



## The Implementation of Mind Mapping in Arabic Speaking skills for University Students

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### Abstrak

This study aims to describe the implementation of mind mapping in the learning process of Arabic speaking skills. This research is qualitative research conducted at the Arabic Language Departement (PBA) at UIN Sunan Ampel Surabaya with a purposive sample of second-semester student. The results of this study showed, that the process of learning arabic speaking skills using mind mapping in PBA Sunan Ampel is carried out in two stages. The first stage is making a mind map based on the theme that they have listened. In the second stage, after the students have finished making the main idea in the form of the mind mapping, the students practice Arabic speaking based on themes listened and what has been written in mind mapping. The students were able to describe and present themes verbally properly, completely, and coherently with the help of mind mapping. This mind mapping is in the form of mind ideas which are written in curved lines, colorful, and using symbols coherently starting from the first idea to the end of the theme. With this mind mapping, students can easily tell the theme. But there are a few obstacles experienced by students whose vocabulary is still limited. The solution for students who still lack mastery of their vocabulary is by writing important vocabularies related to the theme being studied in each main idea written in the mind mapping. This way is well in helping them to describe and present the theme.

Keywords: Mind mapping, learning Arabic speaking skills (*maharoh kalam*), university student

## تطبيق الخريطة الذهنية في تعليم مهارة الكلام لدى طلاب الجامعة

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### المخلص

يهدف هذا البحث إلى وصف مدى استخدام الخريطة الذهنية في عملية تعليم مهارة الكلام باللغة العربية. هذا البحث هو بحث نوعي تم إجراؤه في برنامج الدراسة بقسم تعليم اللغة العربية بجامعة سونان أمبيل الإسلامية الحكومية مع العينة الهادفة من طلاب الفصل الدراسي الثاني. أظهرت نتائج هذه الدراسة أن عملية تعليم مهارة الكلام باستخدام الخريطة الذهنية في هذا القسم تتم على مرحلتين. المرحلة الأولى هي مرحلة كتابة الخريطة الذهنية بناءً على الموضوع الذي استمعوا إليه. والمرحلة الثانية، بعد أن ينتهي الطلاب من كتابة الفكرة الرئيسية على شكل الخريطة الذهنية، يمارس الطلاب الكلام باللغة العربية بناءً على الموضوع التي تم الاستماع إليه وما هو مكتوب في الخريطة الذهنية. أن الطلاب كانوا قادرين على وصف وتقديم المواضيع لفظيًا بشكل صحيح وكامل وتماسك بمساعدة الخرائط الذهنية. تكون هذه الخريطة الذهنية على شكل أفكار ذهنية مكتوبة بخطوط منحنية وملونة، وتستخدم الرموز بشكل متماسك بدءًا من الفكرة الأولى حتى نهاية الموضوع. وباستخدام هذه الخريطة الذهنية، يمكن للطلاب معرفة الموضوع بسهولة. بل هناك بعض العوائق التي يواجهها الطلاب الذين لا تزال مفرداتهم محدودة. وكان الحل بالنسبة للطلاب الذين ما زالوا يفتقرون إلى إتقان مفرداتهم هو بكتابة المفردات المهمة المتعلقة بالموضوع الذي تتم دراسته في كل الفكرة الرئيسية المكتوبة في الخريطة الذهنية. هذه الطريقة جيدة في مساعدتهم على وصف الموضوع وتقديمه.

الكلمات المفتاحية: الخريطة الذهنية، تعليم مهارة الكلام، طلاب الجامعة

## Introduction

Learning is a conscious effort made by the teacher to teach students to achieve the expected goals.<sup>1</sup> To achieve these learning objectives, a teacher must design a learning as well as possible, starting from designing learning, determining models, approaches, strategies, methods, and techniques as well as media and learning resources that are appropriate to learning objectives. An interesting learning process depends on the ability of the teacher in designing and implementing the learning process. Therefore, teachers must be able to design learning that makes the learning atmosphere fun, increases students' learning activities, and creates a conducive and motivative learning community. Teachers must also be innovative in designing and implementing learning so that the learning process is always up to date and cover the needs of students in current information technology developments.

Likewise in learning Arabic, the learning process requires a good design based on the needs so that students can learn with high motivation and enthusiasm. It is appropriate for a teacher to design Arabic language learning that can stimulate students to be able to use Arabic for communication, both among fellow language learners and with the teacher. To design effective and innovative Arabic learning, teachers must always innovate. With good Arabic learning innovations, the learning process will be more interesting and effective so that the learning objectives will be achieved optimally. Thus, a good learning design is very dependent on the teacher. They must always learn and develop themselves either through seminars, workshops, or other activities that support the improvement of their professionalism.

