

**IMPROVING SPEAKING SKILL THROUGH MIND MAPPING
TECHN IMPROVING SPEAKING SKILL THROUGH MIND
MAPPING TECHNIQUE AT THE EIGHTH YEAR STUDENTS
OF SMP PMDS PUTRI PALOPO**



A THESIS

**Submitted to the English Study Program of S1 Tarbiyah Department of
State College for Islamic Studies of Palopo in Partial Fulfillment
of Requirement for S.Pd Degree in
English Education**

By,

**ALVIANI
Reg. Num: 10.16.3.0006**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014**

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(STAIN) PALOPO
2014**

THESIS APPROVAL

This thesis entitled ” **Improving Speaking Skill through Mind Mapping Technique at The Eighth Year Students of SMP PMDS Putri Palopo**” which is written by **ALVIANI**, Reg. Number **10.16.3.0006**, English SI Study Program of Tarbiyah Department of State College for Islamic Studies and has been examined and defended on MUNAQASYAH session which is carried out on **Thursday, August 14th 2014**, coincided with **17 Syawal 1435 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

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ALVIANI

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ABSTRACT

Alviani : 2014. Improving Speaking Skill Through Mind Mapping Technique at the Eighth Year SMP Datok Sulaeman Putri Palopo. Thesis, English Study Program of Education Department in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo. Under supervisor: (I) Masruddin and (II) Wahibah

Keywords : Improving, Speaking Skill, Mind Mapping.

This thesis deals with developing speaking skill at the eleventh year students of SMP Datok Sulaeman Putri Palopo Through Mind Mapping Technique. The problem statements are: what is the appropriate way in using mind mapping technique to improve speaking skill at the eighth year students of SMP Datok Sulaeman Putri Palopo? And what is the students' response in learning speaking using mind mapping technique at the eighth year students of SMP Datok Sulaeman Putri Palopo?

The research objectives are to find out the appropriate way in using mind mapping technique to improve speaking skill at the eighth year students of SMP Datok Sulaeman Putri, and to find out the students' response in learning speaking by mind mapping technique at the eighth year students of SMP Datok Sulaeman Putri Palopo.

This research employed Classroom Action Research (CAR) with two cycles namely the first cycle and the second cycle. Each cycle consist of four steps, namely planning, action, observation, and reflection. There are six meetings during the research cycle. The sample of this study was class VIII consisted of 21 students. In collecting data, the researcher used test, observation sheets, camera, and questionnaire.

The result of this study revealed that the cycle II was better than cycle I scores. Students have positive response and active involvement in learning lesson in cycle II. It can be shown by the mean score of the students test cycle I (54,14) and cycle (73,42), while the minimum mastery criterion (KKM/Kriteria Ketuntasan Minimum) was 65. And the appropriate ways in teaching speaking by using Mind Mapping technique namely: a) the teacher should choose the material based on the speaking material, b) the teacher should make some group

CHAPTER I

INTRODUCTION

A. Background

Language is a means of communication, which human beings use in their life. They use it in speaking and writing. Through language they express their ideas and their feeling. Because, without language they can not communicate to another.

English is consisting of four skills, namely listening, speaking, writing and reading. These four skills are usually considered as integral system because they support each other, among the four skills, speaking is often considered as the most difficult skill to be learned by the students. It states that learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students to develop speaking skill so that they can pass examination but also for more general use when they want to use the English in the out side world. They may need for further study, work or leisure, so that they will not be among the many people who unable to express his idea in English after having studied it for some years.¹

Speaking is the single most important aspect of learning a second or foreign language, and succes is measured in terms of the ability to carry out a conversation in the language. The average person produces tens of thousands of words a day,

¹ Gardner: [Http://syaifullah_education_information_center.blogspot.com](http://syaifullah_education_information_center.blogspot.com) accessed on September 12th 2013.

although some people develop speaking ability is communicative approach. They are students who should have better English skill because, they still continue their study in Senior High School and University that need their ability in English skill especially in speaking skill.

Speaking is one of language skill that must be taught to the students at school. Based on researcher's observation that was conducted in SMP PMDS Putri Palopo. They were not confidence and afraid of making mistake when they speak English, students are less active in learning to speak because of the methods used by teachers less innovative and evaluation for learning to speak rarely done so that students are not accustomed to practice speaking and speaking activities considered easy.

To solve these problems, the English teachers try to apply various teaching techniques or the teacher has to create class atmosphere of how to encourage students speaking ability. In this case the writer used mind mapping as one of technique that invite the students to talk about something in class to improve their speaking skill. The researcher hopes that this technique could be used to improve the students speaking skill in SMP PMDS Putri Palopo. Therefore, the writer is interested in using mind mapping as one of the technique. A mind map is a diagram used to represent words, ideas, tasks, or other items linked to arranged around a central key word or idea. Mind map are used to generate, visualize, structure and classify ideas, and as an aid to study and organize information, solving problems, making decisions.²

² http://en.wikipedia.org/wiki/Mind_map. September 19th2013

Based on the statement above, the writer was interested to do the research about improving speaking skill through mind mapping technique at the eighth year of SMP PMDS Putri palopo.

B. Problem Statements

Based on the description of background above, the writer formulates problem statements are :

1. What is the appropriate way in using mind mapping technique to improve speaking skill at the eighth year of SMP PMDS Putri Palopo?
2. How is the student's response in learning speaking by using mind mapping technique at the eighth year of SMP PMDS Putri Palopo?

C. Objective of the Research

Based on the Problem statement above, the objectives of the research are as follows:

1. To find out the appropriate way in using mind mapping technique to improve speaking skill at the eighth year of SMP PMDS Putri Palopo?
2. To find out the students' response to speak English using mind mapping technique at the eighth year of SMP PMDS Putri Palopo?

D. Significance of the Research

The Significance of this research is expected to have both academic and practical contributions.

1. Academically, to help teacher/researcher to find out the alternative way to teach speaking and produce the relevant and valid knowledge for their class to improve their teaching.

2. Practically, The result of this research will be helpful both for students and teacher to reduce the problems in teaching and learning English in speaking skill.

E. The Scope of the Research

The scope of this research will be restricted to improve speaking skill through mind mapping at the eighth year students of SMP PMDS Putri Palopo. The material adapted from teacher's curriculum and concern to improve of accuracy, fluency, and comprehensibility. The main focus of this research is the student's ability in *describing* an interesting topic such as recognizing figure and characteristic of fruits.

F. Operational Definition

Based on the titles is "Improving Speaking Skill Through Mind Mapping Technique of eighth SMP PMDS Putri Palopo" The researcher gives the definition as follows:

1. A mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central keyword or idea.³

³ Muhammad Noer, Tentang Mind Mapping, (<http://escaeva.com>). 2013

-
2. Teaching speaking refers to classroom activities that develop learner's ability to express themselves through speech.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There are few reseachers who conducted previous research aimed at teaching students' speaking skill.

1. Crestiani Juwita (2010), in her research entitled "Improving the Students ability at One year of SMAN 1 Palopo in Mastering Vocabulary through Mind Mapping". She came with conclusion that the application of mastering through mind mapping is effective to improve the students' achievement and the students' participation and students' motivation ⁴
2. Arifandi in his Unpublished thesis entitle "Teaching Writing by Using Mind Mapping is effective to enhance the ability of the second year students of SMAN 4 Palopo in writing descriptive text. He conclusion, it was proved by the result of student's test. The test shows that test value in applying mind mapping is higher than test value in conventionalway.⁵

Both researches above illustrated that they are to what the writer have done. However the writer focused on improving the students' speaking through Mind Mapping technique at the eighth year students of SMP PMDS Putri Palopo.

⁴ Crestiani Juwita, *Improving the Students ability at One year of SMAN 1 Palopo in Mastering Vocabulary through Mind Mapping* (STAIN Palopo:2010),p.16

⁵ Arifandi, *Teaching Writing by Using Mind Mapping to The Second Year Students of SMAN 4 Palopo*, (Palopo:2010)

B. Speaking Skill

1. Theories of Speaking

Speaking is one of the central elements of communication in ESL teaching. It is an aspect that needs special attention and instruction. In order to provide effective interaction, it is necessary for teachers of ESL to be careful to examine the factors, conditions and components that underlie speaking effectiveness. Effective interaction derived from the careful analysis of this area together with sufficient language input and speech promotion activities will gradually help learners speak English fluently and appropriately.⁶

Speaking is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. To learn a second language or foreign language is difficult as we learned our native language as a child.⁷

Speaking is used for many different purposes, and each purpose involves different skills and speaking is fundamentally an instrumental act. Speakers talk in order to have some effect on their learners, and we may use speaking to describe things to explain about people's behavior, to make polite requests or to entertain people with a joke and another.⁸

⁶ Jack C. Richards and Willy A. Renandya. *Methodology in Language Teaching*. (New York: Cambridge University, 2002) p.210

⁷ *Ibid*, p.204

⁸ *Ibid*, p. 3

2. *Elements of Speaking*

The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot”.

a. Language Features

Among the elements necessary for spoken production, are the following:

- a) **Connected Speech:** in connected speech, sound is modified assimilation omitted, added or weekend. It is for this reason that we should involve students in nativities designed specially to improve their connected speech.
- b) **Expressive Devices:** the use of device contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. Student should be able to develop at least some of such supra segmental features and device in the same way if they if they are to be fully effective communicators.
- c) **Lexis and Grammar:** spontaneous speech is marked by the use of all number of common lexical phrases, especially in the performance of certain language function.
- d) **Negotiating Language:** effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.

b. Metal/Social Processing

If part of a speaker’s productive ability involves the knowledge of language skill such as those discussed above.

