THE EFFECTIVENESS OF MIND MAPING TECHNIQUE TOWARD THE STUDENTS' SPEAKING SKILL AT THE ELEVENTH GRADE OF SMA MUHAMMADIYAH 1 UNISMUH

(Pre-experimental research)

A THESIS

Submitted to the Faculty of Teachers Training and Education Makassar Muhammadiyah University in Partial Fulfillment of Requirements the Degree of Education in English Department

ANITA RAHAYU

10535 5801 14

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHERS TRAINING AND EDUCATION

MAKASSAR MUHAMMADIYAH UNIVERSITY

2018

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

LEMBAR PENGESAHAN

Skripsi atas nama **ANITA RAHAYU**, NIM **10535 5801 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **035 Tahun 1440 H/2019 M**, tanggal 21 Jumadil Akhir 1440 H/26 Februari 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Kamis tanggal 28 Februari 2019.

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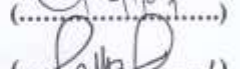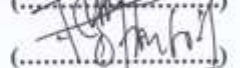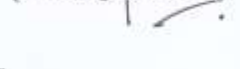
1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. (...................)

2. Ketua : Erwin Akib, M.Pd., Ph.D. (...................)

3. Sekretaris : Dr. Baharullah, M.Pd. (...................)

4. Dosen Penguji : 1. Dr. Syamsiarna Nappu, M.Pd. (...................)

2. Nunung Anugrawati, S.Pd., M.Pd. (...................)

3. Firman, S.Pd., M.Pd. (...................)

4. Muh. Astrianto Setiadi, S.Pd., M.Pd. (...................)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.
NBM : 860 934

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APPROVAL SHEET

Title : The Effectiveness of Mind Mapping Technique toward the Students' Speaking Skill (*A Pre-Experimental Research at 11th Grade of SMA Muhammadiyah 1 Unismuh*)

Name : ANITA RAHAYU

Reg. Number : 10535 5801 14

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, Februari 2019

Approved by:

Consultant I   Consultant II

Dr. Muh. Arfin Idris Salim, M.Pd., Ph.D.   Ratu Yulianti Natsir, S.Pd., M.Pd.

Dean of FKIP   Head of English
Makassar Muhammadiyah University   Education Department

Erwin Akib, M.Pd., Ph.D.   Ummi Khaerati Syam, S.Pd., M.Pd.
NBM: 860 934   NBM : 977 807

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Sultan Alauddin Telp. 866972 Kota Makassar

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT PERNYATAAN

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Nama   : **Anita Rahayu**

Stambuk   : 10535 5801 14

Jurusan   : Pendidikan Bahasa Inggris

Dengan Judul : **"The Effectiveness of Mind Maping Technique Toward The Students' Speaking Skill At The Eleventh Grade of SMA Muhammadiyah 1 Unismuh"**

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Sultan Alauddin Telp. 866972 Kota Makassar

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Saya yang bertanda tangan di bawah ini:

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Stambuk : 10535 5801 14

Jurusan : Pendidikan Bahasa Inggris

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ABSTRACT

Anita Rahayu. 2018. *The Effectiveness of Mind Maping Technique Toward The Students' Speaking Skill (A Pre Experiment at the Eleventh Grade of SMA Muhammadiyah 1 Unismuh Makassar).* Under the thesis ofl English Education Department, The Faculty of Teacher Training and Education, Makassar Muhammadiyah University. Supervised by Muh. Arfin Bin Salim and Ratu Yulianti Natsir.

The thesis aimed to find out the improvement of the students' speaking skill at the eleventh grade of SMA Muhammadiyah 1 Unismuh Makassar in 2018/2019 Academic Year.

This research is a Pre Experiment which was implemented to 22 students in class XI IPA . It consisted Pre-Test, gave treatment, and Post-Test. First meeting gave Pre-test, second until six meeting gave treatment, and the last meeting gave students Post test. Every test there are four questions for knowing the students' speaking skill. Metode of taking sample is purposive sampling because it is the best technique in assuring the representativeness of the sample from the accessible population.

The researcher findings indicated that there was Mind Maping effective to improve students' speaking skill. where the instrument of this research was a test used in pre-test and post-test. The result of the data indicated that, there was difference between students' pre-test and post-test. The mean score of post-test (76.8) was greater than the mean score of pre-test (36.8). From t-test, the researcher found that, the value of t-test (5.0) was greater than t-table (2.080) at the level of significance 0. 05 with degree of freedom (df) = 21. result shows that t-test value for the final score of students' speaking skill was (5.0 > 2.080). It means that there is significant difference between the students' speaking skill before and after using mind maping. It is also said that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Based on the finding and discussion of the research, the researcher concluded that, the use of Mind Maping Technique could improve the students' speaking skill.

Key Words : Effectiveness, Mind Maping, Speaking Skill.

ACKNOWLEDGEMENTS

By reciting Bismillahi Rahmani Rahim, the researcher started the process of this activity including the primarily observation, literature review, writing process, getting research, and consultation. Therefore, the very gratefulness is adhered to almighty God (Allah SWT) and the messenger Muhammad SAW, who has given me the best everything to complete the whole process of this work.

The researcher realizes that in carrying out and writing this research, many people have given her valuable suggestions, guidance, assistance and advice for the completion of this research.

Special thanks are given to Muhammadiyah University of Makassar because of giving an opportunity to the researcher in getting undergraduate education. Therefore, the researcher also includes the thanks to the all people and instances that provide the best four years moment in this blue campus.

1. My highest appresiation and deepest thanks, to my mother, father, sister and brother. Muliati, Abdul Latif, Naurah Maulidiyah and Indra Wardana. And all of my family for the attention, support and their love.
2. My highest appresiation for the Rector of Muhammadiyah University of Makassar, Dr. Ir. Abd.Rahman Rahim,SE.,M.M.
3. My deeply to Dean of Faculty of Teacher Training and Education (FKIP), Erwin Akib, S.Pd., M.Pd., P.Hd.
4. My highest appresiation for the Head of English Department, Ummi Khaerati Syam, S.Pd., M.Pd.
5. My highest appresiation for the my first consultant (Muh. Arfin Bin Salim, M.Pd., Ph.D) and my second consultant (Ratu Yulianti Natsir, S.Pd., M.Pd) who have given their valuable guidance, suggestions, and corrections of this research.
6. My highest appresiation for Adelina Misi S.pd., M.pd for time, support and wishes that given to me.

7. My best friends in Muhammadiyah Makassar University Especially in B Class.

   In the process of this work, many friends also help the researcher by collecting sources of information and making some best moments in her boring time.

   Finally, by saying Alhamdulillahi Robbil Alamin, the researcher has been success to finish her work or research according to the target of time and also target of the research, nothing left or forgotten to do.

Makassar,   Februari 2019

Researcher

ANITA RAHAYU

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CHAPTER I

INTRODUCTION

A. Background of the Study

Communication is a social event that can occur anywhere without knowing the place and time (Darwanto, 2007:1). Language as the tool of communication has an important role to reveal an intention of someone else. people will be able to express their thought and feeling through communication. English is an important means of communication, which used by many countries in this world. It plays an important role as an international language. This why the indonesian government chooses English as the first foreign language to be taught in schools (Ramelan, 1992:3).

Rahman (2007) argued that speaking is a tool of communication in conveying ideas, information, and feeling to others. It is the most important way for a speaker to express himself through a language. Moreover, Bashrin (2013) quoted from Ur said that "Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterance to convey meaning." Furthermore, Bashrin (2013) also stated that speaking is essential as a productive skill. Formerly, teachers rarely teach speaking in any classroom. However, nowadays the process of speaking activities has a lot of progress since the teachers try to encourage the students to improve their speaking ability.

