

# Implementation of Mind Mapping Learning Method Towards Conversation Ability of Non-Formal Elementary School Students in English Learning

Ratna Sari<sup>1</sup>, Aan Yuliyanto<sup>2\*</sup>, Rogibah<sup>3</sup>, Eka Nengsih Kardiyanti Yanani<sup>4</sup>, Ai Siti Nurhaeni<sup>5</sup>, Abidin<sup>6</sup>.

1,2,3,4,5,6 Institut Pangeran Dharma Kusuma, Indramayu, Indonesia.

[\\*aanyuliyanto16@gmail.com](mailto:aanyuliyanto16@gmail.com) [rsari2132@gmail.com](mailto:rsari2132@gmail.com)

**Abstract.** In the era of globalization, English is regarded as a communication and information access language in addition to being a language for communication.. However, many students have difficulty communicating using English. This literature review aims to find out how Students learning English in non-formal primary schools can benefit from using the mind mapping learning paradigm to improve their conversational abilities. This method uses a branched structure that allows users to organize their minds hierarchically and intuitively. In the context of education, Mind mapping has demonstrated itself to be effective in increasing understanding, creativity, and information retention. Mind mapping facilitates a more active and engaged thought process through colors, images, and keywords so students can more easily associate new information with existing knowledge. The technique also encourages student collaboration and discussion, improving communication and cooperation skills. Previous research shows that students who learn English using the mind-mapping method are superior in their conversation skills compared to students who do not understand English utilizing the mind-mapping method

**Keywords:** Mind Mapping, Conversation, Non-Formal, English, Ability.

**How to Cite:** Sari, R., Yuliyanto, A., Rogibah, Kardiyanti Yanani, E. N., Nurhaeni, A. S., & Abidin. (2025). Implementation of mind mapping learning method towards conversation ability of non-formal elementary school students in English learning. *The 7th International Conference on Elementary Education*, 7(1), 718-728.

## INTRODUCTION

In this era of globalization, English language skills are not only regarded as a methods of communication but also as a means of accessing information, technology, and culture from various parts of the world. Therefore, mastery of English, especially conversational skills, is crucial, especially for students at the elementary school level, which is the initial foundation of their education (Pokhrel, 2024). English language proficiency is the primary tool for increasing competitiveness in the dissemination of knowledge on a global scale. Unfortunately, the majority of Indonesians are not very fluent in English, and many students have difficulty communicating in English. Factors such as insufficient drive, low self-esteem, and monotonous teaching methods often become obstacles. In this context, innovative and exciting learning approaches are needed to improve students' conversation skills. Conversation is the ability to communicate verbally, either face to face or long distance, with a person or group of people. Even though English lessons have been implemented at the elementary school level, students' ability to carry out conversations is still not proficient, so students are not yet able to carry out conversations in learning English in formal education. Therefore, many students want to study at non-formal education levels such as tutoring and so on. an educational process that has an adaptive curriculum and methodology, that is, one that can be adjusted to the needs and interests of students, which depends on the student's learning speed, not predetermined time limits falls into the category of non-formal education, not formal education. Non-formal learning

is often the most appropriate educational technique. Therefore, non-formal education is a better choice than formal education, but only in the context of specific development programs (Emily & McLaughlin, 2014).

Several observers highlight the fact that non-formal education prioritizes students' needs and interests more than formal education (Johnson, 2022). Therefore, non-formal learning can be more effective in accelerating students' abilities compared to formal learning at school. One method that can be used is Mind Mapping. The mind mapping learning model uses a mind map to study concepts or memory techniques. It does this by recording learning material in the form of diagrams that contain interconnected symbols, codes, images, and colors. This allows both human brains to be used. maximally Lestari and Yudhanegara in (Yuliyanto et al., 2023). In implementing English language learning, there is a need for appropriate learning methods. The mind mapping method is a learning strategy that utilizes concept maps that contain images and keywords related to a topic that can be discussed as a whole (Nasution, 2020). Therefore, by using the mind mapping method, students can organize ideas and vocabulary in a more structured manner, making it easier for them to put together sentences when speaking.

Therefore, this research aims to find out how the mind-mapping learning model is applied to the conversation skills of non-formal elementary school students in learning English. Through this research, it is hoped that effective strategies can be found to improve students' speaking skills, as well as contribute to the development of more innovative and effective English learning methods.

