

## ABSTRACT

**Juliatasya, Shania Salsabillah., 2022. Reducing EFL Students' Public Speaking Anxiety Using the Mind Mapping Technique: A Case Study to the Eleventh Grade Students of Senior High School.** A Paper. English Education Department, Faculty of *Tarbiyah* and Teacher Training, State Islamic University of Sunan Gunung Djati Bandung.

Speaking has always been and will always be an essential part of our life. Many things are done orally, such as talking with friends, sharing ideas, speech, storytelling, and presentation. However, most students consider public speaking anxiety, as Rafada and Madini (2017), students' anxiety speaking usually happens when students do not prepare well for what they want to say while speaking English. Based on theory of Sugiarto (cited in Suryani, 2015), one of the strategies that can be used to reduce public speaking anxiety is the mind mapping technique. Thus, this research aimed to explore 1) the implementation of mind mapping technique for teaching public speaking to reduce students' speaking anxiety. 2) Students' speaking anxiety when using the mind mapping technique in public speaking.

This research used a qualitative approach with a case study method. The instruments used to obtain the research purposes were observation and interview. Purposive sampling was also used to select the research participants. 11<sup>th</sup>-grade students of a Senior High School in Bandung were chosen as the research participant. Also, ten students were selected as the participants to be observed and interviewed to explore mind mapping to reduce students' public speaking anxiety. The data are analyzed using six steps of qualitative procedures by Creswell (2012).

This research found that implementing the mind mapping technique in reducing EFL students' public speaking anxiety was conducted in three stages: pre-activities, while activities, and post-activities. In pre-activities, the students listened and read the descriptive text to make it into mind mapping. The while-activities, filled up with the activities of making mind mapping and performed mini speech. While in the post-activities, the teacher gave comments and feedback to the ten student's performances. The students recognized that implementing the mind mapping technique could reduce EFL students' public speaking anxiety by making a summary with colors, lines, pictures, and connectors, creating more comfortable and confident public speaking. In the interview, the students also express that they feel confident, happier, and calmer in doing public speaking.

In conclusion, the mind mapping technique can be used to reduce EFL students' public speaking anxiety. Besides that, the mind mapping technique can also be used to improve students' speaking performance. Hence, by doing this research, students can realize that every student has difficulties in public speaking. The result of this research also can help students to improve their public speaking skills. Furthermore, the results of this research can be used as a reference, especially suggest the English teachers use mind mapping technique as teaching method to reduce EFL students' public speaking anxiety.

**Keywords:** Mind Mapping Technique, Public Anxiety, Speaking Performance