In addition to, Revell (1979) stated that speaking is a discussion between two or more people regarding information, ideas, options, or feeling.

there has to be a concept of what they are going to say. English as Foreign Language (EFL) students will need to rehearse to be able to express their ideas in English.

Horwitz (1986) believed that EFL students are afraid to speak in English because they are afraid to make mistakes and thought they are less competent than others. This situation is common for English beginners, especially for the students of junior and senior high school. Speaking skill is one of difficult activities in learning English. It is one form to get information through oral communication in the world. It is become more and more useful to everyone who wants to learn about English.

In most conversation, the world flows with just the least of mental urge. People think about what to say, who they are talking to, where they are, and they also need to know how many time they talk. So, focusing on their pronounciation and fluency is the main learning process to get developing of the students in their speaking performance.

The researcher has found similar case in SMA Muhammadiyah Unismuh. where the students can not say something perfectly in English whereas the standard score for English in the school is 7,5. They do not know what they have to say and how to say, they look very confused to express the ideas on their mind even not active enough on their speaking class secially for vocabulary and fluency. According to the teacher's experiences that the problem relates directly to the teaching method and how the teacher delivers material. There is no specific method to teach English, we are not controlling the class but we are controlled by

the class and situation. Speaking is one of the important lessons that the students should be mastered, but in fact speaking becomes the most difficult lesson to understand by the students, so that the speaking always becomes passive class in every meeting.

One of the interesting technique that can to improve students' speaking skill is Mind Mapping technique. This technique can stimulate the students to use the words which they have already known and brainstorm the new words around the topic. The students feel enjoyable and become active in the classroom. Buzan (2005) said that in teaching english speaking, mind maping can enhance the students to discover the relationship between the words which they have known and they can learn new words from this strategy that make them more recognize which word they need for their better understanding in English.

The use of Mind Mapping is expected to motivate the students to learn, and they do not get bored in English teaching learning process. Beside that by introducing new words by this strategy regularly, the researcher hopes the students can discover the strategy of defining and clarifying the unknown words. So, they will get many new vocabulary items as the target words.

According to Buzan (2005) defined that mind maping is an effective way for studens to remember what they have read and recall it easily when they need it. They will be able to speak or present their though in front of class easily. Buzan (2005) also mentioned that mind mapping is a good tool to improve students' ability in recording information and enhancing creative thinking. Mind maping is

one of many strategies in teaching and learning English. Many teachers use this teaching to teach writing, speaking and speaking.

Based on what is discussed above, the researcher has great willingness to conduct a research related to the impact of mind maping to improve of the stdent's skill in speaking under the title **'' *The effectiveness of mind maping technique to improve the students' speaking skill''***

B. Problems Statement

Based on description above, the researcher formulates the problems of the research in question form as follows:

''does Mind Mapping technique effective to improve the students' speaking skill at SMA Muhammadiyah 1 Unismuh?''

C. Objectives of the Research

The objectives of this research is:

Explaining how the effectiveness of Mind Mapping technique to improve the students' speaking skill at SMA Muhammadiyah 1 Unismuh

D. Significance of the Research

The results of this research are expected to give significant contribution to the following people:

1. The students

Mind mapping give them chance to use not only words but also images, charts, diagrams etc. It is simple, fun, and arousing students' creativity in generating and organizing their ideas, students are getting more active and more encouraged to study speaking and improved their speaking skills.

2. The teachers

The research is expected to explore and prove the effectiveness of mind mapping in teaching and learning process so that teachers will be motivated and encouraged to always search for new methods or techniques which fit their teaching. It will also encourage them to always develop their creativity to improve the teaching and learning process. The result of the research will give guidance for teachers to improve their ability to conduct the teaching learning activity more effectively. The result will also provide a clear illustration on how to facilitate, control, and monitor students' speaking activity properly

3. The Oder Researchers

The reader can use this research as the references for those who want to conduct a research in speaking by using mind mapping.

E. Scope of the Research

This research is limited on the effectiveness of mind maping technique to improves the students' speaking skill. It is focused on the students' vocabulary and fluency. These items are chosen because those are important to be identified by the researcher in overcoming the students' particularly in expressing the student's idea.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher talks about review of related literature after find out some researcher's information about the mind mapping strategy to selected well to support the title.

A. Previous Of Related Literature

Adelina (2018) in her thesis entitled "The Use of Mind Mapping Strategy to Enhance Students' Vocabulary through Movie" conclude that The use of Mind Mapping is expected to motivate the students to learn, and they do not get bored in English teaching learning process. Beside that by introducing new vocabulary by this strategy regularly, the researcher hopes the students can discover the strategy of defining and clarifying the unknown words. So, they will get many new vocabulary items as the target words.

Suryani   (2014) in her thesis entitled "improving students' reading skills by using the mind map technique at sma n 1 kretek" conclude that   mind map is a graphic organizer in which the major idea released from a central idea and sub-idea that are represented as branches of larger branches. It is a visual tool that can be used to generate ideas, take notes, and organize thinking. Mind mapping strategy is helpful for strong visual learners who capable to absorb information better when it is presented trough visual graphic than through written text.

Rahmah (2017) in her thesis entitled "tthe effectiveness of using mind mapping technique on students' writing skill indescriptive text" conclude that

mind mapping can reduce difficulty in starting writing assignments by giving students an organizing strategy to get them started. He explains that ideas are freely associated and written out without pressure, thereby reducing tension and resistance often associated with writing. The product of the prewriting activity is an organized cluster of thoughts, which helps students stay on task when they write.

Cahyo (2013) in her thesis entitled "The effectiveness of using the mind mapping technique to improve the english writing skill of the tenth grade students at man yogyakarta" conclude that mind mapping makes the students have a good imaginationif they remembered something that full of colors and made the students more creative, and the students are not only easy to remember the description, but they can also learn the visual image of the thing.

The researcher above using mind maping toward writing, reading and vocabulary of the students. The difference between this research from previous research is that in this research the researcher using mind maping to improving the students speaking skill, And based on all of definition of Mind maping, as the researcher conclude that Mind maping is a way teaching that give a freedom to the students in order explore the students' idea without have to feel suppressed in process learning because experience is one of the things that make the students easier to improve their skill and appreciative each other between the teacher with the students and the students with friends is one of the things that can build the students' confidence in the classroom because that creates the students' comfortable in interaction with the people.

B. Some Pertinent Ideas

1. The native of speaking

Byrne (1986) suggested that speaking is an activity involving two or more participants as listeners and speakers in order interact to each other. Each participant has an attention or a set of goals that they want to achieve when they communicate. To sum up, speaking should involve at least two participants, one can be speaker who delivers information, and other can be listener who receives the information.

Lesakova (2008) argued that speaking is the ability to develop and share meaning by using verbal or non-verbal symbols. Speaking is a productive skill that people use to interact with other trough orally. It is produced and processed in real life situation that means the speakers convey his or her message to the listener directly.

In addition, Hornby (1995) stated that speaking ability is the process of making speech by using voice to substitute words and express meaning. Moreover, Moris (2002) states that speaking is a natural ability that people use to communicate or to express their idea in society as a social behavior form. Therefore, speaking is the ability of someone to express felling, idea, or something on his or her mind to other people. Speaking is an important skill that cannot be separated from daily life activities because people speak in order to convey and express their idea.