## METHODOLOGY

This article uses a literature review study method to investigate the research topic. A literature review study is a research method that involves collecting, analyzing, and interpreting data from relevant literature sources. This literature review aims to identify and analyze concepts and theories that are relevant to the research topic. Here are some of the results of the literature review:

1. The first study from (Kara & Liru, 2021) entitled "The Effect of Mind Mapping Learning Strategy and Self-Confidence on English Speaking Ability". This study aims to investigate English speaking ability with the Mind Mapping learning strategy and the effect of the interaction between learning strategies and self-confidence on English speaking ability. The results of the study show that the Mind Mapping technique is one of the most effective learning strategies in students' English speaking ability. The Mind Mapping learning technique can increase students' seriousness in learning to speak English. They begin to dare to show their abilities, feel confident, focus on what they are going to say, and they dare to try to apply grammar and vary in using language. From there it is said that the mind mapping learning technique is very effective for teaching English speaking skills.

2. The second study from (Maulidina, 2024) entitled "Mind Mapping Learning Model in Early Childhood Education Units" this study aims to prepare the initial steps in developing a research framework by using reading sources to collect research data. The steps that researchers take to analyze the research results include collecting reading materials on fostering children's independence with the mind mapping learning model consisting of journal articles, collecting information related to reading books and scientific papers, recording and processing information, and then categorizing the results of the recording. The documentation approach based on research findings and reviewing articles is used as a data collection methodology for writing this article.
3. The third study from (Haida et al., 2022) entitled "Implementation of the Mind Mapping Learning Model to Improve Students' Critical Thinking Skills". This study aims to determine whether the application of the mind mapping learning model can improve students' critical thinking skills. Based on the results of the study, it can be concluded that the mind mapping learning model can improve students' critical thinking skills.
4. The fourth study from (Wulandari, 2023) entitled ": Learning Models to Improve Creative Thinking Skills". The purpose of this study is to determine the effect of using the mind mapping learning model in improving students' creative thinking, besides that it also aims to determine the difference in the average creative thinking skills of students who use the mind mapping learning model.
5. The fifth study from (Kuntoro & Hardjono, 2019) entitled "Meta-Analysis of the Effect of Using Mind Mapping on Elementary School Social Studies Learning Outcomes". This study aims to re-analyze the influence before and after using mind mapping in improving elementary school social studies learning outcomes. The method used in this study is the meta-analysis method. This study begins by formulating a research topic, then from the research topic it is further developed into a research problem formulation, and in the final stage, namely tracing relevant articles for data collection.
6. The sixth study from (Istarani, 2019) in (Situmorang et al., 2022) entitled "The Effect of Mind Mapping Learning Model on Student Learning Outcomes on the Theme of Our Friendly Environment in Class V of SDN 173417 Pollung and SDN 173420 Pollung"
7. The seventh study from (Swadarma, 2013) in (Nabilah et al., 2021) entitled "The Effectiveness of Mind Mapping Strategy on Student Learning Outcomes on Excretory System Material". This study aims to describe the effectiveness of the mind mapping strategy on student learning outcomes on excretory system material. This research is a descriptive qualitative library research. The data collection method for this study was obtained from data sources such as previous research.
8. The eighth study from (Putra, 2008) in (Yusuf & Amin, 2016) entitled "The Effect of Mind Maps and Learning Styles on Learning Outcomes". This study aims to measure the effectiveness of the mind map method assisted by various graphs on students' mathematics learning outcomes using the experimental design method of treatment by level.
9. The ninth study from (Pebriyani, Arsyad, & Khaeruddin, 2012) in (Dewantara, 2019) entitled "Physics Learning with the Mind Mapping Method Using Mindmeister on Direct Current Circuit Material". This study aims to describe the improvement in student learning outcomes in direct current circuit material after implementing learning with the mind mapping method using the mindmeister application. This type of research is a pre-experiment with a one group pretest posttest design method. The number of research samples was 15 students. Data collection techniques were using pre-tests and post-tests. Data were analyzed using the N-Gain test and paired t-test.

