



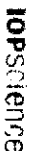
International Conference on Applied Science and Technology

Applied Research in Green Development through Millennial Industrialization:
Challenges in Balancing Economics Advancement

Host:



Co-Host:



Bali Nusa Dua Convention Center, 24-25 Oct'2019

ICAST-SS 2019 Home Papers Register Travel Grants My... Help

#219 (1570589393): Enhancing Students' Engagement in TBLT: The Implementation of Mind Mapping

#219 (1570589393): Enhancing Students' Engagement in TBLT: The Implementation of Mind Mapping

Hide details

Link:

Anak Agung Raka Sitawati (State Polytechnic of Bali, Indonesia); Dyah Hudaningsih, Rai Widiana, I Wayan Dana Ardika and Ketut Suciani (Bali State Polytechnic, Indonesia)

Paper title Enhancing Students' Engagement In TBLT: The Implementation of Mind Mapping On The data is can edit

Conference and track International Conference on Applied Science and Technology on Social Science 2019 (ICAST-SS 2019) - International Conference on Applied Science and Technology on

Abstract Only the chairs can edit. Task-Based Language Teaching (TBLT) has been found effective to improve student's comprehension in...

Keywords Keywords Only the chairs can edit

Personal notes

Roles You are an author for this paper

Status Active (has manuscript)

Reviskins Not permitted for role ..

Reviewer/ manuscript Extended abstract



Find messages, documents, photos or people

← Back ↶ ↷ → Archive ↗ Move 🗑 Delete 🛡 Spam

- Inbox 378
- Unread
- Starred
- Drafts 11
- Sent**
- Archive
- Spam
- Trash
- Views
- Folders 11
- New Folder

(No Subject)

Yahoo/Sent

I Made Rai Jaya Wida 11 Fri, Jul 12, 2019 at 3:58 PM 11

To:
Unit Bahasa Pusat
PNB

3 Artikel utk ICAS... a/n
 1. Ibu Putu Dyah Hudiananingsih
 2. A.A. Raka Sitawai
 3. Made Sumartana

Trims
RAJ

Article PjB... .docx
29,6kB

Article ICA... .docx
27,5kB

↶ ↷ → ...

Find messages, documents, photos or people



Article PjBl - Effectiven... Page 1 of 9

- Inbox 3/24
- Unread
- Starred
- Drafts 2/9
- Sent
- Archive
- Spam
- Trash
- Views 3/24
- Folders 3/24
- New Folder

(No Subject)

Yahoo/Sent

I Made Rai Jaya Widanta <rai...>
To: Unit Bahasa Pusat PNB

Fri, Jul 12, 2019 at 3:58 PM

- 3 Artikel utk ICAST a/n
- 1. Ibu Putu Dyah Hudiananingsih
- 2. A.A. Raka Sitawai
- 3. Made Sumartana

Trims
RAJ

Article PjB... .docx
79.6kB

Article ICA... .docx
27.5kB



Effectiveness of Project-Based Learning (PjBl)

Ni Putu Dyah Hudiananingsih¹, Anak Agung Raka Sitawai², I Made I Wayan Dana Aridika³

¹Association Directorate
Administrative Department
Mechanical Engineering Department
30303 Engineering Department,
Politeknik Negeri Bali, Jalan Kampus Bakti, Jemberga, Kuta Selatan
Pondok-80364, Bali, Indonesia Ph: (0361) 761381

Abstract-This research was aimed at investigating effectiveness of project-based learning (PjBl) toward students' achievement. Two groups of student majoring in... in this research. The groups of students who had same English level... their English lesson were given a three-session English learning with... (PjBl) approach. The experimental group was given PjBl model and... given conventional learning model. Upon learning, students of both... make a dialog with members of their group. Their performance is... by using assessment rubric developed in prior (Sitawai et al., 2016)... assigned to make written response. Assessment result of both group... see difference of both group competence, how much percent was the...
Key words: students' comprehension, project-based learning, EFL, spe...

