**CHAPTER 1**

**INTRODUCTION**

This section presents the background of the study, the formulations of the research problem, objectives of the study, hypothesis of the study, scope and limitation of the study, significant of the study, definition of key term, and the organization of the study.

1. **Background of the Study**

Language is social aspect of human life, a fundamental part of human in society and a form of behavior. One of the functions of language is as an instrument of communication. Beside to maintain relationship with others, it is also considered a symbol of social identify and an emblem of social group membership and solidarity. Without using language, it is hard to imagine how people can cooperate with one another. Communication can be analyzed in term of the person involved and the social context, as well as the language used.

Language is a means of communication. By using language, people can express ideas, thoughts, opinions and their minds. Language in the world is the most important means in life because it is impossible for people to communicate with other and carry on their daily activities without using language.

As an international language, English is very important and has many interrelationships with various aspect of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level. Based on curiculum KTSP 2007, English become a compulsari subject which is not only learned in the jonior high school, senior high school and university but also learned in elementary school as a local content ranging (Mulok). So elementary students have known the English language. Considering to the importance of English, the teacher must give more attention to the teaching and learning process in order that the students become to be able to communicate using the target language in oral and written forms accurately and fluently.

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English is becoming popular and the most important language in the whole aspects of life, for understanding literature communication. The students may know about language usage, but they will be unable to use it if they do not practice in daily communication. English is important in this case because it is used in communication and communication is the one of characteristic of human being, for example, as means of communication among people with different backgrounds from many parts of world. According to Harris (1974:9) English language includes four complex skills listening, speaking, reading and writing. English is used by many nations. Indonesia is one of the nations which have obliged English as one of lesson taught to the students.

Speaking is one of the four language skills which should be developed in teaching English in line with to Hedge’s ideas (2003:261) that suggest learning speaking is very important for students. For many students learning to speak English is a priority. They may need this skill for a variety of reasons, such as for exchanging information or for influencing people, like to persuade the other people to believe about what they said.

In speaking, the students usually reflect the language they use at home. In social life, it can be seen when they speak by using different intonation, vocabularies, and structure. So, to make the students practice in class, first, the teacher needs to adopt and vary of techniques of teaching. They include mind map, group discussions, and feedback. Secondly, the teacher needs to get involved in the class because it is very important for the teacher. Teachers not only take a role as facilitator in the activities that encourage the students to speak in the language, but also should present themselves as good models of oral language users and give examples of a good performance in the language.

In the pre-research, the writer finds out that most of the junior high school students of the school rarely speak in English although they have learnt it since they were in the elementary school. Based on the interviews with English teacher, the researcher founds the problem. They are, the students still the lowest score in English based on the students’ score, the students had less motivation in teaching and learning process so the most of them dislike to learn English, and also the teaching and learning process tend only to use conventional method especially to speaking. So the most of the students are not interesting in speaking using the target language. Even though, they have something in their mind when they deliver their ideas, they do not have self confidence since they are afraid of making mistakes. It is also found psychological factors, such as anxiety, nervousness, fear, and shyness that became handicaps of the students. On the other hand, the teacher of the EFL seems difficult to find the appropriate strategy to improve the students’ speaking ability .

Seeing the above problem, it needs to create teaching and learning process that can facilitate students to learn English easily. The process should be designed to make the students active and creative in order that teaching and learning process is effective and pleasant. The teachers can use the technique to enhance the students’ ability in speaking. One of the techniques is Mind Mapping technique. According to Buzan (2005:1), Mind Mapping is a very powerfull tool for brainstorming, creative thinking, problem solving, organizing of ideas and of course, note taking. Mind Mapping is an important technique that improves the way to record information, supports, and enhances creative problem solving. By using Mind Maps, the people can see the way that pieces of information fit together, as well as recording the raw facts contained in normal notes. Mind Map encourages creative problem solving, as they hold infomation in a format that the students’ mind finds easy to remember and quick to review. It is a good way to make the students understand more about the map that they will speak. The teacher improves the students’ ability by using them. It makes easier for the students to share their difficulties in speaking. For example, the students write the topic in the middle of paper. Usualy, the topic uses pictures because using pictures can help the students in arousing an imagination to open their mind. After that, it connnects the branch of mind to the central picture, the branches use colors because the color makes mind mapping funy, increases creativity, and enjoyble. And then, the students practice to speak in front of the class based on their mind mapping.

 In this research the writer is interested in improving the students’ speaking ability using the most appropriate technique applicable in a Classroom Action Research, because it is found some problems that are faced by the students, and then it is better to solve those problems by using suitable technique.

Based on the background, the writer conducts a research under a title “Using Mind Mapping to Improve the Students’ Speaking Ability of the Seventh Grade Students at SMPN 3 Kedungwaru Tulungagung in the Academic Year 2011/2012”.

1. **Formulation of the Research Problem**

Based on the background of the study above, the problem is stated: “How can Mind Mapping improve the Students’ Speaking Ability of the Seventh Grade Students at SMPN 3 Kedungwaru Tulungagung in the Academic Year 2011/2012?”

1. **Objectives of the Study**

Based on the formulation of the research problem above, the aim of the classroom action research conducted is to find out how Mind Mapping can improve the Students’ Speaking Ability of the Seventh Grade Students at SMPN 3 Kedungwaru Tulungagung in the Academic Year 2011/2012”.

1. **Significance of the Study**
2. For the English teacher, it can help them if they have some problems and determine the teaching learning strategy.
3. For further researcher, this research can be used as a contribution to conduct further research especially in junior high school using different subject or design.
4. **Definition of Key Term**
5. Speaking is the process whereby people communicate their ideas, thought, and our feeling through the other form of language, (Nunan, 1999:226). Speaking also sounds practice, particularly in the early stage of learning language, it gives priority to the development of automatic speech habit. It means that speaking is a process how learners conduct their ideas using language as the result of learning development.
6. Speaking Ability is described as the ability to express on self in life situation (Ricards, 1986:17), the ability to report act or situation in price word or the ability to converse or sequence of ideas fluently. In other words speaking ability means an expression of ability to deliver of sequences of ideas fluently.
7. Mind Mapping is a very powerfull tool for brainstorming, creative thinking, problem solving, organizing of ideas and of course, note taking. Mind Mapping as a note taking taking technique can be used for almost any subject and done in any language, (Buzan, 2005:1). Mind Mapping is an important technique that improves the way to record information, supports, and enhances students’ creative problem solving. It can be said that mind mapping is one of the essential or important technique to improve the student’s creativity to solve problem , especialy to conduct communication speaking ability.
8. **The Organization of the study**

The writer would like to give an outline to describe, it makes easier. Based on institution’s formation, whether the writer wants to make a writing of research or thesis, they will divide to organization of study into five chapters.

Chapter one is an Introduction***.*** The writer discusses about the background of the study, formulation of the research problem, objectives of the study, hypothesis, significance of the study, scope and limitation, definition of key terms, and organization of the study.

Chapter two deals with Review of Related Literarture, It will discuss about the nature of speaking, the nature of mind mapping, teaching speaking using mind mapping technique, assasement of speaking ability.

Chapter three explains Research Method. This chapter describes about research design, the plan, object, subject, technique of obtaining data and data analysis done by researches in conducting the researcher in accordance with scientific research methodology.

Chapter four are Research Finding and Discussion. This chapter describes the result of the research and data interpretation.

Chapter five explains about Conclusion and Suggestion.This chapter concludes the result of the study and gives suggestion based on the conclusion.

**CHAPTER II**

**REVIEW OF RELATED THEORIES**

This chapter is devoted to reviewing the literature of the present study. The review comprises the nature of speaking, the nature of mind mapping technique, teaching speaking using mind mapping technique, the scoring of speaking ability.

1. **The Nature of Speaking**

 Speaking is one of the aspects of studying English. This ability is described as the ability to use language in an ordinary voice, or the ability to express oneself in life situation, or the ability to report acts situation in precise words, or the ability to converse or to express sequence of ideas fluently.

 To speak communicatively and to get the ideas understood by someone else, it is required a number of abilities to be posed by the teacher. The statement is also strengthened by linguist, David P.Harris in his book, *teaching English as Second Language (1974)*.

 Beside that, speaking is oral-language proficiency and a complex language skill that involve knowledge and pronunciation, grammar, vocabulary, and culture. Speaking is also used for many purposes, and each purpose involves different skill. According to Richard (2002:201), when the people use casual conversation, for example speakers’ purpose may be to make social purpose or to make social contact with people, to establish rapport or to engage in the harmless chitchat that occupies much of the time they spend with friends.