10. The tenth study from (DePorter and Mike Hernacki, 2001) in (Jenny, 2013) entitled "The Use of Mind Mapping Techniques in the Ability to Write Scientific Papers by Class XI Students of SMAN 4 Tebing Tinggi in the 2012/2013 Academic Year". The purpose of this study is to find out more clearly the significant changes in the use of mind mapping techniques in the ability to write scientific papers.
11. The eleventh study from (Andriana, 2022) entitled Implementation of the Mind Mapping Method to Improve Learning Outcomes of Class IV Students at MAN 40 Aceh Besar on Theme 2 "Always Save Energy". This study aims to enable the author to motivate, foster interest in learning and self-confidence in improving student learning outcomes and reduce the gap in student learning outcomes. This study was motivated by the problems that the author found at MIN 40 Aceh Besar. These problems were obtained from the results of the author's observations in the field where the learning carried out was less than optimal, a picture of the learning process was obtained, namely, lack of participation and lack of communication or speaking to the teacher so that learning was not as expected.
12. The twelfth study from (Luawo, 2021) entitled "Implementation of the Mind Mapping Method in English Learning in the Writing Aspect to Improve Student Learning Outcomes". This study aims to determine the improvement in student learning outcomes in the English subject in the writing aspect through the application of the Mind Mapping learning method to students. This type of research is Classroom Action Research (CAR). The subjects in this study were 25 students of class VII B of SMP Negeri 1 Buntulia consisting of 9 male students and 16 female students. The study was conducted in 2 cycles.
13. The thirteenth study from (Ummah, 2019) entitled "Improving Student Learning Motivation Through the Application of Mind Mapping Learning Methods in Social Studies Subjects for Class IV at SDN 07 Pagi Cipulir, South Jakarta". This study aims to improve the social studies learning motivation of class IV students through the application of the mind map learning method. The research method used is Classroom Action Research (CAR) or Classroom Action Research (PTK), with the steps of planning, implementation, observation and reflection. This research was conducted at SDN 07 Pagi Cipulir, South Jakarta. The subjects of the study were 26 students of class IV in the 2019/2020 Academic Year. The instruments used in this study were student learning motivation observation sheets and student activity observation sheets and teacher activity observation sheets. Validation of the student learning motivation observation sheet and the student activity observation sheet and the teacher activity observation sheet were determined through Expert Judgement.
14. The fourteenth study from (Siregar, 2017) entitled "Application of the Mind Mapping Learning Model to the Scientific Writing Skills of Class XI Students of SMAN 8 Muaro Jambi". The results of the study showed that the application of the mind mapping learning model was carried out in three stages, namely the planning stage which includes the preparation of the learning design based on the objectives and learning materials. The second stage is implementation, namely the teacher divides students into several groups to make mind mapping. And the evaluation stage which includes reflections on the implementation carried out.
15. The fifteenth study from (Kahfi, 2020) entitled "The Effect of the Application of Mind Mapping Learning Media on the PAI Learning Achievement of Class VIII A Students at SMP Plus Sabilurrosyad Sidoarjo". This study aims to determine the effect of mind mapping media on the learning achievement of SMP Plus Sabilurrosyad Sidoarjo students. The data collection techniques are documentation, interviews, and observations. The subjects of this study were 26 students of class VIII A of SMP Plus Sabilurrosyad Sidoarjo. To find out the results, the researcher needed data analysis of

the implementation of learning using mind mapping media, observation of activities during learning, student learning achievement and student responses after the implementation of mind mapping media.

From the literature review above, it can be concluded that this research topic has been widely studied and has many practical implications.

### **Data Sources**

The data sources for this study were obtained from various literature sources, including scientific journals, books, and online articles.

### **Analysis Technique**

The analysis technique used in this study is content analysis, which is an analysis that involves coding and categorizing data to identify patterns and themes.

### **Strengths and Limitations**

The advantages of this literature review study method are the ability to collect and analyze data from various sources, as well as the ability to identify broader patterns and themes. The limitations of this method are the dependence on the quality of the data sources and the analytical capabilities used.

Thus, this study can contribute to a broader understanding of the research topic and can provide useful practical implications.

