

**USING MIND MAPPING TO TEACH SPEAKING SKILL TO THE
TENTH GRADE STUDENTS OF MAN PALOPO**



IAIN PALOPO

A THESIS

Submitted as a Part of the Requirements for S.Pd. Degree
in English Language Education Study Program

Written by

RISKA

REG. NUMBER: 15.0202.0117

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2019**

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Under Supervisions:

- 1. Amaliya Yahya, S. E., M. Hum.**
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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STATE ISLAMIC INSTITUTE OF PALOPO
2019**

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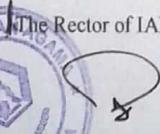
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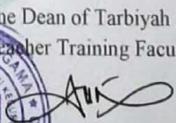
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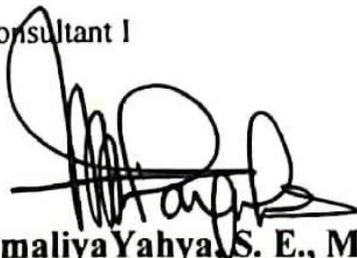
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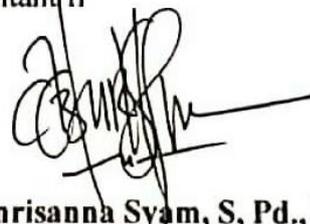
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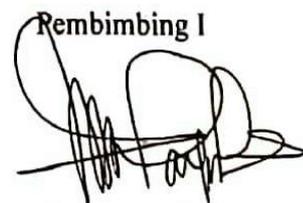
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LIST OF CONTENTS

ACKNOWLEDGEMENT	i
LIST OF CONTENTS	iv
LIST OF FIGURES	vii
LIST OF TABLES	viii
ABSTRACT	x
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research Questions.....	3
C. Objective of the Research	3
D. Significant of the Research	3
E. Scope of the Research.....	4
F. Operational Definition of Terms	5
CHAPTER II REVIEW OF RELATED LITERATURE	6
A. Previews Related Studies	6
B. Speaking.....	8
1. Definition of Speaking	8
2. Teaching Speaking.....	9
3. The Difficulties of Speaking	10
4. Types of Classroom Speaking Performance.....	12
5. Components of Speaking.....	13

C. Mind Mapping	16
1. Definition of Mind Mapping	16
2. How Mind Map can help us?.....	17
3. Mind Map Learning Model	17
4. Types of Mind Mapping.....	19
5. Part of Speech.....	25
6. Advantages and Disadvanges of Mind Maps	41
7. Steps to Make Mind Map	42
D. Conceptual Framework.....	43
E. Hypothesis.....	43
CHAPTER III RESEARCH METHOD	45
A. Research Design	45
B. Population and Sample	46
C. Variable and the Operational Definition of Variable	46
D. Instrument of the Research	47
E. Procedure of Collecting Data.....	47
F. Technique of Data Analysis	50
CHAPTER IV FINDINGS AND DISCUSSIONS.....	54
A. Findings.....	54
1. Scoring Classification of Students' Pretest and Posttest..	54
2. The Mean Score and Standard Deviation of Students'	
Speaking Achievement.....	63

3. Test of Significance (T-Test).....	67
B. Discussions.....	71
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	75
A. Conclusions	75
B. Suggestions	76
BIBLIOGRAPHY.....	77
APPENDICES.....	80

LIST OF FIGURES

Figure 2.1. Personal Profile Mind Map.....	20
Figure 2.2.MBA Course Mind Map.....	20
Figure 2.3 Sunday Activities Mind Map.....	21
Figure 2.4.Enterprise Training Mind Map	22
Figure 2.5.Marketing Plan Mind Map	23
Figure 2.6.Marketing Strategy Mind Map	23
Figure 2.7.Problem Solving Mind Map	24
Figure 2.8.The example of the describing ruler (thing) by using mind mapping.....	39
Figure 2.9.The example of the describing Nur (person) by using mind mapping.....	40

LIST OF TABLES

Table 3.1. Students' Rubric Scoring	50
Table 3.2. The Classification Score for Test	53
Table 4.1 The Rate Percentage and Frequency of Students' Pretest Score in Experimental and Control Class	55
Table 4.2. The Rate Percentage and Frequency of Students' Posttest Scores in Experimental and Control Class.	56
Table 4.3. The Frequency and Percentage of Students' Achievement in term of Accuracy in Pretest.....	57
Table 4.4. The Frequency and Percentage of Students' Achievement in term of Accuracy in Posttest	58
Table 4.5.The Frequency and percentage of the Students' Achievement in term of Fluency in Pretest.	59
Table 4.6.The Frequency and percentage of Students' Achievement in term of Fluency in Posttest.	60
Table 4.7.The Frequency and percentage of Students' Achievement in term of Comprehensibility in Pretest.....	61
Table 4.8.The Frequency and percentage of Students' Achievement in term of Comprehensibility in Posttest.	62
Table 4.9. The Mean Score and Standard Deviation of Students' Pretest and Posttest	64

Table 4.10. The Mean Score and Standard Deviation of Students’ Pretest and Posttest	65
Table 4.11. The Mean Score and Standard Deviation of Students’ Pretest and Posttest	66
Table 4.12. The Mean Score and Standard Deviation of Students’ Pretest and Posttest	67
Table 4.13. The Result of T-Test from Pretest Score of Experimental and Control Class	68
Table 4.14. The students’ Result T-Test from Pre-Test Score of Control and Experiment Class.....	69
Table 4.15. The students’ Result T-Test from Post-Test Score of Control and Experiment Class.....	69
Table 4.16. The students’ Result T-Test from Post-Test Score of Control and Experiment Class.....	70

ABSTRACT

Riska, 2019, **Using Mind Mapping to Teach Speaking Skill to the Tenth Grade Students of MAN Palopo**. Thesis. English Study Program of Tarbiyah and Teachers Training Faculty State Islamic Institute of Palopo. Supervised by: Amalia Yahya, S. E., M. Hum as the first consultant and Andi Tenrisanna Syam, S. Pd., M. Pd as the second consultant.

Keywords: Teaching, Speaking Skill, Mind Mapping

This thesis discusses about does mind mapping improve students' speaking skills?

This research uses quasi-experimental method. The writer gathered students' scores of three aspects in speaking skill, they are; accuracy, fluency, and comprehensibility by using pretest and posttest in experimental class and control class. The population of this research consisted of tenth grade students in MAN Palopo especially for class of MIA. The writer used purposive sampling where there were two classes as sample, they were; class of X MIA I and X MIA II, each class consisted of 30 students.

The result of this research shows that there was no significant difference in experimental class after giving materials about describing (thing and person) by applying mind mapping and also there was no significant difference in control class after giving materials about describing (thing and person) without applying mind mapping. The result of the data analysis shows that the score of t_o (t-obtained) that gathered from SPSS 20.0. It can be seen that t_o was higher than t_{table} ($t_o > t_{table}$). The findings of t_o was 0.216 whereas the level of significance of 0.05 (5%) was 2.002. It means that $2.002 \geq 0.216$. From the orienting number of significance shows that $0.830 > 0.05$. Therefore, the Null Hypothesis (H_o) was accepted and Alternative Hypothesis (H_a) was rejected.

This research was not effective because there were some problems that found by the writer. They are, the students switch code to speak up because they did not know the English meaning of the words, the students still read the text to speak because they did not memorize the language pattern that had been given. So, it made them difficult to speak without reading the text, they felt hungry, tired, and bored in the class, and some of the students had meetings' organization after they were an exam.

CHAPTER I

INTRODUCTION

A. Background

Estiningrum (2015) states that speaking is a productive skill is two-ways process of social communication which includes the use of verbal and non-verbal language to convey meaning. When people have conversation with others, the include the process of producing language and recepting massage it can be said that speaking is one of significant elements of means of communication since it could be used as a medium of social interaction.¹

There are many problems in the process of learning English. One of them is how to make the students interested in the English lesson especially for speaking so that the situation in the class can make the students enjoy to learn. Speaking is an important part of English to communicate or telling something to other people. When people can communicate with English they can inform their idea easily. Besides, if students always practice speaking English they will not shy or nervous when they speaking in front of the public. So, they are important parts to make the students interest to improve their speaking skills.

¹Dian Estiningrum, “Using Talking Chips to Improve VIIA Students’ Speaking Skill at SMPN 1 Trucuk in the Academic Year Of 2013/2014,” (Yogyakarta: Yogyakarta State University, 2015), p.10. <http://eprints.uny.ac.id/17680/1/A%20THESIS.pdf>. Accessed on (Sunday, 20th October 2018)

Based on the writer's observation conducted at MAN Palopo especially in the tenth years. Where the writer interviewed one of the English teachers and there were 30 students at tenth grade on Friday, 22nd September 2018. The students learned about speaking but they did not expand their knowledge, they only learned basics of English such as vocabulary. Besides, they just spoke by reading in front of the class. Moreover, some students said that they were difficult to pronounce the word because sometimes they said that the read of the text in English did not appropriate with the writing of the words. Furthermore, the student's grammar still less so that they were difficult and afraid to speak up. Furthermore, there a few students were active in the class. Also, the teacher asked students to memorize some vocabulary as a strategy to overcome the students who have a low vocabulary to speak. On the other hand, the teacher just used a book as a media to teach so that the process of learning monotonous and it makes the students bored. Therefore, the students need to learn by using an interesting technique to make them comfortable and motivated to learn English especially for speaking. In this case, the writer used mind mapping as a technique to make students interest and easy to understand the materials because in this technique the writer allows the students to inform their idea through the materials that have been prepared by the writer.

Mind mapping is a strategy to activate right and left brain balance when the teacher taught English. Then, according to Knight (2012), mind maps are amazing organizational and crativity that can improve memory, cocentration,

communication, creativity, and time management.²Disadvantages of using mind mapping are each students have variation mind maps so that the teacher unable to handle the students' mind mapping, it will be spend the time to write the words that have not connection with the brain, and so on.

B. Research Question

Based on the background above, the writer formulates the research question as follows:

Does mind mapping improve students' speaking skills?

C. Objective of the Research

Based on the research question above, the objective of the research is to know whether or not mind mapping improve students' speaking skill.

D. Significance of the Research

There are two significances of this research. They are theoretical and practical. Theoretically, this research is expected to give a positive contribution to improved students' speaking skills by using mind mapping. Practically, this research expected to be useful for teachers, students, and further researchers.

² Kam Knight, "*Mind Mapping: Improve Memory, Concentration, Organization, Creativity, and Time Management*," Educational Media and Technology Yearbook: Vol. 37. (2017), p. 2.
<https://webcache.googleusercontent.com/search?q=cache:T3171SScXycJ:https://ujiqadyhac.ml/study-skills/kam-knight-mind-mapping-improve-memory-concentration-communication-organization-creativity-and-time-management.pdf+%cd=16&hl=id&ct=clnk&glid>. Accessed on 3rdSeptember 2019

1. For the teacher
 - a. It can be used as valuable information for the teachers about how to teach speaking by applying various techniques, methods, and strategies. So that the teachers do not use monotonous techniques method and strategy in the teaching process.
 - b. Mind mapping can help the teachers to deliver the material easily.
2. For the students
 - a. It can be applied to motivate the students in learning speaking skills for describing material especially for things and persons.
 - b. The use of mind mapping in learning English is one of the great guides to improve students' speaking skills.
3. For further writers, this research can be used as a reference so that this research can be refined.

E. Scope of the Research

The writer focused on teaching speaking by using mind mapping at the tenth-grade students of MAN Palopo. The writer used mind mapping as a technique to improve students' speaking skills in describing things and people. In this research, the writer assessed students' accuracy, fluency, and comprehensibility in speaking. The writer used presentation mind mapping.

F. Operational Definition of Terms

In this section, the writer gave the operational definition of some terms of the topic.

1. Speaking is an activity to give the information by orally though thinks, ideas, and opinions. The speaking is called good when the learner and the speaker can understand each other.
2. Mind mapping is a strategy to activate right and left brain balanced when we are teaching English because mind mapping contains pictures, colors, lines, and words that can help students to remember the words and resulting an idea so that they can communicate easily.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

The writer has found some research which is related to the writer's research:

Mirza (2016), conducted research to find out whether applying mind mapping strategy can improve students' speaking ability for grade students at MAS Darul Ihsan. The population of this study was the first-grade students of MAS Darul Ihsan. Then, the sample of this research was selected on the teacher's recommendation to take I-A as experiment class which was consisted of 27 students and I-B as a control class which was consisted of 23 students. He found that students' score which posttest scores in experiment class were higher (69,05) than posttest in control class (57,11). It means that using mind mapping as a strategy in teaching English speaking can improve students' speaking ability. Different from the research above, the writer uses quasi-experimental method whereas this research using sequential explanatory mixed-method which combine quantitative and qualitative method, to strengthen the data. This research also using quasi-experimental method to answer the first research question and interview to answer the second research question.³

Mustajib (2017), conducted research to find out students' improvement of speaking ability after apply mind mapping and guide questions in the fourth

³ Asrifal Mirza, "*The Use of Mind Mapping Strategy to Improve Students Speaking Ability*", (Banda Aceh: UIN Ar-Raniry Darussalam Banda Aceh), p. 54. <http://repository.ar-raniry.ac.id/826/1/asrifal%20mirza.pdf>. Accessed on Sunday, October 21st2018

semester at the English education study program at the university of Indragiri Tembilang. The sample of this research was two classes of the fourth semester at the English education study program at the university of Indragiri Tembilang. the class of Accountancy consisted of 20 students and the class of Multimedia consisted of 21 students. He found that the use of mind mapping in teaching speaking can effect studentst' speaking ability. It is proved by research finding that students who taught using mind mapping have batter speaking than those who are taught by guide questions. The difference from the writer's research is this research using quantitative research design, experimental design, and non-experimental design and also this research using mind mapping and guided questions to improve students' speaking ability, whereas the writer uses quasi-experimental design and only use mind mapping to improve students speaking skills.⁴

Alviani (2014), aimed to find out the students' response in teaching speaking skill by using mind mapping technique, the subject of the research was the English teacher and all students at the eight-year of PMDS Putri Palopo. She found that teaching speaking by using mind mapping technique namely: a) The teacher should choose the material based on the speaking materials. b) The teacher should make some groups. In the first cycle, the result of the test shows that the level of students speaking skills was not improved. There were still some

⁴Agus Mustajib, "Improving the Students' Speaking Ability by Using Mind Mapping and Guided Questionsat Fourth Semester of English Education Study Program at Ilamic University Indragiri Tembilang", (English Journal of Indragiri (EJI)), Vol. 1 No. 1, (2017), p. 19. https://webcache.googleusercontent.com/research?q=cache20.2fXhx5wKhGwJ:hhttps://www.mindmiester.com/generic_files/get_file/896741%3Ffiletype%3Dattachment_file+&cd=1&hl=id&ct=clnk&gl=id. Accessed on 3rd September 2019.

significant weaknesses in the first cycle. That can be seen in the mean score of the test is 54,14. Then in the second cycle, the result of the test shows that the level of students speaking skills had improved after making some group and giving some vocabulary. It can be seen that the mean score of the test is 73,42. It means that students have a positive response and active involvement in the learning and teaching process increase from the first cycle to the second cycle. The difference from the writer's research is this research uses Classroom Action Research (CAR) whereas the writer's research uses experimental research.⁵

B. Speaking

1. Definitions of speaking

According to Torkey, speaking is defined as the learners' ability to express himself/herself orally, coherently, fluently, and appropriately in a given meaningful context.⁶ According to Hui (2011), speaking is desire-and purpose-driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions, expressing a wish or a desire to do something, negotiating and/or solving a particular problem, or establishing and maintaining social relationships and friendships.⁷ Next, according

⁵ Alviani, "Improving Speaking skill Through Mind Mapping Technique at the Eighth Year Students of PMDS Putri Palopo", (Palopo: STAIN Palopo, 2014) p.64.

⁶ Shiamaa Abd EL Fattah Torkey, "The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students", (AIN SHAMS UNIVERSITY, 2006) P.3. <http://eric.gov/?id=ED523922>. Accessed on 1st September 2019

⁷ Li Hui, "Improving Students' English Speaking Skill Through Content Based Instruction", (Surakarta: Universitas Surakarta, 2011) p. 22, https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.researchgate.net/publication/325110682_IMPROVING_STUDENTS27%20_SPEAKING_SKILL_THROUGH_CONTENT-BASED_INSTRUCTION_CBI&ved=2ahUKEwjtsrdqrjAhXJLI8KHXR-B8oQFJAAegQIBBAB&usq=AOvVaw0fWRy_MtWA2YCK9Tnw6h2o. Accessed on 5th September 2019

to Burns (2012) Speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes – cognitive, physical and socio-cultural – and a speaker’s knowledge and skills have to be activated rapidly in real-time.⁸

The writer concludes that speaking is the activity to deliver the information by expresses it in orally, coherently, fluently, and appropriately as an interaction to do something, negotiation, solving a particular problem and establishing social relationships and friendships. The speaking called good if the listener and the speaker understand each other.