A language is a communication tool used by each individual to convey his desires or needs. With language, humans will be able to

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<sup>1</sup> Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif* (Jakarta: Kencana Prenada Media, 2009), 17.

meet their social needs by communicating with others. Based on the non-analytical approach, language as a communication tool is studied based on its function. It is by using a language in natural communication, not by memorizing language rules. By using the targeted language as a communication tool, language learners will be able to use it for communicating with others. As a communication tool, language can help individuals understand cultural and social aspects that allow individuals to communicate with others and to understand each other. Arabic as a foreign language is also used as a communication tool in learning or in creating a language environment in various Islamic boarding schools, bilingual schools, or universities.

In language - including Arabic - there are four skills that are taught to language learners, the first is passive receptive skills, such as listening and reading. The second is active productive skills, including speaking and writing.<sup>2</sup> This productive active skill is a language skill that is used as a tool to convey one's ideas or ideas in communicating with others, orally and in written communication. Oral communication or *kalam* is taught in various Islamic institutions to lead language learners to become proficient in speaking Arabic. Nowadays, many institutions create a language environment (*bi'ah lughawiyah*), which requires all students to communicate in Arabic every day, for example, Darussalam gontor Islamic boarding school, mamba'us sholihin and so on. There are some researchers that discuss the importance of the linguistic environment in supporting language learning.<sup>3,4,5</sup> With the existence of various institutional efforts and

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<sup>2</sup> Muhsyanur, *Membaca: Suatu Keterampilan Berbahasa Reseptif* (Yogyakarta: Buginese Art, 2014), 7.

<sup>3</sup> Sri Mulya Rahmawati, "Peran Bi'ah Lughawiyah Dalam Menunjang Pembelajaran Bahasa Arab Di Pondok Pesantren Darul Huffadh Tuju-Tuju Kabupaten Bone" (Universitas Islam Negeri Alauddin Makassar, 2021).

<sup>4</sup> Ahmad Asse, Titin Fatimah, and Putri Ayu Diah Agustina, "Analisis Peran Himpunan Mahasiswa Program Studi Pendidikan Bahasa Arab Dalam Membentuk Lingkungan Bahasa Arab (Bi'ah Lughawiyah) Di Program Studi Pendidikan Bahasa Arab Universitas Islam Negeri Datokarama Palu," *Albariq: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2022): 1–21.

<sup>5</sup> Irhamudin Abdullah, Novita Rahmi, and Walfajri Walfajri, "Pembentukan Lingkungan Bahasa Arab Untuk Mengembangkan Keterampilan Berbicara," *Taqdir* 6, no. 2 (2020): 71–83.

innovations, Arabic can be used as a language of communication for students.

There are many strategies in teaching speaking skills (*maharatul kalam*) to make students able to communicate in Arabic, for example by using mind mapping. Mind mapping is a creative note-taking method that can make students easier to remember a lot of information. Mind mapping is a creative note in the form of main ideas written in various colors and symbols, that enable the brain to process and store memory about the theme being studied easily.<sup>6</sup> As stated by Agus Riyanto that mind mapping is written with the main idea which is written colorfully and accompanied by symbols.<sup>7</sup> These creative notes stimulate the left and right hemispheres of the brain to be equally active in the learning process. With the help of mind mapping, students are expected to be able to easily describe the main ideas of the theme. Doni Swadarma said that mind mapping is a way of recording that is effective, efficient, creative, interesting, easy, and efficient because it is done by mapping our thoughts. He also said that mind mapping is a writing method that works by using the principles of brain management so that it can unlock all the hidden potentials and capacities of the brain.<sup>8</sup>

Speaking skills has an important role in learning Arabic as a means of communication. This is what motivates teachers to always innovate in designing learning by using various models, strategies, and methods in the learning process. Acknowledging the crucial thing of speaking skill in Arabic learning, some researchers focused on

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<sup>6</sup> Silvia Silvia, Jaya Nur Iman, and Nike Angraini, "The Application Of Mind Mapping Technique To Increase Students' reading Comprehension Achievement At The Eighth Grade Smpn 38 Palembang," *Global Expert: Jurnal Bahasa dan Sastra* 10, no. 2 (2023): 7–15.

<sup>7</sup> Agus Riyanto, Syukri Hamzah, and Hadiwinarto Hadiwinarto, "Improving Biostatistics Understanding Using The Mind Mapping Learning Model," *Jurnal Scientia* 12, no. 01 (January 17, 2023): 24–27.

