



IMPLEMENTATION OF THE MIND MAP METHOD IN TEACHING INDONESIAN AS A FOREIGN LANGUAGE

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Abstract

The aim of this research is to describe the implementation of the mind map method in teaching Bahasa Indonesia as a foreign language, especially in Speaking Course. This research method is quantitative descriptive with six research subjects at BIPA Universitas Negeri Surabaya. The material taught is SKL BIPA with aspects of knowledge of classification words, comparison words, and conjunctions using figures who are popular in Indonesia as material topics with the steps: apperception, discussion, giving material, collaborative projects making a mind map of a figure with native Indonesian students, presentation performance, discussion of errors in the use of group words, comparisons and conjunctions, discussion, strengthening of material, closing. The learning process shows that BIPA students are active and participative while studying. Learning results show an average score of 83.25. The classification words that are often used are 'orang' five times and 'buah' three times. The comparative words that are often used are 'lebih suka' five times and 'daripada' three times. The conjunctions that are often used are 'dan' six times, 'karena' four times, and 'jadi' three times.

Keywords: BIPA, mind map, classifier words, comparison, conjunctions

Abstrak

Tujuan penelitian ini yaitu mendeskripsikan penerapan metode mind map dalam pembelajaran berbicara di kelas BIPA. Metode penelitian ini adalah deskriptif kuantitatif dengan subjek penelitian sebanyak enam mahasiswa BIPA Universitas Negeri Surabaya. Materi yang diajarkan yaitu SKL BIPA dengan aspek pengetahuan kata penggolongan, kata perbandingan, dan kata hubung menggunakan tokoh yang digemari di Indonesia sebagai topik materi dengan langkah-langkah: apersepsi, diskusi, pemberian materi, proyek kolaborasi membuat mind map seorang tokoh bersama mahasiswa nativ Indonesia, unjuk kerja presentasi, diskusi kekeliruan penggunaan kata golongan, perbandingan, dan kata hubung, diskusi, penguatan materi, penutup. Proses pembelajaran menunjukkan mahasiswa BIPA aktif dan partisipatif selama belajar. Hasil belajar menunjukkan rata-rata nilai sebesar 83,25. Materi kata penggolongan

yang sering digunakan yaitu orang sebanyak lima kali dan buah sebanyak tiga kali. Materi kata perbandingan yang sering digunakan yaitu lebih suka sebanyak lima kali dan daripada sebanyak tiga kali. Materi kata hubung yang sering digunakan yaitu: dan sebanyak enam kali, karena sebanyak empat kali, dan jadi sebanyak tiga kali.

Kata Kunci: BIPA, Mind Map, Kata Penggolong, Perbandingan, Kata Hubung

A. INTRODUCTION

Indonesian Language Learning for Foreign Speakers (BIPA) is the main focus in efforts to facilitate individuals from various countries to understand and communicate in Indonesian. BIPA is an important and strategic step in the internationalization of Indonesian language and culture (Asteria 2017). The steps taken to achieve this goal are certainly not free from challenges. One of the main obstacles to BIPA learning activities is the difference in Indonesian language skills between individuals (Asteria 2019): 1). These differences in ability between individuals can lead to a lack of confidence for foreign speakers when practicing Indonesian. One language skill that is greatly influenced by self-confidence is speaking ability. Hasanah and Saugi (2021 :11) explain that self-confidence and speaking ability will influence each other. This non-native speaker's disorganized self-confident consistency will usually appear through difficulty organizing ideas, building sentence structures, and expressing thoughts clearly and effectively.

Nasution (in Halawa et al. 2023) stated that based on the results of the monthly exams given to BIPA students, the speaking skill score was in the second lowest position among the three other language skills. Some material that is often considered difficult in learning to speak in BIPA classes includes the use of appropriate vocabulary in context, the correct application of grammar, and the development of listening skills and answering spontaneously in everyday communication situations. This also happened in the BIPA class at Surabaya State University. Students stated that they wanted to learn Indonesian in a fun way. The teacher also stated that students' speaking skills still need to be developed, especially in the aspects of fluency, articulation, word choice, self-confidence and expression.