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In some situation, many people use speaking to give instructions or to get thing done. They use speaking to describe thing, to complain about people’s behavior, to make polite requests, or to entertain people with jokes and anecdotes.

Each of these different purposes for speaking implies knowledge of the rules that account for how spoken language reflect the context or situation in which speech occurs, the participants involved and their specific roles and relationship, and the kind of activity the speakers are involved it.

If the people talk the nature of speaking, they just know about the definition of speaking itself. Speaking is the act of expressing thought, ideas, and feeling by using audible symbol of visible bodily action. So that, they can expect listeners to understand the meaning of message that requires different abilities, such as ability to pronoun the words, ability to organize the words into phrases or sentence, ability to choose the words related to the topic, and ability to convey the content of the messages (Cryl, 1990:46). In conclusion, speaking is expressing thought, ideas, and feeling which use the ability to pronounce the words to organize the words into phrases or sentence to choose the words related to the topic.

 In order to be able to speak in other language and someone understands, it is not usually necessary to reach a perfect level of competence and control. In fact, people can communicate orally with very little linguistic knowledge when they make good use of pragmatic and socio cultural factor.

The linguistic, socio cultural and discourse competences needs to ensure better oral communication include the following areas, all of which are part of discourse knowledge:

1. Knowing the vocabulary relevant to the situation.
2. Ability to use discourse connectors well.
3. Ability to use suitable “opening phrase”.
4. Ability to comprehend and use reduced forms (reducing vowel, sounds is particularly important in English).
5. Knowing the syntax for producing basic clauses in the language.
6. Ability to use the basic intonation or tone patterns of the language.
7. Ability to use proper rhythm and stress in the language and to make proper pauses.

Then, what is the knowledge should people have in order to be able to speak in second language? In the second language process, they need to know how to articulate the sounds in a comprehensible manner, have adequate vocabulary and how to master syntax of the language. Hymes (in Richard’s, 2002:206) book states that, to speak a second language or foreign language well, L2 learners need to know not only the linguistic knowledge, but also the culturally acceptable ways of interacting with other in different situation and relationship. It means that to be a good foreign language learners, the learners should have achievement both linguistic and communicative competence.

Richard (in Nunan, 1999:226) provides characteristic of communicative competence includes:

1. Knowledge of grammar and vocabulary of the language.
2. Knowledge of rule of speaking

e.g. : knowing how to begin and conversation, knowing what topic can be talked about in different types of speech events, knowing which address form should be used with different person one speaks to and in different situation.

1. Knowing how to use and respond to different types of speech act such as request, apologies, thanks and invitations.

4. Knowing how to use language appropriately.

 To develop the student’s speaking, the teacher can use this type of conversation:

1. Guided conversation

In this case, the students may be encouraged to express themselves in simple ways under the guidance of the teacher. The main purpose of it is to train the students have the courage to speak and to prepare them for their free conversation later.

1. Free conversation

It is conversation in which the students express his ideas in free a way, not depending on the direction or pattern given by the teacher. In this case, the students must be told in studying a foreign language, particularly English. They do not need to be worried to make mistake.

 In speaking, the learners must have a feedback immediately between speaker and listener to reach the successful in communication. The first preparation in speaking is conversation. The learners can communicate with others,spontaneouslyin utterance, by face to face directly, so it is easy to understand the purpose of the communication without asking previously.

 According to Chaer, (1994:63-64) that a communication using a language should pay attention the eight elements, they are:

1. Setting, it is concerning the time and place that occurred in conversation.
2. Participants, they are the persons who are involved in conversation.
3. Ends, it is concerning the purpose and the goals of conversation.
4. Act sequences, it is concerning the form and the content of conversation.
5. Key, it is concerning the manner to do the conversation.
6. Instrumentality, it is concerning the line of the conversation, whether orally or not orally.
7. Norm, it is pointed at behavior norm of the participants in conversation.
8. Genres, it is point at the language variety that used.

It is very important tomaster speaking. To master speaking ability, the students must be trained to use English in conducting communication orally. The frequency in using the language will be determined by the **taccen** in speaking ability. Without implementing the experience of learning the language in real life, it is difficult for the students to master speaking ability. Hence, speaking competence can be accomplished by practicing it orally.

The ability to speak a foreign language well is very complex task if the learners try to understand the nature of what appears to be involved. The learners needs linguistic competence as communicative competence involves being able to use the language appropriately in given context (Freeman, 1956: 131).

It means that the learners must also acquire the knowledge of how the native speaker uses the language in context of structured interpersonal exchange, in which many factors interact each others.

1. **Aspect of Speaking ability**

Speaking is also one of the language arts that are most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates. Generally, there are at least four components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency (Syakur, 1987: 3):

1. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

1. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that student’s ability to manipulate structure and to distinguish appropriate grammatical from in appropriate ones. The utility of grammar also learns the correct way to gain expertise in a language in oral and written form.

1. Vocabulary

One cannot conduct communication effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

1. Pronunciation

Pronunciation is the way for student’s to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “errs”. These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message (Brown, 1997: 4).

 Speaking is to use words in an ordinary voice, uttering words; knowing and being are to use language; expressing oneself in words; making speech. While skill is the ability to do something well. Therefore, the writer can infer that speaking is the ability to use words or a language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform the linguistics knowledge in actual communication. The ability functions to express our ideas, feeling, thoughts, and need orally (Hornby, 1995: 826). It is the reason why the language is very important in daily activities. The people without language, it is impossible that learners can do many activities.

1. **Learning Speaking**

 Tarigan on book *Pengajaran Bahasa* (1990:133-134) has classified learners on language learning as four parts. First, concrete learners this type of learner prefer to learn by practicing or applying directly. Second, is analytical learner, they feel more pleasure to study by themselves. Then communicative learners, the learners who study by conducting observations or communicating with native speaker and finally authority oriented learners as the last type of the learners feel more pleasure with the teacher explains from the dictate book (Diktat), and the learners have authority to study (they are independent to study alone material from teacher).

 Beside that the learners must know the learning speaking process too. Learning process is a process knowledge gained by students. (Manser, Oxford Learner’s Dictionary: 237). Therefore, learning speaking process is a process knowledge gained by students in producing sounds to communicate with other and the others side, they produce the sounds to give response back to understand each other what they want to express.

 In learning speaking process, the learners must confirm pronunciation, grammar, vocabulary, fluency, and comprehension.

According to Brown(1997:78), characteristics good language learners are:

1. Final their own way, taking change of their learning
2. Organize information about language
3. Are creative, developing a “feel” for language by experimenting with it’s grammar and words
4. Make their own opportunities for practice in using their language inside and outside the classroom
5. Learn to live with uncertainly by both getting flusters and continuing to talk or listen without understanding every words
6. Use mnemonics and other memory to recall what has been learned
7. Use linguistic knowledge, including knowledge of their first language, in learning a second language
8. Learning certain tricks that help conversation going
9. Learn different style of speech and writing and learn to vary their language according to the formality of the situation

From the characteristics above, if the students can fulfill all of them, it can be said that they are good in speaking or they can speak well. But, if the learners cannot fulfill the characteristics above they belong to poor in speaking.

1. **Teaching Speaking**

The teaching of English is very important. Whereas today English is the words widely studied foreign language. It is focused on the communicative proficiency rather than on more material of structure. Here, speaking becomes the objectives of English teaching. To make the students speak fluently in English, a teacher has a big role in determining the student’s mastery of English speaking.

The greater problem is how to build up the motivation of the students in learning language. In general, the students are highly motivated, but it is primarily motivation toward practical use of the language. Harmer (1998:8) suggests that integrative motivation of the students is more powerful than instrumental motivation in learning foreign language. Some students study a foreign language because they want to know more about the people who speak English very well and success in using foreign language. This will depend on a large extent on understanding of the culture and the people, and the empathy with them.

Speaking skill is playing a very important role in language learning, including foreign language learning (Richard, 2002:201). Because speaking is a process of building and sharing meaning through the use of verbal and non verbal symbol, in a variety contexts, beside the ability to speak a second of foreign language well is very complex task, because speaking is used for many different purposes, and each purpose involves different skill. For example when people use casual conversation, their purposes may be to establish social contact with other or to establish rapport or to engage in the harmless chitchat that occupies most of the time learners spend with friends.

When teaching an intermediate level the following speaking skills might be seen as significant:

1. The ability to agree and disagree.
2. The ability to identify people and places.
3. The capability to express preference.
4. The skill to expresses opinions.
5. The ability to ask for and give suggestions.
6. The ability to report and people are asking and saying.
7. The ability to summarize a conversation.