<sup>8</sup> Doni Swadarma, *Penerapan Mind Mapping Dalam Kurikulum Pembelajaran* (Jakarta: PT. Alex Media Komputindo, 2013), 3.

various aspects such as strategy in mastering speaking skill, such as 1). development of *maharatul kalam* with role-play strategies for ma'had nurul huda students MAN Tlogo Blitar. The research conducted by Refki Rusyadi showed that there was an impact on the psychological changes of students, such as the happiness and enthusiasm in practicing Arabic *muhadatsah* confidently.<sup>9</sup> 2). *maharatul kalam* Learning to Improve Speaking Skills of Students of the Arabic Language Teaching Study Program, Faculty of Tarbiyah and Teacher Training UIN Ar-Raniry Banda Aceh. This research was carried out in several ways, such as practicing imitating and memorizing Arabic dialogues, communicative exercises by giving story titles to each small group of students, and ta'bir exercises in Arabic by composing simple sentences.<sup>10</sup> 3). *Al Istirotijiyah al-'Ibda'iyyah li ta'lim al kalam*.<sup>11</sup> This paper described creative strategies that could be used in learning English. In addition to these studies, learning kalam has also been directed by using familiar digital learning media, for example, 4). WhatsApp small group media was used as media in the development of speech. This media was carried out in three stages, including the preparation stage, the implementation stage, and the closing stage.<sup>12</sup>

Apart from these studies, there are some researches on mind mapping used in learning process. First, application of the mind mapping method to improve the ability to understand students'

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<sup>9</sup> Refki Rusyadi, "Pengembangan Mahârah Kalâm Dengan Strategi Bermain Peran (Role Play) Bagi Santri Ma'had Nurul Huda Man Tlogo Blitar," *J-PAI: Jurnal Pendidikan Agama Islam* 2, no. 1 (December 30, 2015), accessed March 17, 2023, <https://ejournal.uin-malang.ac.id/index.php/jpai/article/view/3765>.

<sup>10</sup> Nurmasiythah Syamaun, "Pembelajaran Maharah al-Kalam untuk Meningkatkan Keterampilan Berbicara Mahasiswa Program Studi Pendidikan Bahasa Arab Fakultas Tarbiyah dan Keguruan," *لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab dan Pembelajarannya* 4, no. 2 (December 6, 2016): 343–359.

<sup>11</sup> Ida Miftakhul Jannah, "الإستراتيجية الإبداعية لتعليم الكلام," *Arabia : Jurnal Pendidikan Bahasa Arab* 10, no. 1 (July 26, 2018), accessed March 17, 2023, <https://journal.iainkudus.ac.id/index.php/Arabia/article/view/3578>.

<sup>12</sup> Halimatus Sa'diyah and Ivan Alfian, "Whatsapp Small Groups Sebagai Media Pembelajaran Maharah Al-Kalam Di Masa DARING," *Arabia : Jurnal Pendidikan Bahasa Arab* 13, no. 1 (June 22, 2021): 1–22.

mathematical concepts in calculus courses.<sup>13</sup> The results of this study were that the ability to understand mathematical concepts of students who used mind mapping was better than students who used conventional learning; Improving the ability to understand mathematical concepts of students who used mind mapping was better than students who used conventional learning in terms of initial mathematical abilities (low, medium, and high); and students had a positive attitude towards the use of the mind mapping method. Second, the application of the mind mapping method in improving the ability to write exposition texts for the tenth graders.<sup>14</sup> The results of this study were that after learning using conventional methods and mind mapping methods to write exposition texts, there were differences in the results of the average score obtained. The pretest score using the conventional method was 61.20 and there was an increase in the acquisition of the posttest score using the mind mapping method of 75.60 and an increase in the pass ability of student scores that exceeded the minimum score (KKM) which was originally only 7 pupils to 21 pupils, after being given treatment. 3). The effectiveness of applying mind mapping in improving science learning outcomes for elementary school students.<sup>15</sup>

This research of mind mapping serves as a starting point for researching the implementation of Mind Mapping in learning Arabic speaking skills (*maharatul kalam*). From these various studies, it can

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<sup>13</sup> Erma Monariska, "Penerapan Metode Mind Mapping Untuk Meningkatkan Kemampuan Pemahaman Konsep Matematis Mahasiswa Pada Mata Kuliah Kalkulus I," *PRISMA* 6, no. 1 (October 7, 2017): 17–31.

<sup>14</sup> Rivaldi Ramadhan, Wikanengsih Wikanengsih, and Aditya Permana, "Penerapan Metode Mind Mapping Dalam Meningkatkan Kemampuan Menulis Teks Eksposisi Pada Siswa Kelas X," *Parole: Jurnal Pendidikan Bahasa dan Sastra Indonesia* 3, no. 4 (September 11, 2020): 775–784.