Some of the impacts resulting from the lack of speaking skills of foreign speakers in communicating through Indonesian require a method that can improve their speaking skills. One method that is suitable to be applied to overcome these difficulties is the *mind map method*. *Mind mapping* is a method that aims to make students more interested in participating in a lesson (Nuna et al., 2023) . Through this method, students are expected to be able to map and connect ideas graphically to help them develop main ideas and structure conversations more systematically and creatively. According to Liu (in Darmuki et al., 2020) , a concept network construction is a simple definition of *a mind map* . This method is oriented to one main point which opens up connections with other things associated through a line.

Mind Map method in the learning process can provide a more structured and in-depth approach to understanding and using Indonesian in the context of daily conversation. This is because the *mind map method* is considered to be an effective and efficient method because it includes aspects such as noting, remembering, managing time, and preparing for exams (Santi, Abdat, and Mahmudah 2017).

"Based on this explanation, the researcher applied the *mind map method* in learning speaking in the BIPA class." The objectives of this research are 1) to describe the process of applying the *mind map method* in learning speaking in BIPA classes and 2) to describe the results of applying *the mind map method* in learning speaking in BIPA classes.

B. LITERATURE REVIEW

1. BIPA

It cannot be denied that the ability to communicate using more than one language is very necessary in the current era of globalization. Of the many languages found throughout the world, one language that has succeeded in attracting many foreigners is Indonesian. Along with the development of the Indonesian nation in the international arena at this time, Indonesian has become a language that is considered important in various countries. In fact, many foreigners, especially students from various parts of the world, are interested in learning Indonesian for various purposes, whether for educational, business, political or cultural purposes. This is in accordance with Muliastusi's statement (in Rohimah, 2018) that the internationalization of the Indonesian language is enhanced through BIPA teaching which is supported by all relevant institutions.

With the increasing number of foreigners interested in learning Indonesian, the Indonesian government, in paying attention, has held a program that can be a stepping stone for foreign speakers in understanding Indonesian as a second, third or subsequent language well and understanding how to learn Indonesian. Indonesian people's communication habits. The BIPA program is an Indonesian language learning program intended for foreign speakers to learn Indonesian. In BIPA learning, understanding related to language will of course not be separated from the cultural context behind it, because language itself is a cultural product in the society of a nation. BIPA learning makes foreigners capable and mastery of Indonesian (Kusmiatun, 2016 : 1). Meanwhile, BIPA students are students from outside Indonesia who want to learn Indonesian. These students usually consist of foreign nationals who do not understand the basics and grammar of Indonesian but are interested in learning it. This is supported by a statement from (Suyitno, 2007 : 111) that BIPA students are students with foreign nationalities who have a different cultural background from the language culture they know and have studied so far.

2. Speaking Skills

In the Big Indonesian Dictionary, skills are a child's ability to carry out various activities so that they can complete their tasks well. Skills are a talent that a person has, skills are needed so that everyone can do something well, if someone has the skills, they will complete the task quickly and correctly. Speaking is a skill to express words, thoughts, ideas, feelings and express something in the form of expression. Speaking is a communication process, which contains a message from Luis & Moncayo in (Anjelina et al. 2022). Meanwhile, speaking skills are a person's skills in communicating with other people verbally (Onainor in Anjelina et al., 2022) . Speaking skills are a form of human behavior that is related to neurological, linguistic and psychological factors (Suriani et al. 2021). Speaking skills are a person's communication process in arranging various kinds of words into a sentence so that other people understand the message conveyed in the form of ideas, opinions, ideas, or in the form of expressing all feelings and contents of the heart. Students who are skilled at speaking can form a creative future generation that can communicate clearly and easily be understood (Permana 2016).

Tarigan (in Uzer & Pd, 2021) stated that the main purpose of speaking is to be able to communicate with other people and make it easier for humans to interact with one another. The general purposes of speaking are to inform, entertain, and convince. The objectives of learning speaking skills in Indonesian language learning are: 1) to stimulate students' sensitivity to finding ideas, 2) so that students are able to generate ideas, 3) train students so that students are skilled in speaking, and 4) so that students are creative in speaking (Setyonegoro, 2013) .

3. Mind Maps

Widya et al. (2013) explained that the *mind mapping method* can be interpreted as a

summarizing technique oriented to how the brain works in receiving and storing information. In line with this thought, Iswanto & Roniwijaya (2017) define the concept map method as an innovation for placing information outside the brain and retrieving information outside the brain, through creative and effective recording according to mind maps. Based on these two opinions, it can be concluded that *mind mapping* is a method of mapping thoughts or information in an interrelated graphic.