### **MIND MAPPING LEARNING MODEL**

According to the Ministry of National Education, mind-mapping learning is an interaction between students and educators and learning resources in a learning environment. The essence of mind-mapping learning is interconnected between teacher and student, where a teacher can change the student's character to be better than before. The implementation of this learning means that the teacher has a position as a facilitator and will provide suitable facilities during the learning process. The teacher will create an exciting learning situation and can convey the material and objectives to be studied very well. The teacher can also convey what kind of strategies you want to use in examining students' progress in carrying out the learning activities themselves. In the teaching and learning process, a teacher has the task of selecting and determining the appropriate learning model to deliver appropriate learning material according to the material in order to achieve the learning or educational goals (Lestari, 2023). Of the many learning models, mind mapping is an organizational thinking tool that makes it easier for someone to place various information in their memory and then retrieve

that information whenever they need it. The mind-mapping learning model has several distinctive characteristics, namely that there is a big theme that is placed in the middle (becomes the center) and branches into several sub-themes sequentially according to their roles. This classification makes it easier for mind map makers and readers to understand and recognize the information presented. It is also beneficial in the process of remembering and interpreting the information presented because additional information in the mind map is combined without disrupting the overall structure. The mind mapping presentation was then fascinating and varied, covering only the key points. The process of making mind mapping involves divergent thinking and creative thinking so that it can encourage students to improve their problem-solving abilities (Maulidina, 2024). So, the meaning of mind mapping is a technique for compiling notes to help someone use all the brain's potential optimally. The method is to combine the work of the left and right parts of the brain. This method makes it easier to enter information from the brain. Mind mapping is also the best technique for helping the brain's thinking process regularly because it uses graphic techniques derived from human thought, which are helpful in providing universal keys, thereby unlocking the brain's potential. Using the mind mapping method will improve a person's memory.

## **MIND MAPPING**

The mind mapping learning model is a learning model that uses concept maps to record learning material in the form of diagrams with interconnected symbols, codes, images, and colors. This allows both parts of the human brain to be used as efficiently as possible while studying concepts or memory techniques. Lestari & Yudhanegara in (Yuliyanto et al., 2023). Tonny Buzzan was a pioneer of this learning model since the 1970s. He clarified that mind. Using key words and images that "snap on" particular memories and inspire fresh ideas, maps are a visual, networked way to store, arrange, and prioritize information (typically on paper).. A mind map is a graphical network method for storing, organizing, and prioritizing information (usually on paper) using keywords or triggers and images, each of which will 'snapshot' specific memories and encourage new thoughts and ideas Buzan. (Yuliyanto et al., 2023) Thus, it can be concluded that the mind mapping learning model is a learning activity that utilizes mind maps as a tool for remembering, understanding, and conveying ideas visually using pictures, writing, colors, symbols, and graphic media. In order to create engaging, practical, interactive, and meaningful learning activities. In simple terms, the steps in implementing the mind mapping learning model are as follows: Lestari and Yudhanegara in (Yuliyanto et al., 2023)1. The teacher conveys the competencies to be achieved. 2. The teacher explains the learning topic. 3. Form groups consisting of 3-5 students. 4. Each group takes an inventory or notes the essential points from the material presented. 5. Each group presents the material presented by the teacher again in a concept map (mind map) in the form of a chart or diagram.6. Group

representatives presented the concept map they had created. The advantages of the mind mapping learning model include Rahayu. in (Yuliyanto et al., 2023): 1. One simple method for getting knowledge out of kids' brains is mind mapping. Because they write in their own tongue, mind mapping notes will facilitate writing and improve comprehension. 2. Students are free to voice their thoughts. Since students may use their own language and generate original ideas based on their own thoughts, it will naturally be simpler for them to understand. 3. Students' notes concentrate more on the essential information for mind mapping. Students won't record every piece of information the teacher provides. Only the main points or essential parts of the material. Apart from that, because mind mapping is only presented on one sheet of paper, reviewing the material will be easier. 4. Creativity will rise both individually and collectively. Students can use mind mapping to creatively visualize their thoughts and convey them. Students' creative thought processes will be triggered and stimulated by the usage of pictures, symbols, and associated keywords. 5. Because the notes in mind mapping are specific and hold special meaning for the creators, it helps students remember. According to its originator, mind mapping has certain qualities. Keywords printed in a variety of colors and images on a piece of paper are used to summarize and document important information. By examining the connections created by keywords, this helps pupils retain and understand knowledge more easily. 6. Color, image, and line components are used to make mind maps. Students obviously enjoy this. Engaging activities will foster a healthy learning environment in the classroom. 7. Engages every area of the brain. Both hemispheres of the brain will be used to their fullest potential when creating mind maps. Students employ the right hemisphere of the brain by expressing their sentiments and emotions through particular colors and symbols, in addition to the left hemisphere, which is associated with rational reasoning. The Mind Mapping Learning Model has drawbacks. Rahayu In (Yuliyanto et al., 2023). 1. It is unknown how much knowledge students actually receive. A lot of stationery is needed. Many colors, symbols, images, and lines are necessary for a decent mind map in order to make it visually appealing and captivating. 2. Students who are not accustomed to or proficient in drawing take a long time. They will be hesitant. For novices, the dread of feeling inadequate and making mistakes will take over. 3. Verifying if there will be multiple mind maps for a single subject takes a lengthy time. 4. It is a little difficult to make. This shortcoming can be addressed if the instructor truly comprehends mind mapping. Teachers are supposed to support and guide students throughout the mind mapmaking process to ensure that they have no problems and are motivated to do so.