In short, speaking can be defined as one way to communicate with other people in society to express ideas, feeling, emotion, and information by using

certain language. Speaking cannot be separated from listening, because speaking should involve two participants at least, one can be a speaker and others can be listeners. In speaking, speaker should use good sentences in order to make the listener understand about the information that is going to be delivered.

Harmer cited in Mart (2012: 91) notes down that from the communicative point of view, speaking has many different aspects including two major–accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and, fluency, considered to be 'the ability to keep going when speaking spontaneously'.

Furthermore, speaking is the term that the witer uses for verbal communication between people. When two people are engaged in talking to each other, the researcher is sure that they are doing communication. Communication between people is an exteremely complex and ever changing phenomenon. There are certain generalization that we can make about the majority of communicative events and these have particular relevance for the learning and teaching proccess. People do communication for some reasons. Harmer (2002:46) states the reasons as follows :

a. "They want to say something". What is used here is general way to suggest that the speaker make define decision to address other people. Speaking may, of course, be forced upon them, but we can say still they feel the need to speak, otherwisw they would keep silent.

b. "They have some communicative purpose". Speakers say things because they want something to happen as a result of what they say. They want decide to be

rude or flatter. To agree or complain. In each of these cases they interested in achieving this communicative purpose what is important the message they wish to convey and effect they want it to have.

c. "They select from their language store" speakers have an invinite capacity to create new sentences. In order to achieve this communication purpose they will select (from the "store" of language they posses) the language they think is appropriate for this purpose.

Of course there is a desire to communicate on part of the students and they also have a communicative purpose. Where the students are involved in a drill or in repetition, they are motivated the need to reach the objective of accuracy. The emphasis is on the form of the language. The teacher should be in creating prosedures of teaching in order that the objective is reached.

From the explanation above, it is clear that the students should be careful in choosing words and styles in communication. Somebody who wants to speak english well, she has to know the ways of speaking english.

Based on those definition given above, the researcher draws a conclusion that speaking is one of productive skill in oral mode, so when the people speak, they are both using language to carry out social function and choosing forms of language that relate to the context, in term of who is it say, what, to whom, when and about what

Based on the explanation above the researcher conclude that speaking is interaction between two or more people that talk about something. Wich one as the speaker and the other as the listener.

2. Components of Speaking

Every skill has a component to fulfill its needs. Speaking also needs many components because speaking is the most natural way to communicate. Without speaking, people must stay in almost total isolation from any kind of society. For most people, the ability to speak a language is the similar to understand a language since speaking is the most basic way of human interaction.

Harmer (1991:15) states that aspect of speaking can be divided as follows:

a. Accuracy

Marcel (1978: 15) states that accuracy is a manner of people in using appropriate word ant the pattern of sentences. In this case, accuracy is divided into three elements. They are pronunciation, sounds, intonation and grammar.

a) Pronunciation

Pronunciation teaching deals with two interrelated with two interrelated skills recognition or understanding the flow of speech, and production or fluency in spoken language, hear a new language accurately enough to imitate it. (Broughton et al.,1984:49)

According to Harmer (1991:11) states that pronunciation is how to say a word in which made of sound, stress, and intonation. Harmer (1991:15) also defines pronunciation is an act or result of production the sound of speech including articulation vowel formation, accent and inflection. Often with reference to some standard of contents or accept

proficiency. The concept of "pronunciation" may be said to include:

(a) The sound of the language

One their own the sound of language may well meaningless. If you said /t/ (the line show that this is phonetic script) a few times, e.g. tu, it will not mean very much English. Neither will be sounds /k/, /a/, or /s/ but if we put all these are sound together a certain order we and up the word catch and does mean something.

(b) Stress

Broughton (1984:9) states that stress is a feature of word not only when the words construct phonemically minimal pair partner, but also in giving shape to a word as spoken. Native speaker of language unconsciously know about the stress and how it works, they know which syllables of words are stressed and they know how to use stress, to change the meaning of phrase, sentences and question.

(c) Intonation

Harmer (1991:12) defines intonation means the tune you use when you are speaking, the music of speech. Intonation is clearly important item and component user of language recognize what meaning it has and can change the meaning of word they through using it in different ways, when we taught English language, student's need it use rhythms and stress correctly if they are to be understood.

b) Vocabulary

It is impossible to speak without mastering vocabulary. A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.

Harmer (1991:135) distinguishes two types of vocabulary namely active vocabulary and passive vocabulary. According to him active vocabulary is the words that students have learned and they expect to be able to use them. Passive vocabulary is the words they can recognize but cannot be produced. Someone can be considered of having good vocabulary use, when the vocabulary produced is wide appropriate with certain situation of dialog or speech.

c) Grammar

Hornby (1995:193) states that grammar is the rules for forming words and sentences. One factor of in influencing the students' speaking functional grammar. :

Simon and Schuster (1979:792) define grammar as following:

(1) The study of the language which deals with the forms and the structure of words (morphology) and with their customary arrangement in phrase and sentences (syntax)

(2) The system of words structures and word arrangement of a given language at a given time

(3) One's manner of speaking or writing it has to be learned because the valuable transmission in speech through the understanding of structural patterns

(4) A system of rules for speaking and writing a given language. And a book containing rules.

b) Fluency

Richard, Platt and Weber in McCarthy (2005: 3) state that fluency is the features which give speech the qualities of being natural and normal including native like use of pausing, rhythm, intonation, stress, rate of speaking and use of interjection and interruptions.

In the second foreign language teaching some expert explains that fluency describes a level of proficiency in communication, which includes:

a) The capability to produce written of spoken language with easy.

b) The capability to speak with a good.

c) The capability to communicate ideas effectively, and comprehension difficulties or a breakdown of communication.

c) Content

David in Awing (2012: 18) states that oral communication is two ways process between speaker and listener and involve the productive skill understanding. It is important to remember that receptive skill not imply passive: both in the process of interrupting and negotiating meaning.

Both speaker and listener have positive function to perform in simple terms, the speaker has encoded the message he wish to convey in

appropriate language, while the listener has encoded interpret and the message. So content in speaking skill is ability to interpret and the message in appropriate language.

d) Self confidence

Speaking is the oral communication, with other people speaking need braveness. Students who have no self confidence, they cannot communicate with the other people. They sometimes feel embarrassed to speak English. The face we present to the world is rarely our real face. It is considered peculiar behavior on our part if we show in our face what we are involuntary rating something

3. The Importance of Speaking

It is important to understand that the improvement of spoken language is not only learning skills such as pronouncing English sounds or the ability to produce single utterances or phrases but also the development of spoken language is an ongoing and a difficult process of acquiring knowledge and developing ability to communicate with people in social life.

Boonkit (2010) opined that speaking is one of four important skills in learning English, especially when the speakers are not from English native. Furthermore, it is essential for EFL students to improve their speaking ability together with other ability in order to achieve communication goal. What is more, Brown (2001) believed that spoken language is easy to perform, but in some situations it is difficult. This statement is supported by Munjayanah (2004) on her research stated that when people want to speak fluently,

sometimes they get difficulties to do it. In short, speaking is a complex skill that has to be possessed by students in learning English, they need to practice a lot in order to carry out an effective speaking performance.

Based on the exlpanation above researcher conclude that speaking is so important in our life, because speaking is a process of sending and receiving information among people. Indeed, speaking facilitates the spread of knowledge and forms relationship beween people.