(Darmuki et al., 2020 :271-272) stated that the *mind map method* applied in learning speaking skills will bring positive effects in the form of a high sense of enthusiasm and interest. Finding research entitled "Increasing Interest and Learning Outcomes in Speaking Skills Using the *Mind Map Method* in Class IA PBSI IKIP PGRI Bojonegoro Students in the 2019/2020 Academic Year" stated that this method can have an influence on students' speaking skills, this research will apply this method to different research subjects, namely foreign students who do not use Indonesian as their first language.

C. RESEARCH METHOD

Metode penelitian ini menggunakan deskriptif kuantitatif. Menurut Sugiyono (2012:13), penelitian deskriptif dilakukan untuk mengetahui nilai variabel mandiri tanpa adanya perbandingan dan hubungan dengan variabel lainnya. Pendekatan kuantitatif sendiri dijelaskan Arikunto (2013:12) sebagai pendekatan yang menggunakan angka, mulai dari pengumpulan, penafsiran, hingga penampilan dari hasil data yang diperoleh. Subjek penelitiannya adalah 6 mahasiswa BIPA UNESA, yang terdiri dari 3 orang Korea, 2 orang China, dan 1 orang Madagaskar. Penelitian yang dilakukan untuk mengetahui dampak penerapan metode mind map pada keterampilan berbicara mahasiswa BIPA ini dilakukan di Universitas Negeri Surabaya. Materi yang diajarkan berfokus pada penggunaan kata penggolong, kata perbandingan, dan kata hubung. Fokus materi tersebut dikemas dalam pembelajaran mengenai deskripsi tokoh favorit di Indonesia yang disajikan menggunakan metode mind map.

Langkah-langkah penerapan metode ini sebagai berikut: apersepsi, diskusi, pemberian materi, proyek kolaborasi membuat mind map seorang tokoh bersama mahasiswa nativ Indonesia, unjuk kerja presentasi, diskusi kekeliruan penggunaan kata golongan, perbandingan, dan kata hubung, diskusi, penguatan materi, penutup. Data primer diperoleh dari penilaian tujuh mahasiswa S1 Pendidikan Bahasa dan Sastra Indonesia UNESA terhadap hasil presentasi mind map yang telah dilakukan oleh mahasiswa BIPA UNESA sebagai subjek penelitian. Data yang diperoleh kemudian dikumpulkan dan dianalisis secara deskriptif dengan jenis kuantitatif sebagai acuan dalam menjawab rumusan masalah yang terdapat dalam penelitian. Pengumpulan data berupa nilai objektif dari hasil presentasi menggunakan metode mind map disajikan dalam bentuk tabel untuk mengetahui nilai rata-rata kemampuan berbicara mahasiswa BIPA UNESA berdasarkan tiga materi yang dipelajari.

D. FINDINGS AND DISCUSSION

1. Process of Applying the *Mind Map Method* in Learning Speaking in the BIPA Class

At the learning implementation stage, lecturers carry out BIPA learning according to the topics in the syllabus that have been prepared, namely favorite figures from Indonesia. Based on the syllabus, the general steps for implementing learning are as follows:

1. The lecturer opens the lesson by greeting and attending to the students.
2. The lecturer asked about the figure chosen by each student as assigned last week.
3. The lecturer conveys the learning objectives and material studied today, namely classifiers, comparisons and conjunctions.
4. Students listen to the lecturer's explanation regarding the material on classifiers,

- comparisons and conjunctions.
5. Students and lecturers asked questions about examples of classifiers, comparisons and conjunctions and their use in Indonesian language communication.
 6. Each student is accompanied by an Indonesian student companion as a discussion partner.
 7. Students receive paper and markers to work on a character project, namely drawing a sketch of the chosen character's face and completing it with a concept map of the character's information.
 8. BIPA students took turns presenting the results of their work, while Indonesian students listened to the presentation, made assessments, and asked questions in the discussion session.
 9. The lecturer asks BIPA students to write sentences using classifying words, comparisons and conjunctions about the character.
 10. BIPA students take turns reading the writing they have written.
 11. BIPA students and Indonesian students discussed the results of the writing.
 12. Students and lecturers identify classifiers, comparisons and conjunctions used by students.
 13. The lecturer reflects and provides reinforcement regarding the material studied.
 14. The lecturer closed the lecture by saying hello.