2. Teaching Speaking

According to Lackman (2010), teaching speaking is activities which require students to focus on meaning in communication, students need to be able to use and pronounce words and structures correctly in order to be understood.⁹ Furthermore, according to Palmer (2011), the effective teaching speaking is also a collection of various parts, a new way of looking at orall communication will make it easier to teach the skills involved and will make it easier for students to become component communicaters.¹⁰ Then, according to

⁸ Anne Burns, “*A holistic approach to teaching speaking in the language classroom*”, p. 166,
https://webcache.googleusercontent.com/search?q=cache:NeFbFb9w_KUJ:https://www.researchgate.net/profile/Anne_Burns6/publication/308774683_A_holistic_approach_to_teaching_speaking_in_the_language_classroom/links/57ef1dcf08ae886b89740e5c/A-holistic-approach-to-teaching-speaking-in-the-language-classroom.pdf+&cd=6&hl=id&ct=clnk&gl=id. Accessed on 5th September 2019

⁹ Ken Lackman, “*Teaching Speaking Sub-Skills*”, (Associates Educational Consultants 2010). p. 3,
http://www.kenlackman.com/files/speakingsubskillhandout13poland_2_.pdf. Accessed on 3rd September 2019

¹⁰ Erik Palmer, “*Well Spoken Teaching Speaking to All Students*”, (United State of America, 2011) p. 12. Worldcat.org/title/well-spoken-teaching-speaking-to-all-students/oclid/745970618/viewport. Accessed on 3rd September 2019

Brown (2009), principle of teaching speaking skills are focused on both fluency and accuracy, provide intrinsically motivating techniques, encourage the use of authentic language, provide appropriate feedback and correction, capitalize on the natural link between speaking and listening, give students opportunities to initiate oral communication, and encourage the development of speaking strategies.¹¹

Based on some explanation above, the writer can conclude that teaching speaking is an instruction that involves students in the class, where the students asked to speak by using vocabularies and exact language structures so that it can be understood. Besides, teaching speaking can be called knowledge, instructions, or a personal skill that is given through communicates from the teacher to the students.

3. The Difficulties of Speaking

According to Brown (2001) there were eight difficulties of speaking, they are:¹²

- a. **Clustering**, Fluent speech is phrasal, not word by word. Learner can organize their output both cognitively and physically (in breath groups) through such clustering.

¹¹ H.D Brown's, "*Principle of Teaching Speaking skills*", (Toyo Gakue University, 2009) p. 16. Slideshare.net/samuraitheologian/hd-browns-principles-for-teaching-speaking-skills. Accessed on 3rd September 2019

¹²H. Douglas Brown, "*Teaching by Principle an Interactive Approach to Language Pedagogy*", (New York: Longman,2001) p.270. <https://sehiwy.ga/vo-zata-tybe-ka-tukux.pdf>. Accessed on 6th September 2019

- b. **Redundancy**, the speaker has an opportunity to make meaning clearer through the redundancy of language. Learner can capitalize on this feature of spoken language.
- c. **Reduced form**, contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop stilted, bookish quality of speaking that in turn stigmatizes them.
- d. **Performance variable**, one of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our “thinking time” is not silent we insert certain “fillers” such as *uh, um, well, you know, I mean, like, etc.*, one of the most silent differences between native and nonnative speakers of a language is in their hesitation phenomena.
- e. **Colloquial language**, make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.
- f. **Rate of delivery**, another silent characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes on fluency.
- g. **Stress, rhythm, and intention**, this is the most important characteristic of English pronunciation, as will be explained below. The stress-timed

rhythm of spoken English and its intonation patterns convey important messages.

- h. **Interaction**, as noted in the previous section, learning to produce waves of language in the vacuum-without interlocutors-would rob speaking skill of its richest component: the activity of conversation negotiation.

4. Types of Classroom Speaking Performance

There were six types of classroom speaking performance, they are:¹³

- a. **Imitative**, a very limited portion of classroom speaking time may legitimately be spent generating “human type recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.
- b. **Intensive**, intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.
- c. **Responsive**, a good deal of student speech in the classroom is responsive: short replies to teacher- or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

¹³H. Douglas Brown, “*Teaching by Principle an Interactive Approach to Language Pedagogy*”, (New York: Longman,2001) p.271. <https://sehiwy.ga/vo-zata-tybe-ka-tukux.pdf>. Accessed on 6th September 2019

- d. **Transactional (dialogue)**, carry out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.
- e. **Interpersonal (dialogue)**, the other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.
- f. **Extensive (Monologue)**, Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

5. Components of Speaking

According to J. B. Heaton, there are three components of speaking, they are:¹⁴

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searches for word occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions

¹⁴J. B. Heaton, "Longman Handbooks for Language Teachers", (London and New York, 1990) p. 100.
https://www.academia.edu/31010458/Longman_Handbooks_for_Language_Teachers.
 Accessed on 4th September 2019

			or clarifications required.
5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
3	Pronunciation is influenced by the mother tongue but only a few	Has to make an effort for much of the time. Often has to search for the	The listener can understand a lot of what is said, but he

	serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood - and then with considerable effort by someone who is used to listening to the speaker
1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to

	practised in the course.		clarify anything he seems to have said.
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C. Mind Mapping

1. Definitions of Mind Mapping

According to Buzan (2012), mind mapping is the easiest way to bring information get into the brain, and to bring information out from the brain. Mind mapping is the way to take a note which is creative, effective, and literally will map our mind. Mind mapping also can be said that route map which is great for memory to arrange facts and thoughts in such a way so the way of brain work involves from the firts. It means remember information by using mind mapping will be easy than using national registration techniques.¹⁵ Then, according to Knight (2012), mind maps are amazing organizational and crativity that can improve memory, cocentration, communication, creativity, and time management.¹⁶ Mind mapping is one of techniques which use of whole brains in learning that can be make the students more enjoyable and interested in studying English, (Sahrawi : 2013).¹⁷

¹⁵Tony Buzan, “*Buku Pintar Mind Map*”, (PT. Gramedia Pustaka Utama, cvi, 2006),p. 4.

¹⁶ Kam Knight, “*Mind Mapping: Improve Memory, Concentration, Organization, Creativity, and Time Management*,” Educational Media and Technology Yearbook: Vol. 37. (2017), p. 2.
<https://webcache.googleusercontent.com/search?q=cache:T3171SScXycJ:https://ujiqadyhac.ml/study-skills/kam-knight-mind-mapping-improve-memory-concentration-communication-organization-creativity-and-time-management.pdf+%cd=16&hl=id&ct=clnk&glid>. Accessed on 3rdSeptember 2019

¹⁷S Sahrawi, “*The Effectiveness of Mind Mapping for Teaching Vocabulary to the Eighth Grade Students of SMA Negeri 3 Sungai Kakap in Academic Year 2012/2013*”,

From the explanations, mind mapping above the writer can brief that mind mapping is a graphic organizer that can be used to get or to deliver the information.

2. How mind maps can help us?

Mind maps can be helping us in many things. They are:¹⁸

- a. Planning
- b. Communications
- c. More creative
- d. Efficiency time
- e. Problem solving
- f. Focus on the attentions
- g. Arrange and explain the mind
- h. remember well
- i. fast and efficient of study
- j. look “all of the picture”

3. The mind map learning model

According to Putri (2016) state that mind map learning model is one of learning model that asks students to make pictures/diagram of the major interconnected concepts, marked by curved lines that connect to the second and

(Jurnal Pendidikan Bahasa), Vol. 2, No. 2, (2013), p. 240.

[https://www.google.com/url?sa=t&source=web&rct=j&url=http://journal.ikipgripta.ac.id/index.php/bahasa/article/view/246&ved+2ahUKEwi-](https://www.google.com/url?sa=t&source=web&rct=j&url=http://journal.ikipgripta.ac.id/index.php/bahasa/article/view/246&ved+2ahUKEwi-98T_pMHkAhXMAAnlKHYkSDX4QFjAAegQICRAC&usg=AOvVaw3aX_u2_pld6czLwoaru5Ro)

98T_pMHkAhXMAAnlKHYkSDX4QFjAAegQICRAC&usg=AOvVaw3aX_u2_pld6czLwoaru5Ro . Accessed on 8th September 2019

¹⁸Tony Buzan, “*Buku Pintar Mind Map*”, (PT. Gramedia Pustaka Utama, cvi, 2006),p. 6.

third branches.¹⁹ Furthermore, Syam and Ramlah (2015), the mind map learning model is the model that planned to help the students in the learning process, keep information about lesson materials that received by students during learning process, and help the students to arrange the points of important materials into the map, graphic, or using symbol so that the students are easier to remember the lessons. Through the mind map learning model, students do not accuse to write all of the notes in the board or that had been dictated by the teachers. The students know the points of the problem, and then, they can make their mind map according to their creativity.²⁰

Based on the definitions of mind map learning model above, the writer can conclude that the mind map learning model is one of the learning models that can help the students to act in the learning process and also they can understand the points of the materials by making mind map appropriate with theirs understanding. So, they do not accuse to write all of the notes on the board or that had been dictated by the teachers.

¹⁹Lukita Octavia LukmanPutri, S. Pd., “*Mind Mapping Sebagai Model Pembelajaran Menilai Penguasaan Konsep dan Alat Evaluasi Menilai Kemampuan Berfikir Kreatif Siswa*”, (Seminar Nasional Pendidikan dan Saintek), Vol 2. (2016), p. 630.

https://www.researchgate.net/publication/314183176_MIND_MAP_SEBAGAI_MODEL_PEMBELAJARAN_MENILAI_PENGUASAAN_KONSEP_DAN_ALAT_EVALUASI_MENILAI_KE_MAMPUAN_BERFIKIR_KREATIF_SISWA. Accessed on 7th September 2019

²⁰Natriani Syam and Ramlah, “*Penerapan Model Pembelajaran Mind Mapping dalam Meningkatkan Hasil Belajar pada Mata Pelajaran Ilmu Pengetahuan Sosial Siswa Kelas IV SDN 54 Kota Parepare*”,

(Jurnal Publikasi Pendidikan), Vol. 5, No. 3, (2015) p. 185.
<https://www.google.com/url?sa=t&source=web&rct=url=http://ojs.unm.co.id/index.php/pubpend/article/download/1612/671&ved=2ahUKEwjCh5fytMDkAhUYT08KHdE1AQgQFjABegQIBhAJ&usg=AOvVaw1vYHx8gQP11jYJyeb9R-X0>. Accessed on 8th September 2019

4. Types of mind mapping

Mind maps can be divided into 3 categories according to the objective of using: library mind maps, presentation mind maps, and tunnel timeline mind maps. We will elaborate on them in the following article.²¹

a. Mind Map Type 1: Library Mind Maps

Library mind maps can also be called reference maps. This type of mind maps is mainly used to organize information, so that you can have a clear and visual understanding of the subject without missing anything out. The purpose of library mind maps is to sort and organize the collected information for a better understanding of the subject.

When creating a library mind map, first step is to put all the information together and organize it in a map tree. The map will show how each information linked to each other and how they can serve the main idea.

This type of mind map can be used for organizing information about a specific topic in a visual way, here are some examples:

²¹Edraw (2018), "*3 Basic Types of Mind Maps*," EdrawSoft.
<http://www.edrawsoft.com/3-basic-mind-map-types.php>. (Accessed on 16 September 2018)

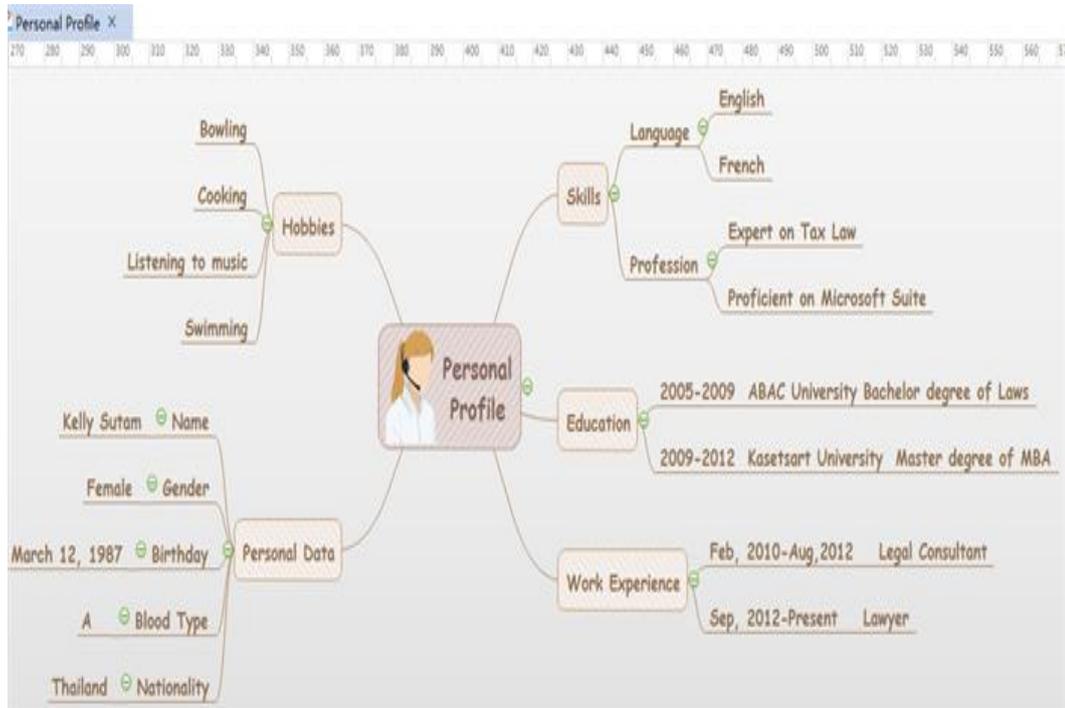


Figure 2.1. Personal Profile Mind Map

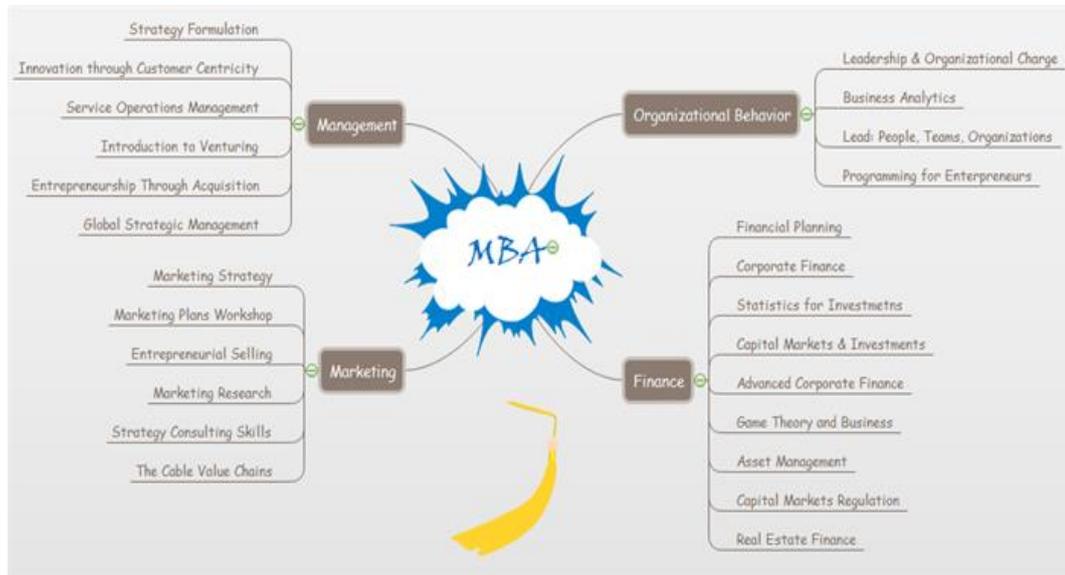


Figure 2.2.MBA Course Mind Map

b. Mind Mapping Type 2: Presentation Mind Maps

This type of mind map is used to present the process of an idea to the audience. Presentation mind maps illustrate the way that the project goes in order to track the steps. Therefore the focus of a presentation mind map is the audience instead of the topic. How the information should be positioned in the map depends on whether the audience can understand it or not. If the audience can follow with the way you are presenting, then the map is well structured. Thus, your presentation can be well accepted by the audience.