4. Problem of Speaking

There are several problems faced by students in speaking and it will disturb speaking abilities. Ur (1991) noted that there are four problems faced by students in speaking English, especially for EFL students:

a. Inhibition

Speaking activities require listeners to have all attention on speakers and the exposure from the listeners that can often give a stage fright to the speakers. The speakers may also be worried about making mistakes or being criticized in front of others.

b. Nothing to say

Another common problem is those students mostly have nothing to say related to the topic. In fact, the students may be bored or they may feel that the topic is unrelated to the conversation. Consequently, the students will have less motivation to speak even they know they have to participate in speaking activities. The students even lack of confidents to express what they want to say

c. Low of Participation

On the one hand, there always will be dominant students in English class that will make other students difficult to express themselves freely. On the other hand, The students who interrupt frequently or look for the teacher's attention constantly tend to create a situation where the timid students are quite happy to sit in the corner of the class and watch the lesson unfolding rather than participating.

d. Mother tongue use

In EFL classroom where a number of the students have the same mother tongue language are found that their English is mostly influenced by that background language. They feel inconvenient to speak to one another in foreign language.

5. Teaching Speaking

According to (Hornby 1995),teaching is giving the instruction, knowledge, or skill to a person. Additionally, speaking is making use to the words in an ordinary voice. Therefore, teaching speaking means giving instruction to a person in order to communicate with others.

Teaching speaking has been underestimated for many years and English teachers have continued to teach speaking just as a repetition of drills or memorizing of dialogues. However, now the goal of teaching speaking should improve students' communicative skills since merely this that enable students learn how to interact others in English.

Moreover, in teaching speaking process, teacher's preparation is very

important in order to avoid misunderstanding between students and teacher. This is because sometimes teacher's explanations are frequently not clear to their students. Ur (1991) stated that teacher should prepare some simple activities such as preparing for lesson plans or illustration to prepare a great teaching speaking performance.

Teaching speaking is an essential part in language learning. According to Harmer (2007) there are three reasons to teach speaking:

a. Teaching speaking can provide opportunities for students to practice real life speaking in the classroom.

b. Speaking task where the students try to use the language will provide a feedback for both teacher and students. Everyone can see how success they are and also what language problems they are experience.

c. The more opportunities to speak, the more familiar the students to the components of speaking. They will frequently use these components when they are speaking. As a result, the students will be able to speak fluently

Based on the explanation above researcher concludes that teaching speaking is the process of transfer of knowledge from teacher to studens which all relate how to produce good sound.

C. The Concept of Mind Mapping

1. Nature of Mind Mapping

Buzan (1991) opined that mind mapping is a diagram used to represent words, ideas, tasks, or other items linked to and arranged in radial around a central key word or idea. It is used to generate, visualize, organize, and classify ideas. It is an image-centered diagram that represents meaning or other connections between portions of information.

Murley (2007) noted that mind mapping is an effective tool to generate idea and draw it into a paper or express it orally. Besides, Budd (2003) argued that mind mapping is a graphic organizer in which Vocabularyand sub-idea are represented as branches from larger branches. It is a visual tool that can be used to generate ideas, take notes, organize thinking, and develop concepts.

In order to create a mind-map, people usually start in the middle of the page to draw the central theme or main idea. Then, draw wider in all directions to create a growing diagram composed of keywords, concepts, facts, and information. Furthermore, mind-map graphically show ideas in a relational framework, with the main topic at the center of the paper, major subtopics on branches derive from the main topic, and sub-subtopics around each major sub-topic. Mind map can be created using paper and pens or using one of several computer applications (Murley 2007)

Based on the explanation above the researcher conclude that mind maping can ease the students to generate their mind. Besides, teacher can use mind mapping as a strategy in teaching. Mind map is easy to create, students

can create it on a blank of paper using pen or pencil. What is more, they can use computer to draw a mind map.

2. Characteristic of Mind Mapping

According to Budd (2003) there are four main characteristics of mind mapping:

a. Each mind-map has a central picture as a starting location containing the main theme or idea. The central point in the mind-map commonly used picture because picture can helps brain to generate idea easily

b. The ideas of the mind-map "released" from the central topic or image as branches with sub-topics connected to each other. The sizes of the branches are different and the connecting words are used to support relations to main topic.

c. The final structure of the mind-map becomes a hierarchy of linked ideas. Palmberg (2011) claimed that our consciousness always analyses how things are connected to each other. And when that is done, the mind creates an image to symbolize the structure

d. Each branch has keywords or colorful pictures connected to each other. It is recommended to use the picture in the entire mind-map. A traditional outline is often lack of color whereas the use of color is important in creating mind-maps. In particular, many mind-maps use one color for each major topic to help in organization. Each branch used a single keyword, not a phrase or sentence.

3. Technique of Making Mind Maping

Murley (2007) mentioned that there are a number of computer applications that can be used to create mind maps on a computer. Regardless, to draw a mind map using pen, it is recommended to use a large sheet of white blank paper and turn it horizontally in a landscape orientation. Pens that are used are in multiple thicknesses colors. The following procedures are presented to describe how to make a paper-pen based mind map:

a. Place the central theme or Vocabularyin the center of the paper. We may find it easier to place our page in landscape orientation, which is easier to draw a mind map.

b. Use lines, arrows, branches, and different colors as ways of showing the connection between the central theme or main idea. The relationships are important in order to keep the idea related to main topic.

c. Avoid creating an artwork. Teachers should draw quickly without major pauses or editing. It is important in the first step of mind mapping to consider every possible idea even those that we are not going to use.

d. Choose different colors to symbolize different things. The method is fully up to us, but we should remain consistent so that we can be better in drawing our mind map at a next step.

e. Leave some space on our page due to the reason that we can continue to add to the idea over a period of time. If A4 sized paper is small, we may like to use A3.

Based on the explanations about how the way to teach speaking by using

Mind Mapping above, the researcher concludes that if the steps of using Mind Mapping in teaching speaking is like this, for example in teaching about transportation we might divide transportation at the air, land, and water in a diagram like in the picture below. Then we might display the target words: *trolley, van, canoe, aircraft, blimp, and glider*. Next, begin instruction by having students brainstorm words related to the concept of transportation in air, land, and water.

When they brainstorm, make them list their words or their worksheet and make sure the target words are included. During the brainstorm session, announce to the students that they can discuss it to other friends in order they can get the right words in each categories. Finally, the researcher give students speaking test to found their enhancement about fluently.
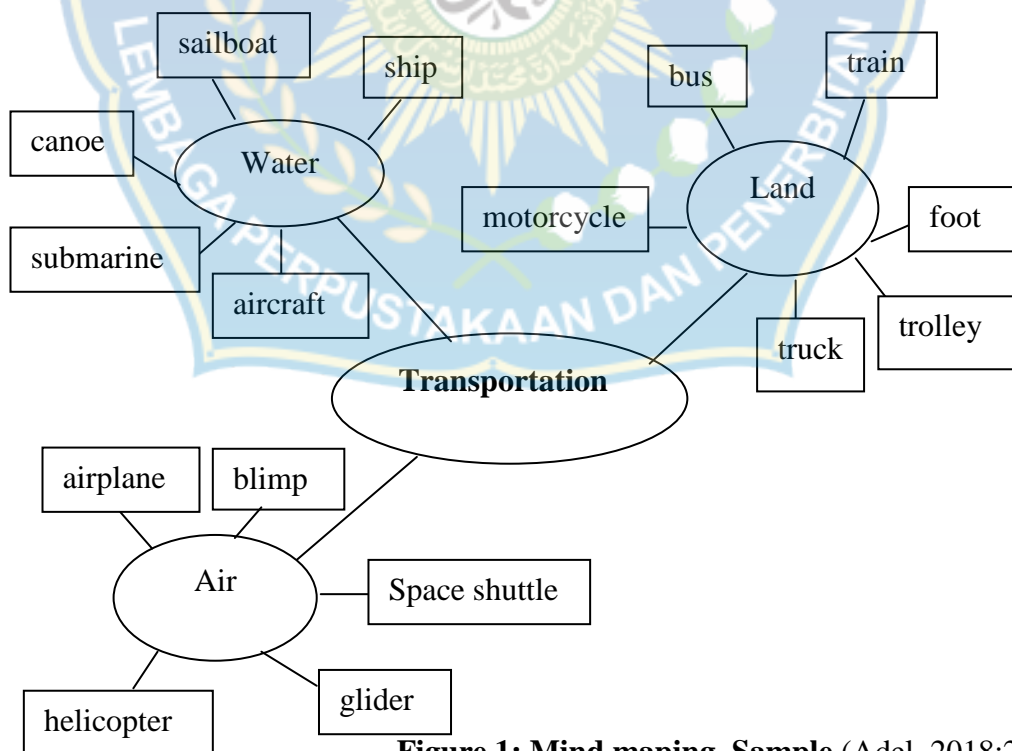
Figure 1: Mind maping Sample (Adel, 2018:26)