The things contained in the notes during the learning process, BIPA students seemed very enthusiastic in conveying their respective favorite characters. Starting from Tulus, Nadin Amizah, Adi Utarini, The Overtunes, Maudy Ayunda, to Raim Laode. In learning the topic of favorite figures, 3 Indonesian language materials are integrated, namely classifier words, comparison words, and connectors. All students listened with full concentration to the material presented by the lecturer. This can be seen in the following image.

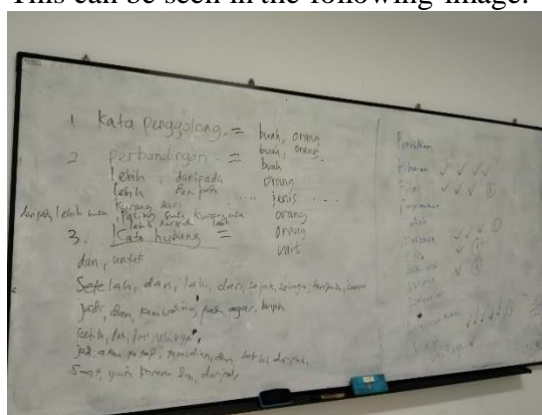


Figure 1. Material of classifier words, comparison words, and connectors

Based on *the mind map* that has been created, students take turns conveying descriptions of their favorite characters orally. Each presenter will receive one question from the audience. Students who make presentations are greatly helped by the *mind map method*. *Mind maps* are an applicable medium to support the presentation of material. BIPA students will not forget what they want to convey because it is already arranged in the flow of the mind map they have made. This can be seen in the following image.



Figure 2. BIPA students accompanied by PBSI students to work on character descriptions through *mind maps*

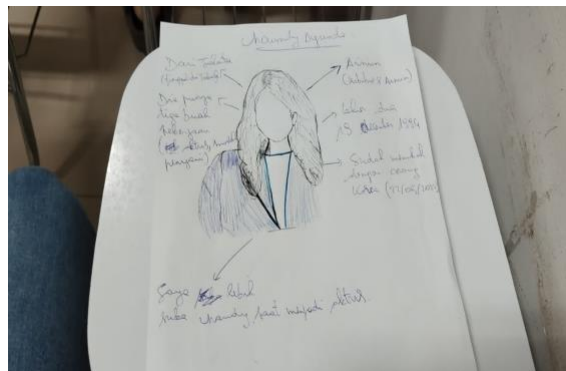


Figure 3. Example of one of the results of BIPA student *mind map work*



Gambar 4: Gambar 4. Mahasiswa BIPA sedang mempresentasikan hasil kerjanya melalui metode mind map

There are two obstacles that arise in the process of applying the *mind map method* in learning speaking in BIPA classes. First, there was one student who was late. This makes PBSI lecturers and students repeat the explanation that has been given. Second, the audience did not actively ask questions when the question and answer session opened. Lecturers must provoke BIPA students who act as audience to ask questions first.

2. Evaluation of the Application of the *Mind Map Method* in Learning Speaking in the BIPA Class

At this stage, the lecturer evaluates the results of the speaking skills assessment carried out by students of the Indonesian Language and Literature Education Bachelor's Study Program at UNESA. The *mind mapping* method is an effective method to apply to support speaking abilities. Darmuki et. al. (2020:271-272) stated that the *mind map method* applied in learning speaking skills will have a positive effect in the form of a high sense of enthusiasm and interest.

Through the application of this method in an intermediate level BIPA class with a total of 6 foreign students as research subjects, it can be seen that all students have been able to use at least one example each of the classifier words, comparison words and connecting words. The frequently used classification words are "people" five times and "fruit" three times. The comparative words that are often used are "rather" five times and "than" three times. The conjunctions that are often used are "and" six times, "because" four times, and "so" three times. During learning, students have shown several positive behaviors such as concentrating and answering questions given by classmates and assessors. Some of the obstacles encountered in this learning were delays on the part of a student and a lack of student initiative to ask questions.