Also of importance are interaction activities which can be used in a speaking class. For example, the processing of information by engaging in problem solving tasks. Such an activity may include placing items in a hierarchy of importance, deciding itineraries, deciding a price range to spend on gifts, developing a story from random picture cues. Problem may arise from the districted cooperation because of the students’ limited vocabulary. However, as students move towards a monologue (or one person speaking, as learners they may begin by not speaking smoothly). The teacher must focus on having students use language in order to complete a task rather than practicing language for its own sake.

In discussion with someone, the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information. In some situation, people use speaking to give instructions to get things done, to describe things, to complain about people’s behavior, or to make polite request etc. Each of these different purposes of spoken language reflects the contexts or situation in which speech occurs. This implies that whenever communications take place it involves speaking, and whenever speaking occurred, it uses the language certainly.

1. **Element of Speaking**

 In speaking, it is very important for students to acquire the ability to express their ideas and opinions. Consequently, this competency should be mastered by the learners of language. Following are the elements of speaking ability according to Harmer, (2001: 269-271) the language features such as the connected speech, expressive devices, lexis and grammar and negotiation language.

 Connected speech is the modifying in sounds production or utterances such as assimilation, omission, addition, weakened (through contraction and stress patterning). An expressive device is the alteration of the speed, volume, and stress of utterances to show the feeling. The use of this device contributes the ability to convey meaning. Then lexis and grammar is necessary for the teacher to give of supply of certain words and language function, such as agreeing or disagreeing, surprise, and so forth. Those make students can produce at various stages of an interaction.

 Lastly, negotiation language is the benefits to clarify and to show the structure what learners are saying. Therefore, those elements are completely significant a speaking ability. If the learners can master all of those elements, there are not any problems to speak or to understand other people’s speech

1. **Characteristic of Successful of Speaking Activities**

 To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 1991: 39).

 According to Harmer (1998:88) Speaking activities can give students enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study. So, good speaking can and should be highly motivating. Many speaking tasks (role-playing, discussion, problem-solving, etc) are intrinsically enjoyable in themselves.

 Again, sometimes spoken language is easy to perform, but in some cases it is difficult (Brown, 2001: 270). The statement is supported by Munjayanah, (2004: 16) that when people want to speak fluently, sometimes they get difficulties to do it. In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as:

1. Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
2. Participant is even. Classroom discussion is not dominated by a monitory of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.
3. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

From the explanation above, the success of speaking activity can be done that the students’ talk a lot, they are active, high motivation, and they are comprehensible to each other.

1. **The Importance of Speaking**

It is also important that the development of spoken language is not simply matter of learning skills such as pronouncing English sounds or being able to produce single utterances or phrases. Quite on the contrary, the development of speaking is an ongoing and complex process of acquiring knowledge and developing skills and strategies to interact with people in social interactions. From the very beginning levels of language learning students need to: (1) experiences various kinds of spoken texts, (2) develop knowledge about how social and cultural contexts affect the type of spoken language used, (3) learn how participate in different spoken interactions, (4) expand their knowledge resources and learn to use a range of spoken language strategies, (5) learn how different spoken texts are constructed, (6) develop greater control of the systems of vocabulary, grammar, phonology and intonation, (7) develop skills which will enable them to predict what will occur in a conversation, (8) improve their accuracy and fluency.

Theoretically, developing speaking skills means developing the pronunciation of individual sounds, grammatical accuracy, vocabulary (word choice), fluency and interactive communication. The pronunciation covers the individual sounds and word in sentences. The latest refers to the ability to stress words sentences and produce correct intonations. Grammatical accuracy deals with the accurate use of the structure, or how the learner gets his/her utterance correct. Vocabulary deals with the ability of choosing appropriate words. Fluency refers to the ability to express ideas smoothly without hesitation, repetition, or inappropriate pause. Interactive communication concerns with the ability to get the meaning across hears and the ability to keep the conversation going. In short, developing speaking skills means developing all of five components.

1. **Problems of Speaking Activities**

 There are many problems faced by the learners in speaking activities. Furthermore, according to Ur (1991:121), there are four problems faced by the learners in conducting speaking activities. They are as below:

1. Inhibition

Unlike reading, writing, and listening activities, speaking requires some active responses from the audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about mistake, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

1. Nothing to say

Even if they are not inhibited, learners often hear learners complain that they cannot think of anything to say: they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

1. Low and uneven participation

Only one participant can talk at a time if he or she is to a heard, and in a large group this means that each one will have only very little talking time. This problem is compounded the tendency of some learners to dominate, while other speak speak very little or not at all.

1. Mother tongue use

In classes where all or a number of the learners share the same mother tongue, they may tend to use it, because it is easier. It feels unnatural to speak to one another in foreign language, and because they feel less ‘exposed’ when they are speaking in their mother tongue. When they are talking in small groups, it can be quite difficult to get some classes; particularly the less disciplined or motivated ones, to keep to the target language.

Based on the problems speaking activities above, the most influence of problem is inhibition, because the fluency of speaking is based on speaking habit, but the students cannot think that the other factors is unimportant.

1. **The Nature of Mind Mapping Technique**

 To shape the understanding of mind mapping technique, in the following section the researcher would explain about: the definition of mind mapping, the characteristics of mind mapping technique, principles of teaching using mind mapping, how implementation mind mapping technique, and the advantages of mind mapping technique.

1. **The Definition of Mind Mapping Technique**

 Mind Mapping / Concept Mapping is a process which identifies concept within an oral or written text, organizes these concept in hierarchy from the most general to the most specific concept, and illustrates by using linking words the meaning relationships between concepts (Phail in Buzan , 2007:36). The diagram produces map of the hierarchical arrangement of the identified concept and the meaning relationship between these concepts. On a concept map, concepts are represented by boxes or circles which are joined with lines are arrows. The linking words are written on or near the line which link the concept. The linking words are particularly important because they provide an indication of what the learner understands and the depth of that understanding.

 Mind Mapping is a diagram used to represent words, ideas, tasks or other items linked to and around a central key word or idea. Mind maps may also aid recall of exiting memories. The element of a given mind map are arranged intuitively according to the importance of the concepts, and are classified into groupings, branches or areas, with the goal of representing semantic or other connections between portions of information. Mind maps may also and recall of concept mapping. Invented by Buzan (2005:1), mind mapping is a very powerful tool for brainstorming, creative thinking, problem solving, organizing of ideas and of course, note taking. Mind mapping as a note taking technique can be used for almost any subject and done in any language. It is especially useful for students in tertiary education and beyond, and this is because the more advanced the studied material, the greater the need to condense and simplify it in a form that is easy to learn.

 Based on the explanation above, mind mapping technique can make the students more creative and easy to develop their mind. They have also interest to learn by using mind mapping technique.

1. **The Characteristics of Mind Mapping**

 The five essential characteristics of Mind Mapping based on Buzan in the *Mind Map Book in Radiant Thinking* (1993:2):

1. The mind idea, subject or focus is crystallized in a central image.
2. The main themes radiate from the central images as ‘branches’
3. The branches comprise a key images or key word drawn or printed on its associated line.
4. Topics of lesser importance are represented as ‘twigs’ of the relevant branch.
5. The branches from a connected nodal structure.

So, to get a good teaching and learning process the researcher must fulfill all of the five characteristics of mind mapping.

1. **The Principles of Teaching Using Mind Mapping**

 The implementation of the Mind Mapping Strategy in teaching and learning process based on Suparlan in Buzan (2007:49), there are four principles as follows:

1. The teachers distributes a text to the students
2. The students find out the keywords in each subtopic
3. The students make a scheme or concept in a map form
4. Explaining of the relationship of each concept

The principles to construct mind maps are few and easy to understand. The best way to learn it is by practicing. After short time learners will do it automatically. If it is difficult for adults it is because they think linearly and take notes in a linear way (using the left hemisphere of the brain). To make mind maps they have to draw ideas from the centre of the paper and move in a radial and parallel way, to do that learners have to use both their creative and their logical brain. With some experience they develop their own style, own pallet of colors, symbols, and their own icons, etc.

A Mind Map contains usually the following elements Buzan in Vidal *Creative Tool Book* (2009:10)

1. The subject or the problem that has to be studied or analyzed will be placed in the centre of the paper
2. Keywords (names or verbs) are used to represent ideas, as far as possible only one word is used in a line
3. The keywords are connected to the Centrum through a main branch and sub branches
4. Colors and symbols are used to emphasize ideas or to stimulate the brain to identify new relations
5. Let ideas and thoughts flew free; avoiding too much evaluation during the period of elaboration of the map.

From the explanation above, both of the teacher, the students and the technique must be planned well to get the best result in teaching using mind mapping.