1. INTRODUCTION

Conventional teaching model, i.e. the one which has been imple... Department Politeknik Negeri Bali (PNB), involves some activities, su... and comprehension, listening dialog through audio, writing, and grammar... activity, although not entirely and frequently implemented, have been ti... learning of the English for Accrediting. This research intended to... Project-based Learning (PjBl) was visible toward the subject teaching... Nguyen (2011) claimed, PjBl is an innovative learning approach... with problem to solve (Laine and Nguyen, 2011) and is carried out in... (Thomas, 2000; Lerner et al., 2000; Heli, 2010). This model requires... their knowledge so that they can make response on their own (Wenger... implementation, PjBl, can be integrated with task which provides a con... (Kuhl, 1984; Krivas, 2007). The learning model is considered as...

Part of **SPRINGER NATURE**

[PROCEEDINGS](#) | [JOURNALS](#) | [BOOKS](#)

Search

Series: Advances in Social Science, Education and Humanities Research

Proceedings of the International Conference On Applied Science and Technology 2019 - Social Sciences Track (iCASTSS 2019)

PROCEEDINGS OF THE INTERNATIONAL CONFERENCE ON APPLIED SCIENCE AND TECHNOLOGY 2019 - SOCIAL SCIENCES TRACK (ICASTSS 2019)



Enhancing Students' Engagement in TBLT: The Implementation of Mind Mapping

Authors

Raka Sitawati, Dyah Hudiananingsih, Rai Jaya Widanta, Dana Ardika, Ketut Suciani, Paulus Subiyanto

Corresponding Author

Raka Sitawati

Available Online October 2019.

DOI

10.2991/icastss-19.2019.83 [How to use a DOI?](#)

Keywords

mind mapping, role play, engagement, TBLT, EFL

Abstract

Task-Based Language Teaching (TBLT) has been found effective to improve students' comprehension on language and communication skill. This study

aimed at investigating whether (or not) mind mapping, as a part of learning technics, was potential to increase students' engagement in learning English in English as foreign language (EFL) class which implemented TBLT approach. Two groups of student with the same level of English ability (according to their English lecturer) who are majoring in Business Administration were involved as research participants. They were divided into two groups, one experiment group of 30 students and one control group 30 students. Both groups were given a 6-session English learning each. The experiment group was given TBLT approach with mind mapping technic and the control group was given English learning with conventional method and materials. The topic discussed was 'making business letter'. During learning session, students of experiment group were found more creative and stated that 'mind mapping technic' was effective to improve their comprehension of the topic and engagement being compared to control group. They were much helped with mind mapping as a role play activity.

Copyright

© 2019, the Authors. Published by Atlantis Press.

Open Access

This is an open access article distributed under the CC BY-NC license (<http://creativecommons.org/licenses/by-nc/4.0/>).

 Download article (PDF)

**Volume Title**

Proceedings of the International Conference On Applied Science and Technology 2019 - Social Sciences Track (iCASTSS 2019)

Series

Advances in Social Science, Education and Humanities Research

Publication Date

October 2019

ISBN

10.2991/icastss-19.2019.83




[+ download .ris](#)

Atlantis Press

Atlantis Press – now part of Springer Nature – is a professional publisher of scientific, technical & medical (STM) proceedings, journals and books. We offer world-class services, fast turnaround times and personalised communication. The proceedings and journals on our platform are Open Access and generate millions of downloads every month.

For more information, please contact us at: contact@atlantis-press.com

- ▶ PROCEEDINGS
- ▶ JOURNALS
- ▶ BOOKS
- ▶ POLICIES
- ▶ MANAGE COOKIES/DO NOT SELL MY INFO
- ▶ ABOUT
- ▶ NEWS
- ▶ CONTACT
- ▶ SEARCH

[Home](#) [Privacy Policy](#) [Terms of use](#)   

Copyright © 2006-2023 Atlantis Press – now part of Springer Nature

ISSN

2352-5398

DOI10.2991/icastss-19.2019.83 [How to use a DOI?](#)**Copyright**

© 2019, the Authors. Published by Atlantis Press.

Open Access

This is an open access article distributed under the CC BY-NC license (<http://creativecommons.org/licenses/by-nc/4.0/>).