D. Conceptual Framework

The conceptual framework below shows the process of the research to enhance the students' speaking skill focus on vocabulari and fluency through mind mapping strategy.Conceptual framework in order to avoid misunderstanding and misinterpretation to improve the research. The indicators are as follow:
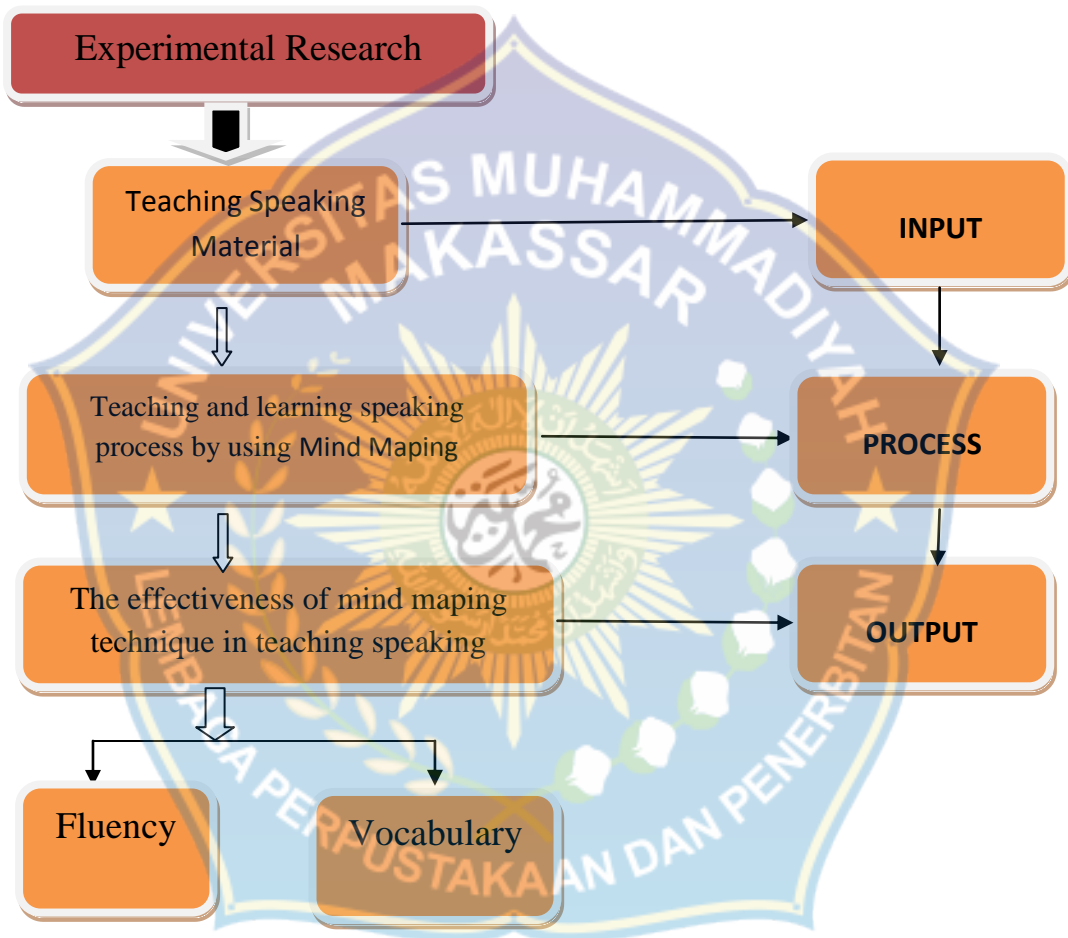
INPUT	: The researcher gives a speaking test to every student in the classroom.
PROCESS	: The researcher teaches how to make a good speaking through Mind Maping.

OUTPUT : At the end of the learning, the improvement of students'
ability and interest in speaking skill will be improved
through mind maping.

E. Research Hypothesis

1. Null Hypothesis (Ho) : ''There is no significant difference between the students speaking ability before and after treatment by using Mind Maping''.

2. Alternative Hypothesis (H1) : ''There is a significant difference students speaking ability before and after treatment by using Mind Maping''.

CHAPTER III
RESEARCH METHOD

This chapter presents the research design, research variables, location, research instrument, and technique of data analysis.

A. Research Design

The design of this research was pre experimental research to know the students' speaking ability. So design of this research was one group as pre-test and post-test. This design involve one group to whom the treatment (X) applied. Comparison between the pre-test (O1) and post-test (O2) score show the influence of the treatment.

The design is describe as follows:

Research design

O1	X	O2

Table 3.1 Research Design

O_1 : Pre test

O_2 : Post test

X : Treatment

(Gay, 1981:255)

B. Population and Sample

1. Population

In this study the resercher need to decided the population to collected the data. Creswell (2008) explains population is "a group of individuals who have the same characteristic". Considering this statement, the writer determine the

population of this research was all the Eleventh Gradestudents of SMA Muhammadiyah Unismuh with the total population 56 students (Document of SMA Muhammadiyah Unismuh Academic Year 2018/2019).

2. Sample

Arikunto (2010) stated that sample is ''a limited number of elements from a population to be representative of the population''. The sample of this research was stusents of XI IPA class. The number of the sample was 22 students. This was chosen by using purposive sampling technique. The researcher applied purposive sampling because it is the best technique in assuring the representativeness of the sample from the accessible population.

C. Research Variables and Indicators

1. Variables

This research consisted of two variables. They are independent variables and dependent variables.

a. Independent variable is Mind maping Technique. It was used by the researcher when teaching the material.

b. Dependent variable is the students' speaking skill.

2. Indicators

There are two indicators of this research based on the variables above in speaking, namely ; vocablary and fluency.

D. Research Instrument

The instrument of this research was speaking test and using record to measure the students vocablary and fluency. In this research, the researcher used

two kind of isntrument namely seaking test and recording. The test used in pre-test and post test. The test given to measure the students' ability in speaking.

E. Technique of the Data Collection

The technique of data collection of this research are as follow:

1. Pre-test

   The researcher gave the students pre-test that used to identify the students' prior knowledge of speaking ability. In the pre-test, the students are given 4 topics, and then they are asked to choose one of the topics and describing the topic.Then the researcher record the student's voice to help the researcher to identify the students's .vocabulary and fluency easly.

2. Post-test

   After doing the treatment, the students gave a post-test to identify the students speaking ability and their progress. The students are given 4 topics again and then they are asked to choose one of the topic and asked the to describing the topic. Then the researcher record the students' voice to identify the students's .vocabulary and fluency easly.