- a) Language Processing: effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.
- b) interacting with others: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so
- c) (On-The-Spot) Information Processing: quite apart from our response to others feelings we also need to be able to process information they tell us the moment we get it. The teachers' will be two fold: to give them (learners) confidence in English and to equip them with hitherto unknown skill in either their own mother tongue or English.⁹

3. *Types of Spoken Language*

There are two types of spoken language, namely:

a. Monologue

In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcast, and the like, the hearer must

⁹ Jeremy Harmer, *the Practice of English Language Teaching* (Ed III; England: Pearson Education Limited, 2001), p.269

process long stretches of speech without interruption the stream of speech will go on whether or not the hearer comprehends.

b. Dialogue

Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which those purpose is to convey propositional for which those purpose is to convey propositional or factual informatio (transactional).¹⁰

Study about foreign language is too difficult for beginners speaking skill. The following characteristic of spoken language can make oral performance easily as well as in some cases difficult.

1) Clustering

Fluent speech is phrasal not by word. Learners can organize their output both cognitively and spicily throught such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced Forms

Contractions, elisions, reduced vowels, etc; all form speacial problems teaching spoke English

4) Performance variables

¹⁰ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Ed. II; San Fransisco: Addison Wesley Longman, 2001), p. 251

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.¹¹

4. How to Learn to Speak Language

Rivers states that we learn to speak a language by speaking. Others teachers persuade themselves that if they speak the new language exclusively in the classroom the students will, at some time, begin to speak it fluently too; this is justified by the argument that the students now have the opportunity to learn to speak a second or a third language as they learned their native as a child. This reasoning ignores the fact that little children learn to speak their language by continual parroting for most their waking hours, frequently using incorrect forms, that they are continually being spoken to often in specially adapted language and uttering comprehensible speech enable to them to gain things for which they feel a great need (physical satisfaction or their parents attention and praise).

Students of a new language will not learn to speak fluently merely by hearing speech in class, although this is most important for familiarizing them with accepted forms and the flow of authentic speech, as well as for giving them practice in the receptive side of communication teacher will need to give their students many opportunities to practice speaking. They will need to use their imagination in devising situations which provoke the use of language in the expression of the students own meaning, even the students has very limited resources on which to

¹¹ H. Douglas Brown, *Ibid* p. 270

draw. From this early experiments with the language, students become aware of the extraordinary potentially for the creation of new meanings recombination and rearrangements of language elements provide.¹²

The active practice of speech can not be left to a “later stage” when students presumably “know the language” from the dissection and reassembling of the writer language. By this time, many students will have developed certain inhibitions about making strange sounds in public and will find it difficult to express themselves orally in the complex form of the literary code they have been taught. Students should be given the opportunity, through out their peroid of language study, to develop ever greater skill encoding their thoughts in ever more complicated structural patterns of the new form of speech and in consolidating the muscular control involved in the acceptable production of sound sequences. Prolonged practice they require in working with the code must not be delayed. For this reason, speaking the language should be natural activity from the first lesson.

Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that.¹³

5. The Main Aspect of Assessing Speaking Skill

The main aspect of assessing speaking skill divides into three main components, as follow:

¹² Wilga M.Rivers, *Teaching Foreing Language Skill*, (Chicago: The University of Chicago Presa, 1981), p. 188-189

¹³ Scott Thornbury, *How to Teach Speaking England:Printed* in Malaysia Long Man 2005,p.1

a. Fluency

Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching.¹⁴

b. Accuracy

Accuracy is the ability in use target language clearly intelligible pronunciation, particular grammatical and lexical accuracy. Brown says that accuracy is achieved to some extent by allowing students to focus on the elements of phonology grammar and discourse in their output.¹⁵

c. Comprehensibility

Comprehension is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing. Comprehension is exercise to improve one understand.

6. Principles for Teaching Speaking

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction.¹⁶ There are five principles for teaching speaking as follow:

- a. Be aware of the differences between second language and foreign language learning context.

¹⁴ Wilga M. Rivers, *Teaching Foreign Language Skill*, (Ed. II ; London), p.270-271

¹⁵ H. Douglas Brown, *Ibid*, p. 268

¹⁶ Jack C. Richards, *Ibid*, p. 204

- b. Give students practice with both fluency and accuracy.
- c. Provide opportunities for the students to talk by using group work or pair work, and limiting teacher talk.
- d. Plan speaking tasks that involve negotiation for meaning.
- e. Design classroom activities that involve guidance and practice in both transactional and international speaking.¹⁷

C. Mind Mapping

1. Definition of Mind Mapping

Map comes from Latin *mappa mundi*, “sheet of the world” from *mappa*, “napkin, tablecloth.” A description of the earth, or some particular part thereof projected upon a plan superficies; describing the form of countries, rivers, situation of cities, hills, woods, and other remarks.¹⁸ There are many kinds of map and one of them is *Mind Mapping* and it is that used in this Research. The concept of Mind Mapping origin introduced by Tony Buzan. This technique is also known by the name of Radiant Thinking. A mind map has a central idea or word and there are 5 to 10 other ideas that came out of the central idea. Mind Mapping is very effective when used to come up with ideas that we have buried and make associations between ideas. Mind Mapping is also useful for organizing information help. Diagram form of such

¹⁷ Op Ch,p. 56

¹⁸ J.H.Andrews, Making Maps, (<http://makingmaps.net>). Accessed on July, 21th20013

diagrams and tree branches make it easier to reference the information to other information.¹⁹

Mind Mapping is a creative and logical means of note-taking and note-making that literally “maps out” your ideas. it is also a highly effective way of getting information in and out of your brain.

2. *There are nine essential characteristics of Mind Mapping:*

- a) The main idea, subject or focus is crystallized in a central image.
- b) The main themes *radiate* from the central image as ‘branches’.
- c) The branches comprise a key image or key word drawn or printed on its associated line
- d) Topics of lesser importance are represented as ‘twigs’ of the relevant branch.
- e) The branches form a connected nodal structure.²⁰
- f) A mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central keyword or idea. Especially in British English, the terms spidegram and spidegraph are more common, but they can cause confusion with the term spider digram used in mathematics and logic. Mind maps are used to generate, visualize,

¹⁹Muhammad Noer, Tentang Mind Mapping, (<http://escaeva.com>). 2013

²⁰Busan, Tony. *Buku Pintar Mind Map*. Jakarta:PT Gramedia Pustaka Utama,2006.

structure, and classify ideas, and as an aid to studying and organizing information, solving problem, making decisions, and writing.

g) The elements of a given mind map are arranged intuitively according to the importance of the concepts, and are classified into groupings, branches, or areas, with the goal of representing semantic or other connections between portions of information. Mind maps may also aid recall of existing memories.

h) By presenting ideas in a radial, graphical, non-linear manner, mind maps encourage a brainstorming approach to planning and organizational tasks. Though the branches of a mind map represent hierarchical tree structures, their radial arrangement disrupts the prioritizing of concepts typically associated with hierarchies presented with more linear visual cues. This orientation towards brainstorming encourages user to enumerate and connect concepts without a tendency to begin within a particular conceptual framework.

i) The mind map can be contrasted with the similar idea of concept mapping.²¹

The former is based on radial hierarchies and tree structures denoting relationships with a central governing concept, whereas concept maps are based on connections between concepts in more diverse patterns. However, either can be part

²¹ Iwan Sugiarto, Tentang Mind-Mapping, (<http://www.kaskus.us/showthread.>), 2013

of a larger personal knowledge base system. In addition to, There are some definition of map, such:

- a) All the words of a language
- b) The sun of words used by, understood by, or at the command of a particular person or group.
- c) A list of words and often phrases, usually arranged alphabetically and defined or transled; a lexicon or glissary.
- d) A supply of expressive means; a repertoire of communication: a dancer's vocabulary of movement.²²
- e) A drawing or plan, in outline, of (any part of) the surface of the earth, with various features shown (usually roads, rivers, seas, towns etc) a map of the world; a road map.

Mind maps have many applications in personal, family, educational, and business situations, including note-taking, brainstorming (where in ideas are inserted into the map radial around the center node, without the implicit prioritization that comes from hierarchy or sequential arrangements, and where in grouping and organizing is reserved for later stages), summarizing, as a menemonic technique, or to sort out a complicated idea. Mind maps are also promoted as a way to collaborate in color pen creativity session. Concept mapping is also usually using that to train

²² Muhammad Noer, Tentang Mind-Mapping, ([Http://www.google.com](http://www.google.com)), 2013

students to link the concept of something or something that has been known to other concepts or things that are closely related.²³

Mind maps can be used for:

- a. Problem Solving
- b. Outline/Framework design
- c. Structure/relationship representations
- d. Anonymous collaboration
- e. Marriage of words and visuals
- f. Individual expression of creativity
- g. Condensing material into a concise and memorable format
- h. Team building or synergy creating activity
- i. Enhancing work morale.²⁴

Besides there are some of the benefits of having a mind map, among others:

1. Plan
2. Communicate
3. Being Creative
4. Saves Time
5. Resolving Problems
6. Focusing Attention
7. Develop and Describe mind

²³ Kashani, K.E.Suyanto, *English For Young Learners*, p.95

²⁴ Iwan Sugiarto, *Mind-Mapping*, (<http://www.kaskus.us/showthread.>),2013.

8. Given the better.²⁵

3. *The Advantages of Using Mind Mapping*

Result of the research indicates that our brain preserving the information through small muscular which seems as branches at glance. Thus we can conclude, if we trying to preserving the information likes the way brain works, sure the information will be preserve better. Then, automatically our learning process will be easier. Above statement means that, through mind mapping we will be able to focuses on the main idea of each problem we have learned, the essential point of it. Then, its deveopment followed each other relation. Hence, we will get the illustration of things we knew and each part of things that unknown before.

4. *There are specific steps to make mind map:*

1. Make a title

First step is making a title in middle of blank paper or note that we will use some different colors for example I will make mind map entitled “family holyday” and make a frame around the title.

2. Make main branch

Next, teach the students thinking or imagining about anything that related to familiy holiday.

- a) What activity that they will do?
- b) What equipment that they will bring?
- c) Who they will invite to?

²⁵ Iwan Sugiarto, *Mind-Mapping* (<http://www.kaskus.us/showthread.php?t=702661>).2013

d) Where is the destination of family holiday this time?

For the next example we will make four main branches there are: activity, equipment, people, and destination. Every branch use different colors to stimulate the student interaction to make the student mastery reading easier.