Based on the task of making a *mind map* about favorite Indonesian figures, BIPA UNESA students' Indonesian speaking skills were classified as good with an average score of 83.25. Details of the scores of all students who are subjects in this research are as follows .

Evaluator		Joy	Dimas	Soul	Sita	Daughter	Ants
Appraiser 1	Contents	17	19	18	18	19	18
	Smoothness	15	17	19	18	17	19
	Trust in jealousy	15	18	19	19	18	20
	Pronunciation	16	17	18	17	18	18
	Expression	16	18	19	17	17	19
	Total	79	89	93	89	89	94
Appraiser 2	Contents	16	16	14	17	17	18
	Smoothness	15	17	16	17	17	18
	Trust in jealousy	16	20	16	20	17	18
	Pronunciation	15	15	15	17	17	18
	Expression	14	12	14	15	16	13
	Total	76	80	75	86	84	85
Appraiser 3	Contents	18	18	18	18	18	18
	Smoothness	19	18	17	15	18	18
	Trust in jealousy	20	20	19	18	17	18
	Pronunciation	18	17	15	13	17	17
	Expression	10	10	15	10	15	15
	Total	85	83	84	74	85	86
Assessor 4	Contents	20	20	15	15	20	20
	Smoothness	20	15	15	20	15	20
	Trust in jealousy	20	20	20	15	20	20
	Pronunciation	20	15	20	10	15	15
	Expression	15	10	15	15	15	15

	Total	95	80	85	75	85	90
Appraiser 5	Contents	18	15	18	16	18	18
	Smoothness	18	15	18	17	16	17
	Trust in jealousy	15	10	17	17	17	18
	Pronunciation	17	12	18	17	17	18
	Expression	15	15	15	15	17	17
	Total	83	67	86	82	85	88
Appraiser 6	Contents	12	14	15	18	15	15
	Smoothness	16	15	14	12	18	15
	Trust in jealousy	18	15	15	15	13	14
	Pronunciation	12	14	18	13	12	19
	Expression	13	12	16	13	15	15
	Total	71	70	78	71	73	78
Appraiser 7	Contents	18	19	15	15	20	17
	Smoothness	19	17	20	17	17	20
	Trust in jealousy	17	18	20	18	20	17
	Pronunciation	19	19	17	16	19	20
	Expression	18	18	18	18	19	15
	Total	91	91	90	84	95	89
Average		82.8	80	84.4	80.1	85.1	87.1
Total Average		83.25					

Table 1 average total speaking skill score

Based on the table above, it can be seen that there are five indicators used by assessors in determining the level of speaking skills of BIPA UNESA students. (1) The content indicator is the completeness of the information about the favorite characters presented. (2) Fluency indicators, referring to the ability to speak without any significant obstacles or obstacles. Students are able to express their thoughts with the right words without stuttering. (3) Indicators of self-confidence, interpreted as confidence in conveying information verbally. When speaking, they tend to appear with a steady voice, upright body posture, and eyes that show confidence. (4) Pronunciation indicators, showing the extent to which BIPA students are able to pronounce words correctly. Good pronunciation greatly influences the clarity of the information presented. (5) Expression indicators, namely the ability to convey emotions through facial expressions, tone of voice and body language according to the context of the purpose of speaking.

The scores obtained by BIPA students from the five assessment indicators above are quite good, namely with an average of 83.25. The student who got the highest score was Antsa, a BIPA student from Madagascar. Followed by Putri and Sukma, BIPA students from Korea. Through this data, it is understood that the *mind mapping method* has had a quite good impact in improving the Indonesian speaking skills of BIPA UNESA students.

Name	Assessment Aspects				
	Contents	Smoothness	Dirian 's trust	Pronunciation	Expression

Joy	17	17.42	17.28	16.71	14.42
Dimas	17.28	16.28	17.28	15.57	13.57
Soul	16,14	17	18	17.28	16
Sita	16.71	16.57	17.42	14.71	14.71
Daughter	18.14	16.85	17.42	16.42	16.28
Ants	17.71	18.14	17.85	17.85	15.57
Total	17,16	17.04	17.54	16.42	15.09