Cite this article

ris

enw

bib

TY - CONF
AU - Raka Sitawati
AU - Dyah Hudiananingsih
AU - Rai Jaya Widanta
AU - Dana Ardika
AU - Ketut Suciani
AU - Paulus Subiyanto
PY - 2019/10
DA - 2019/10
TI - Enhancing Students' Engagement in TBLT: The Implementation of Mind Mapping
BT - Proceedings of the International Conference On Applied Science and Technology 2019 - Social Sciences Track (ICASTSS 2019)
PB - Atlantis Press
SP - 12
EP - 15
SN - 2352-5398
UR - <https://doi.org/10.2991/icastss-19.2019.83>
DO - 10.2991/icastss-19.2019.83
ID - Sitawati2019/10
ER -

Enhancing Students' Engagement in TBLT: The Implementation of Mind Mapping

Raka Sitawati
Business Administration Dept.
Politeknik Negeri Bali
Denpasar, Indonesia
agungrakasitawati@pnb.ac.id

Dana Ardika
Civil Engineering Department
Politeknik Negeri Bali
Denpasar, Indonesia
wayandanaardika@pnb.ac.id

Dyah Hudiananingsih
Accounting Department
Politeknik Negeri Bali
Denpasar, Indonesia
dyahhudiananingsih@pnb.ac.id

Ketut Suciani
Business Administration Dept.
Politeknik Negeri Bali
Denpasar, Indonesia
ketutsuciani@pnb.ac.id

Rai Jaya Widanta
Mechanical Engineering Department.
Politeknik Negeri Bali
Denpasar, Indonesia
maderaijayawidanta@pnb.ac.id

Paulus Subiyanto
Accounting Department
Politeknik Negeri Bali
Denpasar, Indonesia
paulussubiyanto@pnb.ac.id

Abstract—Task-Based Language Teaching (TBLT) has been found effective to improve students' comprehension on language and communication skill. This study aimed at investigating whether (or not) mind mapping, as a part of learning technics, was potential to increase students' engagement in learning English in English as foreign language (EFL) class which implemented TBLT approach. Two groups of student with the same level of English ability (according to their English lecturer) who are majoring in Business Administration were involved as research participants. They were divided into two groups, one experiment group of 30 students and one control group 30 students. Both groups were given a 6-session English learning each. The experiment group was given TBLT approach with mind mapping technic and the control group was given English learning with conventional method and materials. The topic discussed was 'making business letter'. During learning session, students of experiment group were found more creative and stated that 'mind mapping technic' was effective to improve their comprehension of the topic and engagement being compared to control group. They were much helped with mind mapping as a role play activity.

Keywords—mind mapping, role play, engagement, TBLT, EFL

I. INTRODUCTION

TBLT has been a warm discussion topic. It has been considered successful by some theorists, and on other hand unsuccessful by some other scholars. According to Sato [1], TBLT was found unsuccessful for teaching English in Japan. Effectiveness of a learning activity depends on how the learning can achieve its target or goal. As learning goal was set in order for students to master grammar, to be able to construct grammatical sentences, TBLT with communicative language teaching (CLT) was left. They even suggested conventional model of learning whose focus is on grammar points (conventional form-focused approach), such as grammar translation method (GTM), Presentation Practice Production (PPP), Test Teach Test (TTT).

In line with this, It is also found that TBLT was doubtful to contribute to a success in Jepang [1-4]. These research investigated that TBLT was not in accordance with the teaching of English as a foreign language where students did

not have needs on using language for communication. TBLT did not meet learning style of Japanese students. TBLT exposes students to activity of using language in communication, but Japanese students were focused on preparation for taking English test. A part from this, TBLT is also apposed to Confucius culture where lecturer or instructors always have far stronger authority than students. As TBLT only focuses on a structure or form which often results in a fossilization of language rather than acquisition of language. It does not have a model which emphasizes on language structure [1], [3-6].

A part from its weakness, TBLT was also found effective to support language acquisition [7], [8], [9], [10], [11], and [12]. Effectiveness of TBLT in English language teaching was undertaken by [7], [8], [9] which finally resulted in a notion that this model was proven to be able to response to failure of 'presentation practice production' (PPP). PPP was declared to fail to improve students' communicative skill and TBLT conversely could improve students' skill of using the language. It has been considered suitable to acquire second language and class-based research. Their investigation was successful to produce notion that: TBLT is supportive to the implementation of CLT, it is reaction to failure of presentation-practice-production model and test-teach-test model, and it serves target language (TL) as a means for communication better than as a learning object.