1) Develop “activity” branch

When we talk about activity branch, teach the students to imaging and thinking. And then ask them to mention what they thinking or imaging about their activity if their go to family holiday like horsing, swimming shopping or soccer. Do not forget to give a interesting picture to make the students can mastery the vocabulary more easier with use the different colors and interesting picture.

2) Develop “equipment” branch

If your activity was finish, now stimulate the students to mention what equipment that they will bring for family holiday, the students maybe will say like shoes, t-shirt, sandal, hat, etc. Make the branch with different colors to make it more interesting and easy to remember

3) Develop “people” branch

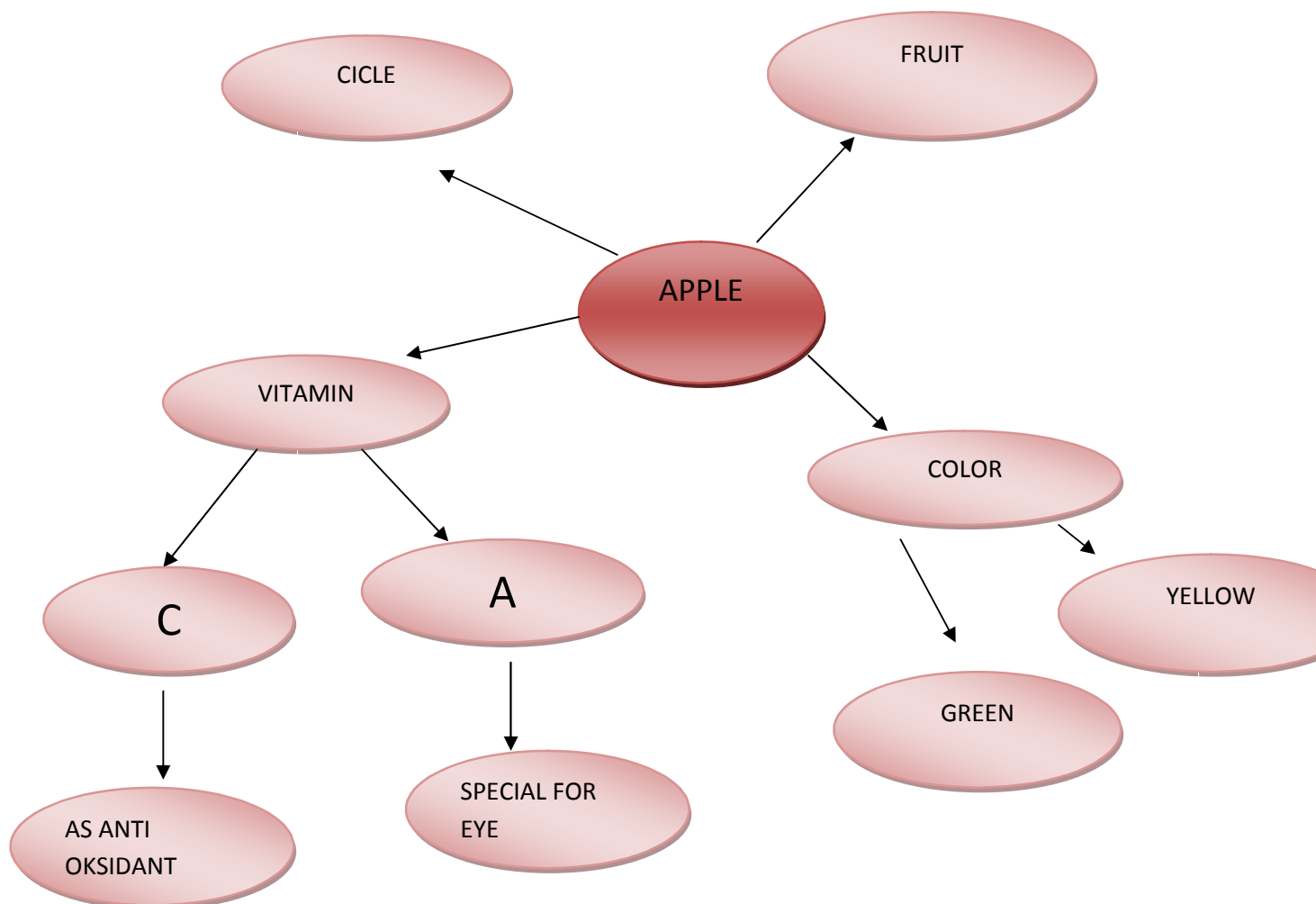
Next, we move to the people branch about who people that will join in your family holiday. Ask them to mention the people that they want to join. Maybe they will mention their father, mother, uncle cousin and their friends for everyone that will join give they each branch with different color sand interesting picture.

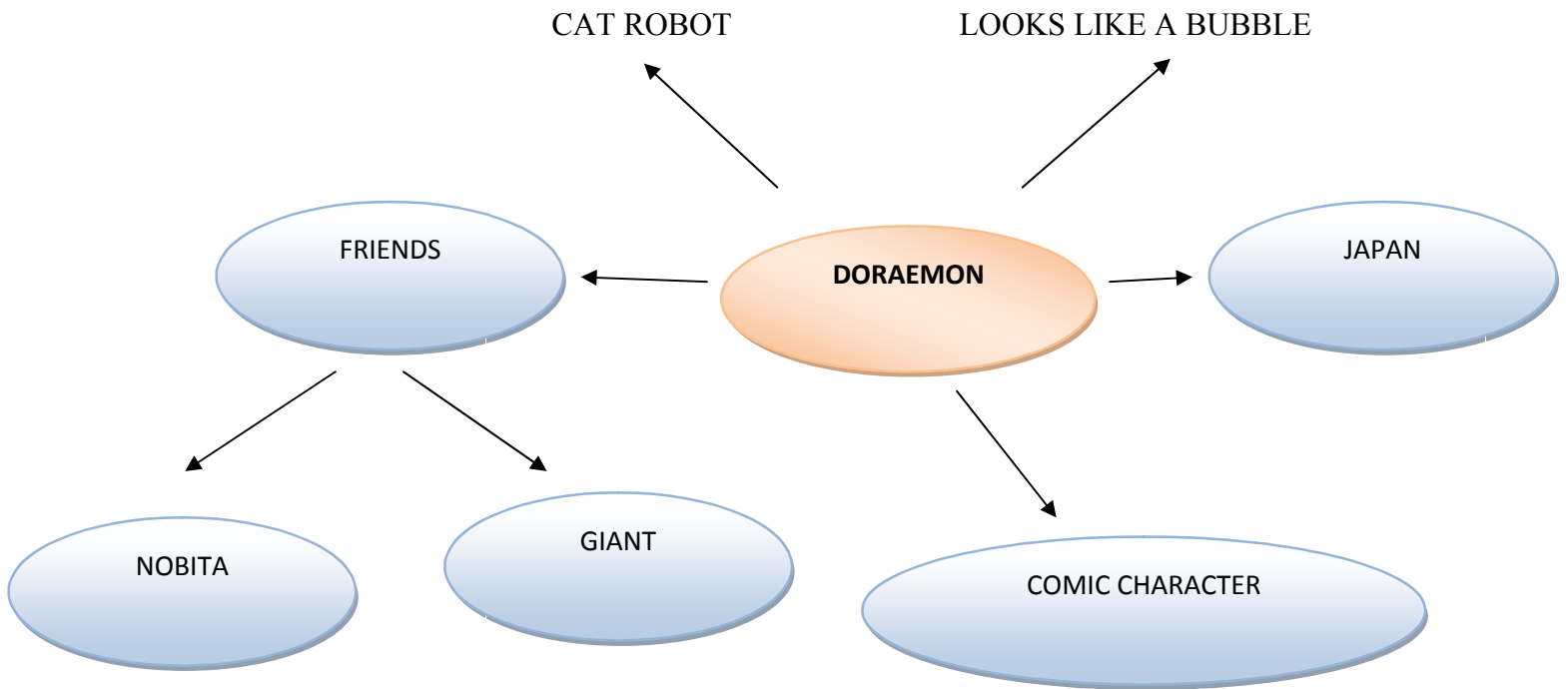
4) Develop “destination” branch

Destination branch is the last branch ask the students to mention where destination of their family holiday. They maybe say like beach,mall, or water park, give different colors for every option and interesting picture to make their easy to memorize.

Here the authors present examples of the media mind-mapping:

Graps 1.1

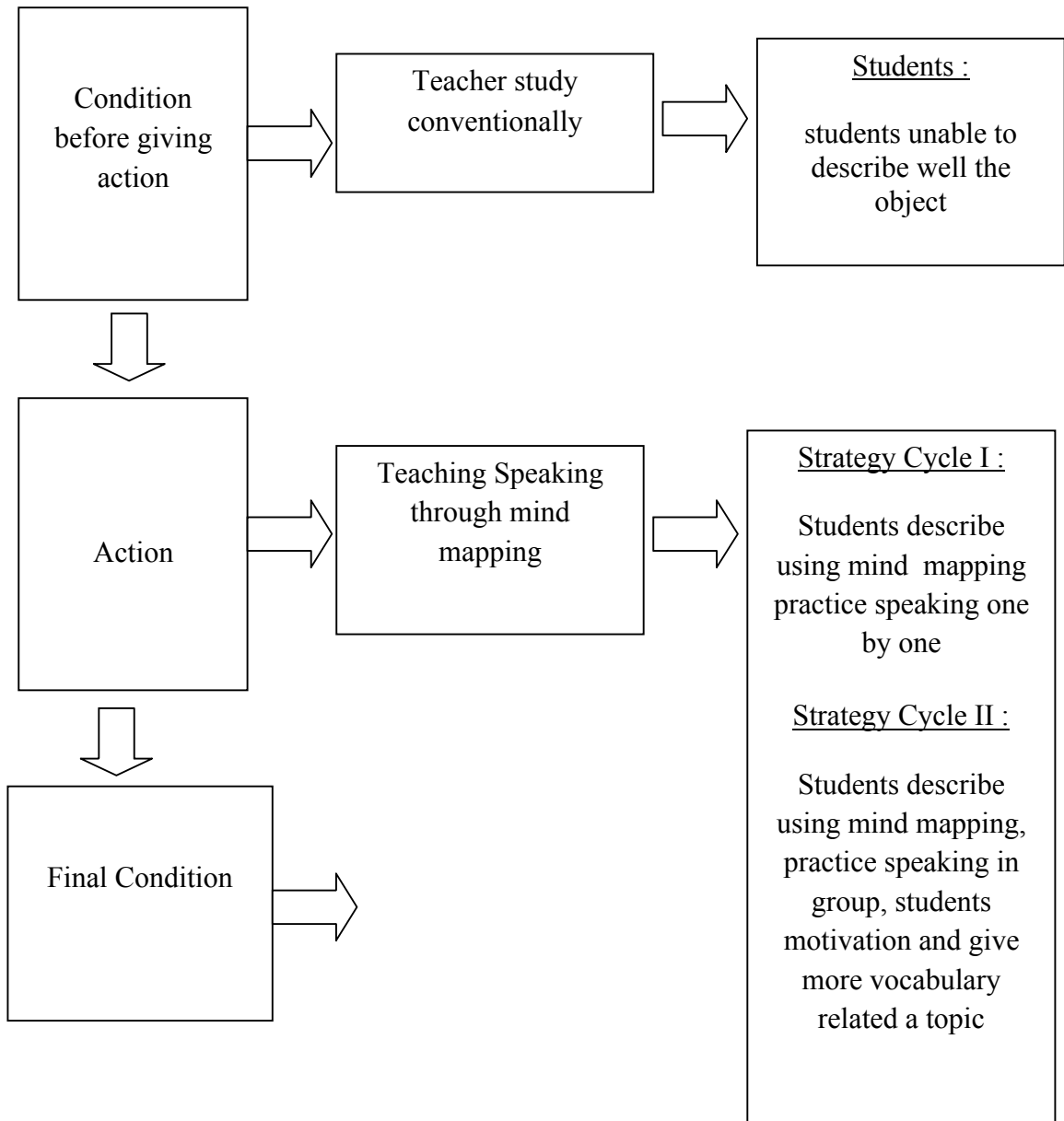




D. Theoretical Framework

The theoretical framework shows the condition of students before giving action and final condition of students after giving action. Before giving action students were unable to describe well the realia (object), and after giving action students become able to describe well the realia. Speaking skill through mind mapping was used in classroom action research that consisted of two cycles. Students have to describe the object using their own words or their own sentences. In the cycle 1 students describe characteristic of banana students were practice speaking one by one . In the cycle II students describe recognizing figure were practice speaking in group.

The theoretical framework in this research can be seen in the diagram below:



CHAPTER III

RESEARCH METHOD

A. Research Type

The method applied in this research was *Classroom Action Research*. CAR is action research that executed by teacher within class. Action research on its reality constitute series action one that done by cycle in order to solve problem until that problem is ill-fated.²⁶ It used to know whether through mind mapping technique to improving speaking skill eighth year students of SMP PMDS Putri Palopo. Action research is the way groups of people can organize the conditions under which they can learn from their own experience accessible to other (Kemmis and Mc Taggart,1982).²⁷ research is an exploratory activity that doing to terminological orderly scientific method to find scientific information and technological new proving trut is hypothesis so gets to be formulated by theory and social phenomena process.²⁸

This research followed the principal working of *Classroom Action Research* (CAR) that contains of four stages; they are: Planning, Implementation of Action, Observation, and Reflection. It a research conducted by the teacher who wants to make their students mastering by materials. The main purpose of Classroom Action Research is to identify and to solve the students' problem in the class.

²⁶Pelangi pendidikan, (jakarta: proyek perluasan dan peningkatan mutu SLTP jakarta,2000),p. 14.

²⁷Sukardi, Metodology penelitian pendidikan, (jakarta: bumi aksara, 2003), p. 210.

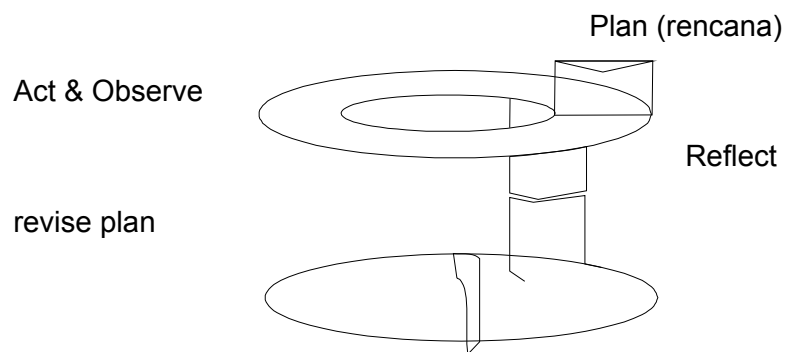
²⁸Kunandar, langkah mudah penelitian tindakan kelas, (jakarta: rajawali pers, 2011), p. 42.

a. Classroom: in this sense is not tied to the classroom, but in more specific term as has long been recognized in the field of education and teaching, the meaning of the term class is a group of students who are in the same time receive the same lessons from the same teacher s well

b. Action: point to something intentional motion activities with a spesific purpose. In a series of cycle in the form of research activities for students.

c. Research: is an activity to see an object using a specific methodology and main to obtain data or information that is useful in improving the quality of the interisting and important for researcher²⁹

In this research the researcher used the spiral model by Kurt Lewin, described the theory or the procedure of Classroom Action Research into four stages; they are: (1) Planning, (2) Implementation of Action, (3) Observation, and (4) Reflection. The relation among them is called a cycle. It means that a cycle consist of planning, acting, observing, ad reflecting, we can look the cycle.



²⁹Suharsimi Arikunto, dkk., *Penelitian Tindakan Kelas*

B. Research Location

The research location was at SMP PMDS Putri Palopo. It is Located on Jl. H. Daud Palopo.

C. Research Design

The design of this studied was classroom Action Research (CAR) where the researcher tries to describe about mind mapping technique to improve speaking skill at the eighth year of SMP PMDS Putri Palopo.

D. Subject of Research

The subject of the studied was the English teacher and all students at the eighth year of SMP PMDS Putri Palopo.

E. Data Source:

a. English teacher

English teacher was a reseacher in this research, where the English teacher applied mind mapping technique.

b. Students

The position of students in this research as subject of the research, the researcher hoped after researching the students could improve their speaking.

c. Collaborator

The position of collaborator in research as a observer, the collaborator help the researcher to observe the students, so the researcher was able to know the students condition in learning process and gave suggestion and solution to the problem for each cycle.

F. Procedure of the Research

This research is conducted by using Classroom Action Research method (CAR). In a cycle consists of four steps. They are:

a. Planning

- a) In this section, the researcher (teacher) prepares the materials that will be given to the students.
- b) Making lesson scenario or lesson planning based on the curriculum, and arrange the material of lesson planning and it should be speaking oriented
- c) Making the observation paper for observing the condition of learning proces
- d) Arrange the test to know the increasing of the result study after they studied by using mind mapping

b. Acting

- a) Engage giving materials and picture then they were asked relating to the materials. The students looked at a picture of a town and responded to it by commenting on the people and the activity that they are take a part in, maybe they look pictures then acted or simulated the pictures in their own ways.
- b) Activate. Making the students to be active in the class, the students are supposed to describe and explain the things on the picture by for the different things.

- c) Study, the teacher does speaking works by correcting the pronunciation and the use of certain expressions and asking the other students whether they are understand or not about the picture that had already described and explained by their friend.
- d) So, by doing the way the teacher knows that the students are able to explore, say or speak all of the points on the spaking objects, as the speaking skill is its orientation.

c. Observation

- a) Indentify and make note about all of problem that the teacher get when teaching and learning process.
- b) Doing evaluation which use the result of the study to know how far the students have improvement.
- c) Give the students chace for giving suggestion in action research.

d. Reflecting

The result of the data have been done, it will be continued until can be made as the reflection after action research. The reflection will be discussed with a guidance lecturer while the teacher should make research planning for the next cycle. Those cycles are continued to second cycle until the target of learning will be achieved.

G. Instrument and Procedure of Collecting Data

The technique of collecting data that the writer did in this classroom action research were:

1. Observation sheet it was about condition of students during learning which taken during the learning process was going on, which included in the observation sheet that has been made.
2. Students learning outcomes data, data taken from the test at the end of each cycle.
3. Questionnaire, it was used to find out the students' perception about learn speaking by using mind mapping as technique to improve their speaking skill.
4. Video recorder, in this case the researcher used video recorder to recorder the students productions in speaking ability. The data from speaking test were scored base on the scoring classification. According to J.B Heaton are accuracy, fluency, and comprehensibility. Detail elaboration is presented as follows:

1. Accuracy

Table: 1
Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is very slightly influenced by the mother tongue. Two or three minor grammatical and lexical error.

Very good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and Lexical errors but most utterance are correct
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical ad lexical errors but only cause confusion.
Average	3	Pronunciation is influenced by the mother tongue only a few serious phonological errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a breakdown in communication. Many “basic” grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

2. Fluency

Table 2
Fluency

Classification	Score	Criteria
Excellent	6	Speaks without too great an effort with a fairly wide range of expression. Searches for words Occasionally but only one or two unnatural pauses.
Very good	5	Has to make an effort at times to search nevertheless, smooth delivery on the whole and a few unnatural pause
Good	4	Although he has to make 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.
Average	3	Has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.

Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery.
Very poor	1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

3. Comprehensibility

Table 3

Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for listener to understand and speaker's intention and general meaning. Very few interruption or clarification required.
Very good	5	The speaker's intention and general meaning are fairly clear. A few interruption by the listener for the sake of clarification are necessary
Good	4	Most of what speaker says is easy to follow. His intention is always clear but several

		interruption are necessary to help him convey message or to seek clarification.
Average	3	The listener can understand a lot what is said, but he must constantly seek clarification. Cannot understand many of speaker's more complex longer sentence.
Poor	2	Only small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who is listening the speaker
Very poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speakers is unable to clarify anything he seems to have said. ³⁰

Based on the table above, the students will get excellent if their score is 6, very good if their score is 5, good if their score 4, Average if their score 3, poor if there is 2, and very poor if their score is 1. The data in cycle 1 and 2 are collected through the following steps:

a. Scoring students speaking test

$$\text{Students score} = \frac{\text{Score obtained} + 2}{20} \times 100$$

³⁰ Yusuf, "Improving Students' Speaking Skill in Retelling Story Through Picture At Third Semester Students of STAIN Palopo" (Unpublished Thesis : 2009)p.27

Table 4
Scoring classification

Alphabet	Numbers 0-4	Numbers 0-100	Numbers 0-10	Intensities of attitude
A	4	85-100	8,5-10	Very good
B	3	70-84	7,0-8,4	Good
C	2	55-69	5,5-6,9	Average
D	1	40-54	4,0-5,4	Poor
E	0	0-39	0,0-3,9	Very poor

- b. Calculating the mean score of the students' speaking test by using the following formula according to Arikunto Suharsimi in Yusuf.³¹

$$Md = \frac{\sum}{N}$$

Where :

Md=Mean Score

\sum = Total Raw score

N = Total Sample

³¹ Yusuf, "Improving Students' Speaking Skill in Retelling Story Through Picture At Third Semester Students of STAIN Palopo" (Unpublished Thesis : 2009)p.30

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research finding and discussion. The findings are presented by using observation sheet, test, and questionnaire. The discussion present presents about the analysis of the findings.

A. Findings

Before proceeding to the findings, it is important to explain the cycles of this research.

1. Explanation of cycle 1

a. Planning

In planning section, the researcher prepared all tools that needed to carry out the study in the class, such as topics of mind mapping technique, student's test, observation sheet, questionnaire, and the camera. In this section, the preparation prepared by the research before doing action in the cycle 1 are:

- a) Research design a lesson plan which described teacher's step and students' step in solving the students' problem of speaking skills.
- b) Researcher prepared all facilities needed in doing learning teaching process through mind mapping technique, such as topics, tape recorder, students' test, observation sheet and questionnaire.
- c) Researcher determined the success indicators before begin this research.

b. Action

The implementation of the planning were done during three meetings as the first cycle. The researcher opened the class by greeting all the students and then, the researcher introduces herself and her collaborator. After that, the researcher asked condition of students and gave explanation about mind mapping technique to teach speaking. The next, the researcher gave a topic characteristic of banana to describing their idea and the students make mind mapping at the meeting, for practice speaking the researcher explained the step of the rules:

1. The main idea, subject focus is crystallized in central image
2. The main themes radiate from the central image as “branches”.
3. The branches comprise a key word drawn

c. Observation

Based on observation activities made by researcher and collaborator in the first cycle, the researcher and collaborator observed the condition class during learning activity; the researcher observed students’ attitude and enthusiasm toward application of describing topic orally.

- 1) The first cycle of learning, the students still lack enthusiasm to understand the concept of learning. Some students were easy to get bored and there were some inactive students in. There was a student that slept during the teaching and learning process in this first cycle.

- 2) The condition of class was undisciplined when the researcher gave explanation. Many students were irresponsible in the lesson.
- 3) Some of the students were still confused in arranging sentences in describing things.
- 4) Evaluation on students' speaking showed that students' mastery on speaking was mostly in low accuracy, fluency, and comprehensibility. The score was only 54,14.

Here are the findings

Findings in cycle 1

Table 1

The observation result of students active participation of cycle 1

Observation List Cycle I

No	Respondents	Students' Participation			
		Not active	Less active	Active	Very active
1	RD 01		■		
2	RD 02				■
3	RD 03		■		
4	RD 04		■		
5	RD 05			■	
6	RD 06			■	
7	RD 07		■		
8	RD 08			■	
9	RD 09		■		
10	RD 10		■		
11	RD 11				■
12	RD 12		■		
13	RD 13	■			

No	Respondents	Students' Participation			
		Not Active	Less Active	Active	Very active
14	RD 14				
15	RD 15				
16	RD 16				
17	RD 17				
18	RD 18				
19	RD 19				
20	RD 20				
21	RD 21				

The explanation of students' observation activity are:

- a) Very active: the student is responsive and participative fully in all activities in the learning process.
- b) Active : the student responds the material by speaking and interact with the teacher and the others in the learning process.
- c) Less active: the student pays attention and gives respons one in while in learning process.
- d) Not active : the student does not give respons to the material, she looks confused, bored and some times leaves the class.

Table 2

The percentage of students' active participation of cycle 1

Classification	Frequency	Percentage (%)
Very active	1	4.76%
Active	10	47.61%
Less active	7	33.33%
Not active	3	14.28%

$$P = \frac{F}{N}$$

Where

P =Percentage

F=Frequency

N=Total of students³²

Based on the researcher is data observation data in cycle 1 which is shown by the description above include 20 respondents, there were 1 students very active in the speaking class by using mind mapping as one of technique to learn speaking, and the percentage reached 4.76%. The active students were 10 and the percentage reached 47.61%. The less active students were 7 and percentage 33.33%. And there were 3 students who were not active and the percentage 14.28%. The classification both of very active students and active students were accumulated and reached 52.37%.

³² Sudjana, Metode Statistika, (Bandung;Tarsito Bandung,1992), p. 73.

Table 3

The Result of Students' Score in Cycle I

No	Respondents	Three Aspects of Speaking Assessment			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	RD 01	3	3	3	51
2	RD 02	4	4	5	73
3	RD 03	3	3	3	52
4	RD 04	3	2	3	44
5	RD 05	4	3	4	61
6	RD 06	4	4	5	72
7	RD 07	2	3	3	44
8	RD 08	4	3	5	66
9	RD 09	2	3	3	44
10	RD 10	3	2	3	44
11	RD 11	3	3	4	55
12	RD 12	3	2	4	50
13	RD 13	2	2	3	39
14	RD 14	3	2	4	50
15	RD 15	2	3	3	44
16	RD 16	3	3	4	55
17	RD 17	2	3	3	50
18	RD 18	4	3	3	55
19	RD 19	4	4	5	72
20	RD 20	4	4	5	72
21	RD 21	2	3	3	44
Total		64	62	78	1137
Mean Score					54,14

Calculating the mean score of the students' speaking test of cycle I

$$X = \frac{\sum}{n}$$
$$= \frac{1137}{21} = 54,14$$

Table 4

The students' accuracy score in cycle 1

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	7	33,33%
Average	3	8	38,10%
Poor	2	6	28,57%
Very poor	1	-	-

The table above means that score of accuracy in cycle 1 varieties: there were 7 students (33,33%) and 6 students (28,57%) got 'poor'.

Table 5

The students' fluency score in cycle 1

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	4	19,05%
Average	3	12	57,14%
Poor	2	5	23,81%
Very poor	1	-	-

The table above means that score of accuracy in cycle 1 varieties: there were 4 students (19,05%) and 5 students (23,81%) got ‘poor’ classification

Table 6

The students’ comprehensibility score of cycle 1

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	5	23,81%
Good	4	5	23,81%
Average	3	11	52,38%
Poor	2	-	-
Very poor	1	-	-

The table above means that score of accuracy in cycle 1 varieties: there were 5 students (23.81%) and 11 students (52,38%) got ‘average’ classification

d. The reflection

The reflection was done by the researcher and collaborator, caused there were still weaknesses in implementation or using mind mapping as technique in teaching speaking, these have to repaired. The researcher and collaborator found that some of the students have problems in accuracy, fluency and comprehensibility. And not active in learning process, but most of them were able to describe well and more active. It has shown good responds

There were still some significant weaknesses in the first cycle:

- 1) The students still lack enthusiasm to understand the concept of learning. Some students were easy to get bored and there were some inactive students.
- 2) The condition of class was undisciplined when the researcher gave explanation.
- 3) Some of students still confused in describing things.
- 4) Some students still confused how to pronounce their speaking.
- 5) Evaluation on students' speaking showed that students' mastery on speaking were mostly in low score. The score was only 53,66.

Besides, many of them still have problem with vocabulary. Through the case, improvement was needed on some aspects of the teaching and learning process employed. It means that cycle 2 was needed.

2. Explanation of cycle II

a. Planning/revised plan

The researcher hoped in the cycle II the students be better especially in accuracy, fluency and comprehensibility. The plan in the cycle II was closely same with the cycle I, but in the cycle II the researcher made different strategy such as; 1) In the second cycle would observe students more intense and students divided four groups and there were 5 until six in a group. 2) The researcher gave some vocabularies related to the topic that would make mind mapping. 3) The researcher

would guide the students that could not speak English until they could be fluent to speak English.

At the end of the activities in the second cycle, the students were given questionnaire to measure students' attitude in the cycle II and to know students' motivation in learning speaking skill by using mind mapping technique. The researcher hoped the second cycle would be successful.

b. Action

All action in this cycle run with planning. It was started by giving motivation to students. The researcher gave a topic characteristic of doraemon to make mind mapping But in this second cycle the researcher divided the students into 4 group and there were 5 until 6 in group. They have to discuss with their member in group then, the researcher gave some vocabularies related to the topic. After that, the researcher called the students one by one to describe about characteristic of doraemon. Before class closed, the researcher told the students that they have great improvement. Finally, the researcher gave questionnaire to the students

c. Observation

Based on observation activities made by researcher and collaborator in the second cycle, it could be known that in the second cycle, most students were active in the class and easy to describe their idea, the students' self confidence were increase, and they were not shy to describe of topic orally in front of class.

The observation was satisfied because more students did their presentation well. They got upgrading in fluency, accuracy, and comprehensibility. The condition

in class more conducive than cycle I. And also the students' speaking were improved in cycle II.