<sup>15</sup> Bagoes Pradana Saputra, "Efektifitas Penerapan Mind Mapping dalam Meningkatkan Hasil Belajar IPA pada Peserta Didik Sekolah Dasar," *ELSE (Elementary School Education Journal): Jurnal Pendidikan dan Pembelajaran Sekolah Dasar* 3, no. 2 (August 31, 2019): 87–97.

also be seen that learning Arabic speaking skills can be done in various ways according to the learning objectives. Therefore, this research will focus on the implementation of Mind Mapping in learning Arabic speaking skills (*maharatul kalam*) for university students.

## Methodology

This research is qualitative. The researchers explore representative data obtained from field notes, interviews, conversations, photography, recordings, and personal notes.<sup>16</sup> This research was conducted at the Arabic Language Teaching Department (PBA) UIN Sunan Ampel Surabaya, with purposive sampling 42 students in the second semester of the Arabic Language Teaching Study Program as the research sample.

The stages of data analysis were carried out using Spradley analysis which consisted of four data analyses, including: 1) domain analysis; 2) taxonomic analysis; 3) component analysis; 4) theme analysis.<sup>17</sup> At the domain analysis stage, the researcher analyzed all the data obtained to get the research focus so that the researcher gets the students' ability to make mind mapping as the main domain.

At the taxonomic analysis stage, the researcher made in-depth observations of the research focus by submitting focused interviews regarding the implementation of mind mapping in learning speaking skills at the component analysis stage, the researcher sorted the data from the interviews to identify each mind map used in learning kalam. In the theme analysis stage, the researcher found an overview of mind implementation in speaking skills, namely that there were two stages carried out in implementing mind mapping in this process of learning Arabic speaking skills.

## Results and Discussion

### Implementation of mind mapping in learning Arabic speaking skills (*maharoh kalam*)

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<sup>16</sup> S. Santana, *Menulis Ilmiah Metodologi Penelitian Kualitatif (Kedua)* (Indonesia: Indonesia: Yayasan Pustaka Obor, 2010), 5.

<sup>17</sup> Albi Anggito, John Setiawan, *Metodologi Penelitian Kualitatif*, Ed. Ella Deffi Lestar (Sukabumi: Sukabumi: CV Jejak, 2018), 184.



Arabic speaking skills (*maharatul kalam*) as one of the skills in Arabic has an important role in Arabic language learning. This skill is in the form of oral communication skill that must be learned and mastered by Arabic learners. Speaking skill is the ability to articulate sounds or words to express thoughts in the form of ideas, opinions, desires, or feelings to the talking partner (*mukhatab*). In a broader sense, speaking is a system of signs that can be heard and seen that utilizes several muscles in the human body to convey thoughts to meet their needs.<sup>18</sup>

In the PBA study program at UIN Sunan Ampel Surabaya, Arabic language skills are given to students in an integrated manner with other skills courses, namely *Istima' wal kalam* as a course that students must take with a weight of 4 credits, *qiro'ah wal kitabah lil mubtadiin*, *mutawassitin*, and *mutaqoddimin* level courses.<sup>19</sup> This integrated course is a combination of two skills put together, such as listening and speaking (*istima'* and *kalam*). In the lecture process, students take two skills at once in one course. During the learning process, students first listen to the theme in the recording that the lecturer has prepared beforehand, then they do listen assignments according to the lecturer's instructions. This listening task is not always the same in every meeting. However, in this study, the listening task focuses on writing the main idea in the form of a mind map, based on the themes heard in the recording. After the students have finished completing the listening task, then they practice the sentences based on the main ideas in the mind map they have made. This Arabic speaking skills is an important subject to study in the PBA study program, in order to prepare students who are competent in Arabic. Therefore, they are able to think dan speak in Arabic well.

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<sup>18</sup> Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: PT Remaja Rosdakarya, 2014), 135.

<sup>19</sup> *Curriculum Documents of PBA UIN Sunan Ampel MBKM*, 2022.

Swadarma said that speaking skills learning aims to: 1) be able to pronounce Arabic expressions; 2) learn to pronounce different or similar expressions; 3) distinguish expressions that are read long and those that are read short; 4) express his heart's desires by using sentence structures that are suitable with nahwu (grammar); 5) express what comes to mind by using the correct rules in constructing sentences in Arabic; 6) using parts of Arabic grammar in their expressions such as *mudzakkar*, *muannath*, *hal* and *fi'il* signs that are appropriate to the time; 7) use specific expressions according to age, level of maturity and position; 8) tracing and exploring Arabic manuscripts and iterators; 9) express clear and self-understandable expressions; 10) able to think about Arabic and express it quickly in any situation and condition.<sup>20</sup>

Based on the observation and interview results,<sup>21</sup> The process of learning speaking skills using mind mapping is carried out in two stages. The first stage is the stage of making a theme mind map based on the theme that they have listened to. After students have listened to the Arabic themes on the recording, the lecturer gives time for students to make main ideas (*fikroh assasiyah*) from the themes they have heard, for example about *al ta'lim* in the form of mind mapping.