## RESULTS AND DISCUSSION

Conversation is the ability to communicate verbally, either face to face or long distance, with a person or group of people. Speaking ability is the capacity to communicate ideas, sentiments, and opinions verbally, either in person or virtually, to an individual or group.. Meanwhile, Wilkin in Maulida (2001:14) states that the aim of teaching English today is to speak. Furthermore, Natural (Widya, 2011) claims that the ability to construct sentences is a necessary component of speaking skills since sentences are used for communication and to illustrate behavioral distinctions across society. Several aspects refer to measuring speaking skills according to (Meriastuti, 2018) in (Yuliyanto, 2024), namely pronunciation, grammar, vocabulary, fluency, and comprehension.

According to the communicative and pragmatic school, conversation skills and listening skills are firmly related, and speaking is an individual activity in conveying messages orally to the interlocutor or listener. There are several types of speaking skill indicators: (1) Imitative, namely the capacity to simply mimic a word, phrase, or even a sentence. Despite being a strictly phonetic level of spoken production, the assessment criteria can infer a number of prosodic, lexical, and grammatical aspects of language. (2) Extensive, namely speaking skill criteria that are often used in assessment contexts, namely spoken language production designed to demonstrate competency in short stretches of oral language, grammatical, phrasal, lexical relationships from phonological relationships (such as intonation, prosodic elements, stress, rhythm, junctions). Examples of assignments Extensive assessments include directed response tasks, reading aloud, sentence and dialogue completion, and tasks with limited pictorial cues, including simple sequences and relationships up to the superficial sentence level. (3) Responsive assessment tasks include interaction and test comprehension but at a very brief conversational level, standard greetings, and small talk, simple asking and comments, and the like at a relatively limited level (Suhaimi, 2021). When it comes to communication, the speaker is the sender and the recipient is the message's recipient. Engaging pupils in active communication will facilitate the conversation-learning process. At each level, speaking skills are evaluated in a different way. For instance, the capacity to deliver speeches, tell stories, and so on might be employed as a means of assessment at the elementary school level.

## **ENGLISH**

In the age of globalization, learning a foreign language, such as English, is crucial. Since English is a language that is frequently used for international communication, it is crucial to start teaching it at a young age. describing how, under the right conditions, children under the ages of 11 or 12 have a higher possibility of becoming more fluent in learning a foreign language, even if they are native speakers with no accent. The primary element that has to be



taught when learning English is vocabulary.. (Anis, 2024) explain how a person's vocabulary is crucial to assessing their ability to read, write, communicate, and listen. Children in their early years have exceptional learning capacities. They are able to absorb new material quite easily. English is an international language, and several countries use it as a second language. Language is an essential communication tool because if someone is not able to communicate using a language they do not have, they will have difficulty socializing with the surrounding environment. Sometimes, communication becomes limited due to language differences between one language and another, so a unifying or international language that every country, namely English, can understand is needed. Many assume that mastery of English is a necessity for society, especially in today's modern era. In fact, it has become commonplace for people to use English. English is a universal language that is vital to everyone's everyday existence wherever in the world. Because English is widely used in business, school, entertainment, technological communications, and travel, it is crucial to become proficient in it. This indicates that individuals from diverse geographic, religious, and cultural origins have a common language—English—for communication.

We should therefore be proficient in both written and spoken English. Language is a vital instrument for communication. From a young age, English has been utilized as a communication language. Due to this need, parents compete to send their kids to schools where English is the primary language of instruction (Anis, 2024). English as a foreign language instruction has recently started to spread throughout Indonesia's early childhood education system.. Many parents are aware of this, so they send their children to international or national standard schools or other course institutions where English is taught. People start introducing English to their children as early as possible. In fact, many parents already use English to communicate with their children in everyday life. English is used as the language of instruction for specific subjects. However, according to some of the teachers who teach at these schools, there are still those who deliver lesson material bilingually (Indonesian and English) with the aim of equalizing the school's status on an international scale (School Based International) (Zebua, 2019).