Here are the findings

Findings in cycle II

Table 7

Observation List Cycle II

No	Respondents	Students' Participation			
		Not active	Less active	Active	Very active
1	RD 01				
2	RD 02				
3	RD 03				
4	RD 04				
5	RD 05				
6	RD 06				
7	RD 07				
8	RD 08				
9	RD 09				
10	RD 10				
11	RD 11				
12	RD 12				
13	RD 13				
14	RD 14				

15	RD 15				
16	RD 16				
17	RD 17				
18	RD 18				
19	RD 19				
20	RD 20				
21	RD 21				

Explanation of students' observing activity are:

- a) Very active: the student is responsive and participative fully in all activities in the learning process.
- b) Active : the student responds the material by speaking and interact with the teacher and the others in the learning process.
- c) Less active: the student pays attention and gives respons one in while in learning process.
- d) Not active : the student does not give respons to the material, she looks confused, bored and some times leaves the class.

Table 8
The percentage of students' active participation of cycle II

Classification	Frequency	Percentage (%)
Very active	5	23.81%
Active	14	66.66%
Less active	2	9.52%
Not active	0	0%

The observation data was collected and classification like in cycle 1. Based on the researcher observation data in cycle II which is shown there were 5 students very active in the speaking class by using mind mapping as one of technique to learn speaking, and the percentage reached 23.81%. the active students were 14 and the percentage reached 66.66%. The less active students were 2 and the percentage reached 9.52% and there is no students were accumulated and reached 90.47%.

Table 9
The Result of Students Score in Cycle II

No	Respondents	Three Aspects of Speaking Assessment			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	RD 01	4	3	5	74
2	RD 02	5	5	5	83
3	RD 03	4	4	4	72
4	RD 04	4	4	4	70
5	RD 05	5	4	5	78
6	RD 06	5	5	5	80
7	RD 07	4	4	4	70
8	RD 08	4	4	5	72
9	RD 09	4	4	5	72
10	RD 10	4	3	4	70

11	RD 11	4	5	5	78
12	RD 12	4	3	5	70
13	RD 13	4	4	5	72
14	RD 14	5	4	5	78
15	RD 15	4	4	5	60
16	RD 16	4	4	5	72
17	RD 17	4	4	5	72
18	RD 18	4	4	5	72
19	RD 19	5	5	5	83
20	RD 20	4	5	5	78
21	RD 21	4	3	5	66
Total		89	85	101	1542
Mean Score					73,42

Calculating the mean score of the students' speaking test of cycle II

$$X = \frac{\Sigma}{n}$$

$$= \frac{1542}{21} = 73,42$$

Table 10

The students' accuracy score of cycle II test

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	5	23,81%
Good	4	16	76,19%
Average	3	-	-
Poor	2	-	-
Very poor	1	-	-

The table above means that score of accuracy of cycle 1 varieties: there were 5 students (23.81%) got 'very good'. 16 students (76,19%) got 'good'. Classification

Table 11
The students' Fluency score of cycle II test

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	5	23,81%
Good	4	12	57,14%
Average	3	4	19,05%
Poor	2	-	-
Very poor	1	-	-

The table above means that score of fluency of cycle II varieties: there were 5 students (23.81%) got 'very good'. 4 students (19,05%) got 'average'. Classification.

Table 12
The students' Comprehensibility score of cycle II test

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	17	80,95%
Good	4	4	19,05%
Average	3	-	-
Poor	2	-	-
Very poor	1	-	-

The table above means that score of comprehensibility of cycle II varieties: there were 17 students (80.95%) got 'very good'. 4 students (19,05%) got 'good'. Classification.

The data through the questionnaire

Table 13

The result of students' perception through questionnaire

Questionnaire	Strongly Agree (SA)	Agree (A)	Uncertain (U)	Disagree (D)	Strongly Disagree (SD)
1	15	6	-	-	-
2	17	4	-	-	-
3	16	5	-	-	-
4	16	2	3	-	-
5	16	4	1	-	-
6	18	2	1	-	-
7	16	4	1	-	-
8	16	4	1	-	-
9	16	3	2	-	-
10	15	4	2	-	-

The table above shows the common result of students' perception through questionnaire. Most of them had positive responds about learning speaking by using mind mapping technique to improve their speaking skill. In which, almost of all students only chose strongly agree and agree in every statements. The following tables are the detaildescription or explanation of the data that were used to know the students' perception about mind mapping as the technique to learn English, especially in learning speaking.

Table 14

After using mind mapping technique I feel interesting to learn speaking than before

Classification	Frequency	Percentage
Strongly agree	15	71.42%
Agree	6	28.57%
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said agree that after using mind mapping technique they feel interesting to learn speaking than before. There were 15 (71.42%) respondents said strongly agree. 6 (28.57%) respondents said agree. And none of the respondent said uncertain, disagree and strongly disagree. It means that after using mind mapping technique students feel interesting speaking.

Table 15

Learning speaking by using mind mapping technique can improve my speaking skill

Classification	Frequency	Percentage
Strongly agree	17	81%
Agree	4	19.04%
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said strongly agree that learning speaking by using mind mapping technique can improve their speaking skill. There were 17 (81%) respondents said strongly agree, 4 (19.04) respondents said

agree. And none of the respondents said uncertain, disagree, and strongly disagree. It mean that learning speaking by using mind mapping technique can improve students' speaking skill.

Table 16

Learning speaking by using mind mapping technique makes me not feel awkward to speaking by using my own words and my own sentences

Classification	Frequency	Percentage
Strongly agree	16	76.19%
Agree	5	23.80%
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said strongly agree that learning speaking by using mind mapping technique makes them were not feel awkward to speaking by using their own and their own sentences. There were 16 (76.19%) respondent said strongly agree, 5(23.80%) respondent said agree. And none of the respondents said uncertain, disagree, and strongly disagree. It means that learning speaking by using mind mapping technique presenting their confidences for speaking.

Table 17

Learning speaking by using mind mapping technique presenting my confidence for speaking

Classification	Frequency	Percentage
Strongly agree	16	76.19%
Agree	2	9.52%
Uncertain	3	14.28%
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said agree that learning speaking by using mind mapping technique presenting their confidences for speaking. There were 16 (76.19%) respondent said strongly agree, 2 (9.52%) respondent said agree, 3(14.28%) respondent said uncertain, and none of the students said disagree and strongly disagree. It means that learning speaking by using mind mapping technique their confidences for speaking

Table 18

Learning speaking by using mind maping technique makes me dare to express my opinion

Classification	Frequency	Percentage
Strongly agree	16	76.19%
Agree	4	19.04%
Uncertain	1	4.76%
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said agree that learning speaking by using mind mapping technique makes them dare to express their opinion. There were 16 (76.19%) respondents said strongly agree, 4 (19.04%) respondents said agree. 1 (4.76%) respondents said uncertain, and none of the students said disagree and strongly disagree. It means that learning speaking by using mind mapping makes the students dare to express their opinion.

Table 19

The use of mind mapping technique really required to help me increase my speaking skill

Classification	Frequency	Percentage
Strongly agree	18	85.71%
Agree	2	9.52%
Uncertain	1	4.76%
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said strongly agree that the use of realia really required to help them increase their speaking skill. There were 18 (85.71%) respondents said Strongly agree, 2 (9.52%) respondent said agree, 1 (4.76%) respondent said uncertain, and none of the students said disagree, and strongly disagree. It means that the use of mind mapping technique really required to help students increase their speaking skill.

Table 20
I feel happy and comfortable to learn speaking by using mind mapping technique

Classification	Frequency	Percentage
Strongly agree	16	76.19%
Agree	4	19.04%
Uncertain	1	4.76%
Disagree	-	-
Strongly disagree	-	-

The table above indicates the most of the respondent said agree that the students feel happy and comfortable to learn speaking by using mind mapping technique. there were 16 (76.19%) respondent said strongly agree, 4 (19.04) respondent said agree, 1 (4.76%) respondent said uncertain and none of the students disagree and strongly disagree. It means that the students feel happy and comfortable to learn speaking by using mind mapping technique.

Table 21
I feel awkward to learn speaking by using mind mapping technique

Classification	Frequency	Percentage
Strongly agree	16	76.19%
Agree	4	19.04%
Uncertain	1	4.76%
Disagree	-	-
Strongly disagree	-	-

The table above indicates the most of the respondent said agree that the students feel happy and comfortable to learn speaking by using mind mapping technique. there were 16 (76.19%) respondent said strongly agree, 4 (19.04) respondent said agree, 1

(4.76%) respondent said uncertain and none of the students disagree and strongly disagree. It means that the students feel motivated to learn speaking by using mind mapping technique.

Table 22
Learning speaking by using mind mapping technique makes me more easibly to understand the material

Classification	Frequency	Percentage
Strongly agree	16	76.19%
Agree	3	14.28%
Uncertain	2	9.52%
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondent said strongly agree that learning speaking by using mind mapping technique made them more easily to understand the material. There were 16(76.19%) respondent said strongly agree, 3 (14.28%) respondent said agree, 2(9.52%) respondent said uncertain and and none of the students disagree and strongly disagree.it means that learning speaking by using mind mapping technique made students more easily to understand the material.

Table 23
Learning speaking by using mind mapping technique pushed me harder to learn speaking

Classification	Frequency	Percentage
Strongly agree	15	71.42%
Agree	4	19.04%
Uncertain	2	9.52%
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondent said strongly agree that learning speaking by using mind mapping technique pushed the them harder to learn speaking. There were 15(71.42%) respondents said strongly agree, 4(19.04%) respondent said agree, 2 (9.52%) respondent said uncertain and none of the students said disagree and strongly disagree. It means that learning speaking by using mind mapping technique pushed the students harder to learn speaking.

d. Reflection

Based on the result of the observation in cycle II, the researcher was satisfied because the mean score of the test in got minimum mastery criterion. The students got mean score 72,48 in cycle II while the minimum mastery criterion (KKM/ Kriteria Ketuntasan Minimum) was 65. It means above the minimum mastery criterion, and also the students showed good response during the lesson. So the research in this cycle II had been successful.

B. Discussion

Looking at data finding, the researcher presented the discussion of data given to the students. The students of SMP Datok Sulaeman Putri Palopo were low in the cycle I than cycle II. In this case, the writer divided discussion into two part: part (1) discussion about data analysis, which is intended to find out the effective way in improving speaking skill through mind mapping technique. It could be identified through the result of cycle I and cycle II. (2) discussion about the students' participation toward the application of mind mapping technique in teaching speaking

skill that could be analyzed from the result of the observation sheet and the questionnaire.