This type of mind map can be used for explaining an activity or a training session. Here are the examples:

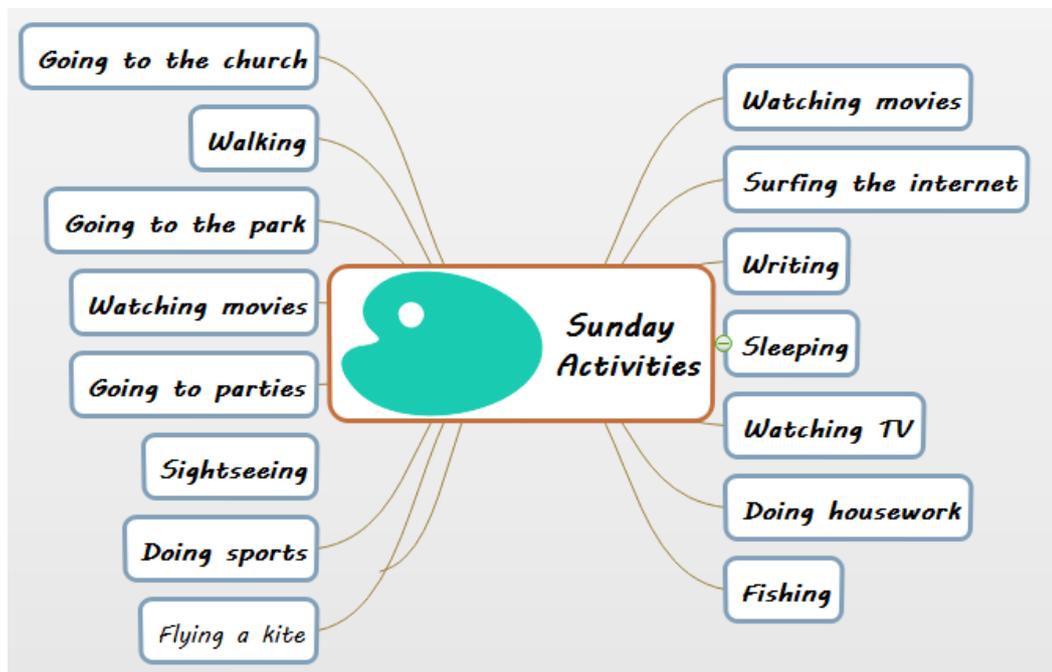


Figure 2.3 Sunday Activities Mind Map

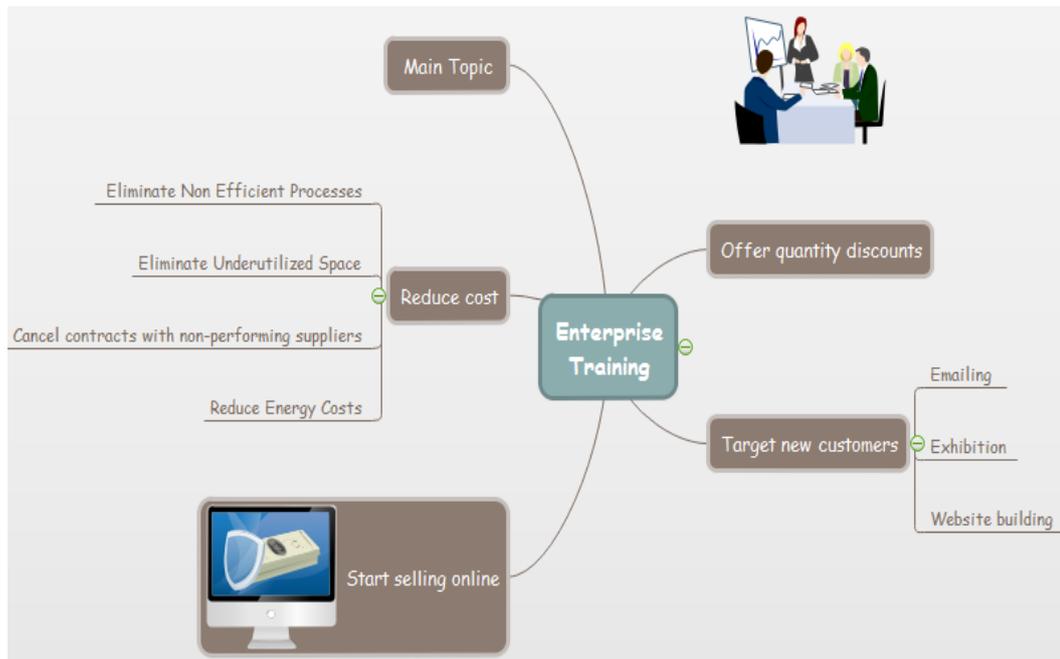


Figure 2.4. Enterprise Training Mind Map

c. Mind Map Type 3: Tunnel Timeline Mind Map

This type of mind maps are also simplified as planning mind maps, they are mainly used for project strategy, program plan, or problem solving. Tunnel timeline mind maps are designed to achieve a goal. The purpose of this type of mind maps is to visualize success. The center(main topic) of the mind map is the outcome that you pursuit, and each sub-topic represents a path to achieve that outcome. You can follow the map to make progress towards the success.

This type of mind maps can be used for planning project strategies or solving problems. Here are the examples:

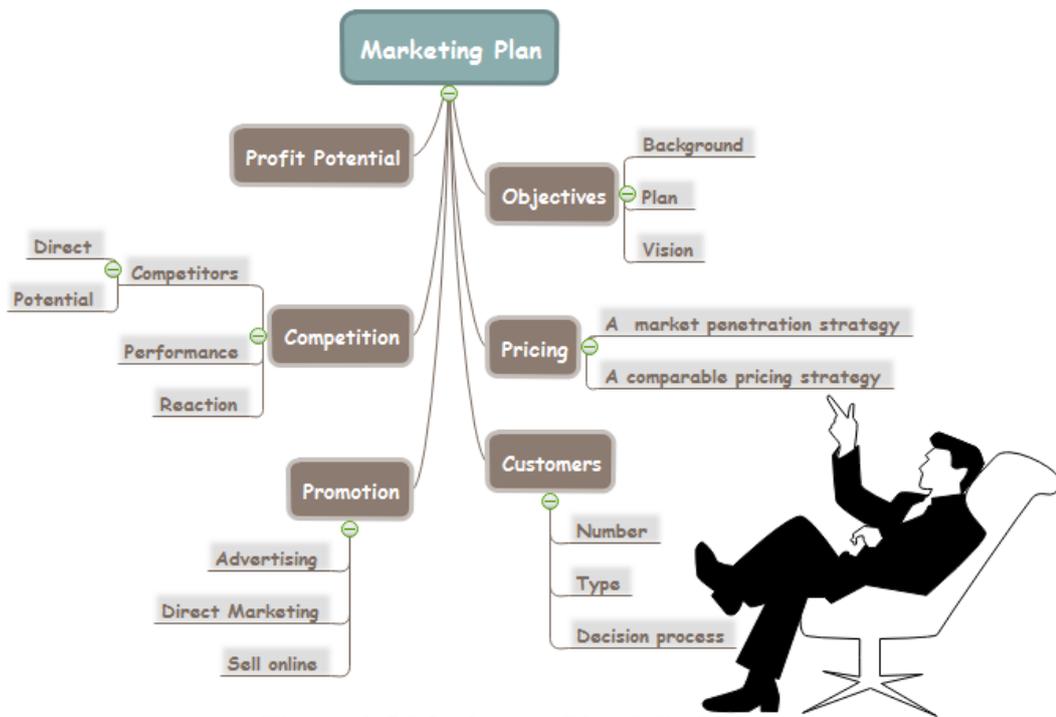


Figure 2.5. Marketing Plan Mind Map



Figure 2.6. Marketing Strategy Mind Map

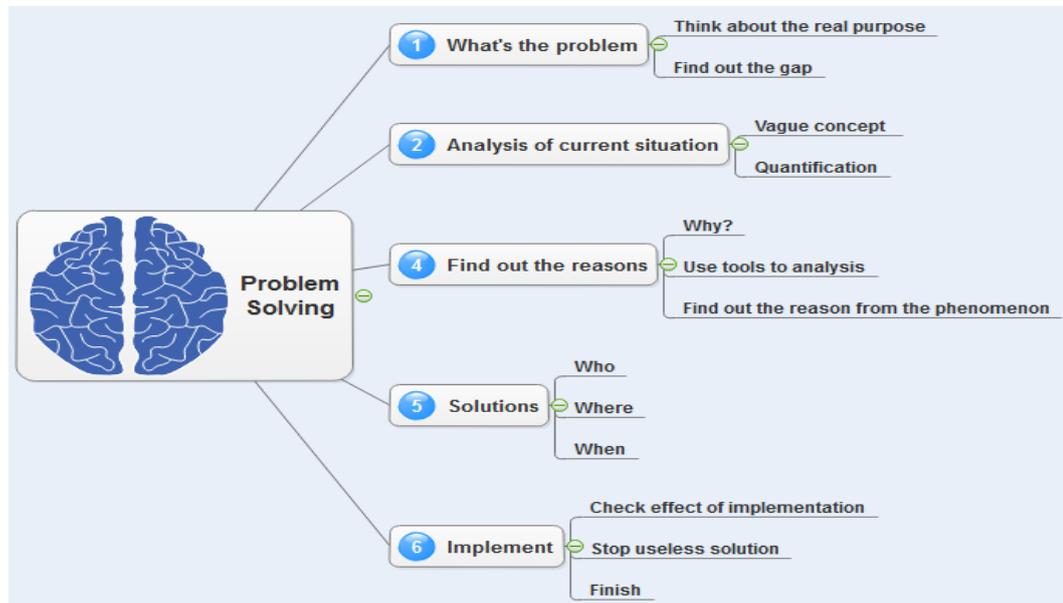


Figure 2.7. Problem Solving Mind Map

Mind maps can be a very powerful tool to analysis ideas, build project plans and solve problems. The 3 types of mind maps mentioned above can cover almost all the mind map types. Knowing the features and purposes of each type can help you achieve the outcome required with mind maps.

“There are three types of mind mapping. The first, library mind map is to organize the information about a specific topic visually. The second, presentation mind map is used to present the process of an idea to the audience. The third, tunnel timeline mind map is to arrange the planning such as project strategy, program plan, or problem-solving to achieve the goal.”

Based on the three types of mind mapping above, the writer used presentation mind maps type because this type is used to present the process of an idea to the audience and how the information should be positioned on the map depends on whether the audience understand it or not. So that the writer will ask students to present the materials by these types.

5. Part of Speech

a. Noun

Noun is the word that used to show the name of people, animals, plants, days, places, ideas, things or bendable things etc.²²

Example:

- Fajar (nama orang/ people)
- Nur (nama orang/ people)
- Rabbit (nama hewan/ animal)
- Rose (nama bunga/ plant)
- Saturday (nama hari/ day)
- Latuppa (nama tempat/ place)
- Table (nama benda/ things)
- Ruler (nama benda/ things)
- *Intelligence* (hal yang dibendakan/ bendable things)

b. Verb

Verb is word that used to show the action or state of being from a subject.²³

Example:

- He *mended* the puncture, *smile*, *mounted* his bicycle and *rode* away.

²² Rusdiana Junaid, dkk. *Fundamental English Dasar-Dasar Penguasaan Bahasa Inggris*. Jl. Joyosuko Metro 42 Malang, Jatim. 2014. P. 1

²³ Rusdiana Junaid, dkk. *Fundamental English Dasar-Dasar Penguasaan Bahasa Inggris*. Jl. Joyosuko Metro 42 Malang, Jatim. 2014. P. 24

- We *are* very sad because they have *suffered* so much.

c. Adverb

Adverbs is words that explain about how to, when, how much, etc (working or something happen).²⁴

Example:

*I went to Labombo Beach **by a motorcycle** yesterday*

- By a motorcycle : Bagaimana caranya/ How to
- Yesterday : Kapan terjadinya (waktu)/ When

d. Adjective

Adjective is the word that used to explain characteristic or add meaning of the thing (noun) or pronoun. Or we can say that each word that used to explain characteristic of noun or pronoun that meant.²⁵

Example:

- *Large* Garden
- *This* pen
- *Wooden* table
- *My* pencil

²⁴ Rusdiana Junaid, dkk. *Fundamental English Dasar-Dasar Penguasaan Bahasa Inggris*. Jl. Joyosuko Metro 42 Malang, Jatim. 2014. P. 59

²⁵ Rusdiana Junaid, dkk. *Fundamental English Dasar-Dasar Penguasaan Bahasa Inggris*. Jl. Joyosuko Metro 42 Malang, Jatim. 2014. P. 72

e. Conjunction

Conjunction is the word that connecting word by word, sentence by sentence, paragraph by paragraph in story or text. The connecting is not variable, it means it is not change in plural or noun/pronoun.²⁶

Example:

- You *and* me are friends
- Ann and Shanty are beautiful girls, *but* they are arrogant.

f. Interjection

Interjection is a spontaneous pronounces that meant to express a feeling or thinking that suddenly emerge, such as shock, happy, etc. interjections are followed by exclamation mark (!).

Example:

- *Oh!*
- *Help!*
- *Darn it!*
- *Well!*
- *Here he comes!*
- *There they are!*

g. Pronoun

Pronoun is the word that used or functioned as a change of noun.²⁷

²⁶ Rusdiana Junaid, dkk. *Fundamental English Dasar-Dasar Penguasaan Bahasa Inggris*. Jl. Joyosuko Metro 42 Malang, Jatim. 2014. P. 103

Example:

- I, me, my, mine, myself
- You, your, yours, yourself
- He, him, his, himself
- She, her, hers, herself
- It, its, itself

h. Preposition

Preposition is the word before noun, pronoun, noun phrase, and gerund.²⁸

Example:

- According **to** John, the bank closes at 3 p.m
- We escaped **by** means of a secret tunnel
- There is meeting **at** 2.30 this afternoon

According to Arsyad, there are seven parts of speech; they are pronouns, adjectives, verbs, nouns, prepositions, conjunctions/ connectors, and adverbs.²⁹

²⁷ Suherman. *Top Grammar a Guide to Write English*. Pare Kediri Jawa Timur. 2017. P. 45

²⁸ Suherman. *Top Grammar a Guide to Write English*. Pare Kediri Jawa Timur. 2017. P. 113

²⁹ Azhar Arsyad. *Dasar-dasar Penguasaan Bahasa Inggris melalui Your Basic Vocabulary*. Yogyakarta. 2014. P. 17.

a. Pronouns

Basic guidance to use personal pronouns

- 1) As a subject = It means, personal pronoun before *verb* or *auxiliary verb*.

Example:

<i>I</i> gave him a book	<i>They</i> gave him a book
<i>You</i> gave him a book	<i>He</i> gave us a book
<i>We</i> give him a book	<i>She</i> give us a book

- 2) As an object = It means personal pronoun is not *in front of* sentence, the function is *sufferer, after verb or preposition*.

Example:

He gave <i>me</i> a book	He gave <i>them</i> a book
He gave <i>you</i> a book	I gave <i>him</i> a book
He gave <i>us</i> a book	I gave <i>her</i> a book
He sent a letter to <i>her</i>	I dreamt of <i>him</i>

- 3) As an adjective = it means, personal pronoun before noun

Example:

This is <i>my</i> book	These are <i>their</i> books
This is <i>your</i> book	This is <i>his</i> book
These are <i>our</i> book	This is <i>her</i> book
This is <i>Ali's</i> book	This is <i>its</i> tail

- 4) As a possessive. Personal pronoun is *not* follow by noun. Sometimes after “of” that accompany by “noun”

Example:

This is *mine*

This is *his*

This is *yours*

A friend of *mine*

This is *ours*

This is *hers*

5) REFLEXIVE = as a pronoun that's mean ".....self...."

Example:

I bought it *myself* = Sayasendiri yang membelinya

Do we have to do it all by *ourselves*?

The teacher *himself* did it

Enjoy *yourself*!

b. Adjectives

1) Colors

Written	Pronounce	means
White	Wait	Putih
Black	Blæk	Hitam
Yellow	'yelou	Kuning
Green	gri:n	Hijau
Blue	blu:	Biru

2) Adjectives for person

Written	Pronounce	means
Able	Eibl	Bisa,dapat
Absent	‘æbsnt	Tidakhadir
Active	‘æktiv	Aktif
Afraid (of)	ə’freid	Takut, khawatir
Alive	ə’live	Hidup
Alone	ə’loun	Sendiri, kesepian

3) Adjectives for noun, but sometimes used for human

Written	Pronounce	means
Available	ə’veiləbl	Siap, tersedia, berlaku
Awkward	‘ɔ:kwəd	Kaku, canggung
Bad	Bæd	Jelek, buruk

Beautiful	'byu:tiful	Bagus, indah
Boring	bɔ:riŋ	Membosankan

c. Verbs

Basic guidance to use verbs I – II – III

I	II	III
Study	Studied	Studied
Write	Wrote	Written

Common Irregular Verbs

I	II	III	Means
Arise	Arose	Arisen	Timbul
Bear	Bore	Born	Menahan, melahirkan

? Is he an author?	Apakah dia seorang pengarang?
? Isn't he an author?	Bukankah ia seorang pengarang?
II. + He was an author	(Dulu) ia seorang pengarang
❖ He was not an author	Ia bukan seorang pengarang
? Was he an author?	Apakah ia seorang pengarang?
? Wasn't he an author?	Bukankah ia seorang pengarang?
III. + He will be an author	Ia akan menjadi seorang pengarang
❖ He will not be an author	Ia tak akan jadi seorang pengarang
? Will he be an author?	Apakah ia akan menjadi seorang pengarang?
? Won't he be an author?	Tidakkah ia akan jadi seorang pengarang?
IV. What is he	
(What does he do?)	Apa kerjanya?
He is an author	Ia seorang pengarang
He is an intelligent author	Ia seorang pengarang yang cerdas

How to use noun I (thing)

Using the first basic pattern of noun

❖ This is an ashtray	Ini asbak
----------------------	-----------

UNCOUNTABLE NOUNS

Written	Pronounce	means
Advice	əd'vais	Nasihat
Beer	bɪə	Bir
Blood	blʌd	Darah
Bread	Bred	Roti
Chalk	tʃɔ:k	Kapur

Nouns (PLURAL)

Written	Pronounce	means
Clothes	Klouðz	Pakaian
Glasses	gla:sɪs	kacamata
Goods	Guds	Hartabenda, barang
Pants	Pænts	Celanapanjang
People	'pi:pl	Orang-orang

Noun III (PLACE)

Written	Pronounce	means
Air-port	εəpɔ:t	Lapanganterbang
Bank	bæŋk	Bank
Bathroom	bɑ:θrum	Kamarmandi
Beach	bi:tʃ	pantai
Bedroom	ˈbɛdrum	Ruangtidur

Noun IV (ANIMAL)

Written	Pronounce	means
Ant	Ænt	Semut
Bat	Bæt	Kelelawar
Bear	Beə	Beruang
Bedbug	ˈbedbʌg	Kutubusuk
Bee	bi:	Lebah, tawon

Noun V (PARTS OF THE BODY)

Written	Pronounce	means
Hair	hɛə	Rambut
Ear	ɪə	Telinga
Neck	Nek	Leher
Head	Hed	Kepala
Forehead	'fɔɪd/'fɔɪ'hed	Dahi

Noun VI (FAMILY AND RELATIVE)

Written	Pronounce	means
Father	'fa:ðə	Ayah
Mother	'mʌðə	Ibu
Brother	'brʌðə	Saudaralaki-laki
Sister	'sɪstə	Saudaraperempuan
Younger brother	'yʌŋgə'brʌðə	Adiklaki-laki
Younger sister	'yʌŋgə'sɪstə	Adikperempuan

e. Prepositions

Written	Pronounce	means
About	ə'bout	Tentang
Above	ə'bʌv	Di atas
After	'ɑ:ftər	Setelah
Against	ə'geɪnst	Lawan/menentang
Along	ə'lɒŋ	Sepanjang

f. Connectors/ conjunction

Written	Pronounce	means
Actually	'æktʃuəli	Sebenarnya
Afterwards	'ɑ:ftəwədz	Setelahitu, selanjutnya
Also	'ɔ:lsoʊ	Juga
Although	ɔ:l'dəʊ	Meskipun
And	ænd	Dan

g. Adverbs

Written	Pronounce	means
Always	‘ɔ:lwəs	Selalu
Every morning	‘evri’ mɔ:nɪŋ	Setiappagi
Yesterday	‘yestədi	Kemarin
This morning	ðɪs’ mɔ:nɪŋ	Pagiini
Tomorrow	tə’mɔrou	Besok
At once	ætʌns	segera
Here	hɪə	disini

In this section, the part of speech that the writer takes is noun as an example to make mind mapping.