Effectiveness of TBLT was also evidenced by [9], [10], [11], and [12]. Samuda & Bygate [9] stated that 'task' is a holistic activity which involves language users to achieve non linguistic goal. It prioritizes a context where task becomes a center for learning to provide activities which uses English in class room, to guide teachers to design curriculum, and syllabus as well as to determine assessment model for learners. TBLT is considered to be very potential and holistic to design a learning model. This finding could attract much attention on English teachers, lecturers, theorists, and practitioners. Other view was shot by some theorists on TBLT found that it was successful to provide students with natural English, it is an alternative approach to solve English students in Japan, it could give input which contributed to real output, TBLT uses input-based task which helped students improve their communicative

competence, it provided students with meaningful language use, and TBL could be adjusted with situation and condition [9-12]. Research on TBLT in teaching English was also carried in integration with other models and for other purposes, such as problem-based learning, project-based learning, silabus designing, meaning-focus instruction, as well as teaching strategy. TBLT was very effective as students and activities are integrated in a meaningful communicative activities and oriented on a goal that it can help learners solve problem, finish projects, and make conclusion. Moreover, TBLT was found more effective if it was supported with analytic syllabus which focused on learners ability in doing task in target language without grammar lesson carried out explicitly with procedural syllabus [13]. This syllabus emphasized that forms or grammar can be learned through *focus on meaning* technic and *grammar construction* [14]. Thus, TBLT should be supportive to a condition where the learning should suit students' cognitive, be able to involve students, as well as fulfill their needs [7]. In addition, it should be able to make students 'notice', i.e. insert syntactic aspects, vocabulary, or phonological aspects and other into their mind [17].

Research on TBLT have been centralized on how grammar was taught, how communication was dominated, how one single form was introduced without paying attention on integrating it with other form in learning process, and how students were introduced with natural English. Those advantages and disadvantages of TBLT were not judged as its integration with other aspects. What if other aspect (i.e. mind mapping) is involved in TBLT. The learning is seen as a one-full-session activity. This research was trying to investigate how 'mind mapping' played a role in TBLT implementation. Specifically, it is aimed at investigating whether or not mind mapping was effective to enhance students' engagement.

II. METHOD

The qualitative study tried to prove if mind mapping was effective to enhance students' engagement and comprehension of the topic. Engagement, behavioral intensity and emotional quality of a person's active involvement during a task, is very needed to enable students' successful learning. Students' involvement in learning is of much importance which can certainly guarantee their meaningful learning. However, many classes, for instance EFL classes ignored students' involvement in any task or learning activity. Comprehension refers to students' understanding of the topic learned. It is an aspect with which learners can be helped to interpret and understand what is being listened and read. Mind mapping is a technic where students were given a task to focus their attention on the topic prior to their producing an output.

Research participants were two groups of student majoring in Business Administration Department each of which consisted of thirty students. All students had same level of English ability based on their English lecturer's daily achievement report. The participants were divided into two groups, one experiment group and one control group. Both groups were given a three-session English learning each. The experiment group was given TBLT approach with

mind mapping technic and the control group was given English learning with conventional method and materials. The topic discussed was 'making business letter'.

Data of research were effectiveness of mind mapping implemented in EFL with task-based language teaching. Mind mapping consists of two parts, they are 'content' and 'language'. These two parts have been potential to enhance their engagement and comprehension of the topic. Prior to working out writing task of 'making business letter', students were given task to map their mind. Mapping 'content' functioned to enable students to drawn in their mind what information they will contain in letter of business. Information is very important as it is the things what language is used to express. Aspect of 'language' is also supportive to achieve goal. Students were asked to think, to inventory, and to use what expressions, vocabulary, clauses, structures are used to write letter. Good letter of business is that contains enough content and appropriate language.

In learning process, students were given elicitation or lead-in activities with questioning technic. The activity was done for ten minutes to introduce topic. During this stage, students were given related questions both open and close questions. The questions were used attract students' attention to topic. Mind mapping was introduced after lead-in activity finished. Mind mapping was presented in 20 minutes. It provided students with chance to discuss with their friend or use their intuition about content and language needed when we want to write business letter. In its implementation, students were given two boxes containing content and language. The topic of mind mapping was 'making letter of enquiry to an agro-tourism company. Students had to inventory things tourist would see in an agro-tourism company, i.e. what information they would like to ask about and what form of sentences, noun phrases, clauses, words, or other linguistic properties needed. After the two types of data obtained, students were asked to formulate information and form questions or sentences used in writing inquiry letter, or interview. The next step is speaking activity in form of interview. Students were asked to perform an interview either directly or via phone to agro-tourism. Students spent 10 minutes to undertake interview activity. Students performed it in turn. They acted as client and owner or staff of an agro-tourism company. Interview activity seemed to be very effective and helpful for them.