The improvement on the students' speaking skill by the application of mind mapping technique in the case, the researcher discussed the result of the data analysis accordance with the scope of this research. The discussion is intended to know the students' improvement in speaking English by using mind mapping technique.

1. The first cycle

Based on the analysis from the students' test in cycle I, the mean score in the first cycle is 54,14, while the minimum mastery criterion (KKM/Kriteria Ketuntasan Minimum) was 65. It means under low minimum mastery criterion. Based on observation activities made by researcher and collaborator in the first cycle, they found some weaknesses in teaching English speaking by using mind mapping technique. In speaking, most of students had difficulties in three components of speaking test, namely fluency, accuracy, and comprehensibility. Many students were still confused and got difficulty in using vocabularies and pronouncing words, and there were some missgrammatical.

The students's response in learning English speaking by using mind mapping technique relating to the data analysis based on the observation sheet, the researcher presented that the students' participation in learning English speaking by using mind mapping technique in cycle I is low. The condition class was undiscipline when the students in learning process. They did not pay attention the lesson, they still inactive in learning process, and most of them were not focused in learning process. So the

researcher needed to do reflection to get the best way in improving speaking skill through mind mapping technique.

Here are some of data transcription and score that respondent got in cycle 1 test

1. Respondent 011

Characteristic of banana. Banana have color yellow and green. Banana have vitamin A,B,C . banana apa bahasa inggrisnya buah le' eee fruit. Banana have vitamin A..... special for eye . Vitamin enforcing bone. Vitamin C as antioksidant.

Accuracy (3) = Pronunciation is influenced by the mother tongue only a few serious phonological errors, some of which cause confusion. For example, the respondent pronounced color as “Kolor”

Fluency (3) = Has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression. For example, she often say apa bahasa inggrisnya buah le' eeee fruit while trying to look another words

Comprehensibility (4) = Most of what speaker says is easy to follow. His intention is always clear but several interruption are necessary to help him convey message or to seek clarification.

2. Respondent 012

Characteristic of banana. Banana is fruit. Banana have type long and oval. Banana has color yellow and green. Banana has vitamin A,B and C. Vitamin A special for eye. Vitamin B enforcing bone and vitamin C mmm.....as antioksidant

Accuracy (3) = Pronunciation is influenced by the mother tongue only a few serious phonological errors, some of which cause confusion. For example, the respondent pronounced type as “Tipe”

Fluency (2) = Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. For example, She often say “m m m” while trying to look for another words.

Comprehensibility (4) = Most of what speaker says is easy to follow. His intention is always clear but several interruption are necessary to help him convey message or to seek clarification.

2. The second cycle

The mean score of the students' test in the second cycle is 73,42. The minimum mastery criterion (KKM/Kriteria Ketuntasan minimum) was 65. It means students' speaking skill in the second cycle improved than cycle I. Mean score in each component of speaking was known that accuracy, fluency and comprehensibility. It indicated that after giving the reflection based on observation made by researcher and collaborator, the students were easy to understand the lesson. In this cycle, the researcher gave some vocabularies and make some group to discussion that helped the students did speaking more easy. The students had better achievement and the researcher had known that the application of mind mapping technique in teaching speaking skill could improve students' speaking skill at the eighth year students of SMP Datok Sulaeman Putri Palopo.

The students' response in learning English especially in speaking skill by mind mapping technique relating to the data analysis based on the observation sheet, the researcher presented that the students' participation in learning English speaking skill through mind mapping technique cycle II had improvement and the students have good response. It can be seen by increase of their spirit in learning English

speaking and the students' self confidence in speaking English. The result of questionnaire that given at the end of the Cycle II also showed that the students were interested in application of mind mapping technique to improve speaking skill.

Based on the result of data analysis, the researcher concluded that the eighth year students of SMP Datok Sulaeman Putri Palopo in learning English especially in speaking had good response and interested in learning speaking after the application of mind mapping technique. Therefore, the teacher can apply mind mapping technique in teaching English speaking skill.

Here are some of the data transcriptions that show the students' improvement to cycle II

1. Respondent 011

Characteristic of doraemon, Doraemon is cat robot, doraemon from Japan, the color are white and blue. Character doraemon are good, helper, and creative. Doraemon has fantastic bag, in fantastic bag a lot of object who can at utilizes for anything. Doraemon has friends are nobita and giant, doraemon always help nobita. Nobita has body thin and giant has body fat.

Accuracy (4) = Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical ad lexical errors but only cause confusion.

Fluency (5) = Has to make an effort at times to search nevertheless, smooth delivery on the whole and a few unnatural pause

Comprehensibility (5) = The speaker's intention and general meaning are fairly clear. A few interruption by the listener for the sake of clarification are necessary

Characteristic of doraemon. Doraemon is cat robot from Japan, the color doraemon white and blue. Doraemon have fantastic bag, in fantastic bag a lot of object who can at utilizes for anything. Character doraemon helper and creative. Doraemon has friends are nobita and giant, doraemon always help nobita. Nobita has body thin and giant has body fat.

Accuracy (4) = Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical ad lexical errors but only cause confusion.

Fluency (3) = Has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.

Comprehensibility (5) = The speaker's intention and general meaning are fairly clear. A few interruption by the listener for the sake of clarification are necessary.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the discussion have been explained before, there are some conclusions that can be drawn as the answer of the research questions.

1. The result of the research the appropriate ways in teaching speaking by using Mind Mapping technique namely: a) the teacher should choose the material based on the speaking material, b) the teacher should make some group. In the first cycle, the result of the test shows that the level of students' speaking skill was not improved. There were still some 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 skill had improved after make a some group and giving some vocabularies. It can be seen in the mean score of the test is 73,42. It is above the maximum requirement of mastery learning.

2. The result of the research indicates the students' response in teaching speaking skill by mind mapping technique at the eighth year students of SMP Datok Sulaeman Putri Palopo. students have positive response and active involvement in learning and teaching process it can be seen from students' attitude and the quality of learning and teaching process increase from first cycle to second cycle.

B. Suggestions

The researcher hopes that the result of the research to be useful for all readers especially for teachers as a guide in teaching speaking and students in developing their speaking skill.

1. For the teacher

- a. The teacher should give the students opportunity for the all students to practice their speaking skill.
- b. The teacher uses good technique to stimulate the students' interest in speaking.
- c. The teacher should involve the students actively in the classroom activity.
- d. The teacher should give the students motivation in improving their speaking skill.
- e. The teacher should be more creative in creating comfortable class in teaching speaking.
- f. The teacher can apply mind mapping technique in teaching speaking skill. And make some group for students

2. For the students

- a. The students should have strategy to improve their spaeaking skill, such as describing an interesting topic orally.
- b. The students should be diligent to practice their speaking skill in English using mind mapping technique.
- c. The students can use mind mapping technique to improve their speaking skill.

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A P P E N D I X E S

Appendix 1

LESSON PLAN

Name : Alviani

Class :VIII

Topic :Describing

Using Objectives: 6 x 90 minutes (Six meetings).

Learning objectives:

By the end of the lesson.

1. Students will be able to describing well about object by using their own words or their own sentences
2. Students will be able to speaking well, especially in accuracy, fluency, and comprehensibility in describing object or something
3. Students will be able to make the other people can understand about what they says while describing or something to others.

Material and Technique: Mind Mapping

First Meeting

No	Materi/Subject	Interaction	Procedure	Time
1	Introduction	T → S	Asslm. Wr.Wb. And good morning everybody, well my names is Alviani, you can call me K'viani.....	5 min
2	Pre-activities Speaking material through mind mapping technique	T → S	Give explanation to the students about mind mapping technique and how to learn speaking through mind mapping technique and the researcher gave example about it.	15 min
3	Main-activities Practice speaking	T → S	Give practice speaking to the students one by one	60 min
4	Closing		Give conclusion as apprection to all students that the students that the	

		T → S	students had done well in learning through still there were some of them unable to describe well the mind mapping. And told the students about mind mapping that they have to describe in the next meeting	10 min
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Second Meeting

Material and technique: mind mapping

No.	Material/Subject	Interaction	Procedure	Time
1	Introduction	T → S	Greet the students and asked the condition of students. And introduce the object that they have to describe at the day	5 min
2	Pre-activities Speaking material through mind mapping	T → S	Researcher reminded the students about the previous lesson and relate it back to the current lesson, but at the meeting the researcher told them that they were divided in some groups.	15 min
3	Main-activities Practice speaking	T → S	Give practice speaking to the students in some groups through mind mapping	

4	Closing	T → S	The researcher gave the conclusion that they had been better that yesterday meeting. The reseracher sugessted to all students to study hard, because in the next meeting one by one. So, the students would study todescribe both of them, about which one of the objects that they would describe in speaking test.	
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Third Meeting

Material and technique: Mind Mapping

No	Materi/Subject	Interuction	Procedure	Time
1	Introduction	T → S	Greet the students and asked the condition of students. And the researcher determined the object than they have to describe at the test	5 min
2	Pre-activities Speaking practice through mind mapping technique	T → S	Research reminded the students about the previous lesson and relate it back to test at the day	15 min
3	Main-activities speaking test through mind mapping technique	T → S	Give speaking test to the students one by one through mind mapping technique	60 min
4	Closing	T → S	Before class closed the researcher gave them questionnaire and filled again at the day	10 min

Fourth Meeting

Material and technique: Mind Mapping

No	Materi/Subject	Interaction	Procedure	Time
1	Introduction	T → S	Greet the students and asked the condition of students	5 min
2	Pre-activities Speaking material through mind mapping technique	T → S	The researcher gave apperception such as asking some questions related to the material, the researcher told again about the result of students' speaking test was good, although still there is a problem: students look awkward in practice. And then, the researcher told the students to practice speaking in pair	15 min
3	Main-activities Practice speaking	T → S	Give practice speaking to the students in pair	60 min
4	Closing	T → S	The researcher gave conclusion and before class closed the researcher told the students about mind mapping technique that they have to describe in the next meeting	10 min