English language proficiency is the primary tool used to increase competitiveness in the dissemination of knowledge on a global scale. Nevertheless, unfortunately, the majority of Indonesians are not very fluent in English. The 2022 English Proficiency Index report from EF Education First places Indonesia in 81st position out of 111 countries included in the category. This year, Indonesia only climbed one rank from the previous year, with a total score of 469 out of 800. This score is located in area B1 in the Common European Framework for Reference. Apart from that, Indonesia is now ranked in the top 500 countries in the Asian region. Considering this, it is not surprising that Indonesia is ranked 15th out of 24 Asian

countries for English language proficiency (Irawan et al., 2023). In other words, English serves as a medium for both written and spoken communication.

Meanwhile, Communicating involves creating science, technology, and culture as well as comprehending and expressing information, thoughts, and feelings. Discourse, or the capacity to comprehend and generate spoken and written texts, is the ability to communicate in its fullest sense. This is achieved through the four language abilities of speaking, listening, reading, and writing. These four abilities are utilized to either initiate or reply to conversations in people's lives. As a result, English courses aim to improve these abilities so that graduates can converse and communicate in English at a specific literacy level. Teaching a child English in primary school is the same as teaching him his mother tongue.

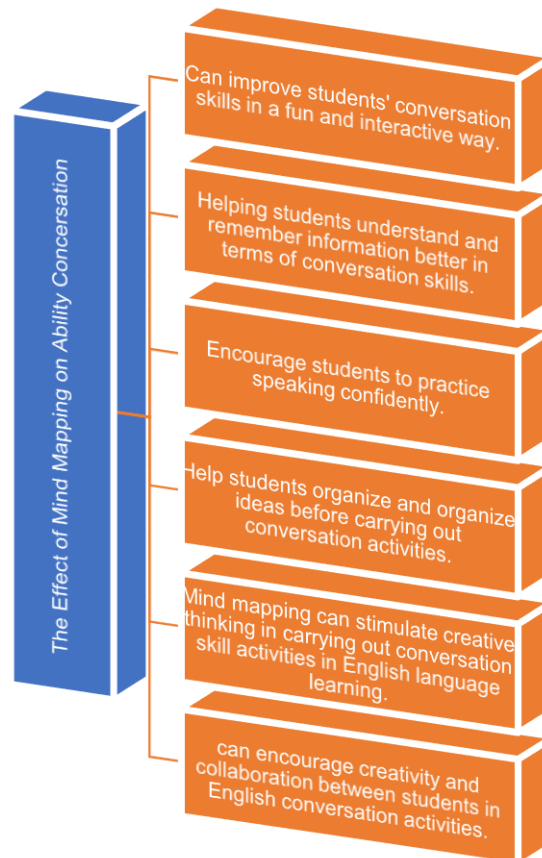
English instruction at the elementary school level is more basic in nature since, generally speaking, our elementary school-aged youngsters do not yet know the language. In order to create what is referred to as a "impressive first impression," every effort is made. which subsequently acts as inspiration for them to pursue further study of the English language. English is a communication tool that shares many traits with Indonesian, including being systemic, arbitrary, conversational, compassionate, and communicative. Since there is no logical connection between meaning and sound, language is a system made up of both a sound system and a meaning system, hence the term "systemic." Speech gets its name from the fact that sound is the most crucial component of language. Ultimately, they are read and generate sounds, even though some are found in written media. It is referred to as human because language is necessary for human existence.

## **DISCUSSION**

Conversation is a language skill carried out by two or more people to express thoughts, ideas, knowledge, and feelings in other people's ways. However, in everyday life, speaking skills, especially English, are considered challenging language skills (Kara & Liru, 2021). Speaking is one of the most essential language skills, apart from listening, reading, and writing. Speaking is a person's ability to express ideas, thoughts, opinions, and views directly (face to face) or indirectly (TV, radio) to other people. Apart from that, Indrawati also said that speaking is a communication skill carried out by two or more human to express ideas, knowledge, and thoughts in communicating with other people in everyday life (Kara & Liru, 2021). English is one of the most important foreign languages taught in Indonesia, primarily taught from elementary to advanced levels. English vocabulary needs to be enriched not only at the primary level but also at the advanced level (Ungusari, 2015). So, you need conversation skills to apply vocabulary correctly. In this case, conversation is the ability to communicate verbally, either face to face or long distance, with a person or group of people.