Upon the learning, both group of students were tested. They were given a same test. The test was 'an interview with a travel agency'. A tourist was to interview a travel agency to get some information before he/she come to visit Bali. After the test, scores of both groups were compiled and compared to see their differences. Data of test result were analyzed qualitatively. Result of analysis was performed with formal method, i.e. in form of narration.

III. RESULT AND DISCUSSION

A. Effectiveness of Mind Mapping Technic

The tests were focused on communication skill which measures two main aspects of fluency and accuracy. Fluency covers three sub-sections of fluency, pronunciation,

competence, it provided students with meaningful language use, and TBL could be adjusted with situation and condition [9-12]. Research on TBLT in teaching English was also carried in integration with other models and for other purposes, such as problem-based learning, project-based learning, syllabus designing, meaning-focus instruction, as well as teaching strategy. TBLT was very effective as students and activities are integrated in a meaningful communicative activities and oriented on a goal that it can help learners solve problem, finish projects, and make conclusion. Moreover, TBLT was found more effective if it was supported with analytic syllabus which focused on learners ability in doing task in target language without grammar lesson carried out explicitly with procedural syllabus [13]. This syllabus emphasized that forms or grammar can be learned through *focus on meaning* technic and *grammar construction* [14]. Thus, TBLT should be supportive to a condition where the learning should suit students' cognitive, be able to involve students, as well as fulfill their needs [7]. In addition, it should be able to make students 'notice', i.e. insert syntactic aspects, vocabulary, or phonological aspects and other into their mind [17].

Research on TBLT have been centralized on how grammar was taught, how communication was dominated, how one single form was introduced without paying attention on integrating it with other form in learning process, and how students were introduced with natural English. Those advantages and disadvantages of TBLT were not judged as its integration with other aspects. What if other aspect (i.e. mind mapping) is involved in TBLT. The learning is seen as a one-full-session activity. This research was trying to investigate how 'mind mapping' played a role in TBLT implementation. Specifically, it is aimed at investigating whether or not mind mapping was effective to enhance students' engagement.

II. METHOD

The qualitative study tried to prove if mind mapping was effective to enhance students' engagement and comprehension of the topic. Engagement, behavioral intensity and emotional quality of a person's active involvement during a task, is very needed to enable students' successful learning. Students' involvement in learning is of much importance which can certainly guarantee their meaningful learning. However, many classes, for instance EFL classes ignored students' involvement in any task or learning activity. Comprehension refers to students' understanding of the topic learned. It is an aspect with which learners can be helped to interpret and understand what is being listened and read. Mind mapping is a technic where students were given a task to focus their attention on the topic prior to their producing an output.

Research participants were two groups of student majoring in Business Administration Department each of which consisted of thirty students. All students had same level of English ability based on their English lecturer's daily achievement report. The participants were divided into two groups, one experiment group and one control group. Both groups were given a three-session English learning each. The experiment group was given TBLT approach with

mind mapping technic and the control group was given English learning with conventional method and materials. The topic discussed was 'making business letter'.

Data of research were effectiveness of mind mapping implemented in EFL with task-based language teaching. Mind mapping consists of two parts, they are 'content' and 'language'. These two parts have been potential to enhance their engagement and comprehension of the topic. Prior to working out writing task of 'making business letter', students were given task to map their mind. Mapping 'content' functioned to enable students to drawn in their mind what information they will contain in letter of business. Information is very important as it is the things what language is used to express. Aspect of 'language' is also supportive to achieve goal. Students were asked to think, to inventory, and to use what expressions, vocabulary, clauses, structures are used to write letter. Good letter of business is that contains enough content and appropriate language.