Making a mind map can be done in the steps, so they are able to make the mind mapping well. Toni Busan said that the steps for making a mind map include: 1) start writing in the middle of the paper which is placed horizontally, 2). Use pictures for central ideas, 3). Use color, 4). Connect the main branches to the central image (theme) and connect levels one and two branches to levels one and two, 5). Make curved lines because straight lines will bore the brain, 6). Use one keyword for each line, and 7). Use pictures/symbols because a picture is worth a thousand words.<sup>22</sup> The student of PBA class makes the mind mapping in the following steps, first, the students study the concept of the material by listening to the theme in the recording. Then, the theme is written in the middle of the paper which is placed

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<sup>20</sup> Swadarma, *Penerapan Mind Mapping Dalam Kurikulum Pembelajaran*, 2.

<sup>21</sup> Observation results, 27 Maret 2023

<sup>22</sup> Toni Busan, *Buku Pintar Mind Mapping* (Gramedia Pustaka Utama, 2006), 13.

horizontally. All students write the theme of *al ta'lim* on blank paper. Second, the central idea of *al ta'lim* is drawn in the middle of the blank paper with various colors. This is to simplify and stimulate the right brain. Third, from the central theme, branches are made in a curved manner and also use colors. The Curved lines are more interesting to the brain than straight lines.

According to Doni Swadarma notes made in the form of sentences arranged linearly downwards (linear note) have several weaknesses, such as: tend to be monotonous, boring, stiff, difficult to find keywords, difficult to see the relationship between sub-sections, difficult to see in detail, intact, and only centered on the left brain.<sup>23</sup> Fourth, in each branch is written one keyword. This one keyword indicates that the curved line discusses the main idea. This main idea will be used by students in describing the theme orally. Fifth, after creating keywords then create a symbol for each of these keywords. This symbol is useful for remembering the contents of the main idea. Symbols, themes, and main ideas are more meaningful and easier to understand and remember. Because with this symbolic thinking, students will be able to understand an object by using these signs or symbols. So that they can mentally present all the objects, actions, and events being studied.

A study found that using mind mapping can improve children's symbolic thinking skills.<sup>24</sup> An example of a mind mapping on the theme *al althfal wal qiro'ah*:

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<sup>23</sup> Doni Swadarma. *Pennerapan Mind mapping dalam kurikulum pembelajaran*, 4

<sup>24</sup> Tiyas dan Adriani Rahma Pudyaningtyas Fahmila Nuransa Novita Eka Nurjanah, "Efektivitas Metode Mind Mapping Terhadap Kemampuan Berpikir Simbolik Anak Usia 4-5 Tahun" KUMARA CENDEKIA : Jurnal Penenelitian Pengajaran Anak Usia Dini." Vol. 9 No. 1 (March 2020).



Picture 1

Therefore, based on this description, the PBA study program lecturer seeks to design and carry out the language learning process by involving both hemispheres of the brain. Thus, students can explore all their abilities properly and optimally. Learning by involving both hemispheres of the brain will maximize learning outcomes. because all the potential of students can be developed properly. The role of the lecturer as a facilitator is very significant in designing learning and implementing it. Well-designed learning will have a good effect on learning outcomes. Likewise learning that is designed to involve both hemispheres of the brain will have a good effect on learning outcomes. Anita Zulkaida, Mahargyantari P. Dewi, Hendro Prabowo said that in teaching, actually the most ideal is one that stimulates both hemispheres of the brain, both creative and analytical brains (right and left brain). This can be observed in babies who are playing who learn spontaneously, without burden, and who use both hemispheres of the brain.<sup>25</sup>

In the second stage, after the students have finished making the main idea in the form of the mind map, the lecturer gives instructions that the time for making the mind map has been completed. Then, students make small groups consisting of 4-5 students. In these small

<sup>25</sup> Anita dan Mahargyantari P. Dewi Zulkaida Hendro Prabowo, "Metode Mengajar Dengan Menstimulasi Otak Kiri Dan Otak Kanan," in *Proceeding. Seminar Nasional PESAT 200* (Auditorium Universitas Gunadanna, Jakarta, 2005).

groups, they take turns presenting the themes being studied based on the mind maps they have made. In this stage, the lecturer goes around to monitor the presentation process of each group while taking notes to record the smoothness of each student in presenting the contents of the theme. This student presentation is in the form of a free presentation (*al ta'bir al syafawi al hurr*), in which students are free to present the contents of the theme based on the main ideas written in the mind map made based on what they heard during the listening process. During the presentation process, other students in each group are allowed to ask questions or clarify what was conveyed by their colleagues who were presenting. This presentation process lasts until each student has finished presenting in his group. After all students have finished presenting in their respective groups, then the lecturer asks several students randomly to present or tell the theme in front of the class. While other students responded with various questions and responses given to students who were presenting. As for students who are not yet fluent in presenting themes, they are grouped and re-present in separate groups accompanied by a lecturer.