F. Data Analysis

The data should be collected through quantitative analysis. The steps are taken as follows:

1. Schoring the result of the students' test shoul be classifiy as follows:

   The researcher should be correct the students' speaking based on the analogies scale of speaking.

a. Vocablary

Table 3.2 Vocabulary Scoring

Classifications	Score	Criteria
Excellent	100	They speak effectively and excellent of using vocabulary.
Very good	80	They speak effectively and very good of using vocabulary.
Good	60	They speak effectively and good of using vocabulary.
Fairly Good	50	They speak sometimes hasty but fairly good of vocabulary.
Fair	40	They speak sometimes hasty, fair of vocabulary.
Poor	30	They speak hasty, and more sentences are not appropriate in vocabulary.
Very Poor	20	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication.

(Harmer cited in Sugiati, 2014:24)

b. Fluency

Table 3.3 Fluency Scoring

Classifications	Score	Criteria
Excellent	100	They speak effectively and excellent of using smoothness.
Very good	80	They speak effectively and very good of using smoothness.
Good	60	They speak effectively and good of using smoothness.
Fairly Good	50	They speak sometimes hasty but fairly good of smoothness.
Fair	40	They speak sometimes hasty, fair of smoothness.
Poor	30	They speak hasty, and more sentences are not appropriate in smoothness.
Very Poor	20	They speak very hasty, and more sentences are not appropriate using smoothness and little or no communication.

(Harmer cited in Sugiati, 2014:26)

Schoring the students answer :

$$schore = \frac{Total\ students'schore}{Maximum\ schore} \times 100$$

(Depdiknas 2006:8)

2. To classify the students' score, there were seven classifications which were

used as followed:

a. 96 to 100 is classified as excellent

b. 86 to 95 is classified as very good

c. 76 to 85 is classified as good

d. 66 to 75 is classified as fairly good

e. 56 to 65 is classified as fair

f. 36 to 55 is classified as poor

g. 00 to 35 is classified as very poor

<div align="right">(Departemen Pendidikan in Halimah 2014:33)</div>

3. Calculation the mean of the students answer by using formula:

$$\overline{X} = \frac{\sum X}{N}$$

Where: $\overline{X}$ = Mean score

$\sum X$ = The raw of all score

N = The number of subjects

<div align="right">(Gay, L.R., et al: 2006)</div>

4. The percentage of increasing achievement used the following formula: X_2-X_1

$$P = \frac{X2 - X1}{X1} x\ 100$$

Where: P = Percentage

X_2 = Average score of Post-test

X_1 = Average score of Pre-test

5. Finding out the standard deviation of learners pre test and post test :

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

Where: SD = Standard deviation

∑X = The sum of all score

(∑X) = The square of the sum

N = The number of the students

(Gay, 1981)

6. The significance difference between the students' pre- test and post- test, the researcher applied the formula as follow:

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

T = Test of significance

D = The difference between the method pairs ($X1 - X_2$)

$\overline{D}$ = The mean of Ds

$\sum D^2$ = The sum of the square

$(\sum D)^2$ = The square of $\sum D$

N = Number of students

(Gay, L.R., et al: 2006)

CHAPTER IV
FINDING AND DISCUSSION

A. The Findings

The findings of this research deal with the students' scores of pre-test and post-test, the students' scores of indicators, the frequency and the rate percentage of the students' scores. In result of data analysis was found that the application of Mind Mapping Technique can improve the students' speaking skill. The improvement of the students' speaking skill can be seen in the following table:

1. The Mean Score of the Students' speaking skill

Table 4.1 The Students' Mean Score of Indicators

No	Indicators	Pre-Test Score	Post-Test Score
1.	Vocablary	36,3	77,7
2.	Fluency	37,2	76
	$\sum X$	73,5	153,7
	X	36,7	76,8

The table above shows that, Vocabulary had highest percentage in students' speaking skill is 36,3 mean score and Post test is 77,7 mean score of the 22 students. Fluency had percentage pre-test is 37,2 mean score and Post test is 76 mean score.

2. **The Students' Rate Percentage and Frequency in term of Literal Speaking Dealt with Vocabulary and Fluency.**

The students result on speaking skill improvement through Mind Mapping in pre-test and post-test was shown in the following:

Table 4.2 The Students' speaking skill Before Applying Mind maping:

No.	Classifications	Pre-Test			
		Vocabulary	%	Fluency	%
1.	Excellent	-	-	-	-
2.	Very Good	-	-	-	-
3.	Good	-	-	-	-
4.	Fairly Good	1	4,5%	1	4,5%
5.	Fair	3	14%	4	18%
6.	Poor	5	22 %	5	22%
7.	Very Poor	13	58,5%	12	54%
Total		**22**	**100%**	**22**	**100%**

able 4.3 The Students' Sppeaking skill After Applying Mind maping:

No.	Classifications	Post-Test			
		Vocabulary	**%**	**Fluency**	**%**
1.	Excellent	5	22,5%	2	9%
2.	Very Good	6	27%	8	36%
3.	Good	4	18%	7	32%
4.	Fairly Good	2	9%	1	4,5%
5.	Fair	1	4,5%	2	9,1%
6.	Poor	2	9%	-	-
7.	Very Poor	2	9%	2	9%
	Total	**22**	**100%**	**22**	**100%**

The table above shows that in term of Speaking skill dealt with vocabulary and Fluency. The result of Vocabulary in pre test only 1 (4,5%) students was classified as fairly good, 3 (14%) student was classified as Fair, 5 (22%) students were classified as poor and 13 (58,5%) students were classified as very poor. While in Fluency only 1 (4.5%) student was classified as fairly good, 4 (18%) students were classified as fair, 5 (22%) student was classified as poor and 13 (58%) students were classified as very poor.

After applied the mind maping in post test, the result of Vocabulary 5 (22,5%) students were classified as Excellent, 6 (27%) students were classified as very good, 4 (18%) student were classified as good, 2 (9%)

students were classified as Fairly Good, 1 student was classified as fair, 1 student was classified as poor and 3 students were classified as very poor. While in Fluency 2 (9%) students was classified as Excellent, 8 (36%) students were classified as very good, 6 (32%) student was classified as good, 1 (4,5%) students were classified as fairly good, 2 (9,1%) students were classified as fair, and 3 (14%) students were classified as very poor. It is mean that the students' speaking skillin term of literal can improve through mind maping.