In learning process, students were given elicitation or lead-in activities with questioning technic. The activity was done for ten minutes to introduce topic. During this stage, students were given related questions both open and close questions. The questions were used attract students' attention to topic. Mind mapping was introduced after lead-in activity finished. Mind mapping was presented in 20 minutes. It provided students with chance to discuss with their friend or use their intuition about content and language needed when we want to write business letter. In its implementation, students were given two boxes containing content and language. The topic of mind mapping was 'making letter of enquiry to an agro-tourism company. Students had to inventory things tourist would see in an agro-tourism company, i.e. what information they would like to ask about and what form of sentences, noun phrases, clauses, words, or other linguistic properties needed. After the two types of data obtained, students were asked to formulate information and form questions or sentences used in writing inquiry letter, or interview. The next step is speaking activity in form of interview. Students were asked to perform an interview either directly or via phone to agro-tourism. Students spent 10 minutes to undertake interview activity. Students performed it in turn. They acted as client and owner or staff of an agro-tourism company. Interview activity seemed to be very effective and helpful for them.

Upon the learning, both group of students were tested. They were given a same test. The test was 'an interview with a travel agency'. A tourist was to interview a travel agency to get some information before he/she come to visit Bali. After the test, scores of both groups were compiled and compared to see their differences. Data of test result were analyzed qualitatively. Result of analysis was performed with formal method, i.e. in form of narration.

III. RESULT AND DISCUSSION

A. Effectiveness of Mind Mapping Technic

The tests were focused on communication skill which measures two main aspects of fluency and accuracy. Fluency covers three sub-sections of fluency, pronunciation,

and comprehension, and accuracy covers two main sub-aspects of grammar and complexity.

Beneath are test results of both groups. Control group gained total score of 605 and experiment group gained 710. The experiment groups' score was 17.35% higher than control group. Average of control group score was 121 and the experiment score average was 142. Both tables showed that 'fluency' was the easiest aspect and complexity was the most difficult aspect. In the case of control group, fluency was their easiest aspect (with score 135) and complexity was the hardest (with score 110). Comprehension seemed to be quite easier (with score 125) being compared to pronunciation (with score 120) and grammar (with score 125) as shown in Table I.

TABLE I. CONTROL GROUP SCORES

Fluency			Accuracy		Total
<i>Fl</i>	<i>Pron</i>	<i>Comp</i>	<i>Gram</i>	<i>Compl</i>	
135	120	125	115	110	605

Fl: fluency; *Pron*: pronunciation; *Comp*: comprehension; *Gram*: Grammar; *Compl*: complexity.

Experiment group members seemed to be more competent than control group members. Even though the increase was not very sharp, their scores were still higher. Their fluency was the highest (with score 170), comprehension was the second highest (with score 145), pronunciation was the third aspect (with score 140). Grammar and complexity were the hardest as shown in Table II.

TABLE II. EXPERIMENT GROUP SCORES

Fluency			Accuracy		Total
<i>Fl</i>	<i>Pron</i>	<i>Comp</i>	<i>Gram</i>	<i>Compl</i>	
170	140	145	130	125	710

Fl: fluency; *Pron*: pronunciation; *Comp*: comprehension; *Gram*: Grammar; *Compl*: complexity.

The slight difference between experiment group and control group (17.35%) might be resulted by duration or learning hour. A three-session meeting seemed to be a slightly limited learning time for the class. Even though, the instruction was initiated and affixed with lead in activity and task of mind mapping, three sessions are not considered enough for students to implement those technics as there was only one topic discussed. In order to make students aware and get effect from learning, there should be more intensive meetings offered to students with some different topics. By doing so, students will be more aware of and get used to it. Even though their final output is to be able to write letter of inquiry, 'lead in activity' and 'mind-mapping' as a task could empower students' communication skill and enable them to do verbal interaction using structures and expressions needed as they write letters of inquiry. Thus, TBLT was found to be very effective to improve students' skill in communication, by ignoring number of forms they are taught in the task. This is in line with successful of implementation of TBLT to improve learners' speaking skill [7-13].

B. Students' Ideas Extension

Students' success in performing verbal interaction and writing letter of inquiry depended very much on how rich they were at ideas. Their flow of ideas were influenced with the condition. Mind mapping, particularly, was effective to extend students' ideas. Through doing task of searching, investigating, inventorying, and listing ideas on what content or information and language they might need when making letter of inquiry to an agro-tourism company, they were able to enrich their properties both language and topics being asked. Being rich of both properties seemed to be helpful for them to create letter of inquiry and perform interview. Mapping mind is a potential ethnic based on which students were able to train themselves to outline a dialog before performance. The main problem to cause them stuck in doing interview or dialog was idea shortage.

