
10.	Mind mapping helps me structure my presentation in a more logical and easy-to-understand way.	4,8%	4,8%	9,5%	47,6%	33,3%

Regarding preparation effectiveness (Table 4.2), 81% of students reported that mind mapping enhanced their focus compared to other techniques, supporting Buzan's (2004) theory on dual-hemisphere brain engagement. Furthermore, the majority of respondents could effectively identify key points (90.5%) and organize their content more logically (80.9%). These results align with Al-Jarf (2009), suggesting that mind mapping significantly improves the structural quality and clarity of presentation materials. Overall, the technique proves to be a highly efficient tool for transitioning from raw ideas to a coherent and well-organized presentation format.

4.1.3 Impact on Speaking Skill

There are five items on the questionnaire addressed the impact of mind mapping on speaking skills, specifically examining how its benefits contributed to students' improved fluency and clarity when presenting ideas in English. The questionnaire data obtained for this section are as follows:

Table 3 Impact on Speaking Skills

No. Item	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	Mind Mapping helps me speak more fluently during presentations	9,5%	4,8%	38,1%	38,1%	9,5%
12.	I experience fewer pauses or confusion while speaking after using Mind Mapping	4,8%	33,3%	19%	33,3%	9,5%
13.	Mind Mapping helps me explain ideas more clearly and in a structured way during presentations	4,8%	4,8%	4,8%	52,4%	33,3%
14.	I feel more prepared to answer audience questions after using Mind Mapping in my preparation	4,8%	4,8%	19%	47,6%	23,8%
15.	Using Mind Mapping helps me reduce nervousness when speaking in front of the class	0%	19%	23,8%	33,3%	23,8%

The impact of mind mapping on speaking skills was notably positive, with 85.7% of students reporting that it facilitated clearer and more structured idea delivery during presentations (Table 4.3). Furthermore, 71.4% of respondents felt significantly better prepared to address audience questions, reinforcing Davies' (2011) assertion that mind mapping encourages active engagement and readiness. By promoting deeper reflection on the content, the technique not only improves students' delivery but also enhances their ability to provide accurate and well-structured responses during inquiries.

4.1.4 Motivation and Satisfaction in Using Mind Mapping

There are five items concerning motivation and satisfaction in using mind mapping. These items discussed how the benefits of mind mapping could enhance students' motivation in preparing presentation materials and their satisfaction with its use. The questionnaire results obtained by the writer are as follows:

Table 4 Motivation and Satisfaction in Using Mind Mapping

No. Item	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I feel more motivated to prepare for presentations after using Mind Mapping	4,8%	4,8%	0%	61,9%	28,6%
17.	I enjoy the process of creating Mind Maps as part of my presentation preparation	0%	14,3%	4,8%	42,9%	38,1%
18.	I feel that using Mind Mapping makes learning in the Speaking class more engaging	0%	4,8%	28,6%	23,8%	42,9%
19.	I want to continue using Mind Mapping in my future presentation preparations	0%	9,5%	0%	47,6%	42,9%
20.	I would recommend using Mind Mapping to my friends to help them with their presentations	4,8%	4,8%	4,8%	42,9%	42,9%

Results regarding **motivation and satisfaction** (Table 4.4) indicate a highly positive reception, with 90.5% of students reporting increased motivation and 81% enjoying the creative process of mind map construction. This high level of engagement led to 90.5% of respondents expressing a desire to continue using the technique and recommend it to peers. These findings align with Novak and Cañas (2008), who posit that mind mapping enhances learning satisfaction by improving memory retention and simplifying the preparation process. Ultimately, the technique fosters a more positive academic experience, directly boosting student confidence and material mastery.

Notes: 1- Strongly disagree : No benefits felt from mind mapping
2- Disagree : has never experienced the benefits of mind mapping
3- Neutral : unsure about the benefits of mind mapping
4- Agree : Generally, feels the benefits of mind mapping
5- Strongly agree : Strongly recognizes the benefits of mind mapping

4.2 The Type of Mind Mapping Used by Students to prepare presentation materials in speaking classes

The figure 1 Pie Chart identified three primary types of mind mapping employed by students to prepare their presentation materials: Syllabus, Chapter, and Paragraph Mind Maps. The selection of a specific type was largely contingent upon the purpose of the presentation and the complexity of the material, aligning with Buzan's (2006) assertion that the structure of a mind map should reflect its specific objective.

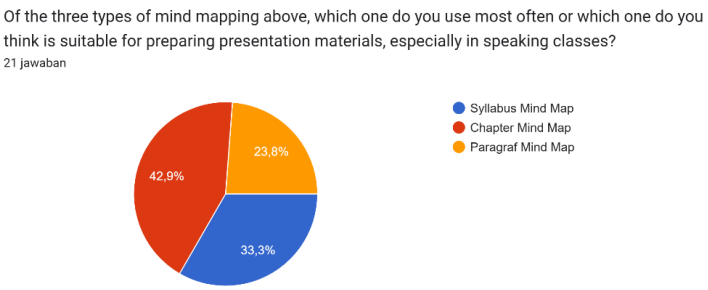

Figure 1 Pie Chart of type mind mapping used by students

4.2.1 Syllabus Mind Map

Often referred to as macro mapping, this type serves as a comprehensive guide to the entire scope of the learning material without delving into granular details (Buzan, 2004). Interview results revealed that students utilized syllabus mind mapping to boost their initial interest and creativity. One respondent, Rafli, noted:

> *"I prefer syllabus mind mapping because it increases my creativity and makes me excited to learn. It's also very effective for improving memory retention."*

By providing a visual overview through symbols and colors, this method helps students maintain focus and reduces confusion during the delivery phase.