Table 2 average speaking skill scores for each indicator

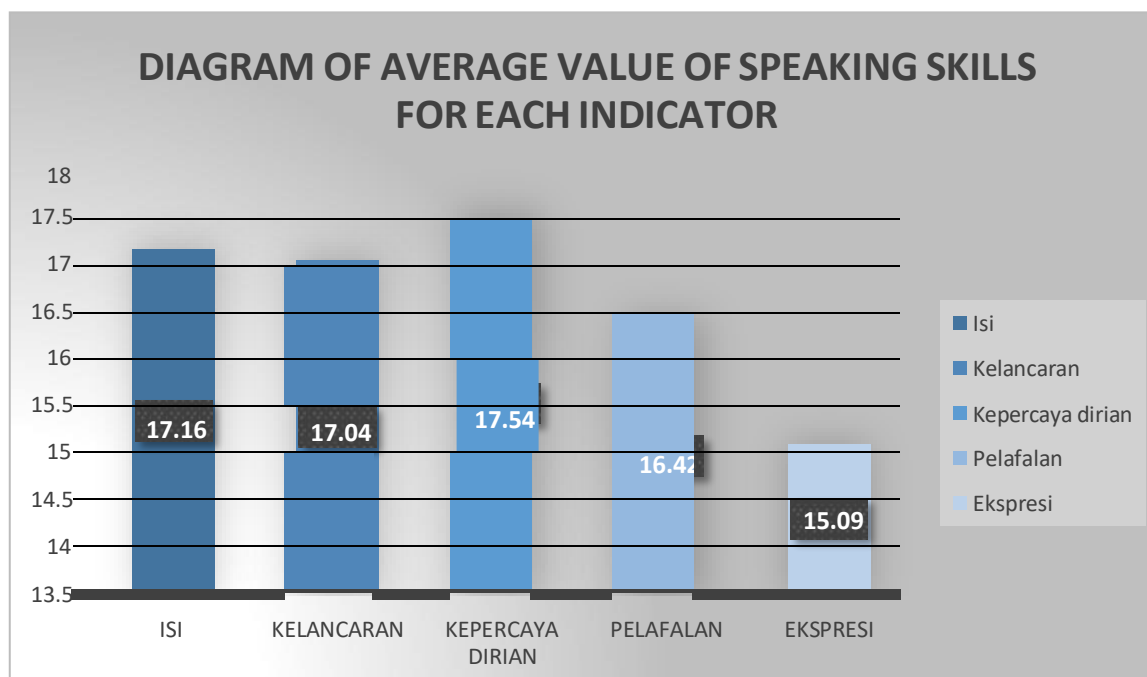


Figure 4 is a diagram of the average value of speaking skills for each indicator

Based on the table and diagram above, it can be concluded that BIPA students obtained an average score from the interval 15.09 to 17.54 for five assessment indicators starting from content, fluency, self-confidence, pronunciation and expression. For a maximum score of 20, a score of 15.09 to 17.54 is good enough. In sequence, the highest average scores were found in the self-confidence indicator with a score of 17.54, content with a score of 17.16, fluency with a score of 17.04, pronunciation with a score of 16.42, and expression with a score of 15.09.

E. CONCLUSION

BIPA learning is the main focus in efforts to facilitate individuals from various countries to understand and communicate in Indonesian. Speaking skills are part of the language skills that BIPA students must learn. Through the *mind mapping method* as a means of supporting learning speaking skills, BIPA students have been able to apply the use of classifier words, comparison words and connecting words in their speech acts during presentations. The stages of this research include apperception, discussion, providing material, a collaborative project to create a *mind map* of a favorite figure with native Indonesian students, presentation performance, discussion of errors in the use of group words, comparisons and conjunctions, discussion, material reinforcement, and closing. BIPA students find it helpful to have a *mind map* that has been created because it can help provide guidance when they forget things they want to say during the presentation. The frequently used classification words are people (5) and fruit (3). The comparative words that are often used are prefer (5) and rather than (3). The conjunctions that are often used are and (6), because (4), and so (3). Based on the

assessment of five indicators of speaking skills (content, fluency, confidence , pronunciation and expression), students' abilities were classified as good with an average of 83.25. Through these five indicators, it was found that the average score of BIPA students on the content indicator was 17.16; fluency indicator of 17.04; confidence indicator of 17.54; pronunciation indicator of 16.42; and an expression indicator of 15.09.

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