Filling in boxes of content or information and language expressions (mind mapping) was found useful for students even though they did this activity in a relatively short time. The activity led in an effort to make preparation prior to their producing questions of expressions. The combination of treasures of information or contents to ask and language expression used to ask made a good inventory in students' mind. This is a good asset for students to have to succeed in making verbal interaction or writing inquiry letters.

C. Increasing Students' Engagement

Students' involvement in and during a task is very essential to determine whether or not they will succeed in the lesson. The more time they involve themselves, the better comprehension and learning outcome they will achieve. During lead-in activity and mind mapping, students were very active involving and taking parts in lesson. Involvement is indicated with how intensive and attracted they were in doing any activity. Mind mapping was able to motivate them exploring lesson more easily before they were forced to produce a writing. As writing was realized to be a very demanding, less interesting, and a bit stressing productive activity in an English lesson, being introduced with mind mapping and an initiating speaking activity through the lead-in activity seemed attracted and triggered their motivation to do follow the lesson. Writing lesson was found as boring as learning grammar explicitly, thus TBLT is not suitable for such English lesson like the English taught in Japan [1-4].

IV. CONCLUSION

In conclusion, use of mind mapping in English lesson could achieve three main target; (1) learning effectiveness; (2) extending students' ideas; and (3) increase in students' engagement on the lesson. However, as the three-session class meeting was considered very limited in accordance with experiment group's achievement, a longer learning duration should certainly be on trial to see effectiveness of the mind mapping technic. In addition, number of research participants, research locus, data collecting method and tools should also be change to see its effectiveness.

ACKNOWLEDGMENT

We would like to express our gratitude to State Polytechnic of Bali who had funded the research that it was successfully undertaken. In addition, thank was given to our colleagues who had supported us with great motivation during the work.

REFERENCES

- [1] R. Sato, "Suggestions for creating approaches suitable to the Japanese EFL environment," *The Language Teacher*, vol. 33, no. 9, pp. 11–14, 2009.
- [2] A. Bruton, "From tasking purposes to purposing tasks," *ELT Journal*, vol. 56, no. 3, pp. 280–288, 2002.
- [3] R. Sheen, "A critical analysis of the advocacy of the task-based syllabus," *TESOL Quarterly*, vol. 28, no. 1, pp. 127–151, 1994.
- [4] M. Swain, "Legislation by hypothesis: The case of task-based task-based instruction," *Applied Linguistics*, vol. 26, no. 3, pp. 376–401, 2005.
- [5] G. W. Hu, "Contextual influences on instructional practices: A Chinese case for an ecological approach to ELT," *TESOL Quarterly*, vol. 39, pp. 635–660, 2005.
- [6] C. Burrows, "Socio-cultural barriers facing TBL in Japan," *The Language Teacher*, vol. 32, no. 8, pp. 15–19, 2008.
- [7] R. Ellis, *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press, 2003.
- [8] P. Skehan, *Second Language Acquisition Research and Task-Based instruction*. Oxford: Heinemann, 1996.
- [9] V. Samuda and M. Bygate, *Tasks in Second Language Learning*. Houndmills: Palgrave Macmillan, 2008.
- [10] A. Mackey, "Input, interaction and second language development: An empirical study of question formation in ESL," *Studies in Second Language Acquisition*, vol. 21, no. 4, pp. 557–589, 1999.
- [11] A. Little and T. Fieldson, "Form-focused tasks using semantically enhanced input," *The Language Teacher*, vol. 33, no. 3, pp. 9–14, 2009.
- [12] M. Takimoto, "The effects of input-based tasks on the development of learners' pragmatic proficiency," *Applied Linguistics*, 30, no.1, pp.1–25, 2009.
- [13] N. S. Prabhu, *Second Language Pedagogy*. Oxford: Oxford University Press, 1987.
- [14] M. Rahimpour, "Implementation of task-based approaches to language teaching," *Research on Foreign Languages Journal of Faculty of Letters and Humanities*, vol. 41, pp. 45–61, 2008.