The language learning process which involves both the right and left hemispheres of the brain will feel more enjoyable, not easily bored, and reduce students' boredom in participating in the learning process. Even though the language itself is in the left hemisphere, the learning process that involves the right brain will make language learning absorbed in long-term memory. This will make it easier for students to recall the stored linguistic memory when they communicate in Arabic. Because language learning involves emotion as well as visuals, using pictures and lots of colors will stimulate the right brain. So that the language will be absorbed, processed, and stored in long-term memory. Endy Nahya Ardini and Titihan Sarihati said that color is one of the fastest visual aspects that humans can perceive and respond to among other visual aspects. He also said that

color has a great influence on shaping the atmosphere and affects psychology.<sup>26</sup>

Therefore, learning a language by using mind mapping is one of the ways how a lecturer tries to activate all the potencies that students have. Learning a language activates the left brain a lot, so using mind mapping will involve a lot of students' right hemispheres in the learning process. Hence, all the potential of the brain will be involved properly. By using mind mapping, the learning process will also motivate students to learn Arabic, especially in speaking skills. They were more enthusiastic about participating in learning and more enthusiastic about describing the themes they studied. They are also able to retell very well by following the mind ideas they have written in the mind map. Ma'ruf, Syafi'i, & Kusuma said that the learning process using mind mapping can increase student motivation and learning outcomes.<sup>27</sup> So the implementing mind mapping in the learning process is one of the right choices for lecturers in this Speaking skills learning process. Students can be motivated to explore and master Speaking skills and can explore and optimize their potency in the process of learning Speaking skills

Speaking skills learning by using mind mapping is well in stimulating students' communication using Arabic. They can tell in full and coherently the ideas written in the mind map. Several students who were not fluent in presenting the theme, were asked to re-present with the guidance of the lecturer until they are finally able to present the theme well. They tried enthusiastically and maximally to describe the main ideas contained in the mind map. They said that the learning process they did was very enjoyable and did not feel burdened with the listening and speaking assignments they got. The students who were asked to re-present did not feel inferior and only considered it as

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<sup>26</sup> Nahya dan Titihan Sarihati Ardini, "Pengaruh Warna Pada Elemen Interior Ruang Tunggu Rumah Sakit Ibu Dan Anak Terhadap Psikologis Pengunjung. *Jurnal IDEOLOG. Telkom University*" Vol.2 No.3 (Desember 2017).

<sup>27</sup> Ma'ruf dan Mohamad Syafi'i2 Abdul Hakim dan Arie Purwa Kusuma, "Pengaruh Model Pembelajaran Mind Mapping Berbasis HOTS Terhadap Motivasi Dan Hasil Belajar Siswa. *Mosharafa: Jurnal Pengajaran Matematika*" Vol: 8, NO: 3 (September 2019).

part of the learning process they were doing.<sup>28</sup> Indeed, they were more motivated to try to express the theme by using Arabic, even though some students still had some mistakes in sentence structure, but they still tried to use Arabic in presentations and communications. Those who initially found it difficult to express the language they were learning became easier and smoother in the learning process.<sup>29</sup>

Therefore, the use of mind mapping in speaking learning process can improve students' speaking skills too, even at the next meeting, when they were asked to recall the themes, they had learned in the previous week, they could easily remember and present them again.<sup>30</sup> This is in accordance with the main aim of learning using mind mapping. Hisyam Zaini Bermawy Munthe dan Sekar Ayu Aryani said, the main purposes of mind mapping are a). Developing the ability to draw reasonable conclusions, b). Developing the ability to synthesize and integrate information or ideas into one. c). Developing the ability to think holistically to see the whole and the parts, d). Developing study skills, strategies, and habits, e). Learning the concepts and theories of the subject, f). Learning to understand perspectives and values about the subject, g). Developing an openness to new ideas, and h). Developing the capacity to think independently.<sup>31</sup> Apart from that, the use of mind mapping in the learning process can also improve learning outcomes. This is in accordance with the research results by Dewi Sutriani Saragih and Nurhasnah Manurung, that learning by using mind mapping affects learning outcomes. The learning outcomes of students using the Mind Map model obtained a complete score according to the Minimum Completeness Criteria (KKM) 70 as many as 33 students (82.5%) and

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<sup>28</sup> "The Interview Results with University Students," n.d.