Looking at literacy above, it is essential to have a breakthrough in improving English language skills through learning strategies, both formal and non-formal education, starting from an early age. Moreover, the ability to master English will certainly provide beneficial value, considering that English is currently one of the requirements used by companies and educational units as a benchmark for a person's abilities. Several efforts have been made to implement learning tactics. Currently, many learning activities are carried out by utilizing open spaces that blend with the surrounding nature as a place for student learning, especially when packaged with several intriguing themes, so that the learning atmosphere is not monotonous, learning is fun, and students are formed. A sense of responsibility towards the physical and social environment. In line with this, Rizal (Irawan et al., 2023) defines outdoor activities (learning outside the classroom) as including playing in the school environment, visiting parks, visiting farming villages, going fishing, camping, and engaging in other adventurous activities, as well as learn related information. Outdoor education involves more than just taking lessons outside the classroom. It also involves inviting students to connect with nature and engage in a number of activities during the stages of awareness, understanding, attention, responsibility, and action or behavior to produce changes in how students behave toward the environment.

(Marhaeni, 2013) in their research, said that English is considered difficult due to inside factors and outside factors. Internal factors such as low self-confidence in speaking English and lack of motivation to learn to speak English, so they are embarrassed and afraid to speak English. Meanwhile, external factors are teachers. In this case, the teacher plays a vital role in the learning process. One of the steps that a teacher needs to take to make learning English enjoyable is choosing a learning method or strategy that fits the learning objectives and the traits of the pupils objectives themselves, Ratminingsih in (Kara & Liru, 2021). Conversation skills need to be applied to an effective learning model. One learning model that is suitable for applying conversation skills in English learning is the mind mapping learning model because in the mind mapping learning model, thinking maps are used as a tool to remember or convey ideas visually using pictures and writing, symbols, and graphic media to create engaging, practical, interactive, and meaningful learning activities (Yuliyanto et al., 2023)



**Table 1.** The Relationship Between Mind Mapping Models and Conversation Ability

## CONCLUSION

Developing thinking exercises and capturing different ideas from different perspectives can be accomplished through mind mapping. Gaining an understanding of mind mapping will also help you develop your creative and divergent thinking. The mind mapping method in learning English can improve students' conversation skills in a fun and interactive way. Based on this literature review it helps students understand and remember information better in the aspect of conversation skills and encourages them to practice speaking confidently because of conversation skills. Mind mapping helps students organize their ideas before having a conversation. Meanwhile, conversation is a language skill carried out by two or more people to express other people's thoughts, ideas, knowledge, and feelings. However, in everyday life, conversation skills, especially English, are considered challenging language skills. Using this appropriate method makes it easier for them to express their thoughts clearly and structure during a conversation. By illustrating the various branches and sub-branches, students can visualize new vocabulary and relevant phrases, which in turn enriches their speaking skills, especially in English. Mind mapping stimulates creative thinking, which is essential in conversations to produce exciting ideas and responses. By involving various participants, the mind mapping method can be a powerful tool for improving the learning experience of non-

formal elementary school students. This technique not only helps in understanding the material but also encourages creativity and collaboration among students. Through this literature review, effective strategies might be discovered to enhance the speaking abilities of non-formal elementary school students, as well as contribute to the development of more innovative and effective English learning methods.