1. **How to Implement Mind Mapping Technique**

 A complete Mind Mapping may have mind topic lines radiating in all directions from the center, sub-topic and facts will branch of these, like branch and twigs from the trunk of a tree. Learners do not need to worry about the structure produced, as this will evolve as learn to develop their Mind Mapping. Here are the steps and purpose to draw mind mapping provided below (Buzan, 2004:21-23) in *Mind Map untuk Meningkatkan Kreativitas Book*:

1. Write the topic in the middle of paper, and use single word or simple phrase for information it gives freedom of brain to explore our mind.
2. Use picture (symbol) from the central idea, because use a picture can help us in appear an imagination to open our mind.
3. Use colors, the color make mind mapping life, add creative brain, and enjoyable.
4. Connect the branch of mind to the central picture, make cross-linkages continuously. It can help us understand and memorable, on part of the subject connect to others.
5. Make curved lines because the straight line make bored brain, a cured branch likes tree move attractive.
6. Use key for every line because single key word given the power and flexible for mind mapping.
7. Use picture, picture can help or remember information more effectively than word.

After reading the steps above, the researcher gets the conclusion that the map must be interesting, colorful, and enjoyable to learn. So, the students can make mind map more creative.

1. **The Advantages of Mind Mapping**

 He further mentions that, the advantages use Mind Mapping are : help the student as its more easily converted into a draft, then the students can see the relationship between ideas and encourages them to group certain ideas together as they proceed. In addition, the advantages use mind mapping will assist the brains ability to concentrate, allow the essence of the material to become evident, make connections between ideas easy to see, boost our confidence in our ability to learn.

 According Phail, in Buzan (2007:36) Mind Mapping is useful for a number of reasons :

1. Information is organized in a logical, meaningful way which helps learners to: understand new knowledge and link it to their existing knowledge about the topic, memorize, and recall topic knowledge.
2. Learners can express ideas freestanding in identifying key concepts in oral and written text.
3. Assist learner in identifying key concept in oral and written text.
4. To find out what learners know and understand about a topic before teaching in, and
5. To evaluate learners’ knowledge after teaching a topic.

The advantages of mind mapping include its ‘‘free-form’’ and unconstrained structure. There are no limits on the ideas and links that can be made, and there is no necessity to retain an ideal structure or format. Mind mapping thus promotes creative thinking, and encourages ‘‘brainstorming’’.

Mind map can help learners in many things, Legowo in Davis (2010:8-9) mentions that mind mapping can help the learners for planning, communication, to be more creative, economize the time, problem solving, attention centered arranged and explaining things, to memorize more be better, study more quickly and efficient, see “all the picture”.

According to Michalko in Davis (2010:9) in his book *Cracking Creativity*, mind map will activate all of the brain, finishing the brain for the low mental, enable to the researcher centered on the topic, help learners to show the connected between part of information that separate, gives clearly explanation to all and detail, enable us to make concept grouping help learners to compare it, and requires us to center attention on the topic that help shift information about that from short memory to long memory.

It can be concluded that mind mapping gives many advantages to the students to become critical thinkers to open their mind, to explore the topic to be good speak. Besides that, the teacher helps the students various their creatively.

**Picture 2.1. The Example of Mind Mapping (Buzan’s Principles)**

1. **Teaching Speaking Using Mind Mapping Technique**

A mind or concept map is a way of recording information. It allows the students to organize their ideas either as a class, small group or individually. A mind map is often associated with brainstorming and is useful for drawing connections between ideas and concepts, assisting in the further research of a topic *(Teaching Strategies and Practices in Human Society and Its Environment Book).*

***Planning***

1. Select a form of mind map which is appropriate to the topic.
2. Determine whether a class, group or individual mind map is the most appropriate.
3. Decide, or have students decide on the most useful concepts around which the mind map is to be developed.

***Managing***

1. A mind map can take different forms, making very simple connections to a main idea in Stage 1, or containing a range of ideas and ‘sub’ ideas linked in various ways in Stages 2 and 3. Mind maps can include pictures and representations as well as words.
2. Identify and communicate to students the purpose and use of a mind map.
3. Model how to create and interpret mind maps.
4. Give students time to develop their own mind maps and make connections in their own ways.
5. Display mind maps for students to refer to and use.
6. Explain that mind maps can be used in a variety of ways-as the basis for information reports, to provide the basis for organizing information, as topics for further investigation.

The teaching technique will be used enjoyably to learn when the researcher conducts in the planning and managing. The good planning and managing will affect the good teaching and learning process in the speaking class

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1. **The Scoring of Speaking Ability**

**Table 2.1 the Scoring of Speaking Ability**

|  |  |  |  |
| --- | --- | --- | --- |
| **NO** | **Aspect** | **Score** | **Criteria** |
| 1 | Pronunciation  | 3210 | Acceptable and readableDifferent but acceptableUnclear pronunciationNo utterance |
| 2 | Fluency  | 3210 | Speak fluently, no significant pauseSpeak well enough, pause here and there speak unclearlyNo utterance |
| 3 | Vocabulary  | 3210 | Key diction, supporting diction,additional Supporting diction, additional dictionSupporting dictionNo utterance |
| 4 | Grammar  | 3210 | Clause, phrasing order appropriateClause OK, phrasing order not OKClause and phrasing order not OKNo utterance |
| 5 | Comprehension  | 3210 | Understanding the conversation and answer all the questions correctly Answering the questions correctlyAnswering small of questionsNo utterance |

*(Adopted from: David P.Harris, 1974: 48)*

**CHAPTER III**

**RESEARCH METHOD**

This chapter presents research design, setting and subject of the study, research procedure, planning, implementing, observing, and reflecting.

1. **Research Design**

Research design is a strategy to arrange the setting of the research in other to get valid data. To conduct a useful research, a systematic design must be used. It means that an appropriate research design has to be selected.

The research design of this study is a classroom action research (CAR) since it aims at improving an existing condition. Adams (2004) states that “action research is a practical way for individuals to explore the nature of their practice and improve it”. It can be said that action research is a ‘learning by doing’ action a group of people or a person (researcher) identifies a problem, does something to resolve it, sees how successful the effort which have been made, and if the result is not satisfying, that group or person will try again the effort in the next action.

The design of this study was a Classroom Action Research (CAR) using Kemmis and McTaggart. This classroom action research used both qualitative and quantitative approach to draw the research and data collected. The classroom action research was reflective research conducted by certain action to improve and increase the quality of teaching practices in the classroom.

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The research was designed to solve problem in the process of teaching and learning especially in the process of teaching speaking. The technique offered as alternative technique to help the students to be able to improve the student’s speaking ability. The teacher as a researcher conducted the action in observing the action in classroom teacher uses speaking test.

The study was conducted in collaboration between the researcher and the teacher in speaking class. The researcher conducted the action as an actor, while the classroom teacher was assigned to be an observer. The main task of the collaborator teacher was observing the activities done by the researcher and the students’ participation in the speaking activity.

Dealing with the action research, Elliot (1991:69) defines it as the study of a social situation with a view to improving the quality of action within it. Kemmis and McTaggart in Uno, Lumatenggo, and Koni (1992:2), state that an action research is a form of self reflective enquiry undertaken by participants in social, including educational situation, in order to improve the rationally and justice of (1) their own social or educational practices, (2) their understanding of these practices, (3) the situations in which the practices are carried out. To sum up, a classroom action research is intended to solve a specific problem in the classroom, for example problems encountered by the students.

This classroom action research uses qualitative approach to investigate teaching and learning activities in the classroom. It is designed to improve students’ speaking ability by using mind map, and the subjects are students of SMPN 3 Kedungwaru Tulungagung in academic year 2011/2012.

Applying the principle of action research design, this study involves the spirals of planning, action, observing and reflecting. It is shown as follows:

**Figure 3.1 Kemmis and Taggart’s Action Research Model**

Planning :

Preparing some teaching preparation such as teaching media, lesson plan, speaking test, observation sheets, and criteria of success.

Analysis &

Identification :

* Students have bad habit in speak English and afraid of making mistake.
* Teachers didn’t use the suitable method in teaching English

Reconnaissance :

* Observing the student’s speaking ability
* Introducing the importance of Mind Mapping technique in speaking ability

Implementing :

* Implementing Mind Mapping technique in teaching speaking.
* Guiding students to improve speaking ability by using Mind Mapping technique.

Observing :

* Observing the application of Mind Mapping technique in teaching speaking.
* The observation is addressed on both teacher & students’ activities.

Reflecting :

* Discussing the activities in learning speaking in the classroom.
* Reviewing whether the students understand or not in speaking class.
* Analyze the strength and weakness of the teaching strategy.