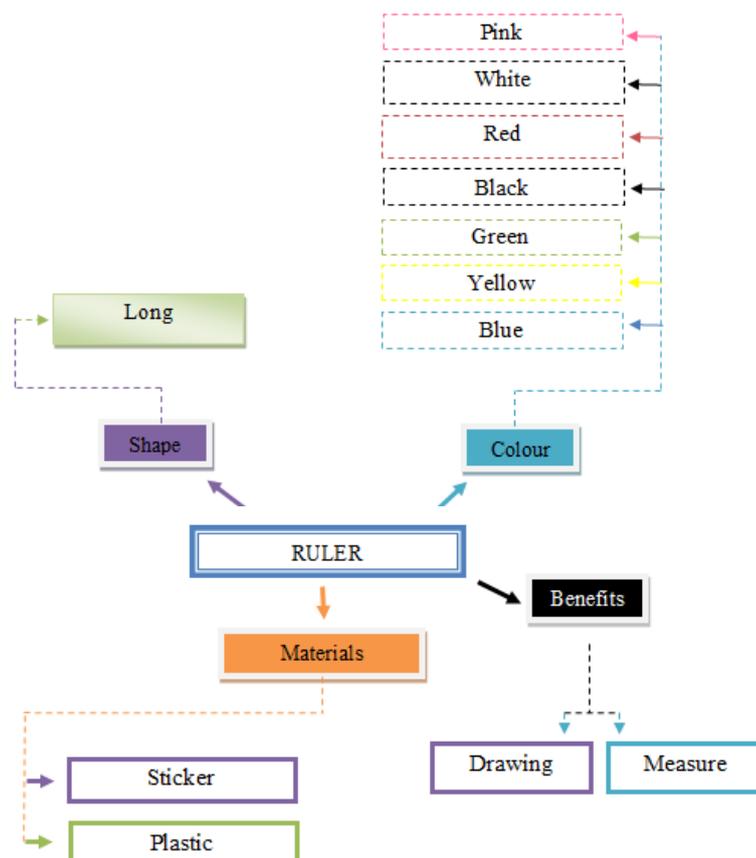


Figure 2.8. The example of the describing ruler (thing) by using mindmapping

Assalamuaalaikum Wr. Wb. I am going to describe about my ruler

My ruler has four parts. The first is colours, this ruler has seven colours, they are blue, red, yellow, green, black, white, and pink. Next, the materials of this ruler is plastic and sticker. Furthermore, the benefits of this ruler is measuring, drawing, and outlining. The last is shape, the shape of this ruler is long.

Ok. I think enough, thanks for your attention. Assalamuaalaikum Wr. Wb.

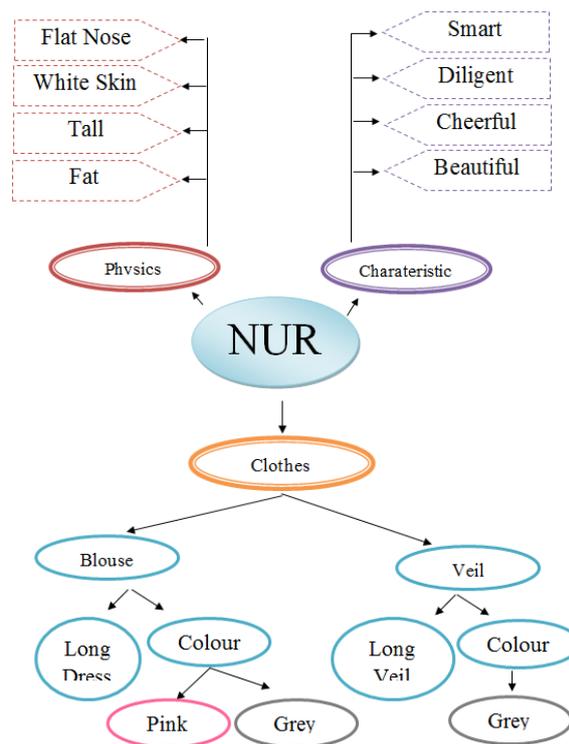


Figure 2.9. The Example of the Describing Nur (Person) by Using Mind Mapping

Assalamuaalaikum Wr. Wb. I'd like to talk you about Nur

Nur is my Friends. Her chareacteristics are clever, beautiful, cheerful but sometimes she is lazy. Next for her physics, she has flat nose and fat body but she has white skin and tall body. In addition, her clothes has two parts. The firs is blouse, she wear long dress by pink and grey colours. Second, she wear long veil by grey colour.

Ok. I think enough, thanks for your attention. Assalamualaikum Wr. Wb.

6. Advantages and Disadvantages of Mind Maps

According to Tee and his friends (2014) there were some advantages and disadvantages of mind mapping, they are:³⁰

a. Advantages of mind maps

- 1) Preparing notes from textbooks.
- 2) The Buzan mind map principles are easy and interesting to follow.
- 3) It is among the easiest and most famous thinking tool.
- 4) Students are able to memorize better.
- 5) Students can plan their daily routine with mind map.
- 6) Revision is quick and effective.

³⁰T.K. Tee and his friends, “*Buzan Mind Mapping: An Efficient Technique for Note-Taking*”, (World Academy of Science, Engineering and Technology International Journal of Social, Human Science and Engineering), Vol. 8. No. 1 (2014), p. 29. <https://www.google.com/url?sa=t&source=web&rct=j&url=https://waset.org/publications/9997038/buzan-mind-mapping-an-efficient-technique-for-note-taking&ved=2ahUKEwiXzK77lr7kAhV0lbcAHU0CBvIQFjACegQIAxAB&usg=AOvVaw1EsqJRKSQDG3rHsGqlyOa1>. Accessed on 7th September 2019

- 7) Students will appreciate own product (mind map).
- 8) Parents and teachers are able to monitor the student's performance.

b. Disadvantages of mind maps

- 1) Cannot be digitally stored other than as a scanned document.
- 2) Map size is limited.
- 3) Preference of user for mind mapping software advantages.

Whereas according to Alviani (2014), state that mind mapping has advantages and disadvantages. The advantages of mind mapping are students can be proposing their ideas freely, they can be able to work with their friends, their notes are more focused on the material point, help the mind to organize, remember, comparing and making relationships and making it to get the new information, besides that, mind mapping giving freedom to search learning materials and they do not dependent to the teacher so the students are more active and creative in learning process. Whereas the advantages of mind mapping are only active students are involved, not completely students are learning, and the several of mind mapping make the teachers difficult to giving the corrections.³¹

7. Steps to Make Mind Mapping

There were seven steps to make mind mapping, they are:

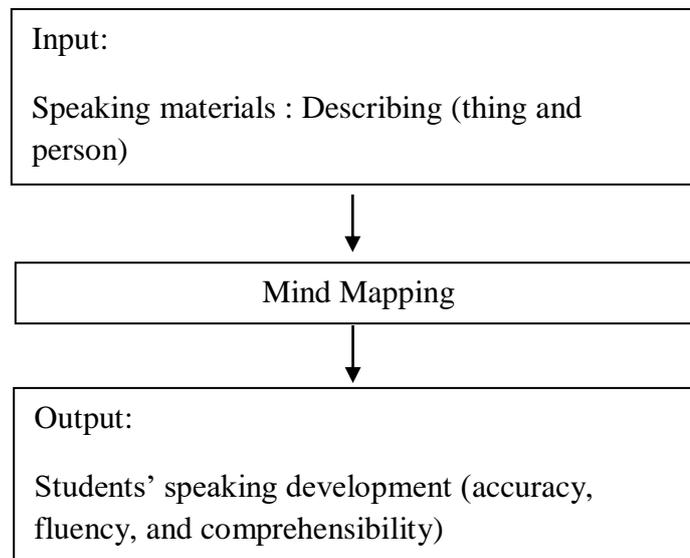
- a. Start in the center of a blank page turned sideways.
- b. Use an image or picture for your central idea.

³¹RizkaAdhanaAlviani, “Implementasi Model PembelajaranKooperatif Mind Mapping Terhadap Hasil Belajar Biologi Siswa Kelas VIII SMP Negeri 2 Boyolali Tahun Pelajaran 2013/2014”, (Surakarta: Universitas Surakarta, 2014), p. 8.
https://scholar.google.com/scholar?cluster=13336303573684907809&ht=id&as_std=0,5&scioldt=0,5#d=gs_qabs&u=%23p%3Dle9CBnERFLkJ. Accessed on 7th September 2019

- c. Use colors throughout
- d. Connect your mind branches
- e. Make your branches curved rather than straight-line
- f. Use one key word per line
- g. Use image throughout

D. Conceptual Framework

The focus of this research is the ability of the eleventh year students in SMAN 4 Palopo to know the students' skills in speaking by using mind mapping techniques. The conceptual framework in this research is shown in the diagram below:



From the diagram above, the writer conducts research at MAN Palopo. The writer teaches describing materials by using mind mapping techniques. The writer gives materials about describing thing and person. The students are said to improve their speaking if their accuracy, fluency, and comprehension have good.

E. Hypothesis

This hypothesis is interim answer toward the result that be expected. Base on the explanation at the chapter one. So Hypothesis in this research is described as follows:

Null Hypothesis (Ho): There is no significant difference for students in Experimental class after applying mind mapping technique to improve students' speaking in describing and procedure with the Class Control. Whereas, Alternative Hypothesis (Ha): There is significant difference for students in Experimental class after applying mind mapping technique to improve students' speaking in describing and procedure with the Class Control.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the writer used quasi experimental design. The writer applied the pretest and posttest design approach to a quasi-experimental design. Pretest was given to both classes to measure students' speaking skills before giving the treatment. The treatment was only given to the experimental class. Then, posttest was given to measure the students' speaking skills after giving the treatment. The students in experimental class would be given the treatment by using mind mapping technique in teaching describing especially for describing people and thing. The students in control class would be given teaching without using mind mapping technique.

The following showed the formula of quasi-experimental non-equivalent control group design.³⁴

<u>Group</u>	<u>Pretest</u>	<u>Treatment</u>	<u>Posttest</u>
E	O ₁	X ₁	O ₃
C	O ₂	X ₂	O ₄

E: Experimental Class C: Control Class O ₁ : Pretest in Experimental Class O ₂ : Pretest in Control Class O ₃ : Posttest in Experimental Class O ₄ : Posttest in Control Class X ₁ : The Treatment in Experimental Class in Teaching Speaking by Using Mind Mapping Technique X ₂ : The Treatment in Control Class in Teaching Speaking without Using Mind Mapping Technique

³⁴L. R. Gay, Geoffrey E. Mills and Peter Airasian, Education Research, (Competencies for Analysis and Applications, Tenth Education. (London: Pearson 2000) p. 268

B. Population and Sample

The populations of this research were tenth grade students of MAN Palopo, academic year 2018/2019. The total population was 120 students which were distributed in 3 classes, they were X MIA I, X MIA II, and X MIA III.

The writer used purposive sampling because the sample was believed to be representative population and teaching learning process could not be distributed. In this case, the writer took X MIA I as an experimental class and X MIA 2 as a control class. Each class consisted of 30 students and the total students were 60 students.

C. Variable and the Operational Definition of Variable

In this part, the writer included dependent and independent variable.

1. The dependent variable was the students speaking skill, where speaking skill was the tool that could be used by the people to communicate or to inform their idea to the other people. Therefore, the students could use mind mapping to inform their idea by easy. Besides, the speaking skill was influencing mind mapping.
2. Independent variable was mind mapping; mind mapping was a strategy to activate right and left brain balanced when we were teaching English because mind mapping contains pictures, colors, lines, and words that could help students to remember the words and resulting an idea so that they could communicate easily especially for describing and procedure in speaking. So, mind mapping was influenced by speaking skills.

D. Instrument of the Research

There were some instrument that used by the writer, they were:

1. Speaking test, in this instrument the writer used a speaking test as an instrument. In this case, the writer interviewed the students to tell the material of their mind mapping. The test would be given to the sample and the results gathered as the data of this study.
2. Video, the writer used video as an instrument to help her to get information where the writer recorded the video when the students speak about the materials.

E. Procedure of Collecting Data

The procedure of collecting data was held with the sequence as follows:

1. Pretest

The writer gave a pretest to the students, it aimed to know the students' prior knowledge. Both experimental and class control classes would be given a pretest for 90 minutes. In this pretest, the writer introduced herself. Then, the writer gave some vocabulary to the students. After that, the writer asked the students to describe one something or someone around them without using the mind mapping technique. Furthermore, the writer gave a language pattern that would be used by the students to describe something before they went home. Also, the writer gave the value, recorded and made transcriptions to the students' speaking to find out more accurate data of students' speaking skills.

2. Treatment

In this treatment, the writer gave four meetings to the students. In this case, the writer gave treatments related to the mind mapping technique. The steps were follows:³⁵

a. The first meeting

- 1) The writer gave explanations about language patterns that would be used when the students describe a thing.
- 2) The writer gave explanations about the shape, color, benefit, and material of the thing that would be present.
- 3) The writer gave an example mind mapping about the thing (ruler)

b. Second meeting

- 1) The writer asked students to make a circle.
- 2) The writer asked students to write one thing on the small paper.
- 3) The writer asked students to throw the paper in front of them.
- 4) The students took one of the papers in front of them, but they could not take their own.
- 5) The writer gave time for five minutes to made mind mapping by used the word that had been taken.
- 6) The writer asked students to speak based on their mind maps in front of their friends.

³⁵Ayu Rini, "*Excellent English Game*", (Jl. Letjen Suprpto, Jakarta Pusat 10640, Indonesia. Mega Cempaka Mas Blok G2 & G3: Kesaint Blanc, cI, Januari 2012), p 63

c. The third meeting

The writer gave the corrections based on the student's mind map.

d. The fourth meeting

- 1) The writer gave explanations about expressions that would be used when the students described a personal.
- 2) The writer gave explanations about Characteristics, physics, and clothes
- 3) The writer gave example mind mapping about personal (Nur)

e. The fifth meeting

- 1) The writer asked students to make a circle.
- 2) The writer asked students to write one person on the small paper.
- 3) The writer asked students to throw the paper in front of them.
- 4) The students took one of the papers in front of them, but they could not take their own.
- 5) The writer gave time for five minutes to made mind mapping by used the word that had been taken.
- 6) The writer asked students to speak based on their mind maps in front of their friends.

f. The sixth meeting

The writer gave the corrections based on the student's mind map.

3. Posttest

Posttest administered after the treatment. It aimed to know the improvement of students' speaking skills. Here, the writer gave the same test in

the pretest to the experimental and control class. The posttest would be given for 90 minutes.

F. Technique of Data Analysis

The writer used quantitative analysis by finding the score and standard deviation of the data and t-test paired sample by used SPSS 20.0.