4.2.2 Chapter Mind Map

Chapter mind mapping emerged as the most preferred technique, utilized by 42.9% of the participants. This type focuses on summarizing key points from specific chapters into a radiant structure, which Buzan (2005) suggests simplifies complex topics. Students favored

this method for its efficiency in "video projects" and "webinar summaries." Respondent Yoga explained:

> *"It's a better fit for me because it's easier to find ideas. It only requires writing down the important points in a simple layout, making it much easier to remember what I want to say."*

The integration of visual elements—such as colors and images—fosters what DePorter (2010) describes as a "work of art" that enhances memory. This structural clarity allows students to be more flexible and creative when developing ideas.

4.2.3 Paragraph Mind Map

Unlike the previous types, paragraph mind mapping provides a more detailed approach by incorporating concise explanations or sentences. This is particularly useful for structured speaking tasks like debates or formal speeches. According to Novak and Cañas (2008), this helps students recognize deep relationships between ideas. Respondent Sryati shared:

> *"With paragraph mind mapping, I can organize the main and supporting ideas clearly (introduction, body, conclusion). It makes it easier for me to speak fluently without having to memorize a script."*

By breaking down information into coherent sections, this technique fosters critical thinking and ensures that students can deliver a detailed presentation with higher confidence.

4.3 Challenges or Drawbacks While Using These Types of Mind Mapping

Despite the observed benefits, the study identified several challenges that may hinder the effectiveness of mind mapping in presentation preparation:

Complexity and Material Density: When dealing with highly complex or dense information, the visual nature of mind mapping—which emphasizes images and colors—can sometimes lead to cluttered and less structured layouts. This "information overload" can occasionally obscure the clarity of the presentation material rather than enhance it.

Technical Proficiency and Learning Styles: A lack of deep familiarity with mind mapping techniques often makes it difficult for students to summarize complex data into concise keywords. Furthermore, individual learning styles play a significant role; while some students thrive using brief key points, others require full supporting sentences to expand their ideas, making standard mind-mapping formats feel restrictive.

Creative and Time Constraints: Students with less confidence in their creative or drawing abilities often find the technique intimidating or uncomfortable. Additionally, the process of visualizing and designing a comprehensive mind map can be time-consuming, which may diminish student motivation under tight academic deadlines.

In conclusion, while these limitations exist, they are not insurmountable. The inherent flexibility of mind mapping allows students to overcome these hurdles by adapting the technique—such as shifting between syllabus, chapter, or paragraph styles—to better suit their specific learning needs and the complexity of the topic at hand.

Discussion

The findings of this study are congruent with previous research while offering a more nuanced focus on the preparatory phase of language production. Compared to Mirzah (2016), who utilized a quasi-experimental approach to prove that mind mapping significantly improves students' overall speaking ability (output), this research provides a deeper understanding of the input phase. While Mirzah demonstrated that the technique works to enhance performance, this study explains how it works during the material organization stage, showing that structural clarity in preparation is a precursor to better speaking performance.

Furthermore, this study complements the work of Rahmah (2022), who explored student perceptions regarding speaking improvement and its challenges. Similar to Rahmah’s findings, the participants in this study reported a positive reception toward the technique. However, this research diverges in its specific focus on presentation materials. While Rahmah focused on general speaking skills, this study identifies that the effectiveness of mind mapping is specifically tied to the student's ability to transition from dense academic content to a structured, deliverable format. By identifying the "Chapter Mind Map" as the most effective type for this purpose, this study fills a research gap that neither Mirzah nor Rahmah addressed—namely, the strategic selection of mind map types based on specific academic tasks.

Ultimately, while previous studies have established mind mapping as a successful tool for improving "output" (performance), this research contributes a new perspective by emphasizing the importance of the "input" (preparation). This suggests that the speaking

improvements observed in earlier studies are likely rooted in the cognitive organization and anxiety reduction facilitated during the preparation phase explored here.

4. Conclusion

This study concludes that mind mapping is a highly effective pedagogical tool for enhancing presentation preparation in speaking classes, as evidenced by significantly positive student perceptions across cognitive, preparatory, and motivational domains. Quantitative data highlights substantial improvements in information recall (90.5%), structural clarity (85.7%), and overall preparation focus (81%), which collectively bolster student confidence. The findings further identify that students strategically employ syllabus, chapter, and paragraph mind maps to suit different learning styles—from macro-level planning to detailed narrative organization. Although each type presents specific challenges, such as visual processing loads or synthesis difficulties, the versatility of the technique allows for meaningful engagement with complex material. Ultimately, the effectiveness of mind mapping is contingent upon the synergy between the chosen mapping type, the nature of the subject matter, and the individual's cognitive preferences, suggesting its value as a flexible and creative asset in English language education.

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