Unsuccessful

Revising the Plan :

Best on the result of reflection, it is necessary for the teacher & collaborator to revise the plan according to drawbacks found in the previous implementation.

Successful

1. **Subject and Setting of the Study**

This study is conducted at SMPN 3 Kedungwaru Tulungagung in the academic year 2011/2012. The researcher took the C-seventh grade as the subject of the study. There were thirty nine students, consisting of twenty of boys and nineteen of girls.

The researcher chose this class because some considerations as follows: 1.) this class had the lowest score in English based on the students’ score, 2.) the students had less motivation in teaching and learning speaking process. 3.) the teaching and learning process tend to use the conventional method only. It means that the material is given without involving students actively.

1. **Research Procedure**

The research procedure consists of the following steps: (1) preliminary study, (2) planning, (3) action and observing and (5) reflecting.

1. **Preliminary study (Reconnaissance)**

Preliminary study is important to be done to define the real problem in learning speaking. It is done before the research begins to see what problems really exist during teaching and learning process.

In this step, researcher conducted an observation in seventh grade C-class of SMP Negeri 3 Kedungwaru Tulungagung. The observation was conducted directly by administering preliminary test to measure the students speaking ability. Besides, the researcher also conducted observation indirectly by interviewing the English teacher about the teaching and learning English in SMP Negeri 3 Kedungwaru, the conditions of students, the English material for seventh grade, the students’ outcome in learning English, and the obstacles faced by teacher and students in teaching and learning English.

1. **Planning**

Planning is the first stage in which the researcher and the collaborator plan the teaching strategy that will be applied in this research. At this stage, the researcher makes some preparations for the action. The preparations are presented below:

* + 1. Socializing the Research Program

The first activity the researcher did was socializing the students to school at SMP Negeri 3 Kedungwaru. In this step, the researcher met the Head of SMPN 3 Kedungwaru to ask a permission to conduct observation in this school. Then, the researcher asked to met the English teacher of C-seventh grade and to asks some information about teaching and learning in SMP Negeri 3 Kedungwaru especially C-seventh grade.

* + 1. Providing the Strategy

Strategy is plan intended to achieve a particular purpose (Manser. Oxford Learner’s Dictioanary, 1990:427). In order to improve the speaking ability of the seventh grade students at SMP Negeri 3 Kedungwaru Tulungagung in the academic year 2011/2012, the researcher uses target language in teaching and learning process, so not only the students can product new words more easily to speak English, creativity and more joyful to have new impressions, experiences, but also they have good habit in speaking with other persons, teacher, and friends using English as the target language.

* + 1. Designing the Lesson Plan

The lesson plan is design by the researcher before conducting the action. The lesson plan is to arrange and develops based on the second semester program. This is done in some stages, i.e. (1) identify, (2) Competency standard, (3) Basic competence, (4) Characters of the students, (5) The objective of learning, (6) learning material and sources, (7) technique and media, (8) procedure of teaching learning, and assessment. Those stages of the strategy will be conducted in implementing lesson plan.

* + 1. Preparing the Criteria of Success.

The criteria of success in this study were emphasized on the teaching and learning processes while the research was running. Criteria of success were set to determine whether the learning activities in the research are successful or not. The criteria of success of this study were based on the students’ score in speaking. The student score was based on the standard passing grade (Standar Ketuntasan Minimal) of the SMP Negeri 3 Kedungwaru was 70. The class was said to be successful if there were at least 75% of the students could reach the minimum score 70. It was based on the consideration from the discussion of the English teacherand the researcher looking at the condition of the students.

This study was categorized to be successful if at least 75% of the student’s seventh grade could reach the score equal to or more than 70.

1. **Implementing**

During the action stage, the researcher and the collaborator teacher worked in collaboration to implement the lesson plan and to observe the activities carried out in the classroom especially the student’s participation and how the teaching and learning process. The researcher in this case, took the position as the teacher in implementing the technique during the teaching and learning process. In other that, the collaborative teacher took rules as the observer who observed and made notes on how the teaching and learning process proceeded focusing on the activities of the researcher as the teacher in implementing the technique and the students as the subjects. At the end of the teaching and learning process, researcher and the collaborator teacher discussed and analyze the results.

1. **Observing**

Observing is done at the same time with the action. The English teacher as collaborator help observer and evaluate the teaching and learning speaking process using Mind Mapping technique. In this step, researcher observed the data. The data of this study are in the form:

1. Students Score. It is the score of student individual practice.
2. Report of Observation. It is a written report which was taken from the process of observation.
3. Report of Questionnaire. It is a written report of the students which is taken from the questionnaire sheet.
4. Report of Interview. It is in the form a written report as a result of the interview conducted by researcher toward the English teacher and the students.

And there are some ways in collecting the data. There are the data collection of the researcher and the spoken tests, the students’ observation sheet, the students’ questionnaires sheet, and the students’ interviews. In collecting the data, researcher uses some instrument they are:

1. Speaking Test

 The speaking test will be done in the end of every cycle. The objective of giving speaking test is to test the students’ speaking ability after the implementation of Mind Mapping technique. The speaking pre-test is conducted to measure the students’ ability in speaking.

1. Observation Sheet

 The teacher and the students’ observations are recorded in every meeting during the implementation of Mind Mapping technique in teaching and learning process in this study. The purposes of recording the observations are have a clear description of the existing condition in the classroom and as sources of reflection for the next cycle.

1. The questionnaire

 The questionnaire and interviews are distributed to the thirty nine students. The purpose of questionnaires is to get information about the students’ opinion about the implementation of Mind Mapping technique. The questionnaires are administrated to the students in order to know the students’ opinion about the implementation of Mind Mapping technique in teaching and learning process. The students’ questionnaire consists of some questions.

1. Interview

 At the preliminary study, the researcher conducts an informal interview to the students to find out what kind of English teaching and learning problems that faced by the students and the English teacher. When the researcher is doing the first observation, before conducting the researcher uses the result of the interview as the points to focus on. So, the researcher could effectively use the limited time given by school, where the researcher conducted the research.

1. **Reflecting**

During the speaking lesson by using Mind Mapping technique, the researcher finds out more problems that encounter during the use of this technique. Therefore, the researcher makes reflection from the action in cycle 1 based on the observation sheet, to decided and plans the next cycle’s stage. The researcher compares the result of the study with criteria of success.

 The researcher has to analyze all the data gained and then reported her findings. There are two ways in analyzing the data. The researcher uses descriptive analysis and percentage. The descriptive analysis is used to analyze the data of the students’ answer of the interviews, questionnaires, the teacher and the students’ observation sheet, while the percentage is used to analyze the data of the scores of the speaking test.

 The researcher decides the criterion of the success in this study, which should be at least 75% of the students in a total of number get the score higher than criteria of success.

 *The total of the students who get the score higher than criteria of success*

*% = Total of students*

 To analyze the questionnaires answer, the researcher uses Guttman Scale. “ Yes “ answer score 1 and “ No “ answer score 0 (Riduan, 2005:17). The researcher finds the percentage of score by using the formula as follows:

 %S = 1xYx100

 1xN

%S = percentage of score

Y = number of students who answer “Yes”

N = total of students

 Then the researcher compares the percentage with the criteria of interpretation score. It is as follows:

0% - 24% = weak

25% - 49% = average

50% - 74% = strong

75% - 100% = very strong

 To analyze the observation’s answer, the researcher uses the formula of the percentage of success. The formula is:

Percentage the mean score is (MS) = *Gain score*

 *Maximum score x 100*

4 = very good

3 = good

2 = fair

1 = poor

 (Adopted from Suharsimi Arikunto, 1997)

**CHAPTER IV**

**RESEARCH FINDING AND DISCUSSION**

This chapter presents the findings and the discussion of the implementation of Using Mind Mapping technique in teaching English of the Seventh year students at SMP Negeri 3 Kedungwaru in the academic year 2011/ 2012.

1. **Research Finding**

The data presented the activities and findings at Preliminary study, Report of Cycle 1 and Report of cycle 2:

1. **Preliminary study**

The researcher was started by greeting permission from the Headmaster of SMP Negeri 3 Kedungwaru. Then, the researcher was conducted pre-research by interviewing the teacher and students of SMP Negeri 3 Kedungwaru on Tuesday, 17th April 2012. After the interview, the researcher was suggested by the English teacher to conduct a research in C-seventh grade of SMP Negeri 3 Kedungwaru. This step was conducted about the problem in teaching and learning process. The teacher chose this class because some considerations as follows: 1.) this class had the lowest score in English based on the students’ score, 2.) the students had less motivation in teaching and learning speaking process. 3.) the teaching and learning process tend to use the conventional method only. It means that the material is given without involving students actively.