1. The writer measured it by used assessment scale accuracy, fluency, and comprehension from Heaton (1990):³⁶

Table 3.1. Students rubric scoring

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searches for word occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.
5	Pronunciation is slightly influenced by the mother-tongue. A few minor	Has to make an effort at times to search for words. Nevertheless, smooth	The speaker's intention and general meaning are

³⁶J. B. Heaton, "Longman Handbooks for Language Teachers", (London and New York, 1990) p. 100. https://www.academia.edu/31010458/Longman_Handbooks_for_Language_Teachers. Accessed on 4th September 2019

	grammatical and lexical errors but most utterances are correct.	delivery on the whole and only a few unnatural pauses.	fairly clear. A few interruptions by the listener for the sake of clarification are necessary
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer

			sentences.
2	Pronunciation seriously influenced by the mothertongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood - and then with considerable effort by someone who is used to listening to the speaker
1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practised in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

2. The results of the students' speaking tests were determined by classification students. It could be seen in the table below. The score of three tables above was converted into a score in the next table by used formula below:³⁷

$$\text{A student's score} = \frac{\text{The gain score}}{\text{The maximal score}} \times 100$$

3. The writer classified the score of the students into six levels as follows:

Table 3.2. The Classification Score for Test

	Score	Classification
A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unnacceptable

(Brown,2004, p.287)

The writer calculated the test result of speaking by used SPSS program version 20.0

³⁷H. DouglasBrown. (2004). *Language Assessment: Principle and Classroom Practices*. United State of America: Pearson Education, Inc.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter explains about findings and discussions result of research that show the realities and comparisons between experimental class and control class.

A. Findings

This part explains the result description of data that analyzed statistically. It comprises of two parts, they are the students' score of control and experimental class in pre-test and the students' score of control and experimental class in post-test or the score of the students' that had not been given the treatment and the score of the students' that had been given the treatment.

1. Scoring Classification of the Students' Pretest and Posttest.

Based on the tables below, the writer presented the students' pretest and posttest, frequency and percentage for experimental class and control class.

a. Scoring Classifications of the Students' Pretest in Control and Experimental classes

There were six classifications of students' scores in the pretest, namely excellent, good, adequate, inadequate/unsatisfactory, and failing/unacceptable. The frequency and rate percentage of students' pretest score presentations in experimental and control class, they are:

Table 4.1. The Rate Percentage and Frequency of Students' Pretest Scores in Experimental and Control Class

Classification	Score	Rate	Experimental		Control	
			Group		Group	
			F	%	F	%
Excellent	86 – 100	5	0	0%	0	0%
Good	71 – 85	4	0	0%	0	0%
Adequate	56 – 70	3	0	0%	0	0%
Inadequate/unsatisfactory	41 – 55	2	0	0%	0	0%
Failing/Unacceptable	26 – 40	1	30	100%	30	100%
Total			30	100.0%	30	100%

Based on the data that show of the table above, the result of experimental and control class on scores of frequency and percentage are none or 0% student got “excellent”, “good”, “adequate”, and “Inadequate/unsatisfactory”. Then, there were 30 or 100% students got “Failing/Unacceptable”.

The comparison between pretest and posttest result showed that there was no any significant different in students speaking skills of both class. It was proved by the result of pretest in both classes which showed that most of students were classified as “Failing/Unacceptable”.

b. Scoring Classifications of the Students' Posttest in Control and Experimental classes

There were six classifications of students' scores in the posttest, namely excellent, good, adequate, inadequate/unsatisfactory, and failing/unacceptable.

The frequency and rate percentage of students' posttest score presentations in experimental and control class, they are:

Table 4.2. The Rate Percentage and Frequency of Students' Posttest Scores in Experimental and Control Class

Classification	Score	Rate	Experimental		Control	
			Group		Group	
			F	%	F	%
Excellent	86 – 100	5	0	0%	0	0%
Good	71 – 85	4	0	0%	0	0%
Adequate	56 – 70	3	0	0%	0	0%
Inadequate/unsatisfactory	41 – 55	2	0	0%	0	0%
Failing/Unacceptable	26 – 40	1	30	100%	30	100%
Total			30	100%	30	100%

Based on the data shown in the table above, the result of posttest of experimental and control classes is none or 0% student got “excellent, good, adequate, and inadequate/unsatisfactory”, and there are 30 or 100% students got “failing/unacceptable”

The scores of students' posttest in the experimental and control class shows that there was no significant difference. It was proved by the result of the posttest in both classes that show most of the students were classified as Failing/Unacceptable.

c. The Students' Accuracy Achievement

The frequency score and the percentage of the students' accuracy in experimental and control classes can be seen in the following tables.

Table 4.3. The Frequency and Percentage of Students' Achievement in term of Accuracy in Pretest

Classification	Score	Rate	Experimenta		Control	
			l Group		Group	
			F	%	F	%
Excellent	86 – 100	5	0	0%	0	0%
Good	71 – 85	4	0	0%	0	0%
Adequate	56 – 70	3	0	0%	0	0%
Inadequate/unsatisfactory	41 – 55	2	2	7%	2	7%
Failing/Unacceptable	26 – 40	1	28	93%	28	93%
Total			30	100%	30	100%

The table above illustrates that most of the students in the experimental and control class got a low category. The percentage both of classes, classified as inadequate/unsatisfactory achiever was 7% (2 students) and failing/Unacceptable achiever was 93% (28 students).

Based on the percentage both experimental and control classes showed that low achievers were bigger than excellent achievers. It indicated that both of the classes still needed to be improved.

Table 4.4. The Frequency and Percentage of Students' Achievement in term of Accuracy in Posttest.

Classification	Score	Rate	Experimen		Control	
			tal Group	Group	F	%
Excellent	86 – 100	5	0	0%	0	0%
Good	71 – 85	4	0	0%	0	0%
Adequate	56 – 70	3	0	0%	0	0%
Inadequate/unsatisfactory	41 – 55	2	2	7%	2	7%
Failing/Unacceptable	26 – 40	1	28	93%	28	93%
Total			30	100%	30	100%

The table above illustrates that most of the students in the experimental and control class got a low category. The percentage both of classes, classified as inadequate/unsatisfactory achiever was 7% (2 students) and failing/Unacceptable achiever was 93% (28 students).

The score distribution for experimental class and control class on accuracy in the posttest showed there were no any difference scores of the pretest. It can be seen that the score of the control class and experimental class still the same. It means that both of them do not have improvement after giving the treatment.

d. Students' Fluency Achievement

The frequency score and the percentage of the students' Fluency in experimental class and control class can be seen in the following tables:

Table 4.5. The Frequency and percentage of the Students' Achievement in term of Fluency in Pretest.

Classification	Score	Rate	Experimenta		Control	
			l Group		Group	
			F	%	F	%
Excellent	86 – 100	5	0	0%	0	0%
Good	71 – 85	4	0	0%	0	0%
Adequate	56 – 70	3	0	0%	0	0%
Inadequate/unsatisfactory	41 – 55	2	6	20%	3	10%
Failing/Unacceptable	26 – 40	1	24	80%	27	90%
Total			30	100%	30	100%

In the table above, most of the students in the experimental and control class were in the low achiever category. The value of the experimental class, classified as Inadequate/unsatisfactory achiever was 20% (6 students) and Failing/Unacceptable achiever was 80% (24 students). While in the control class, classified as Inadequate/unsatisfactory achiever was 10% (3 students), and Failing/Unacceptable achiever was 90% (27 students). Based on the value that has been conducted above, experiment and control class showed that low achiever were bigger than excellent achiever. It means, both of class still needed to be improved.

Table 4.6. The Frequency and percentage of Students' Achievement in term of Fluency in Posttest.

Classification	Score	Rate	Experimenta		Control	
			l Group		Group	
			F	%	F	%
Excellent	86 – 100	5	0	0%	0	0%
Good	71 – 85	4	0	0%	0	0%
Adequate	56 – 70	3	2	7%	3	10%
Inadequate/unsatisfactory	41 – 55	2	28	93%	27	90%
Failing/Unacceptable	26 – 40	1	0	0%	0	0%
Total			30	100%	30	100%

The table above shows that the students' achievements in the fluency category in experimental and control classes were not improving after the treatment. The value percentage of both students' class generally tends on the inadequate/unsatisfactory achiever category. It can be seen that adequate achiever was 7% (2 students), inadequate/unsatisfactory achiever was 93% (28 students), and excellent, good, and failing/unacceptable achiever was none or 0%. While in the control class, none of them was classified as excellent, good, and failing/unacceptable achiever. Next, inadequate/unsatisfactory achiever was 7% (2 students), and adequate achiever was 90% (27 students).

The score for experimental class and control class on fluency in the posttest showed there was no improvement after giving the treatment.

e. Students' Comprehensibility Achievement

The frequency score and the percentage of the students' comprehensibility in the experimental class and control class can be seen in the following tables.

Table 4.7. The Frequency and percentage of Students' Achievement in term of Comprehensibility in Pretest.

Classification	Score	Rate	Experimenta		Control	
			l Group		Group	
			F	%	F	%
Excellent	86 – 100	5	0	0%	0	0%
Good	71 – 85	4	0	0%	0	0%
Adequate	56 – 70	3	0	0%	0	0%
Inadequate/unsatisfactory	41 – 55	2	11	37%	5	17%
Failing/Unacceptable	26 – 40	1	19	63%	25	83%
Total			30	100%	30	100%

The table shows that most of the students in the experimental and control class were in a very poor achiever category. The value percentage of the experimental class, none of them was classified as an excellent, adequate, and good achiever. Furthermore, inadequate/unsatisfactory achiever was 37% (11 students), and Failing/Unacceptable achiever was 63% (19 students). While in the control class, none of them was classified as an excellent, adequate, and good achiever. Next, Inadequate/unsatisfactory achiever was 17% (5 students) and Failing/Unacceptable achiever was 83% (25 students).

Based on the value that had been conducted stated the percentage both of experimental and control classes showed that low achievers were bigger than excellent achievers. It means, both of the classes still needed to be improved.

Table 4.8. The Frequency and percentage of Students' Achievement in term of Comprehensibility in Posttest.

Classification	Score	Rate	Experimenta l Group		Control Group	
			F	%	F	%
Excellent	86 – 100	5	0	0%	0	0%
Good	71 – 85	4	0	0%	0	0%
Adequate	56 – 70	3	2	7%	2	7%
Inadequate/unsatisfactory	41 – 55	2	28	93%	28	93%
Failing/Unacceptable	26 – 40	1	0	0%	0	0%
Total			30	100%	30	100%

The table shows that the students' achievements in experimental and control classes in terms of comprehensibility were not improving after the treatment. The students' percentage of both the classes generally tends in an inadequate/unsatisfactory achiever category. The percentage of experimental and control class, where inadequate/unsatisfactory achiever was 7% (2 students) and Failing/Unacceptable achiever was 93% (28 students).

The score for experimental class and control class on comprehensibility in the posttest after the treatment conducted, both of them showed that there was no improvement.

2. The Mean Score and Standard Deviation of Students' Speaking Achievement.

As stated above that after tabulating the frequency and the percentage of the students' scores, the writer calculated the mean and the standard deviation of the students' scores both of the experimental class and control class.

Before the treatment, the writer was giving a pretest for experimental and control class to know the students' ability to speak. Next, the purpose of the pretest was to find out whether both experimental and control classes were at the same level or not and the purpose of the posttest was to find out the students' improvement both of the experimental and control classes. The standard deviation was mean to know how the scores close at the mean score.

a. The Mean Score and Standard Deviation of Students' Pretest and Posttest

Based on the table below, the writer presented the mean score and standard deviation of the students' pretest and posttest for experimental class and control class.

Table 4.9. The Mean Score and Standard Deviation of Students' Pretest and Posttest

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest experiment	30	17	28	601	20.03	.813	4.453
Posttest experiment	30	28	44	892	29.73	.688	3.769
Pretest control	30	17	33	569	18.97	.873	4.781
Posttest control	30	28	44	886	29.53	.621	3.401
Valid N (listwise)	30						

The table showed that before and after giving the treatment, the main score of the experimental class and control class was mostly in the same score. It means that there is not an improvement after giving the treatment.

The table showed that there were 30 students as respondents in each class, the symbol is N. Next, the high score of experimental class in pretest was 28 and for Control Class was 33 and then the lowest score for Experimental class and Control Class in Pretest was same, they were 17. Besides, the mean score of the experimental class was 20.03 with a standard deviation was 4.45 and the mean score for Control Class was 18.97 with a standard deviation was 4.78.

The main score both of classes was not different after giving the treatment. It can be seen at the table that the high score of the Experimental class in the posttest was 44 while the high score of Control Class was 44. Besides, the lowest score for the experimental class in the posttest was 28 and

for Control Class were 28. Furthermore, the mean score for the Experimental class in the posttest was 29.73 with a standard deviation of 3.76 and the mean score for Control Class was 29.53 with a standard deviation of 3.40.

It means that the mean score of the experimental class is higher with the control class ($29.73 > 29.53$).

b. The Mean Score and Standard Deviation of the Students' Pretest and Posttest in terms of Accuracy

Table 4.10. The Mean Score and Standard Deviation of Students' Pretest and Posttest

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest experiment	30	1	2	32	1.07	.046	.254
Posttest experiment	30	1	2	32	1.07	.046	.254
Pretest control	30	1	2	32	1.07	.046	.254
Posttest control	30	1	2	32	1.07	.046	.254
Valid N (listwise)	30						

c. The Mean Score and Standard Deviation of Students' Pretest and Posttest in term of Fluency

The table above indicates that there was not an improvement in the students' posttest in terms of accuracy of the Experimental and Control Class. It can be seen the mean score of the pretest was 1.07 with standard deviation was

0.25, to posttest 1.07 with standard deviation was 0.25, it is the same with the posttest. The score of the post-test in terms of accuracy in the experimental class is not improving.

Table 4.11. The Mean Score and Standard Deviation of Students' Pretest and Posttest

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest Experiment	30	1	2	36	1.20	.074	.407
Posttest Experiment	30	2	3	66	2.20	.074	.407
Pretest Control	30	1	2	33	1.10	.056	.305
Posttest Control	30	2	3	67	2.23	.079	.430
Valid N (listwise)	30						

The table above indicates that there was an improvement in the students' posttest in terms of fluency of the experimental and control class. It can be seen the mean score of the pretest of the experimental class was 1.20 with standard deviation was 0.40, to posttest 2.20 with standard deviation was 0.407 for experimental class and also for the pretest 1.10 with standard deviation was 0.30, to posttest 2.23 with standard deviation was 0.43 for the control class. The score of the posttest in terms of fluency in the experimental class is excellent than the control class.

d. The Mean Score and Standard Deviation of Students' Pretest and Posttest in term of Comprehensibility

Table 4.12. The Mean Score and Standard Deviation of Students' Pretest and Posttest

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest experiment	30	1	2	41	1.37	.089	.490
Posttest experiment	30	2	3	62	2.07	.046	.254
Pretest control	30	1	2	35	1.17	.069	.379
Posttest control	30	2	3	63	2.10	.056	.305
Valid N (listwise)	30						

The table above indicates that there was not an improvement score on the students' posttest in terms of comprehensibility of the Experimental and Control Class. It can be seen the mean score of the pretest 1.37 with standard deviation was 0.49 to posttest 2.07 with standard deviation was 0.25 for experimental class and also for the pretest 1.17 with standard deviation was 0.37, to posttest 2.10 with standard deviation was 0.30 for the control class.

3. Test of Significance (t-test)

To know whether the control class and experimental class were significantly different, and also to know the acceptability of the hypothesis of this research, the writer used a t-test of group statistic and independent sample T-Test analysis and calculated it by using SPSS 20. The result could be shown in the

table of group statistic and independent sample t-test. It present in following tables below:

Table 4.13. The Result of T-Test from Pretest Score of Experimental and Control Class

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
result	Experimental class	30	20.03	4.453	.813
	Control class	30	18.97	4.781	.873

Based on the table above, the output of the group statistic shows that the pretest of the control class was 18.97 with standard deviation was 4.78 and the pretest mean of the experimental class was 20.03 with standard deviation was 4.45, the number of students (N) was 20 for each class.

Table 4.14. The students' Result T-Test from Pre-Test Score of Control and Experiment Class

Independent Samples Test										
result		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
result	Equal variances assumed	.586	.447	.894	58	.375	1.067	1.193	-1.321	3.454
	Equal variances not assumed			.894	57.708	.375	1.067	1.193	-1.321	3.455

Based on the table above (mean score difference of control and experimental class), we can see that both of them did not have a significant difference.

Table 4.15. The students' Result T-Test from Post-Test Score of Control and Experiment Class

Group Statistics					
	class	N	Mean	Std. Deviation	Std. Error Mean
result	Experimental Class	30	29.73	3.769	.688
	Control Class	30	29.53	3.401	.621

The output of the group statistic above shows that the mean score of the post-test in the experimental class was 29.73 and the mean score of the posttest in the control class was 29.53. Furthermore, the number of students (N) was 30 for each class. Next, the standard deviation for the experimental class was 3.76 and the standard deviation for the control class was 3.40. And then, the standard error mean for the experimental class was 0.68 and standard error means for control class was 0.62. The description of T-Test was described by the following table below:

Table 4.16. The students' Result T-Test from Post-Test Score of Control and Experiment Class

Independent Samples Test										
	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
result	Equal variances assumed	.221	.640	.216	58	.830	.200	.927	-1.655	2.055
	Equal variances not assumed			.216	57.400	.830	.200	.927	-1.656	2.056

From the table above, the output of the independent sample test showed that the T-Test result was 0.216 with its df was 58 with the mean score were 0.830 mean difference was 0.200

Thus in interpreting to the writer used two ways:

- By comparing t_0 (t-obtained) to t_{table} , from df 58, the level of significance 5% with $df = 58$, got $2,002 \geq 0.216$. It means that the Null Hypothesis (H_0) was accepted, while the Alternative Hypothesis (H_a) was rejected.
- By orientation number of significant. If the probability > 0.05 , the Null Hypothesis (H_0) is accepted. If probability < 0.05 , the Alternative Hypothesis (H_a) is accepted. Because the significance was $0.830 > 0.05$, thus the Null Hypothesis was accepted and the Alternative Hypothesis was rejected.