## REFERENCES

- Andriana, K. (2022). Penerapan Metode Mind Mapping Untuk Meningkatkan Hasil Belajar Siswa Kelas IV di MAN 40 Aceh Besar Pada Tema 2 “Selalu Berhemat Energi.” *Skripsi*.
- Anis, A. (2024). *Literasi Cendekia* (Sudaryanto (ed.); Edisi Pert). YMIC.
- Emily, P., & Mclaughlin, T. F. (2014). International Journal of English and Education. *International Journal of English and Education*, 3(2), 581–584.
- Irawan, P. R., Saputro, A., Dwi, J. S., Bahri, S., Pertiwi, U., Insinyur Juanda No, J. H., Jaya, B., Bekasi Tim, K., Bks, K., & Barat, J. (2023). Upaya Meningkatkan Kemampuan Bahasa Inggris Melalui Outdoor Activity Berbasis Pembelajaran Tematik di LKP BBC Cabang Koja. *Journal on Education*, 05(04), 17041–17050.
- Johnson, M. (2022). *learning : Formal, non-formal, and informal learning: What are they, and how can we research them? September*.
- Kahfi, M. A. H. (2020). Pengaruh Penerapan Media Pembelajaran Mind Mapping Terhadap Prestasi Belajar PAI Siswa Kelas VIII A Di SMP Plus Sabilurrosyad Sidoarjo. *Universitas Islam Negeri Sunan Ampel Surabaya*. <https://core.ac.uk/download/pdf/328277551.pdf>
- Kara, Y. M. D. K., & Liru, M. W. (2021). Pengaruh Strategi Pembelajaran Mind Mapping dan Rasa Percaya Diri terhadap Kemampuan Berbicara Bahasa Inggris. *Edukatif : Jurnal Ilmu Pendidikan*, 3(6), 4980–4986. <https://doi.org/10.31004/edukatif.v3i6.1600>
- Lestari, H. N. (2023). *Penerapan Model Pembelajaran Mind Mapping Untuk Meningkatkan Kemampuan Berfikir Kritis Siswa Pada Mata Pelajaran Ips Di Mts Al-Ishlah Lumajang Tahun Pelajaran 2022/2023*.
- Luawo, Y. A. (2021). Implementasi Metode Mind Mapping Dalam Pembelajaran Bahasa Inggris Aspek Writing Untuk Meningkatkan Hasil Belajar Siswa. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 7(2), 491. <https://doi.org/10.37905/aksara.7.2.491-506.2021>
- Marhaeni, A. A. I. N. (2013). *Pelatihan Pengembangan Penilaian Kinerja Menulis Bahasa Inggris Bagi Guru Bahasa Inggris Sma Kecamatan Buleleng*. 13–32.
- Maulidina, F. ayu. (2024). Model Pembelajaran Mind Mapping Pada Satuan Pendidikan Anak Usia Dini. *Incrementapedia : Jurnal Pendidikan Anak Usia Dini*, 6(1), 9–14. <https://doi.org/10.36456/incrementapedia.vol6.no1.a6694>
- Nasution, D. S. (2020). Mind mapping to improve students’ speaking skill. *English Journal for Teaching and Learning*, 8(01), 1–12. <http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ>
- Pokhrel, S. (2024). Peran Bahasa Inggris dan Bahasa Indonesia Sebagai Alat yang Penting di Era Globalisasi. *Ayan*, 15(1), 37–48.
- Siregar, P. R. (2017). *Penerapan Model Pembelajaran Mind Mapping Terhadap Keterampilan Menulis Karya Ilmiah Siswa Kelas XI SMAN 8 Muaro Jambi*. 3(2), 194–198.
- Ummah, M. S. (2019). Peningkatan Motivasi Belajar Siswa Melalui Penerapan Metode

Pembelajaran Mind Mapping Pada Mata Pelajaran IPS Kelas IV di SDN 07 Pagi Cipulir Jakarta Selatan. In *Sustainability (Switzerland)* (Vol. 11, Issue 1).  
[http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484\\_SISTEM\\_PEMBETUNGAN\\_TERPUSAT\\_STRATEGI\\_MELESTARI](http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI)

Ungusari, E. (2015). Applying The Mind Mapping Technique to Improve Students' Writing Skill of Descriptive Text. *Nhk 技研*, 151, 10–17.

Widya, nunung nurjana. (2011). *Efektivitas Penggunaan Model Reciprocal Teaching Tipe Diskusi Kelompok dalam upaya peningkatan kualitas keterampilan berbicara siswa*.

Yuliyanto, A. (2024). *Sikap dan Potensi Peserta Didik serta Indikator pengukurannya* (Andriyantono & A. N. Ihwati (eds.); 2024th ed.). Eureka Media Aksara.

Yuliyanto, A., Sofiasyari, I., Farikhin, I., & Rogibah, R. (2023). *Model-Model Pembelajaran untuk Sekolah Dasar* (A. A. Rochim (ed.); 2023rd ed.). Eureka Media Aksara.

Zebua, E. P. (2019). *Pembelajaran Percakapan Bahasa Inggris Dengan Metode Guide Conversation di Sma Negeri 1 Gunung Sitoli*. April.