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In the pre-research, the writer found out that most of the junior high school students of the school were rarely to speak in English although they had learned it since they were in the elementary school. Most of the students had not been actively involved in speaking class, so that they were not interested in speaking using the target language. Even though, they had something in their mind, they were inhibited speaking English by not being confident to speak English since they were afraid of making mistakes. It was also found psychological factors, such as anxiety, nervousness, fear, and shyness that became handicaps of the students. On the other hand, the teacher did not use the suitable method in teaching and learning process.

In order to know how far the students’ ability to speak English was, the researcher did a preliminary-test on Thursday, 19th April 2012. In preliminary-test, the researcher as a teacher introduced herself to the students. After that, the researcher asked the students to introduce her or him one by one orally. If the researcher needed more information about it, the researcher would give questions. While did it, the researcher gave score to each student based on his or her ability to speak. From the preliminary - test, the teacher found that students’ speaking skill were poor. It is shown in the students’ scores below:

**Table 4.1 the Result of Preliminary-test**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Name** | **Grade** | **Remark** |
| 1 | AWP | 67 | Failed |
| 2 | AMV | 78 | Passed |
| 3 | AD | 67 | Failed |
| 4 | ADP | 67 | Failed |
| 5 | ATP | 78 | Passed |
| 6 | BDS | 78 | Passed |
| 7 | DFS | 89 | Passed |
| 8 | DPS | 67 | Failed |
| 9 | DPA | 100 | Passed |
| 10 | EDS | 89 | Passed |
| 11 | EK | 78 | Passed |
| 12 | FKT | 67 | Failed |
| 13 | FNW | 78 | Passed |
| 14 | GBB | 67 | Failed |
| 15 | HK | 56 | Failed |
| 16 | IP | 89 | Passed |
| 17 | IN | 78 | Passed |
| 18 | HIS | 67 | Failed |
| 19 | KL | 100 | Passed |
| 20 | LE | 67 | Failed |
| 21 | MHNB | 89 | Passed |
| 22 | MW | 67 | Failed |
| 23 | MVF | 89 | Passed |
| 24 | MZ | 67 | Failed |
| 25 | MAN | 67 | Failed |
| 26 | MREP | 78 | Passed |
| 27 | NI | 67 | Failed |
| 28 | PR | 89 | Passed |
| 29 | RS | 78 | Passed |
| 30 | RPP | 67 | Failed |
| 31 | SA | 67 | Failed |
| 32 | SH | 78 | Passed |
| 33 | SID | 89 | Passed |
| 34 | TPW | 67 | Failed |
| 35 | WM | 67 | Failed |
| 36 | YB | 78 | Passed |
| 37 | YAY | 67 | Failed |
| 38 | YU | 89 | Passed |
| 39 | YFSS | 100 | Passed |

Note: Passing grade is 70

From the table, the students who passed the speaking test on preliminary study were 21 students or 53.84% of total students, and 18 students were unsuccessful or 46.16%. It means that some of them get scores below the Criteria of Success. The Criteria of success of English subject matter of SMPN 3 Kedungwaru Tulungagung is that not less than 75% from the total of the students get 70 or more.

1. **Report of Cycle 1**
2. Planning

Before doing an action in the first cycle, the researcher and English teacher at the seventh grade of SMPN 3 Kedungwaru designed a lesson plan. The lesson plan arranged and developed based on the second semester program. It was done in three steps, i.e. (1) Deciding the theme or topic, the theme was about “Family’s Activities”. (2) Deciding the subject, the subject was the students of VII-C grade at SMPN 3 Kedungwaru Tulungagung consisting of 39 students. (3) Deciding the steps of the teaching and learning process.

The scenario of teaching speaking had to be designed before implementing the lesson plan. This scenario in the English class was divided in three parts in one meeting. They are pre - activity, including opening the class, and also checking attendance list of the students and explaining the instructional objectives activity. In the main activity, the researchers explained the simple present tense includes the definition of simple present tense and the formula of simple present tense, and the example of simple present tense. The researcher only explains a little because this topic was explained by the teacher. The researcher also explained material by using mind mapping and how to use mind mapping technique to improve the speaking ability. In the post activity, the researcher gave feedback. Then, the researcher asked the students to give any questions about anything that they did not understand, and the researcher monitored and checked the students around them. The next steps, the researcher had to decide the test, the researcher asked the students to discuss with their groups, and then the students asked to speak in front of the class using mind mapping. The students were hoped to speak by using their own words.

In this stage the researcher arranged a lesson plan, set the criteria of success, and discussed them with collaborator. The lesson plan was focused on the teaching and learning by using mind mapping with theme is family’s activities.

1. The implementation of Action plan

The section presented the description of activities the research in each meeting. The research was divided into two meetings. The first meeting contains the technique teaching learning and explains materials. The second meeting was focused on evaluation.

1). The first meeting

This research was conducted on Tuesday, April 24th 2012 started at 11.20 a.m and finished at 12.40 a.m. This phase began with meeting 1 in which the researcher opened the class by greeting and checking the student’s attendance. Then provided using questions for brainstorming connected to the subject matter that day. The students asked the teacher about what they were going to do in that meeting and asked about the result of the pre-test. The researcher answered that they only did a few mistakes. At that occasion the researcher motivated her students to have interest in the lesson and to know the aims of the learning process. Then, some of the students told the researcher the reason why they could not enjoy in teaching English. It was because English was too difficult for the students to understand and it was very strange for them. It might be the reason why they could not answer the pre-test well. The researcher gave the students some explanations of the benefits of learning English as an international language with the purpose that the students have motivation in teaching English. Then, the researcher gave solution how they could learn English especially teaching speaking easily. They should read or write English in order that they were used to speaking English. Besides that, they should write new words if they do not know these words and before they speak English, they could write. The students should not be afraid to speak of mistakes and not shy to ask the teacher or friends. The students heard the explanation of the researcher about how to learn English easily. So that, the students have motivation for learning and the students become interested in learning English.

And then, the researcher planned to explains material about simple present tense. The researcher only explained only a little about it, because this material was explained by their English teacher. The researcher gave questions to the students *“did you remember, what is simple present?”* then some the students gave answer *“menyatakan peristiwa yang sedang terjadi mom”* the researcher answers *“yes, it is true”.* And then, the researcher explains about formula of simple present tense, and the most of the students still remember about it. After that, the research was conducted to introduce the students about teaching speaking by using Mind Mapping technique. The researcher explained to the students what Mind Mapping is, completely with its purposes and advantages. “Mind mapping is one of all technique that can develop your mind and more creatively and it is easy to learn by using mind mapping technique”. After that, the researcher explains also in Indonesian in order to that they understood clearly. Then, the students know about it, the researcher gave instructions about the lesson and then the researcher divided the class into 6 groups. And then the researcher gave a picture map to each group (five groups consist of 7 students and one group consists of 4 students). All of pictures map were about “family’s activities” as the topic of the lesson. The map pictures were funny and interesting. Most of the students liked them. Next, the researcher asked the students to discuss the pictures with their groups. Some of students were still confused with teacher’s command because they did not hear the teacher’s explanation. Finally, the reseacher should explain again this command. The students took out paper, pen, dictionary, and started make an essay. The students were not afraid to ask the researcher if she or he did not know new vocabulary, for example: (KK) asked the researcher *“Mom, saya selalu membantu memasak ibuku bahasa Inggrisnya bagaimana mom?”* the researcher answered *“I always help my mother to cook”* (KK) asked again *“Mom, kalau saya suka menyanyi di kamar mandi apa?* *“I like singing in the bath room!”* the reseacher answered *“Yes”.*

The lesson was finished and the students did not finish working yet. They must discuss using the target language. Then, the reseacher gave home assignment to discuss the pictures and practiced at home. The lesson will be continued in next meeting.

2). The second meeting

The second meeting was conducted on Thursday, April 26th 2012 . The lesson started at 11.20 a.m and finished at 12.40 a.m. In the second meeting the teacher opened the class by greeting and checking attendance list of the students, provided apperception using questions for brainstorming connected to the subject matter that day. At that occasion the researcher motivated her students to have great interest in the lesson and to know the aims of the learning process.

First, the researcher asked the students to sit down based on the group that was divided in the previous meeting. After that, the researcher gave an example about how to explain the picture map to the students. Then, the researcher asked to the students to explain about the picture together with their group in front of the class, but they explain one by one of their groups based on their each task. Then, the researcher recorded the students’ voice. While they told about the picture, the reseacher did evaluation by giving score to each student based on their ability in speaking. There was a student who felt afraid to explain the map picture in front of the class because she was afraid of making mistakes. To solve the problem, the researcher gave more motivation and guided to her.