B. Discussions

From the data analysis on findings, applying the mind mapping technique was not effective to improve students' speaking skills. It can be seen on the table before and after giving the treatment where the mean score of students after giving the treatment (apply mind mapping) in the Experimental class was 29.73, whereas the mean score of students in the control class (not apply mind mapping) was 29.53. It means that after teaching by applying the mind mapping technique in the treatment was not effective to improve students speaking skills, but the writer found that students' speaking skills in fluency aspects were better after giving the treatment.

Based on the research that had been conducted during the writer did this research by using mind mapping with describing material especially for describing things and persons, the students could be motivated and enthusiast in the learning process and also interest to learn because they could create their mind maps. The students felt easy to describe something or someone by using mind mapping. Besides, it had been proved that using mind mapping to teach speaking could help students to learn about describing especially for describing things and persons.

In this research, the speaking test was given to the studens that still have basic for English, they are the classes of X MIA 1 and X MIA 2 at MAN Palopo. Besides opportunity after did this research, the writer also found some problem in their classes such as:

1. The students switch code to speak up because they did not know the English meaning of the words.
2. The students still read the text to speak because they did not memorize the language pattern that had been given. So, it made them difficult to speak without reading the text.
3. They felt hungry, tired, and bored in the class.
4. Some of the students had meetings' organization after they were an exam.

This research is contrast with some scholars' research findings, Mirza (2016), found that students' score which posttest scores in experiment class was higher (69,05) than posttest in control class (57,11). It means that using mind mapping as a strategy in teaching English speaking can improve students' speaking ability.³⁸Mustajib (2017), found that the use of mind mapping in teaching speaking can effect studentst' speaking ability. It is proved by from research finding that students who taught using mind mapping have batter speaking than those who are taught by guided question.³⁹Alviani (2014), she found that teaching speaking by using mind mapping technique was improve based on the result test that shows the level of students speaking skill had improved after make some group and giving some vocabularies. It can be seen that the mean score of the test s 73,42 i means that students have positive response

³⁸Asrifal Mirza, "*The Use of Mind Mapping Strategy to Improve Students Speaking Ability*", (Banda Aceh: UIN Ar-Raniry Darussalam Banda Aceh), p. 54. <http://repository.ar-raniry.ac.id/826/1/asrifal%20mirza.pdf>. Accessed on Sunday, October 21st2018

³⁹Agus Mustajib, "*Improving the Students' Speaking Ability by Using Mind Mapping and Guided Questionsat Fourth Semester of English Education Study Program at Ilamic University Indragiri Tembilang*", (English Journal of Indragiri (EJI)), Vol. 1 No. 1, (2017), p. 19. https://webcache.googleusercontent.com/research?q=cache20.2fXhx5wKhGwJ:hhttps://www.mindmiester.com/generic_files/get_file/896741%3Ffiletype%3Dattachment_file+&cd=1&hl=id&ct=clnk&gl=id. Accessed on 3rd September 2019.

and active involvement in learning and teaching process increas from first cycle to second cycle.⁴⁰

Based on the three previous studies above, the writer found that using mind mapping to teach speaking skills was not effective. It can be seen that the score of (t-obtain)was higher than $t_{table}(t_o > t_{table})$. The findings were 0.216 whereas the level of significance of 0.05 (5%) was 2.002 ($2.002 > 0.216$). Furthermore in the pretest, some of the students still used the Indonesian language to speak or to tell something and in the posttest, the students could not speak English well because they read the text to describe their mind maps but the writer found that mind mapping only can improve students' fluency to speak English. So, this technique is not effective for the tenth-grade students in MAN Palopobecause the level of this technique was too high. However, this research was in contrast to Mustajib, Mirza, and Alviani's research findings.

⁴⁰Alviani, *“Improving Speaking skill Through Mind MappingTechnique at the Eigh Year Students of PMDS Putri Palopo”*, (Palopo: STAIN Palopo,2014) p.64.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents about conclusions and suggestion based on the data analysis and the findings in the previous chapter.

A. Conclusions

The score of t_o (t-obtained) that gathered from SPSS 20 shows that t_o was higher than $t_{table}(t_o > t_{table})$. The findings of t_o was 0.216 whereas the level of significance of 0.05 (5%) was 2,002. Next, based on the orienting number of significance shows that $0.830 > 0.05$. Therefore, the Null Hypothesis (H_o) was accepted and the Alternative Hypothesis (H_a) was rejected. So, the writer can be concluded that H_o was accepted and H_a was rejected. Using mind mapping to teach speaking skills was not effective because of only improved students' fluency aspect.

In this case, there was no significant difference in students' speaking skills in the experimental class and control class. Where in the experimental class the writer gives the treatment by using mind mapping technique with describing material especially for describing the thing and person and in the control class the writer gave describing material especially for describing the thing and person without using mind mapping technique. It means that using mind mapping not effective to improve students' speaking skills for the students class X MIA I at MAN Palopo.

B. Suggestions

The success of this research does not depend on the program only, but it is more important how the teacher presents the lesson and using various techniques to make the class more lively and enjoyable. The technique also allows the students to be active in the class. The writer has some suggestions which may be able to be used as a consideration to get an effective teaching speaking by using mind mapping technique

1. For the teachers

The teachers can use mind mapping to teach speaking or another language skills and language elements because it can interest students' in learning English.

2. For the students

The students should practice to make a good speaking performance. So, the writer suggests that they can use mind mapping techniques to practice because it can make them easy to remember the words by seeing the keywords.

3. For the further writers

The writer realizes that this research is not perfect. Therefore, the writer suggests that the other writers who have similar interest research can use this research as a reference so that this research can be revised.

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Appendix1. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) I

Sekolah	: MAN Palopo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/ Ganjil
Materi Pokok	: Descriptive text (Describing thing)
Alokasi Waktu	: 2 x 45 Menit

Pertemuan Pertama**I. KOMPETENSI INTI**

KI – 1 dan KI – 2 : Menghayati dan mengamalkan ajaran agama yang di anutnya. **Menghayati dan Mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong kerja sama toleran damai) bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI 3: Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan faktual, konseptual, prosedural, budaya, dan humaniora dengan wawasan kemanusiaan, kebebasan, kenegaraan, dan

peradaba terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan proosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

K14: Mengolah, menalar, dan menyaji dalam ranah konkrit dan abstrak terkait denagan pengembangan dari yang dipelajarinyan disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode susai kaidah keilmuan.

II. KOMPETENSI DASAR

KOMPETENSI DASAR	ALOKASI WAKTU
3.4 Membedakan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks deskriptif, lisan dan tulis dengan member dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	14 JP
4.4 Teks Deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkaint tempat wisata dan bangunan bersejarah terkenal	

<p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.</p>	
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TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa mampu mempersentasikan gambaran suatu benda atau seseorang, hanya dengan melihat kata kunci dengan menggunakan tehnik mind mapping dalam bahasa inggris.
2. Siswa mampu meningkatkan mental mereka dengan berbicara di depan teman – temannya.
3. Siswa mampu membuat mind mapping dengan satu kata kunci yaitu kata benda atau seseorang yang akan digambarkan.

TEKHNIK DAN ALAT/BAHAN PEMBELAJARAN

1. Tehnik pembelajaran : Mind mapping
2. Alat/bahan pembelajaran : Kertas, Spidol, Papan tulis, dan HP

SUMBER BELAJAR

1. Buku referensi yang relevan
2. Internet

LANGKAH-LANGKAH PEMBELAJARAN

1. Tahapan pertama yaitu kegiatan pendahuluan yang berlangsung selama 5 menit.
 - Pengajar masuk kedalam kelas dan menyapa menggunakan bahasa inggris agar *English Environment* (Suasana kelas bahasa inggris) dapat langsung tercipta di pertemuan pertama.
 - Pengajar memperkenalkan diri kepada siswa
 - Pengajar mengabsen siswa dengan membagikan lembaran daftar hadir sebagai sikap disiplin.
2. Tahapan kedua yaitu kegiatan inti yang berlangsung selama 40 menit
 - Pengajar meminta siswa untuk mencari satu benda atau teman mereka yang ada di sekelilingnya.
 - Pengajar meminta siswa untuk menggambarkan benda atau temannya tersebut sesuai dengan kemampuan mereka.
3. Tahapan ketiga yaitu kegiatan penutup yang berlangsung selama 5 menit
 - Setelah proses pembelajaran selesai pengajar memberikan beberapa kosa kata dan Language Pattern tentang menggambarkan suatu benda.

LANGUAGE PATTERN (THING)

1. Opening
 - a. I am going to describe about....
 - b. I'd like to talk you about.....

- c. I'd like to say a few words about.....
- d. Let me tell you about my.....

2. Descriptions

- a. You can see here.....
- b. My..... Has/have some parts.
- c. It has..... part(s)
- d. The shape of this is/are.....
- e. The colour of this is/are.....
- f. The material of this is/are
- g. The benefit of this is/are
- h. This has colour.
- i. This has shape.
- j. They are.....

3. Conjunction

- a. Next : Selanjutnya
- b. Furthermore : Selanjutnya
- c. Then : Kemudian
- d. In addition : Tambahan
- e. The first..... : Pertama....
- f. Second..... : Kedua.....
- g. The thirs..... : Ketiga.....
- h. The last..... : Terakhir.....

4. Closing (Penutup)

- a. Thanks for your attention. Assalamualaikum Wr. Wb.
- b. Ok/well. I think enough, thanks for your attention. Assalamualaikum
Wr. Wb.
- c. Ok/well, I think enough for my persentation today.
Assalamualaikum Wr.

Kosa Kata

1. Noun (Kata benda)

- a. Book : Buku
- b. Pen : Pulpen
- c. Ruler : Penggaris
- d. Eraser : Penghapus
- e. Pencil : Pensil

2. Colour (warna)

- a. Yellow : Kuning
- b. Purple : Ungu
- c. Grey : Abu-Abu
- d. Red : Merah
- e. Brown : Coklat
- f. Green : Hijau

3. Shape (bentuk)

- a. Long : Panjang
- b. Square : Persegi empat

- c. Triangel : Segitiga
 - d. Thin : Tipis
 - e. Thick : Tebal
- Pengajar menutup kelas dengan mengucapkan salam (thank you very much for your attention, see you on the next meeting, assalamualaikum Wr. Wb.)

PENILAIAN HASIL PEMBELAJARAN

1. Penilaian pengetahuan : Speaking
2. Rubrik penilaian speaking

Klasifikasi

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searches for word occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.
5	Pronunciation is slightly influenced by the mother-tongue. A few minor	Has to make an effort at times to search for words. Nevertheless, smooth	The speaker's intention and general meaning are

	grammatical and lexical errors but most utterances are correct.	delivery on the whole and only a few unnatural pauses.	fairly clear. A few interruptions by the listener for the sake of clarification are necessary
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer

			sentences.
2	Pronunciation seriously influenced by the mothertongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood - and then with considerable effort by someone who is used to listening to the speaker
1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practised in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

Classifying the score of the students into five levels as follows:

	Score	Classification
A	90 – 100	Excellent

B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unacceptable

Calculating the test result of speaking by using SPSS program version 20.0

Palopo, 8 Juni 2018

Mengetahui,

Guru Pamong,

Mahasiswa,

Rahmawati, SS.

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Riska

NIM. 15 0202 0117

Kepala Sekolah,

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Appendix2. Lesson Plan Control Class (Posttest)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) II

Sekolah : MAN Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/ Ganjil

Materi Pokok : Descriptive text (Describing thing)

Alokasi Waktu : 2 x 45 Menit

Pertemuan Pertama**III. KOMPETENSI INTI**

KI – 1 dan KI – 2 : Menghayati dan mengamalkan ajaran agama yang di anutnya. **Menghayati dan Mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong kerja sama toleran damai) bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI 3: Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan faktual, konseptual, prosedural, budaya, dan humaniora dengan wawasan kemanusiaan, kebebasan, kenegaraan, dan

peradaba terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan proosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

K14: Mengolah, menalar, dan menyaji dalam ranah konkrit dan abstrak terkait denagan pengembangan dari yang dipelajarinyan disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode susai kaidah keilmuan.

IV. KOMPETENSI DASAR

KOMPETENSI DASAR	ALOKASI WAKTU
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif, lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	14 JP
4.4 Teks Deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkaint terkait tempat wisata dan bangunan bersejarah terkenal	

<p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	
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TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa mampu mempersentasikan gambaran suatu benda atau seseorang, hanya dengan melihat kata kunci dengan menggunakan tehnik mind mapping dalam bahasa inggris.
2. Siswa mampu meningkatkan mental mereka dengan berbicara di depan teman – temannya.
3. Siswa mampu membuat mind mapping dengan satu kata kunci yaitu kata benda atau seseorang yang akan digambarkan.

TEKHNİK DAN ALAT/BAHAN PEMBELAJARAN

1. Tehnik pembelajaran : Mind mapping
2. Alat/bahan pembelajaran : Kertas, Spidol, Papan tulis, dan HP

SUMBER BELAJAR

1. Buku referensi yang relevan
2. Internet

LANGKAH-LANGKAH PEMBELAJARAN

1. Tahapan pertama yaitu kegiatan pendahuluan yang berlangsung selama 5 menit.
 - Pengajar masuk kedalam kelas dan menyapa menggunakan bahasa inggris agar *English Environment* (Suasana kelas bahasa inggris) dapat langsung tercipta di pertemuan pertama.
 - Pengajar mengabsen siswa dengan membagikan sebagai sikap disiplin.
2. Tahapan kedua yaitu kegiatan inti yang berlangsung selama 40 menit
 - Pengajar memberi quiz kepada siswa tentang sampai di mana kemampuan mereka tentang materi *describing thing or people*.
 - Pengajar kembali menjelaskan sedikit tentang materi tersebut (jika masih ada siswa yang belum mengerti)
 - Pengajar meminta siswa untuk membuat contoh *describing thing or people*
 - Pengajar meminta siswa untuk berdiri di tempat kemudian menceritakan isidari contoh *describing thing or people* yang telah dibuat.
3. Tahapan ketiga yaitu kegiatan penutup yang berlangsung selama 5 menit
 - Pengajar menutup kelas dengan mengucapkan salam (thank you very much for your attention, see you on the next meeting, assalamualaikum Wr. Wb.)

PENILAIAN HASIL PEMBELAJARAN

1. Penilaian pengetahuan : Speaking
2. Rubrik penilaian speaking

Klasifikasi

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searches for word occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.
5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4	Pronunciation is	Although he has to make	Most of what the

	<p>still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.</p>	<p>an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.</p>	<p>speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.</p>
3	<p>Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.</p>	<p>Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.</p>	<p>The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.</p>
2	<p>Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many</p>	<p>Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up</p>	<p>Only small bits (usually short sentences and phrases) can be understood - and</p>

	'basic' grammatical and lexical errors.	making the effort at times. Limited range of expression.	then with considerable effort by someone who is used to listening to the speaker
1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practised in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

Classifying the score of the students into five levels as follows:

	Score	Classification
A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unacceptable

Calculating the test result of speaking by using SPSS program version 20.0

Palopo, 8 Juni 2018

Mengetahui,

Guru Pamong,

Mahasiswa,

Rahmawati, SS.

NIP. 19731102 200312 2 009

Riska

NIM. 15 0202 0117

Kepala Sekolah,

Dra. Maida Hawa, M. Pd. I

NIP. 19670813 199303 2 001

Appendix8. Transcriptions for Experimental class and Control Class in Pretest and Posttest

Transcriptions of Pre-test (Experimental class)

1. RD 1

Assalamualaikum Wr. Wb. I am going to describe about my friend. Her name is Syukra. The first, for her physics, she has short body and yellow complexion skin. Second, she has funny and clever characteristics. The last, her clothes are veil, blouse, shirt and shoes. I think is it enough, enough, enough thanks for your attention Wassalamualaikum Wr. Wb.

2. RD 2

Assalamualaikum Wr. Wb. Hehehe I am going to describe about phone. It has four parts. The first, the shape of this phone is square. Next, the benefits of this phone are take a picture and send message. Furthermore, the colour of this phone are black and pink. The last. The material of this phone is plastic. Hehehe. I think enough Assalamualaikum Wr. Wb.

3. RD 3

Assalamualaikum Wr Wb. I am going to describe about my friend. Her name, her name is Audi Ainun. The first, the characteristics are kind honest and beautiful. Second. Her phy physics are flat nouse, tall, and yellow complexion skin. The last, her clothes are shoes, shirt, blouse, and veil. I think enough thanks for attention Assalamualaikum Wr. Wb.

4. RD 4

Assalamualaikum Wr Wb. I'd like to tell you about pen. The colour of this pen is blue. Next, materials of this pen are plastic and ink. Next, the shape of this pen is long. In addition, the benefit of this pen are to write and to draw. Wassalamualaikum Wr Wb.

5. RD 5

Assalamualaikum Wr Wb. I am going to describe about my friend. Her name is Audy Ainun. Her characteristics are honest and beautiful. Next, her physics are flat nose and tall. The last, her cloth.. Clothes are blouse, veil, and shoes. I think enough Assalamualaikum Wr Wb.