<sup>29</sup> Interview result with students at 29 Maret 2023

<sup>30</sup> Interview result at Maret 2023

<sup>31</sup> Hisyam Zaini Bermawy Munthe dan Sekar Ayu Aryani, *Strategi Pembelajaran Aktif Di Perguruan Tinggi* (Yogyakarta: CTSD, 2002), 170.

those who did not complete were 7 students (17.5%) with an average score of 74.35 and a standard deviation of 10.14.<sup>32</sup> In addition, the research results of Sitti Suhada, Karim Bahu, Lanto Ningrayati Amali also showed that there was an effect of using the mind map learning method on learning outcomes with the results of the affective aspects of both classes being categorized as good, the average experimental class was 76% while the control class is 69.17.<sup>33</sup>

Based on the result of interview,<sup>34</sup> The use of mind mapping in speaking skills makes students easier to describe the theme being studied too, in a coherent and intact way. The use of mind mapping in learning English will also construct learning that does not only use the left side of the student's brain but also the right side of the brain. Where writing the main idea with mind mapping is written in a circle using curved lines using various colors so that the right brain also works well. Involving both hemispheres of the brain - the right brain and the left brain - will make students learn optimally. Thus, students will find it easier to understand and describe the theme. This Mind mapping model is a model that can be easily recognized by the right brain so that it will affect the process of absorbing information and the ability to retain this information in long-term memory. This will make it easier for someone to call him back when needed.

The right and left brains have different characteristics and based on these characteristics, of course, their functions are different. Muhammad Akil Musi and Nur Jannah said that these two hemispheres of the brain have their characteristics. The characteristics of the left brain are logic, writing, symbols and numbers, counting, sequence, analysis, textual, objective, serious, cognition, IQ, language, orderly, and verbal. Memory that enters through the left brain is short term memory (short-term memory). Meanwhile the

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<sup>32</sup> Dewi dan Nurhasnah Manurung Sutriani Saragih, "Pengaruh Model Mind Map Terhadap Hasil Belajar Siswa Pada Materi Sistem Ekskresi Di Kelas XI IPA SMA Swasta Prayatna Medan." *Best Journal. Biology Education Science and Technology*. Vol. I No. 01 (January 2018): 21–24.

<sup>33</sup> Siti dan Karim Bahu Suhada Lanto Ningrayati Amali, "Pengaruh Metode Pembelajaran Mind Map Terhadap Hasil Belajar Siswa". *JAMBURA. Journal of Informatics* Vol. 2 No. 2 (2020).

<sup>34</sup> Interview result with lecture at 29 Maret 2023



characteristics of the right brain are imagination, music, color, emotion, shape, creativity, random, subconscious, relaxed, pictures, affection, EQ, spontaneous, and visual. Memory that enters through the right brain is long-term memory.<sup>35</sup>

Based on these characteristics, it can be seen that the way the brain works between the left and right hemispheres is different. The learning process that only accommodates left brain functions will of course be accessed, processed, and stored by the left brain. Thus, it affects the short-term memory of the left brain. Learning a language certainly involves a lot of the left brain because this language is in the left hemisphere. Therefore, learning a language that only memorizes vocabulary and also sentence structures will of course be easy to forget. Maybe during the memorization process, it will feel memorized quickly, but it doesn't last long in the memory. Tri Budianingsih said that language is the responsibility of the left hemisphere of the brain. This opinion is based on Wada's research (1949) which injected fluid into both hemispheres and showed that if the left hemisphere is "put to sleep", speech disturbances occur.<sup>36</sup>

In addition, in the process of this speaking skills learning, some students are still limited in mastering Arabic vocabularies, so they find it difficult in the process of speaking Arabic. This is influenced by the teaching background of students who did not graduate from language-based Islamic boarding schools or Madrasas with language majors. Their linguistic competence is very minimal which makes them unable to speak Arabic. They find it difficult to express the ideas of the themes they learn because of the few *vocabularies* they master, so sentence by sentence cannot be expressed properly. There are even students who are only able to express a few short sentences with the

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<sup>35</sup> Muhammad Akil Musi Nur Jannah, *Neurosains: Menjawai System Saraf Dan Otak* (Kencana Prenada Media, 2021), 141.