After giving score to all of students, the reseacher closed the lesson by conducting conclusions and suggestions to the students to became better and better. The researcher also asked the students’ opinions about the technique of teaching and learning that had been conducted. Some of them liked it, and there was one student who said that he felt bored with pictures.

1. Observing

From the reseacher’s observation that was helped by collaborator, it was found that the students had to speak English better than at pre- test. From the interview of the students, some of them said that they liked the funny pictures, so it improved their speaking ability.

**Table 4.1 the Result of Cycle 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Name** | **Grade** | **Remark** |
| 1 | AWP | 73 | Passed |
| 2 | AMV | 80 | Passed |
| 3 | AD | 67 | Failed |
| 4 | ADP | 67 | Failed |
| 5 | ATP | 73 | Passed |
| 6 | BDS | 73 | Passed |
| 7 | DFS | 87 | Passed |
| 8 | DPS | 73 | Passed  |
| 9 | DPA | 100 | Passed |
| 10 | EDS | 80 | Passed |
| 11 | EK | 73 | Passed |
| 12 | FKT | 67 | Failed |
| 13 | FNW | 73 | Passed |
| 14 | GBB | 73 | Passed  |
| 15 | HK | 53 | Failed |
| 16 | IP | 73 | Passed |
| 17 | IN | 80 | Passed |
| 18 | HIS | 67 | Failed |
| 19 | KL | 100 | Passed |
| 20 | LE | 67 | Failed |
| 21 | MHNB | 73 | Passed |
| 22 | MW | 67 | Failed |
| 23 | MVF | 80 | Passed |
| 24 | MZ | 53 | Failed |
| 25 | MAN | 60 | Failed |
| 26 | MREP | 73 | Passed |
| 27 | NI | 73 | Passed  |
| 28 | PR | 80 | Passed |
| 29 | RS | 73 | Passed |
| 30 | RPP | 73 | Passed  |
| 31 | SA | 53 | Failed |
| 32 | SH | 67 | Failed  |
| 33 | SID | 80 | Passed |
| 34 | TPW | 67 | Failed |
| 35 | WM | 73 | Passed |
| 36 | YB | 73 | Passed |
| 37 | YAY | 67 | Failed |
| 38 | YU | 73 | Passed |
| 39 | YFSS | 83 | Passed |

Note: Passing grade is 70

Based on the result above the researcher concluded that there were 26 students who passed the test, and 13 students did not pass the test. So that, it means the observation in cycle 1 did not run successfully. So it was necessary to continue cycle 1 to the next cycle because the percentage of success had not fulfilled 75% among the whole members of the students who passed the test.

1. Reflecting

The result of cycle 1 was satisfactory that using still pictures map in Mind Mapping technique could improve the student’s speaking achievement but it was unsuccessful because there were only 26 students who got score above passing grade or 66.66% from the total of students. Meanwhile 13 students were unsuccessful or 33.33%. and the target of criteria of success was 75%.

There were some weaknesses of the teacher that she did not treat the teaching and learning technique based on the lesson plan and there were still inappropriate map picture. It was not perfect yet, because they felt bored about this topic, and most of them, they forgot when these practiced their mind maps in front of the class. So, some from them did not improve their speaking by using mind mapping or in other words, they did not speech fluently.

From the process of reflection in the first cycle, researcher with English teacher decided to go to the next cycle with some improvments or modification of strategy. The modification of strategy in question are the reseacher using some dimension using Mini Pictures. In cycle 2 the reseacher not only asks them to drawing mini pictures in every branch, but also gives some vocabulary and example of pronunciation to them in order to the students speak fluency. So the students can improve speaking well and successfull.

1. **Report of Cycle Two**
2. Planning

Before doing an action in first meeting, the research made a designed lessons plan. The lesson plan for cycle II is similar to the lesson plan of the cycle I. The differences were only that the researcher gives more motivation to make the students to be more active and stay on task. They were also supported to ask the researcher when they were doubtful or find they felt difficult to do the task. Besides, to support the students’ participation and get various answers, the researcher gave time to think. The researcher needed to give chance for students to think before giving response.

To get meaningful understanding from the students, the researcher has to explain the material slowly. It means that the researcher had to explain the detail of material. In last activity, the researcher applied feedback to know the students understanding toward the discussed material.

In this stage the researcher arranged a better revised lesson plan, set the criteria of success, and discussed it with collaborator. The revision was focused on the techniques of mind mapping using picture or mini pictures with theme is Birthday Party.

1. the Implementation of Action Plan

In implementing of action plan of Cycle II, the research instruments were still employed to collect data about the researcher and the students’ activities during the teaching learning process and the students learning result. Similar to the previous cycle, this cycle also consisted of two meetings.

1). The first meeting

The first meeting was carried out on Friday, April 27rd 2012. The researcher as the teacher opened the class by asking the student about their condition. Then, she checked the attendance list. At that occasion the researcher motivated more the students to have interest in the lesson and to know the aims of the learning process. After checking the attendance list, the teacher told them that she would explain the term of simple past and how the formula of simple past tense. To stimulate the students participation, the researcher asked *“Have you understood about simple past?”* most of students answered *“yes”*. The researcher praised them, *“very good, what is that?”*One of student answer *“sesuatu yang sudah terjadi mom”* the researcher answered *“yes, that’s right”*. Then, the researcher explained a little about formula of simple past tense. Actually, this material was also explained by the English teacher. But, the researcher only remembered them about this material, because this theme was Birthday Party.

Next, the teacher gave direction about the lesson. The researcher told them about mind mapping using picture or mini pictures, what picture or mini pictures in map mapping is, what benefits are, its purpose in learning speaking. The advantage of mind mapping using mini picture is it can help or remember information more effectively than words when they uttered their mind mapping in the front of the class. Here, the researcher asks to the students to make mind map that every branch should be given mini pictures and different of colour in every branch. The researcher plan was to practice their pronunciation. The students should follow what the researcher said, *“I got a bag”* the students imitated *“I got a bag”*. *“I prepered party cake”* the students followed *“I prepered party cake”* etc. After practicing pronunciation, the reseacher continued to the next material. The material was vocabulary. The reseacher gave new words for the students to make it easier for the students learn and tell story about birthday party. The researcher wrote the words on the white board and the words still related to the material. And then the researcher divided class into 9 groups. After that, the reseacher gave a mind map sheet to each group (a group consists of 4 to 5 students). All of map pictures were about “Birthday Party” as the topic of the lesson. The pictures maps were funny, so interesting and colourful. The students must discuss with their group used the target language to arrange the picture map by using mini pictures into a good picture. They did not finish them at the same time. Some groups rose up their hands and said that they had finished arranging them, and other groups needed long time to finish it because of the difficult drawing mini pictures in mind mapping sheet. The students wrote them on the work sheet and then submitted them. The lesson will be continued in the next meeting.

In last activity, the researcher gave feedback to students by giving question, for example *“Any question about mind mapping by using mini picture?”* answered the students *“No, mom”* the researcher asked again *“Do you understand with the material today?”* “answer the students again *”Yes, mom”.* The researcher praised them, *“Ok, Very good”.* When the time was up, the lesson was closed by greeting and the researcher gave task for the students to learn English at home to make an essay about birthday party.

2). The second meeting

The second meeting was carried out on Tuesday, May 17th 2012. Similar to cycle 1, the researcher’s plan was focused on evaluation. The lesson started at 11.20 a.m and ended at 12.40 a.m. The researcher opened the class by greeting the students about their condition. Then, she checked the attendance list, provided apperception using questions for brainstorming connected to the subject matter that day. At that occasion the researcher motivated her students to have interest in the lesson and to know the aims of the learning process.

In core activities, the researcher asked the students to sit down based on the group that was divided in the previous meeting. Then, the researcher distributed the mind map sheet that had been arranged and analyzed by the students in the previous meeting. After that, the researcher gave an example about how to explain about the mind mapping using picture or mini pictures to the students. The researcher explains again about the advantages of pictures or mini pictures to the students. After that, the researcher gave command to students to tell about their tasks in front of the class as what they had prepared at home and the researcher was recording their voice. The teacher called students’ group by group which was ready. While they told about the picture, the researcher did evaluation by scoring to each student based on their ability in speaking.

1. Observing

From the observation, it was found that the students had to speak English better than cycle 1. From the interview of the students, they said that they liked mind mapping using mini pictures in every branch than mind mapping without using pictures. The teacher made sure the student’s statement by giving questionnaire sheet.