3. **The Students' Rate Percentage and Frequency of the Pre-Test and Post-Test**

The findings of the research deal with the rate percentage of the students score obtained through the test, mean score, standard deviation, and test of significance.
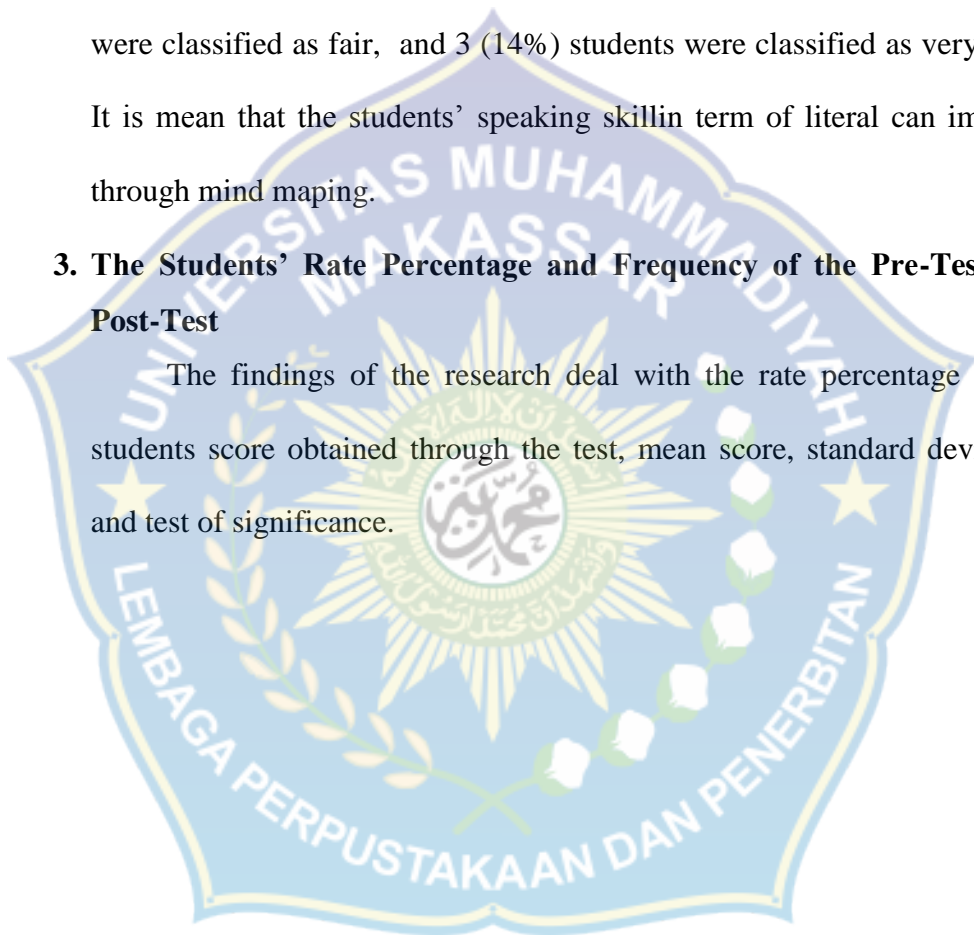
1. The rate percentage of the students score obtained through speaking test and the classifications of the students score before they were given the treatments were presented in the table 1 below:

Table 4.4 The rate of percentage of the students' score before the treatments were given.

No.	Classification	Score	Pre-Test F	Pre-Test %
1.	Excellent	96 – 100	-	-
2.	Very Good	86 – 95	-	-
3.	Good	76 – 85	1	4,5%
4.	Fairly Good	66 – 75	-	-
5.	Fair	56 – 65	3	14%
6.	Poor	36 – 55	5	22,5%
7.	Very Poor	00 – 35	13	58,5%
Total			**22**	**100%**

Table above showed that before the treatment was given, none of the students can be categorized as excellent, very good, good, fairly good, and fair . there is 1 (4,55%) student got good score, 3 (14 %) students got the fair score, 5 (22,5) students got poor score, and 13 students got very poor score. The mean score (37) indicated that before the treatment was given. The level of the students speaking skill in speaking test was

categorized into "very poor" classification. It means that the students have less improvement in their speaking skill before the treatment.

2. The classification of the students score after they were given the treatments are presented in the table 2 below:

Table 4.5 The rate of percentage of the students score after the treatments were given

No.	Classification	Score	Post-Test F	Post-Test %
1.	Excellent	96 – 100	-	--
2.	Very Good	86 – 95	11	49,5
3.	Good	76 – 85	7	31.5
4.	Fairly Good	66 – 75	1	4,5
5.	Fair	56 – 65	1	4,5
6.	Poor	36 – 55	1	4,5
7.	Very Poor	00 – 35	1	4,5
Total			22	100%

Table 2 above showed that after the treatments was given, 11 (49,5 %) students were categorized as Very Good, 6 (27 %) students was categorized as good, 1 (4,5%) were categorized as fairly good, 1 (4,5%) students were categorized as fair, 1 (4,5 %) students was categorized as poor, 1 (4,5%) students were categorized as very poor. The mean score (76) indicated that after the treatment were given, the

level of the students' speaking skillin speaking test was categorized into "good" classification.

4. **The mean score and standard deviation**

After having calculated the result of the students pre-test and post-test, the mean score and the standard deviation of the students' speaking skill in speaking test are presented in the table 3 below:

Table 4.6 The Mean Score and Standard Deviation of the Students Pre-Test and Post-Test

Type of test	Mean score	Standard deviation
Pre-test	36,8	16
Post test	76,8	21,8

The table above showed the students' mean score and standard deviation both in pre-test and post-test. The mean score of the result of the students' pre-test was 36,8 which is classified as "very poor" with standard deviation 16 and the mean score of the result of the students' post-test 76,8 is classified "fair" with standard deviation 21,8.

5. **Test significance**

In order to know whether or not the mean score is significantly different from the result of the pre-test and the post-test at the level of significance 0,05 with the degree of freedom (df) = N-1 Where N= Number of students (22), the test statistical analysis for non independent

sample was applied. The following table shows the result of the t-test analysis.

Table 4.7 The t-test of the students' speaking comprehension

Speaking skill	t-test	t-table	Comparison	Classification
The Class	5,0	2.080	T-Test>T-Table	Significantly Different

Table 4 shows the significant difference between T-test and T-table. That t-test value was greater than t-table (T-Test> T-Table), the final result shows that t-test value for the final score of students' speaking skillwas (5,0 > 2.080). It means that there is significant difference between the students' speaking skillbefore and after using Mind Maping. So the total score improvement is 2,92. It is also said that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

B. **Discussions**

After applying the mind maping in teaching speaking, it was found that such mind maping is effective. During the process of treatment, it was observed that the students were very interested in the material that the researcher presented to them. The researcher thought that the teaching speaking through mind maping, Speaking was helpful to improve their speaking skill. It is can improve students' literal Vocabulary and fluency.

In this part, discussion deals with the interpretation of findings derived from the result of findings about the observation result of the students'

speaking skill in terms of vocabulary and fluency dealing with content and activeness in teaching and learning process.

The result of the data analysis through the speaking test shows that the students' speaking ability in terms of vocabulary and fluency improve significantly. It is indicates by the percentage of the result of the students' Diagnostic Test and the percentage of the result of the students' speaking test in pre test and post test that the mean score of the students' Vocabulary had highest percentage in students' speaking skill is 36,3 mean score and Post test is 77,7 mean score of the 22 students. Fluency had percentage pre-test is 37,2 mean score and Post test is 76 mean score.

a. The result of the students' Vocabulary as follows:.

The result of the data analysis by using speaking test shows that the mean score of the students' Vocabulary in pre test only 1 (4,5%) students was classified as fairly good, 3 (14%) student was classified as Fair, 5 (22%) students were classified as poor and 13 (58,5%) students were classified as very poor. After applied the mind maping in post test, the result of Vocabulary 5 (22,5%) students were classified as Excellent, 6 (27%) students were classified as very good, 4 (18%) student were classified as good, 2 (9%) students were classified as Fairly Good, 1 student was classified as fair, 1 student was classified as poor and 3 students were classified as very poor

b. The result of the students' Fluency as follows:.

Fluency only 1 (4.5%) student was classified as fairly good, 4 (18%) students were classified as fair, 5 (22%) student was classified as poor and 13 (58%) students were classified as very poor. After applied the mind maping in post test, the result of Fluency 2 (9%) students was classified as Excellent, 8 (36%) students were classified as very good, 6 (32%) student was classified as good, 1 (4,5%) students were classified as fairly good, 2 (9,1%) students were classified as fair, and 3 (14%) students were classified as very poor. It is mean that the students' speaking skillin term of literal can improve through mind maping.

c. The result of the students' rate Percentage and Frequency of the Pre-Test and Post-Test .