Transcriptions of Post-test (Experiment)

1. RD 1

Assalamualaikum Wr. Wb. I am going to describe about my friend. Her name is Syukra. The first, for her physics, she has short body and yellow complexion skin. Second, she has funny and clever characteristics. The last, her clothes are veil, blouse, shirt and shoes. I think is it enough, enough, enough thanks for your attention Wassalamualaikum Wr. Wb.

2. RD 2

Assalamualaikum Wr. Wb. Hehehe I am going to describe about phone. It has four parts. The first, the shape of this phone is square. Next, the benefits of this phone are take a picture and send message. Furthermore, the colour of this phone are black and pink. The last. The material of this phone is plastic. Hehehe. I think enough Assalamualaikum Wr. Wb.

3. RD 3

Assalamualaikum Wr Wb. I am going to describe about my friend. Her name, her name is Audi Ainun. The first, the characteristics are kind honest and beautiful. Second. Her phy physics are flat nouse, tall, and yellow complexion skin. The last, her clothes are shoes, shirt, blouse, and veil. I think enough thanks for attention Assalamualaikum Wr. Wb.

4. RD 4

Assalamualaikum Wr Wb. I'd like to tell you about pen. The colour of this pen is blue. Next, materials of this pen are plastic and ink. Next, the shape of this pen is long. In addition, the benefit of this pen are to write and to draw. Wassalamualaikum Wr Wb.

5. RD 5

Assalamualaikum Wr Wb. I am going to describe about my friend. Her name is Audy Ainun. Her characteristics are honest and beautiful. Next, her physics are flat nose and tall. The last, her cloth.. clothes are blouse, veil, and shoes. I think enough Assalamualaikum Wr Wb.

Transcriptions of Pre-test (Control Class)

1. RD 1

Buku untuk dipakai menulis, hehehe warnanya warna merah,ada gambarnya. Sudah hehe.

2. RD 2

Mistar kegunaannya untuk menggaris. Warnanya adalah hehehe biru.

Hehehe

3. RD 3

Ok hehehehe ini buku hehehehe mereknya sidu hehehehe terdiri dari 38 lembar hehehe gambarnya ada gambar tupai dua hehehe lagi cari lagi cari kacang disimpan di pohon next hehehehe

4. RD 4

Ini buku, isinya 38 lembar, warnanya merah, mereknya sidu, hehehehe iyye kak.

5. RD 5

Saya punya pulpen hehehe warnanya hitam, bisa dipakai menulis, mereknya snowman hehehe

Transcriptions of Post-test (Control Class)

1. RD 1

Assalamualaikum Wr. Wb. I am going to describe about my friends. Let me tell you about my riends. Alia is my friends. Her charac characteristic are clever, beautiful, and fussy. Ff for ph physics slim and tall. Her clothes has two part. He wea he wear veil yellow complexion. Thi thi color of her shoes is black. The color of the of her shoes is black.

2. RD 2

Assalamualaikum Wr. Wb. I am going to describe my friends. Next devi is my friend, her charac characteristic are clever, for her physic eee she has eee small body but beautiful face. Thanks for your attention and I think enough Assalamualaikum Wr. Wb.

3. RD 3

Assalamualaikum Wr. Wb. I am going to describe about my friend. Akil is my friend. His characteristic clever and Akil is handsome. His physic has tall and brown skin. For his clothes, he wear blou t-shirt and grey trouser, and black shoes. I think opik pain pek beta and he like playing game. He very smart in class and he friendly in class but he is humble but he is itrow. If you see is book and give ne tame with Akil he always the plosety, alpendraw, right and for listening to me.

4. RD 4

Assalamualaikum Wr. Wb. Please, I am going to describe about pen. Next the color of this pen is black. Next the maerial of this pen is ink. Next the benefit of this pen is write. Assamualaikum Wr. Wb.

5. RD 5

Assalamualaikum Wr. Wb. I'd like to say a few about my friends. Alex is my friend. His characteristic are smart, patient and diligent. His physic are tall, sispek, he has brown skin. For his clothes. He wears a batik

shirt with grey pants and black shoes, and then, he has a hobby is playing basketball, I think enough thanks your attention. Assalamualaikum Wr. Wb.

Appendix4. SPSS

SPSS

1. The analysis score of students' control class and experimental class in pre-test.

The Classifications of Students' Score in Control Class of Pre Test At X MIA II

No	Respondents	Classifications			Total	Students' Score	Classifications
		Accuracy	Fluency	Comprehensibility			
1	RD1	1	1	1	3	17	Failing/Unacceptable
2	RD2	1	1	1	3	17	Failing/Unacceptable
3	RD3	1	1	1	3	17	Failing/Unacceptable
4	RD4	1	1	1	3	17	Failing/Unacceptable
5	RD5	1	1	1	3	17	Failing/Unacceptable
6	RD6	1	1	1	3	17	Failing/Unacceptable
7	RD7	1	1	1	3	17	Failing/Unacceptable
8	RD8	1	1	1	3	17	Failing/Unacceptable
9	RD9	1	1	1	3	17	Failing/Unacceptable
10	RD10	1	1	1	3	17	Failing/Unacceptable
11	RD11	1	1	1	3	17	Failing/Unacceptable
12	RD12	1	1	1	3	17	Failing/Unacceptable
13	RD13	1	1	1	3	17	Failing/Unacceptable
14	RD14	1	1	2	4	28	Failing/Unacceptable
15	RD15	1	1	1	3	17	Failing/Unacceptable
16	RD16	1	2	2	5	28	Failing/Unacceptable
17	RD17	1	1	1	3	17	Failing/Unacceptable
18	RD18	1	1	1	3	17	Failing/Unacceptable
19	RD19	1	1	2	4	22	Failing/Unacceptable
20	RD20	1	1	1	3	17	Failing/Unacceptable
21	RD21	1	1	1	3	17	Failing/Unacceptable
22	RD22	1	1	1	3	17	Failing/Unacceptable
23	RD23	2	2	2	6	33	Failing/Unacceptable
24	RD24	2	2	2	6	33	Failing/Unacceptable
25	RD25	1	1	1	3	17	Failing/Unacceptable
26	RD26	1	1	1	3	17	Failing/Unacceptable
27	RD27	1	1	1	3	17	Failing/Unacceptable
28	RD28	1	1	1	3	17	Failing/Unacceptable
29	RD29	1	1	1	3	17	Failing/Unacceptable

30	RD30	1	1	1	3	17	Failing/Unacceptable
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The Classifications of Students' Score in Experimental class of Pre Test At X

MIA II

No	Respondents	Classifications			Total	Students' Score	Classifications
		Accuracy	Fluency	Comprehensibility			
1	RD1	2	2	2	6	28	Failing/Unacceptable
2	RD2	2	2	2	6	28	Failing/Unacceptable
3	RD3	1	2	2	5	28	Failing/Unacceptable
4	RD4	1	2	2	5	28	Failing/Unacceptable
5	RD5	1	2	2	5	28	Failing/Unacceptable
6	RD6	1	1	1	3	17	Failing/Unacceptable
7	RD7	1	1	1	3	17	Failing/Unacceptable
8	RD8	1	1	2	4	22	Failing/Unacceptable
9	RD9	1	1	2	4	22	Failing/Unacceptable
10	RD10	1	1	2	4	22	Failing/Unacceptable
11	RD11	1	1	2	4	22	Failing/Unacceptable
12	RD12	1	1	2	4	22	Failing/Unacceptable
13	RD13	1	1	1	3	17	Failing/Unacceptable
14	RD14	1	2	2	5	28	Failing/Unacceptable
15	RD15	1	1	1	3	17	Failing/Unacceptable
16	RD16	1	1	1	3	17	Failing/Unacceptable
17	RD17	1	1	1	3	17	Failing/Unacceptable
18	RD18	1	1	1	3	17	Failing/Unacceptable
19	RD19	1	1	1	3	17	Failing/Unacceptable
20	RD20	1	1	1	3	17	Failing/Unacceptable
21	RD21	1	1	1	3	17	Failing/unacceptable
22	RD22	1	1	1	3	17	Failing/Unacceptable
23	RD23	1	1	1	3	17	Failing/Unacceptable
24	RD24	1	1	1	3	17	Failing/Unacceptable
25	RD25	1	1	1	3	17	Failing/Unacceptable
26	RD26	1	1	1	3	17	Failing/Unacceptable
27	RD27	1	1	1	3	17	Failing/Unacceptable
28	RD28	1	1	1	3	17	Failing/Unacceptable
29	RD29	1	1	1	3	17	Failing/unacceptable
30	RD30	1	1	1	3	17	Failing/Unacceptable

2. The analysis score of students' control class and experimental class in post-test.

The Classifications Of Students' Score in Control Class of Post Test at X MIA II

No	Respondents	Classifications			Total	Students' Score	Classifications
		Accuracy	Fluency	Comprehensibility			
1	RD1	2	3	3	8	44	Failing/Unacceptable
2	RD2	2	2	2	6	33	Failing/Unacceptable
3	RD3	1	2	2	5	28	Failing/Unacceptable
4	RD4	1	2	2	5	28	Failing/Unacceptable
5	RD5	1	2	2	5	28	Failing/Unacceptable
6	RD6	1	2	3	6	33	Failing/Unacceptable
7	RD7	1	2	2	5	28	Failing/Unacceptable
8	RD8	1	2	2	5	28	Failing/Unacceptable
9	RD9	1	2	2	5	28	Failing/Unacceptable
10	RD10	1	2	2	5	28	Failing/Unacceptable
11	RD11	1	2	2	5	28	Failing/Unacceptable
12	RD12	1	2	2	5	28	Failing/Unacceptable
13	RD13	1	2	3	6	33	Failing/Unacceptable
14	RD14	1	2	2	5	28	Failing/Unacceptable
15	RD15	1	2	2	5	28	Failing/Unacceptable
16	RD16	1	2	2	5	28	Failing/Unacceptable
17	RD17	1	2	2	5	28	Failing/Unacceptable
18	RD18	1	3	2	6	33	Failing/Unacceptable
19	RD19	1	2	2	5	28	Failing/Unacceptable
20	RD20	1	2	2	5	28	Failing/Unacceptable
21	RD21	1	2	2	5	28	Failing/Unacceptable
22	RD22	1	2	2	5	28	Failing/Unacceptable
23	RD23	1	2	2	5	28	Failing/Unacceptable
24	RD24	1	3	2	6	33	Failing/Unacceptable
25	RD25	1	2	2	5	28	Failing/Unacceptable
26	RD26	1	3	2	6	33	Failing/Unacceptable
27	RD27	1	2	2	5	28	Failing/Unacceptable
28	RD28	1	2	2	5	28	Failing/Unacceptable
29	RD29	1	2	2	5	28	Failing/Unacceptable
30	RD30	1	2	2	5	28	Failing/Unacceptable

The Classifications of Students' Score in Experimental class of Post Test at Class
of X MIA I

No	Respondents	Classifications			Total	Students' Score	Classifications
		Accuracy	Fluency	Comprehensibility			
1	RD1	2	3	3	8	44	Failing/Unacceptable
2	RD2	2	3	2	7	39	Failing/Unacceptable
3	RD3	1	3	2	6	33	Failing/Unacceptable
4	RD4	1	3	2	6	33	Failing/Unacceptable
5	RD5	1	3	2	6	33	Failing/Unacceptable
6	RD6	1	2	3	6	33	Failing/Unacceptable
7	RD7	1	2	2	5	28	Failing/Unacceptable
8	RD8	1	2	2	5	28	Failing/Unacceptable
9	RD9	1	2	2	5	28	Failing/Unacceptable
10	RD10	1	2	2	5	28	Failing/Unacceptable
11	RD11	1	2	2	5	28	Failing/Unacceptable
12	RD12	1	2	2	5	28	Failing/Unacceptable
13	RD13	1	2	2	5	28	Failing/Unacceptable
14	RD14	1	3	2	6	33	Failing/Unacceptable
15	RD15	1	2	2	5	28	Failing/Unacceptable
16	RD16	1	2	2	5	28	Failing/Unacceptable
17	RD17	1	2	2	5	28	Failing/Unacceptable
18	RD18	1	2	2	5	28	Failing/Unacceptable
19	RD19	1	2	2	5	28	Failing/Unacceptable
20	RD20	1	2	2	5	28	Failing/Unacceptable
21	RD21	1	2	2	5	28	Failing/Unacceptable
22	RD22	1	2	2	5	28	Failing/Unacceptable
23	RD23	1	2	2	5	28	Failing/Unacceptable
24	RD24	1	2	2	5	28	Failing/Unacceptable
25	RD25	1	2	2	5	28	Failing/Unacceptable
26	RD26	1	2	2	5	28	Failing/Unacceptable
27	RD27	1	2	2	5	28	Failing/Unacceptable
28	RD28	1	2	2	5	28	Failing/Unacceptable
29	RD29	1	2	2	5	28	Failing/Unacceptable
30	RD30	1	2	2	5	28	Failing/Unacceptable

3. The Mean Score and Standard Deviation of Students' Pretest and Posttest

Students' score of pretest and posttest in experimental and control class

NO.	Students' Name	Experimental class		Control Class	
		Pre Test	Post Test	Pre Test	Post Test
1	RD 1	28	44	17	44
2	RD 2	28	39	17	33
3	RD 3	28	33	17	28
4	RD 4	28	33	17	28
5	RD 5	28	33	17	28
6	RD 6	17	33	17	33
7	RD 7	17	28	17	28
8	RD 8	22	28	17	28
9	RD 9	22	28	17	28
10	RD 10	22	28	17	28
11	RD 11	22	28	17	28
12	RD 12	22	28	17	28
13	RD 13	17	28	17	33
14	RD 14	28	33	28	28
15	RD 15	17	28	17	28
16	RD 16	17	28	28	28
17	RD 17	17	28	17	28
18	RD 18	17	28	17	33
19	RD 19	17	28	22	28
20	RD 20	17	28	17	28
21	RD 21	17	28	17	28

22	RD 22	17	28	17	28
23	RD 23	17	28	33	28
24	RD 24	17	28	33	33
25	RD 25	17	28	17	28
26	RD 26	17	28	17	33
27	RD 27	17	28	17	28
28	RD 28	17	28	17	28
29	RD 29	17	28	17	28
30	RD 30	17	28	17	28

The Mean Score and Standard Deviation of Students' Pretest and Posttest in experimental and control class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretestexperimental	30	1	2	32	1.07	.046	.254
Posttestexperimental	30	1	2	32	1.07	.046	.254
Pretestcontrol	30	1	2	32	1.07	.046	.254
Posttestcontrol	30	1	2	32	1.07	.046	.254
Valid N (listwise)	30						

**4. The Mean Score and Standard Deviation of Students' Pretest and Posttest
in accuracy, fluency and comprehensibility**

The Students' score in accuracy

NO.	Students' Name	Experimental class		Control Class	
		Pre Test	Post Test	Pre Test	Post Test
1	RD 1	2	2	1	2
2	RD 2	2	2	1	2
3	RD 3	1	1	1	1
4	RD 4	1	1	1	1
5	RD 5	1	1	1	1
6	RD 6	1	1	1	1
7	RD 7	1	1	1	1
8	RD 8	1	1	1	1
9	RD 9	1	1	1	1
10	RD 10	1	1	1	1
11	RD 11	1	1	1	1
12	RD 12	1	1	1	1
13	RD 13	1	1	1	1
14	RD 14	1	1	1	1
15	RD 15	1	1	1	1
16	RD 16	1	1	1	1
17	RD 17	1	1	1	1
18	RD 18	1	1	1	1
19	RD 19	1	1	1	1
20	RD 20	1	1	1	1

21	RD 21	1	1	1	1
22	RD 22	1	1	1	1
23	RD 23	1	1	2	1
24	RD 24	1	1	2	1
25	RD 25	1	1	1	1
26	RD 26	1	1	1	1
27	RD 27	1	1	1	1
28	RD 28	1	1	1	1
29	RD 29	1	1	1	1
30	RD 30	1	1	1	1

The Mean Score and Standard Deviation of Students' Pretest and Posttest in accuracy

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretestexperiment	30	1	2	32	1.07	.046	.254
Posttestexperiment	30	1	2	32	1.07	.046	.254
Pretestcontrol	30	1	2	32	1.07	.046	.254
Posttestcontrol	30	1	2	32	1.07	.046	.254
Valid N (listwise)	30						

The students' score in fluency

NO.	Students' Name	Experimental class		Control Class	
		Pre Test	Post Test	Pre Test	Post Test
1	RD 1	2	3	1	3
2	RD 2	2	3	1	2
3	RD 3	2	3	1	2
4	RD 4	2	3	1	2
5	RD 5	2	3	1	2
6	RD 6	1	2	1	2
7	RD 7	1	2	1	2
8	RD 8	1	2	1	2
9	RD 9	1	2	1	2
10	RD 10	1	2	1	2
11	RD 11	1	2	1	2
12	RD 12	1	2	1	2
13	RD 13	1	2	1	2
14	RD 14	2	3	1	2
15	RD 15	1	2	1	2
16	RD 16	1	2	2	2
17	RD 17	1	2	1	2
18	RD 18	1	2	1	3
19	RD 19	1	2	1	2
20	RD 20	1	2	1	2
21	RD 21	1	2	1	2
22	RD 22	1	2	1	2
23	RD 23	1	2	2	2