**Table 4.2 the Result of Cycle 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Name** | **Grade** | **Remark** |
| 1 | AWP | 73 | Passed |
| 2 | AMV | 80 | Passed |
| 3 | AD | 67 | Failed |
| 4 | ADP | 67 | Failed |
| 5 | ATP | 73 | Passed |
| 6 | BDS | 73 | Passed |
| 7 | DFS | 93 | Passed |
| 8 | DPS | 73 | Passed  |
| 9 | DPA | 93 | Passed |
| 10 | EDS | 93 | Passed |
| 11 | EK | 73 | Passed |
| 12 | FKT | 67 | Failed |
| 13 | FNW | 73 | Passed |
| 14 | GBB | 73 | Passed  |
| 15 | HK | 53 | Failed |
| 16 | IP | 73 | Passed |
| 17 | IN | 93 | Passed |
| 18 | HIS | 67 | Failed |
| 19 | KL | 100 | Passed |
| 20 | LE | 73 | Passed  |
| 21 | MHNB | 80 | Passed |
| 22 | MW | 73 | Passed  |
| 23 | MVF | 80 | Passed |
| 24 | MZ | 53 | Failed |
| 25 | MAN | 67 | Failed |
| 26 | MREP | 73 | Passed |
| 27 | NI | 80 | Passed  |
| 28 | PR | 87 | Passed |
| 29 | RS | 73 | Passed |
| 30 | RPP | 73 | Passed  |
| 31 | SA | 67 | Failed |
| 32 | SH | 73 | Passed  |
| 33 | SID | 80 | Passed |
| 34 | TPW | 67 | Failed |
| 35 | WM | 80 | Passed |
| 36 | YB | 73 | Passed |
| 37 | YAY | 73 | Passed  |
| 38 | YU | 73 | Passed |
| 39 | YFSS | 100 | Passed |

Note : Passing grade is 70

Based on the result above the researcher can conclude that there were 30 students or 76.92% of the whole class who passed the test, and 9 students or 23.08% did not pass the test. So that it means that the observation in cycle 2 had been run successfully. Thus, the action was stopped.

1. Reflecting

The result of cycle 2 was satisfactory since using symbol of mind map picture in Mind Map technique could improve the student’s speaking achievement. It was 30 students or 76.92% from the total of students that had score above the passing grade that was 70 minimum. Meanwhile 9 students were unsuccessful or 23.08%. It fulfilled the Criteria of success because the successful students were more than 75 % from the total of students. It means that the Classroom Action Research could be stopped.

The students’ participation in teaching learning process was good. Besides that, the students not only can answer the question to the teacher fluently and speak with the right answer about the mind mapping, but also they can produce a new word more easily and more joyfully to have a new impression experience to speak English using mind mapping.

1. **Discussion**

By observing the students’ speaking skill began with Preliminary Study both the first and the second cycle, there was significant development of the student’s speaking ability. The table below told about the development of the student’s speaking ability at Preliminary Study, Cycle 1, and Cycle 2.

**Table 4.4 The Development of The Student’s Speaking Ability at Preliminary Study, Cycle 1, and Cycle 2**

|  |  |  |
| --- | --- | --- |
| **No.** | **Name** | **Grade** |
|  |  | **Pre- test** | **Cycle 1** | **Cycle 2** |
| 1 | AWP | 67 | 73 | 73 |
| 2 | AMV | 78 | 80 | 80 |
| 3 | AD | 67 | 67 | 67 |
| 4 | ADP | 67 | 67 | 67 |
| 5 | ATP | 78 | 73 | 73 |
| 6 | BDS | 78 | 73 | 73 |
| 7 | DFS | 89 | 87 | 93 |
| 8 | DPS | 67 | 73 | 73 |
| 9 | DPA | 100 | 100 | 93 |
| 10 | EDS | 89 | 80 | 93 |
| 11 | EK | 78 | 73 | 73 |
| 12 | FKT | 67 | 67 | 67 |
| 13 | FNW | 78 | 73 | 73 |
| 14 | GBB | 67 | 73 | 73 |
| 15 | HK | 56 | 53 | 53 |
| 16 | IP | 89 | 73 | 73 |
| 17 | IN | 78 | 80 | 93 |
| 18 | HIS | 67 | 67 | 67 |
| 19 | KL | 100 | 100 | 100 |
| 20 | LE | 67 | 67 | 73 |
| 21 | MHNB | 89 | 73 | 80 |
| 22 | MW | 67 | 67 | 73 |
| 23 | MVF | 89 | 80 | 80 |
| 24 | MZ | 67 | 53 | 53 |
| 25 | MAN | 67 | 67 | 67 |
| 26 | MREP | 78 | 73 | 73 |
| 27 | NI | 67 | 73 | 80 |
| 28 | PR | 89 | 80 | 87 |
| 29 | RS | 78 | 73 | 73 |
| 30 | RPP | 67 | 73 | 73 |
| 31 | SA | 67 | 53 | 67 |
| 32 | SH | 78 | 67 | 73 |
| 33 | SID | 89 | 80 | 80 |
| 34 | TPW | 67 | 67 | 67 |
| 35 | WM | 67 | 73 | 83 |
| 36 | YB | 78 | 73 | 73 |
| 37 | YAY | 67 | 67 | 73 |
| 38 | YU | 89 | 73 | 73 |
| 39 | YFSS | 100 | 87 | 100 |

Based on the table 4.5 the result in preliminary study, cycle 1 and cycle 2, it can be concluded that there was a significant improvement of the students’ speaking achievement. On preliminary study, there were 21 students who passed the test, it means that only 53.84% from the whole class and 46.16% or 18 students failed to pass the test. On the first cycle, there were 26 students who passed the test, it means that 66.66% the students were able to speak successfully and 33.33% or 13 students failed. Then, on the second cycle, there were 30 students who passed the test, it means that 76.92% of the students were able to speak successfully and 23.08% or 9 students failed. However the result had been reached the target of criteria of success, 75% of the whole class. Therefore, the action research was stopped.

Based on the table above, it can be concluded in the graph below:

 **Graph 4.1 the Development of the Student’s Speaking Ability at Preliminary Study, Cycle 1, and Cycle 2**

In this study, the second cycle of teaching learning process using Mind Mapping technique provided picture or mini pictures improved the Seventh grade students’ speaking ability at SMP Negeri 3 Kedungwaru in the academic year 2011/ 2012. However, teaching speaking in the classroom by using mind mapping with mini picture is helping and meaningful for beginners. It can be seen in the table 4.5 and graph 4.1 in which it indicated that the teaching learning process using Mind Mapping technique was successful.

**CHAPTER V**

**CONCLUSIONS AND SUGGESTIONS**

This chapter presents some conclusions based on the research findings, and suggestions based on the conclusions.

1. **Conclusions**

Based on the research that has been done by the researcher, the researcher concludes that the use of Mind Mapping technique in teaching speaking could improve the seventh year students’ achievement on speaking ability at SMPN 3 Kedungwaru Tulungagung in the academic year 2011/2012. Based on the students’ response, they enjoyed the technique which was applied in their classroom in teaching speaking. They improved their speaking use Mind Mapping technique very well.

The percentage of success increased from the preliminary study, cycle 1 and cycle2. In the preliminary study, there were only 53.84% who students passed the test. But in the cycle 1, the students who got score at least 70 improved up to 66.66%. Although it still could not reach the criteria of success, it showed significant improvement from preliminary study. Then, in the second cycle, the students who passed the test became 76.92%, so the target of the research has been reached. It means that the use of Mind Mapping technique by using mini pictures was useful and good to improve the students’ speaking ability achievement.

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1. **Suggestions**

Based on the above conclusions, the researcher promotes suggestions for the teacher and the researcher especially about the method in teaching speaking.

1. **Suggestions for the English Teachers**

Realizing that the use of Mind Mapping technique was successful as a good strategy that can improve the speaking ability of the seventh year students at SMP Negeri 3 Kedungwaru Tulungagung in the academic year 2011/ 2012, the writer suggested the English teachers at SMP Negeri 3 Kedungwaru Tulungagung to create more creative strategy, and the Mind Mapping technique is one of technique that can be developed mind of the students in teaching and learning process .

1. **Suggestions for the Future Researchers**

It is suggested for future researchers to conduct a similar study in other levels of the students and teaching media to see whatever it is applicable and effective for improving the students’ speaking ability, and the researcher hopes the other researchers should prepare the planning of the research well and develop some dimensions, which have been observed deeply. Here, the researchers should have enough knowledge related to her or his research study.