Fifth Meeting

Material and technique: Mind Mapping

No	Materi/Subject	Interaction	Procedure	Time
1	Introduction	T → S	Greet the students and asked the condition of students are the students and introduce the object that they have to describe at the day	5 min
2	Pre-activities Speaking material through mind mapping technique	T → S	The research divided the students in six groups. And group consisted of five students.	15 min
3	Main-activities Practice speaking	T → S	Give practice speaking to the students in group through mind mapping	60 min
4	Closing	T → S	The resrachar gave conclusion as appreciation to all students that they have been better than yesterday meeting, and gave motivation to all students about how lucky the people who are able to describe. Before class closed the researcher remembering students to study hard because in the next meeting they would describe one of two objects that they have to describe.	10 min

Sixth Meeting

Material and technique: Mind Mapping

No	Materi/Subject	Interaction	Procedure	Time
1	Introduction	T → S	Greet the students and asked the condition of students and the researcher determined the topic that they have to described in the test.	5 min
2	Pre-activities Speaking material through mind mapping technique	T → S	The researcher reminded the students about the previous lesson and relate in back to test in the day	15 min
3	Main-activities Practice speaking	T → S	Give speaking test to the students one by one through mind mapping	60 min
4	Closing	T → S	Give some conclusion about the test in the day and told the students that they gave great improvement in speaking skill through mind mapping and told the students at the day last meeting of the researcher. Before class closed the researcher said many thanks to all students for their participation during teaching learning process. And the researcher gave them motivation to keep study hard	10 min

Appendix 2

QUESTIONNAIRE

Daftar ini bertujuan untuk mengumpulkan data tentang sikap siswa terhadap pengaplikasian technique mind mapping. Untuk itu anda diharapkan memberikan jawaban dengan sejujur jujurnya. Kejujuran dan kesungguhan merupakan sumbangan anda dalam penelitian ini dan atas partisipasinya di ucapkan banyak terima kasih.

PETUNJUK:

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan angket ini.
2. Pada tiap pertanyaan di sediakan lima point yaitu sangat setuju(ss), setuju(s), tidak setuju(ts), sangat tidak setuju(sts)
3. Berilah tanda checklist (√) pada setiap pilihan
4. Terima kasih atas kejujuran anda dalam mengerjakan angket ini.

IDENTITAS RESPONDEN:

Nama :

Nis :

Kelas/semester :

No	PERNYATAAN	SS	S	TS	STS
1.	Setelah menggunakan mind mapping technique saya lebih tertarik belajar speaking dibandingkan sebelumnya.				
2	Belajar speaking menggunakan mind mapping tehnik dapat meningkatkan kemampuan speaking saya.				
3.	Belajar speaking menggunakan mind mapping membuat saya tidak merasa canggung untuk speaking menggunakan kata-				

	kata dan kalimat saya sendiri.				
4.	Belajar speaking menggunakan mind mapping menghadirkan rasa percaya diri saya untuk speaking				
5.	Belajar speaking menggunakan mind mapping tehnik menumbuhkan keberanian pada diri saya untuk mengemukakan pendapat				
6.	Penggunaan mind mapping tehnik benar-benar diperlukan untuk membantu siswa meningkatkan speaking mereka				
7.	Saya merasa senang dan nyaman belajar speaking menggunakan mind mapping tehnik				
8.	Saya merasa termotivasi untuk belajar speaking menggunakan mind mapping tehnik				
9.	Belajar speaking menggunakan mind mapping membuat saya lebih mudah memahami materi				
10.	Belajar speaking menggunakan mind mapping tehnik mendorong saya lebih giat mempelajari speaking				

Appendix 3
LEMBAR OBSERVASI
SIKLUS 1

Berilah tanda (√) pada kotak pilihan yang tersedia untuk setiap pernyataan berikut sesuai fakta yang ada (dapat diberi keterangan tambahan jika diperlukan).

No	Pernyataan	SB	B	C	K	SK	Cat.
1.	Students seem enthusiastic in learning speaking by using mind mapping technique		17 S 80,95%				
2.	Students seem not awkward to describe the object using their own words and their own sentences.				12 S 57,14%		
3.	Students seem more confidence to speak English by using mind mapping technique			13 S 61,90%			
4.	The use of mind mapping can helps students improve their speaking ability in speaking English.			15 S 71,42%			
5.	Students be more motivated to speak longer after using mind mapping technique.			14 S 66,66%			

Catatan: Sangat Baik (SB) : jika 90%-100% dari siswa (berhasil)

Baik (B) : jika 75%-89% dari siswa (berhasil)

Cukup (C) : jika 60%-74% dari siswa (berhasil)

Kurang (K) : jika 45%-59% dari siswa (gagal)

Sangat kurang (SK) : jika 0%-44% dari siswa (gagal)

Palopo,2014

Observer,

Appendix 4
LEMBAR OBSERVASI
SIKLUS II

Berilah tanda (√) pada kotak pilihan yang tersedia untuk setiap pernyataan berikut sesuai fakta yang ada (dapat diberi keterangan tambahan jika diperlukan).

No	Pernyataan	SB	B	C	K	SK	Cat.
1.	Students seem enthusiastic in learning speaking by using mind mapping technique	20 S 95,23%					
2.	Students seem not awkward to describe the object using their own words and their own sentences.		18 S 85,71%				
3.	Students seem more confidence to speak English by using mind mapping technique		17 S 80,95%				
4.	The use of mind mapping can helps students improve their speaking ability in speaking English.		18 S 85,71%				
5.	Students be more motivated to speak longer after using mind mapping technique.	19 S 90,47%					

Catatan: Sangat Baik (SB) : jika 90%-100% dari siswa (berhasil)

Baik (B) : jika 75%-89% dari siswa (berhasil)

Cukup (C) : jika 60%-74% dari siswa (berhasil)

Kurang (K) : jika 45%-59% dari siswa (gagal)

Sangat kurang (SK) : jika 0%-44% dari siswa (gagal)

Palopo,2014

Observer,

Appendix 5

LEMBAR PENGAMATAN AKTIVITAS GURU DALAM PROSES PEMBELAJARAN SPEAKING MELALUI MIND MAPPING TECHNIQUE SIKLUS 1

Nama Peneliti : Alviani

Tanggal :

Pukul :

Petunjuk : Berikan penilaian dengan menuliskan tanda (√) pada kolom yang tersedia.

NO	ASPEK YANG DIAMATI	PENILIAN			
		1	2	3	4
I	PERSIAPAN (secara keseluruhan)				
II	PELAKSANAAN				
	A. PENDAHULUAN				
	1. Membuka Kelas				
	2. Memotivasi siswa				
	3. Menghubungkan materi pelajaran sekarang dengan sebelumnya				
	B. Kegiatan Inti				
	1. Menerangkan tentang mind mapping				
	2. Melatih siswa dalam mendiskripsikan suatu topic				
	3. Mengawasi siswa dalam praktik speaking				
	4. Memberi kesepakatan pada siswa untuk latihan speaking				
	5. Memberi bantuan kepada siswa yang kesulitan				
	6. Feedback dari guru				
	C. Penutup				
	1. Menyimpulkan materi pada akhir pelajaran				
III	PENGELOLAAN WAKTU				
IV	TEKNIK BERTANYA GURU				
V	SUASANA KELAS				
	❖ Berpusat pada guru				
	❖ Berpusat pada siswa				
	❖ Guru antusias				
	❖ Siswa antusias				

Keterangan : 1. Tidak baik 2. Kurang Baik
Baik

3. Cukup baik 4.

Appendix 6

LEMBAR PENGAMATAN AKTIVITAS GURU DALAM PROSES PEMBELAJARAN SPEAKING MELALUI MIND MAPPING TECHNIQUE SIKLUS 2

Nama Peneliti : Alviani

Tanggal :

Pukul :

Petunjuk : Berikan penilaian dengan menuliskan tanda (√) pada kolom yang tersedia.

NO	ASPEK YANG DIAMATI	PENILIAN			
		1	2	3	4
I	PERSIAPAN (secara keseluruhan)				
II	PELAKSANAAN				
	D. PENDAHULUAN				
	4. Membuka Kelas				
	5. Memotivasi siswa				
	6. Menghubungkan materi pelajaran sekarang dengan sebelumnya				
	E. Kegiatan Inti				
	7. Menerangkan tentang mind mapping				
	8. Melatih siswa dalam mendiskripsikan suatu topic				
	9. Mengawasi siswa dalam praktik speaking				
	10. Memberi kesepakatan pada siswa untuk latihan speaking				
	11. Memberi bantuan kepada siswa yang kesulitan				
	12. Feedback dari guru				
	F. Penutup				
	2. Menyimpulkan materi pada akhir pelajaran				
III	PENGELOLAAN WAKTU				
IV	TEKNIK BERTANYA GURU				
V	SUASANA KELAS				
	❖ Berpusat pada guru				
	❖ Berpusat pada siswa				
	❖ Guru antusias				
	❖ Siswa antusias				

Keterangan : 1. Tidak baik 2. Kurang Baik
Baik

3. Cukup baik 4.

Appendix 7

RESEARCH DOCUMENTATION





CURRICULUM VITAE

Alviani, She was born on 17th May 1992 in Bone-Bone, as the fourth child from the happy and simple family. Her father's name is M.Saleh and Her mother's name is Hj.Namma. I have five brother and one sister who always give support to continue her studying.

Educational background

1. Elementary School = SDN 177 Lemahabang 1999-2004
2. Junior High School = SMPN 1 Bone-Bone 2004-2007
3. Senior High School= SMAN 1 Maniangpajo 2007-2010
4. English Departement of State Collage for Islamic Studies (STAIN) Palopo 2010-2014

And in the end of her study of state Collage for Islamic Studies (STAIN) Palopo she wrote a thesis endtitled “ Improving Speaking Skill Through Mind Mapping Technique at the Eighth Year Students of SMP PMDS Putri Palopo”