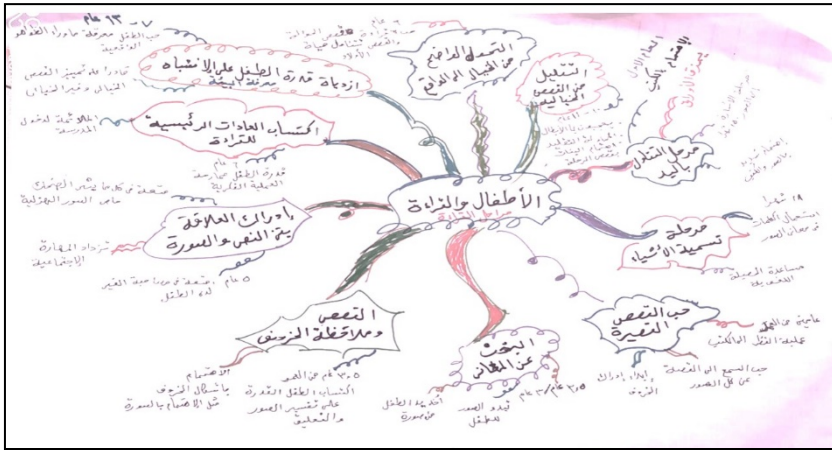
<sup>36</sup> Tri Budianingsih, "Peran Neurolinguistik Dalam Pengajaran Bahasa. *Jurnal Al-Azhar Indonesia Seri Humaniora*" Vol .3, No. 2, (September 2015).

arrangement that is still not correct. But they are still enthusiastic about learning to communicate in Arabic well. They try to explore the words in mind mapping. Linda Sari and Zuliana Lestari said that one of the causes of communication difficulties is the lack of vocabulary mastered by language learners. Furthermore, Linda and Zuliana provide several effective ways to make speaking easier, including increasing vocabulary, reading aloud, knowing simple English grammar, reading written English, speaking English conversations, listening to English songs, and watching movies. speak English, and like English subjects.<sup>37</sup> Therefore, having sufficient vocabulary will help students communicate in Arabic. With sufficient vocabularies they will be able to communicate well without the problem of searching for vocabularies in various Arabic dictionaries during speaking.

The solution for some students who are still lacking in mastering this vocabulary is to write important vocabularies related to the theme of each main idea. The writing of these vocabularies helped them to express and present the themes they studied. Without memorizing the vocabularies, they can automatically present the theme, although they are not as fluent as students who already have sufficient vocabularies. Because in communicating with any language, of course, the mastery of vocabulary greatly affects the process of speaking. With the help of vocabularies and also the symbols written in the mind map, they can express the themes they are studying. Example of mind mapping for students whose communication skills and mastery of vocabularies are still lacking:

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<sup>37</sup> Linda dan Zuliana Lestari Sari, "Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa Dalam Menghadapi Era Revolusi 4.0. *Prosiding Seminar Nasional Pengajaran*" (Program Pascasarjana Universitas PGRI Palembang 12, 2019).



Picture 2

In this mind map, not only the main ideas are written, but also accompanied by supporting points. With this model of writing ideas like this, it is easier for students to express the themes being studied, because they are helped by the vocabularies written in each main idea. These vocabularies have an important role in supporting student language. Sigit Widiyanto and Muhammad Rusdianto said That The mastery of vocabularies well influences students' ability to communicate, both verbally and in writing.<sup>38</sup>

Therefore, using mind mapping is very well for students to use, in the learning process or other activities. Sutanto Windura said that this mind mapping can be used in any activities. The benefits of mind mapping are numerous, including that it can be used to take notes, summarize, compose, think analytically, think creatively, plan (schedule, time, activities, and so on), parse reading articles (for example reading comprehension), parse math and science questions, and so on. Whereas in teaching mind mapping can be useful for

<sup>38</sup> Sigit Widiyanto and Muhammad Rusdianto. Peningkatan Penguasaan Kosa Kata Siswa SD Melalui Penggunaan Media Boneka Tangan. Jurnal PGSD. Vol: 11 Pages : 19-25. 2018

designing a comprehensive curriculum, bringing together teaching materials from various sources, summarizing material, developing teaching material ideas, preparing presentations, teaching presentations, teaching time management, designing exam questions, evaluating teaching quality, research, etc.<sup>39</sup>

## Conclusion

The process of learning speaking skills using mind mapping in PBA Sunan Ampel is carried out in two stages. The first stage is the stage of making a theme mind map based on the theme that they have listened. In the second stage, after the students have finished making the main idea in the form of the mind mapping, the students practice Arabic speaking based on themes listened and what has been written in mind mapping.

There are obstacles faced by students who still limited in mastering Arabic vocabularies. They find it difficult to communicate in Arabic and disclose themes during the learning process. The solution of this problem is to write important vocabularies for each main idea written in the mind map. This is more useful in helping those who still lack mastery of vocabularies. Therefore, they are also able to express sentence by sentence and describe the theme being studied with the help of important vocabularies in mind mapping.

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<sup>39</sup> Sutanto Windura, *Ist Mind Map Untuk Siswa Guru Dan Orang Tua. Teknik Berpikir Dan Belajar Sesuai Cara Kerja Otak.* (PT Alex Media Komputindo, 2013), 14.

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