24	RD 24	1	2	2	3
25	RD 25	1	2	1	2
26	RD 26	1	2	1	3
27	RD 27	1	2	1	2
28	RD 28	1	2	1	2
29	RD 29	1	2	1	2
30	RD 30	1	2	1	

The Mean Score and Standard Deviation of Students' Pretest and Posttest in fluency

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest Experiment	30	1	2	36	1.20	.074	.407
Posttest Experiment	30	2	3	66	2.20	.074	.407
Pretest Control	30	1	2	33	1.10	.056	.305
Posttest Control	30	2	3	67	2.23	.079	.430
Valid N (listwise)	30						

Students' score in Comprehensibility

NO.	Students' Name	Experimental class		Control Class	
		Pre Test	Post Test	Pre Test	Post Test
1	RD 1	2	3	1	3
2	RD 2	2	2	1	2

3	RD 3	2	2	1	2
4	RD 4	2	2	1	2
5	RD 5	2	2	1	2
6	RD 6	1	3	1	3
7	RD 7	1	2	1	2
8	RD 8	2	2	1	2
9	RD 9	2	2	1	2
10	RD 10	2	2	1	2
11	RD 11	2	2	1	2
12	RD 12	2	2	1	2
13	RD 13	1	2	1	3
14	RD 14	2	2	2	2
15	RD 15	1	2	1	2
16	RD 16	1	2	2	2
17	RD 17	1	2	1	2
18	RD 18	1	2	1	2
19	RD 19	1	2	2	2
20	RD 20	1	2	1	2
21	RD 21	1	2	1	2
22	RD 22	1	2	1	2
23	RD 23	1	2	2	2
24	RD 24	1	2	2	2
25	RD 25	1	2	1	2
26	RD 26	1	2	1	2
27	RD 27	1	2	1	2
28	RD 28	1	2	1	2

29	RD 29	1	2	1	2
30	RD 30	1	2	1	2

The Mean Score and Standard Deviation of Students' Pretest and Posttest in
Comprehensibility

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretestexperiment	30	1	2	41	1.37	.089	.490
Posttestexperiment	30	2	3	62	2.07	.046	.254
Pretestcontrol	30	1	2	35	1.17	.069	.379
Posttestcontrol	30	2	3	63	2.10	.056	.305
Valid N (listwise)	30						

5. Test of Significance (T Test)

- a. The result of T-Test from pretest score

The Result of T-Test from Pretest Score of Experimental and Control Class

	Class	N	Mean	Std. Deviation	Std. Error Mean
result	Experimental class	30	20.03	4.453	.813
	Control class	30	18.97	4.781	.873

The students' Result T-Test from Pre-Test Score of Control and Experiment Class

Independent Samples Test										
	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
result	Equal variances assumed	.586	.447	.894	58	.375	1.067	1.193	-1.321	3.454
	Equal variances not assumed			.894	57.708	.375	1.067	1.193	-1.321	3.455

b. The result of T-Test from post test

The students' Result T-Test from Post-Test Score of Control and Experiment Class

Group Statistics					
	class	N	Mean	Std. Deviation	Std. Error Mean
result	Experimental Class	30	29.73	3.769	.688
	Control Class	30	29.53	3.401	.621

The students' Result T-Test from Post-Test Score of Control and Experiment
Class

Independent Samples Test										
	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
result	Equal variances assumed	.221	.640	.216	58	.830	.200	.927	-1.655	2.055
	Equal variances not assumed			.216	57.400	.830	.200	.927	-1.656	2.056

6. Determine score of Level of significance 5%

To determine score level of significance 5%, pay attention the formulate below

- Determine Level of significant 5%
= 0,05/2; df
= 0,025 ; 58

Note: the writer find score of df from table independent sample T-Test

After that, looking for numerals 0,025 and 58 in the table distribution statistic value. So you can find 2,002 as a score of level of significance 5%..

The Table Distribution Statistic Value⁴¹

d.f	t _{0.10}	t _{0.05}	t _{0.025}	t _{0.01}	t _{0.005}	d.f	t _{0.10}	t _{0.05}	t _{0.025}	t _{0.01}	t _{0.005}
1	3.078	6.314	12.71	31.82	63.66	61	1.296	1.671	2.000	2.390	2.659
2	1.886	2.920	4.303	6.965	9.925	62	1.296	1.671	1.999	2.389	2.659
3	1.638	2.353	3.182	4.541	5.841	63	1.296	1.670	1.999	2.389	2.658
4	1.533	2.132	2.776	3.747	4.604	64	1.296	1.670	1.999	2.388	2.657
5	1.476	2.015	2.571	3.365	4.032	65	1.296	1.670	1.998	2.388	2.657
6	1.440	1.943	2.447	3.143	3.707	66	1.295	1.670	1.998	2.387	2.656
7	1.415	1.895	2.365	2.998	3.499	67	1.295	1.670	1.998	2.387	2.655
8	1.397	1.860	2.306	2.896	3.355	68	1.295	1.670	1.997	2.386	2.655
9	1.383	1.833	2.262	2.821	3.250	69	1.295	1.669	1.997	2.386	2.654
10	1.372	1.812	2.228	2.764	3.169	70	1.295	1.669	1.997	2.385	2.653
11	1.363	1.796	2.201	2.718	3.106	71	1.295	1.669	1.996	2.385	2.653
12	1.356	1.782	2.179	2.681	3.055	72	1.295	1.669	1.996	2.384	2.652
13	1.350	1.771	2.160	2.650	3.012	73	1.295	1.669	1.996	2.384	2.651
14	1.345	1.761	2.145	2.624	2.977	74	1.295	1.668	1.995	2.383	2.651
15	1.341	1.753	2.131	2.602	2.947	75	1.295	1.668	1.995	2.383	2.650
16	1.337	1.746	2.120	2.583	2.921	76	1.294	1.668	1.995	2.382	2.649
17	1.333	1.740	2.110	2.567	2.898	77	1.294	1.668	1.994	2.382	2.649
18	1.330	1.734	2.101	2.552	2.878	78	1.294	1.668	1.994	2.381	2.648
19	1.328	1.729	2.093	2.539	2.861	79	1.294	1.668	1.994	2.381	2.647
20	1.325	1.725	2.086	2.528	2.845	80	1.294	1.667	1.993	2.380	2.647
21	1.323	1.721	2.080	2.518	2.831	81	1.294	1.667	1.993	2.380	2.646
22	1.321	1.717	2.074	2.508	2.819	82	1.294	1.667	1.993	2.379	2.645

⁴¹Sahid Raharjo, (Senin, 21 Januari 2019). *Download Distribusi Nilai Tabel Statistik Lengkap*, (SPSS Indonesia oleh data statistic dengan SPSS: Klaten, Jawa Tengah). <https://webcache.googleusercontent.com/search?q=cache:KqC2odoy4fkJ:https://www.spssindonesia.com/2014/02/download-distribusi-nilai-tabel.html+&cd=16&hl=id&ct=clnk&gl=id&client=firefox-a>. Accessed on 22nd July 2019

23	1.319	1.714	2.069	2.500	2.807	83	1.294	1.667	1.992	2.379	2.645
24	1.318	1.711	2.064	2.492	2.797	84	1.294	1.667	1.992	2.378	2.644
25	1.316	1.708	2.060	2.485	2.787	85	1.294	1.666	1.992	2.378	2.643
26	1.315	1.706	2.056	2.479	2.779	86	1.293	1.666	1.991	2.377	2.643
27	1.314	1.703	2.052	2.473	2.771	87	1.293	1.666	1.991	2.377	2.642
28	1.313	1.701	2.048	2.467	2.763	88	1.293	1.666	1.991	2.376	2.641
29	1.311	1.699	2.045	2.462	2.756	89	1.293	1.666	1.990	2.376	2.641
30	1.310	1.697	2.042	2.457	2.750	90	1.293	1.666	1.990	2.375	2.640
31	1.309	1.696	2.040	2.453	2.744	91	1.293	1.665	1.990	2.374	2.639
32	1.309	1.694	2.037	2.449	2.738	92	1.293	1.665	1.989	2.374	2.639
33	1.308	1.692	2.035	2.445	2.733	93	1.293	1.665	1.989	2.373	2.638
34	1.307	1.691	2.032	2.441	2.728	94	1.293	1.665	1.989	2.373	2.637
35	1.306	1.690	2.030	2.438	2.724	95	1.293	1.665	1.988	2.372	2.637
36	1.306	1.688	2.028	2.434	2.719	96	1.292	1.664	1.988	2.372	2.636
37	1.305	1.687	2.026	2.431	2.715	97	1.292	1.664	1.988	2.371	2.635
38	1.304	1.686	2.024	2.429	2.712	98	1.292	1.664	1.987	2.371	2.635
39	1.304	1.685	2.023	2.426	2.708	99	1.292	1.664	1.987	2.370	2.634
40	1.303	1.684	2.021	2.423	2.704	100	1.292	1.664	1.987	2.370	2.633
41	1.303	1.683	2.020	2.421	2.701	101	1.292	1.663	1.986	2.369	2.633
42	1.302	1.682	2.018	2.418	2.698	102	1.292	1.663	1.986	2.369	2.632
43	1.302	1.681	2.017	2.416	2.695	103	1.292	1.663	1.986	2.368	2.631
44	1.301	1.680	2.015	2.414	2.692	104	1.292	1.663	1.985	2.368	2.631
45	1.301	1.679	2.014	2.412	2.690	105	1.292	1.663	1.985	2.367	2.630
46	1.300	1.679	2.013	2.410	2.687	106	1.291	1.663	1.985	2.367	2.629
47	1.300	1.678	2.012	2.408	2.685	107	1.291	1.662	1.984	2.366	2.629
48	1.299	1.677	2.011	2.407	2.682	108	1.291	1.662	1.984	2.366	2.628
49	1.299	1.677	2.010	2.405	2.680	109	1.291	1.662	1.984	2.365	2.627
50	1.299	1.676	2.009	2.403	2.678	110	1.291	1.662	1.983	2.365	2.627

51	1.298	1.675	2.008	2.402	2.676	111	1.291	1.662	1.983	2.364	2.626
52	1.298	1.675	2.007	2.400	2.674	112	1.291	1.661	1.983	2.364	2.625
53	1.298	1.674	2.006	2.399	2.672	113	1.291	1.661	1.982	2.363	2.625
54	1.297	1.674	2.005	2.397	2.670	114	1.291	1.661	1.982	2.363	2.624
55	1.297	1.673	2.004	2.396	2.668	115	1.291	1.661	1.982	2.362	2.623
56	1.297	1.673	2.003	2.395	2.667	116	1.290	1.661	1.981	2.362	2.623
57	1.297	1.672	2.002	2.394	2.665	117	1.290	1.661	1.981	2.361	2.622
58	1.296	1.672	2.002	2.392	2.663	118	1.290	1.660	1.981	2.361	2.621
59	1.296	1.671	2.001	2.391	2.662	119	1.290	1.660	1.980	2.360	2.621
60	1.296	1.671	2.000	2.390	2.660	120	1.290	1.660	1.980	2.360	2.620

Dari "Table of Percentage Points of the t-Distribution." Biometrika, Vol. 32.

(1941), p. 300. Reproduced by permission of the Biometrika Trust



FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Nomor : 180/ In.19/TBI/PP.00.9/04/2019
 Lampiran : 1 (satu) Lembar
 Perihal : Permohonan Pengesahan Draft Proposal

Kepada Yth
 Bapak Dekan Fakultas Tarbiyah dan Ilmu Keguruan
 Di –
 Palopo

Assalamu' Alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Riska
 NIM : 15 0202 0117
 Jurusan : Ilmu Keguruan
 Prodi : Tadris Bahasa Inggris
 Judul : **Using Mind Mapping to Teach Speaking Skill of Tenth Grade Students of MAN Palopo**

Mengajukan permohonan kepada Bapak, kiranya berkenan mengesahkan Draft Proposal yang dimaksud di atas.

Demikian permohonan kami, atas perkenan Bapak diucapkan terima kasih.

Wassalamu' Alaikum Wr. Wb.

Pemohon

Riska

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PENGESAHAN DRAFT SKRIPSI

Setelah memperhatikan persetujuan para pembimbing atas Permohonan saudara (i) yang diketahui oleh Ketua Jurusan Ilmu Keguruan Fakultas Tarbiyah dan Ilmu Keguruan, maka draft Proposal yang berjudul : **Using Mind Mapping to Teach Speaking Skill of Tenth Grade Students of MAN Palopo**, dan yang ditulis oleh: Riska NIM 15 0202 0117 dinyatakan sah dan dapat diproses lebih lanjut

Palopo, 03 April 2019
a.n. Dekan
Wakil Dekan I Akademik
Dan Kelembagaan



H. Saifudin, MA

NIP. 19790203 200501 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAJ.OPO
FAKULTAS TARBIYAH & ILMU KEGURUAN**

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Nomor : 0800 /In.19/FTIK/HM.01/05/2019 20 Mei 2019
Lampiran : -
Perihal : **Permohonan Surat Izin Penelitian**

Yth. Kepala Badan Kesbangpol dan Linmas
Kota Palopo
di -
Palopo

Assalamu Alaikum Wr. Wb.

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

Nama	: Riska
NIM	: 15 0202 0117
Program Studi	: Tadris Bahasa Inggris
Semester	: VIII (Delapan)
Tahun Akademik	: 2018/2019
Alamat	: -

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi MAN Palopo dengan judul: **“Using Mind Mapping to Teach Speaking Skill of Tenth Grade Students of MAN Palopo”**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

 Dr. Nurdin K, M.Pd.
 NIP. 19681231 199903 1 014



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. K.H.M. Hasyim No 5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN

NOMOR : 732/IP/DPMPTSP/VI/2019

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK,
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014,
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo,
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : RISKA
Jenis Kelamin : Perempuan
Alamat : Jl. Cempaka Balandai Kota Palopo
Pekerjaan : Mahasiswa
NIM : 15 0202 0117

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

USING MIND MAPPING TO TEACH SPEAKING SKILL OF TENTH GRADE STUDENTS OF MAN PALOPO

Lokasi Penelitian : MADRASAH ALIYAH NEGERI PALOPO
Lamanya Penelitian : 11 Juni 2019 s.d. 11 Juli 2019

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
 2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
 3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
 4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
 5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.
- Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 11 Juni 2019
Kepala Dinas Penanaman Modal dan PTSP



FARID KASIM JS, SH, M.Si
Pangkat : Pembina Tk. I
NIP. 19830309 200312 1 004

Tembusan :

1. Kepala Badan Pembinaan Hukum, Sul-Ser,
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Kantor Pembinaan KIBI Palopo
7. Instansi terkait tempat dilaksanakan penelitian



CamScanner



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PALOPO
MADRASAH ALIYAH NEGERI KOTA PALOPO

Jalan Dr. Ratulangi Balandai Kota Palopo 91914
 Tlp/Fax (0471) 21671, E-mail : manpalopo7@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : 543 / Ma.21.14.01/TL.00/VIII/2019

Yang bertanda tangan dibawah ini :

N a m a : Drs. M. Bahrum T, M.Pd.I
 NIP. : 196212311991011001
 Pangkat/Gol. : Pembina IV/a
 Jabatan : Wakamad Bidang Humas MAN Kota Palopo

Dengan ini menerangkan bahwa :

N a m a : Riska
 Jenis Kelamin : Perempuan
 Alamat : Jalan Cempaka Balandai Kota Palopo
 Pekerjaan : Mahasiswi
 NIM : 15 0202 0117

Benar-benar telah melakukan penelitian di MAN Palopo sehubungan dengan penyusunan *Skripsi* dengan judul "**USING MIND MAPPING TO TEACH SPEAKING SKILL OF TENTH GRADE STUDENTS OF MAN PALOPO**"

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 15 Agustus 2019
 A.n Kepala Madrasah,
 Wakamad Bid. Humas



Drs. M. Bahrum T, M.Pd.I
 NIP. 19621231 199101 1 001

DOCUMENTATIONS

1. Pretest in Experimental class



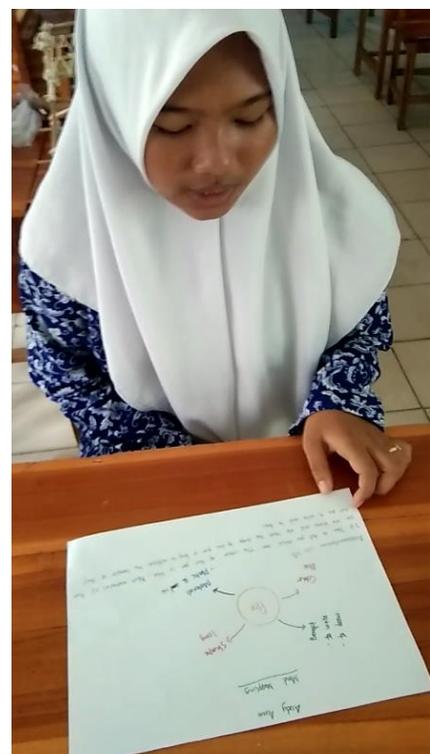
2. Treatment of describing about thing



3. Treatment describing about person



4. Posttest in Experimental class



5. Pretest in Control Class



6. Treatment in Control Class



7. Pottest in Control Class