The result of the data analysis by using speaking test shows that The result of the data analysis by using speaking test shows that before the treatment was given, none of the students can be categorized as excellent, very good, good, fairly good, and fair . there is 1 (4,55%) student got good score, 3 (14 %) students got the fair score, 5 (22,5) students got poor score, and 13 students got very poor score. The mean score (37) indicated that before the treatment was given. The level of the students speaking skill in speaking test was categorized into "very poor" classification. It means that the students have less improvement in their speaking skill before the treatment.

After the treatments was given, 11 (49,5 %) students were categorized as Very Good, 6 (27 %) students was categorized as good, 1

(4,5%) were categorized as fairly good, 1 (4,5%) students were categorized as fair, 1 (4,5 %) students was categorized as poor, 1 (4,5%) students were categorized as very poor. The mean score (76) indicated that after the treatment were given, the level of the students' speaking skillin speaking test was categorized into "good" classification.

d. The result of the students' Mean Score and Standard Deviation of the Students Pre-Test and Post-Test

The students' mean score and standard deviation both in pre-test and post-test. The mean score of the result of the students' pre-test was 36,8 which is classified as "very poor" with standard deviation 16 and the mean score of the result of the students' post-test 76,8 is classified "fair" with standard deviation 21,8.

e. Test significance of the research

The significant difference between T-test and T-table. That t-test value was greater than t-table (T-Test> T-Table), the final result shows that t-test value for the final score of students' speaking skillwas (5,0 > 2.080). It means that there is significant difference between the students' speaking skillbefore and after using Mind Maping. So the total score improvement is 2,92. It is also said that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Considering the data analysis and the discussions in the previous chapter, it can show that the speaking skill of the Eleventh Gradestudents of SMA Muhammadiyah 1 Unismuh in Academic Year of 2018/2019 is very poor classification before giving Mind Maping. It is proved by the mean score of pre-test was 36,8 and standard deviation in pre-test was 16. The speaking skill of the Eleventh Gradestudents of SMA Muhammadiyah 1 Unismuh in Academic Year of 2018/2019 is good classification after giving treatment by Mind Maping. It is proved by the mean score of post-test 76,8 and the standard deviation in post-test 21,8. Mind Maping is affective to improve the speaking skill of the Eleventh Grade Students of SMA Muhammadiyah 1 Unismuh.

B. Suggestions

Based on the conclusion above, the researcher proposes the following suggestions:

1. The English teacher should be more creative to choose strategy in teaching speaking, so that the students will be more interested and motivated to study English.

2. The english teacher must understand what the students need in the class for making students more active.

3. Using Mind Maping should be applied in learning speaking materials to improve the students' speaking skill. Because it is making all students more active in the class and helping students' speaking.

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APPENDICES

RESEARCH INSTRUMENTS

pre-tets

1. Chose the topic below.

2. Make a descriptive text by your own word.

    - My School

    - My Best Friend

    - My Village

    - My Family

Post-test

1. Chose the topic below

    Make a descriptive text by your own word

    - My Home

    - My favorite idol

    - My Living Room

    - My Favorite Tourism Place

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : SMA Muhammadiyah 1 Unismuh Makassar
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : XI/Ganjil
Materi Pokok : Teks Interaksi Transaksional; Informasi Terkait Pendapat dan
                        Pikiran
Alokasi Waktu   :1x pertemuan 90 Menit

A. Kompetensi Inti

KI1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI2:. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, 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, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya.	• Mengidentifikasi situasi yang memunculkan pernyataan pendapat dan pikiran • Menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran • Memahami struktur teks dari pernyataan pendapat dan pikiran • Memahami unsur kebahasaan dari dari

(Perhatikan unsur kebahasaan I think, I suppose, in my opinion)	pernyataan pendapat dan pikiran

C. Tujuan Pembelajaran

1. Siswa mampu umtuk mengidentifikasi situasi yang memunculkan pernyataan pendapat dan pikiran

2. Siswa mampu umtuk menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran

3. Siswa mampu umtuk memahami struktur teks dari pernyataan pendapat dan pikiran

4. Siswa mampu umtuk memahami unsur kebahasaan dari dari pernyataan pendapat dan pikiran

D. Materi Pembelajaran
Asking Opinion or Giving Opinion

- In my opinion.....
- I think.....
- What I mean is.....
- Personally I think.....
- In my experience.....
- According to me.....
- I strongly believe that.....
- As far as I am concerned.....
- From my point of view.....
- As I understand.....
- As I see it.....
- I reckon.....
- I am compelled to say.....
- By this I mean.....
- To my mind.....
- Would like to point out that.....
- In my humble opinion.....

Agreeing with an Opinion

- Of course.
- This is absolutely right.
- I agree with this opinion.
- I couldn't agree more.
- I agree with what you are saying.
- I agree, I never thought of that.
- Neither do I.
- That's a good point.

- I think so too.

Disagreeing with an opinion

- I am sorry, I don't agree with you.
- I am not sure I agree with you.
- I don't agree with you.
- I am afraid I have to disagree with you.
- I do not believe that.
- By this I mean.....
- I disagree with you.
- I think you are wrong.
- That's not the same thing at all.
- It is not justified to say so.
- I am not convinced that.....
- I can't say I agree with this, and here's why.....

Contoh bagaimana untuk setuju dan tidak setuju dalam sebuah opini

Statement	Agree	Disagree
Children below 17 should be given right to drive a motorcycle	I agree with your opinion	I don't agree with you, it is forbidden to let children under 17 to drive a motorcycle
Parents must giving smartphone to their children	I couldn't agree more with you.	I think it would be harmful to let children use smartphone. Because there are so much bad influence on the internet.
The novel version of Twilight is better than its film	Yes, I agree. The novel version had a many details of story hidden from the film.	That's not the same thing at all.
Instant noodle is good for your health.	I agree with what you are saying.	I am afraid that i have to disagree with you, because instant noodle have many chemical things inside it.
Smoking should be banned in public places.	I totally agree that smoking should be banned in public places.	I am sorry but I tend to disagree with you on this.

E. **Metode Pembelajaran**
   Mind Mapping technique
F. **Media Pembelajaran**
   ❖ Penggaris,

❖ spidol,
❖ papan tulis
❖ HVS

G. Sumber Belajar
❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2017
❖ Kamus Bahasa Inggris
❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

Kegiatan	Uraian Kegiatan	Alokasi Waktu
Pendahuluan	**Apersepsi** • Guru memberikan salam kepada siswa • Guru mengajak siswa untuk berdo'a • Guru mengecek kehadiran siswa **Motivasi** • Tanya jawab tentang pengetahuan/ keterampilan yang terkait dengan KD • Guru menjelaskan pentingnya materi yang akan dipelajari	15 menit
Kegiatan Inti	**Eksplorasi** • Guru menjelaskan tentang *ungkapan terkait pendapat dan fikiran* dan siswa diminta untuk memperhatikannya • Guru menjelaskan tentang *mind maping* • Guru membagi murid ke dalam beberapa kelompok kecil yang terdiri dari 5-6 siswa • Guru menjelaskan langkah-langkah dalam membuat *mind maping* **Elaborasi** • Guru meminta siswa untuk mengidentifikasi bagiam-bagian dari ungkapan pikiran dan pendapat • Guru meminta siswa untuk menyimpulkan materi yang telah dijelaskan dengan membuat mind maping. • Guru meminta siswa untuk naik ,menjelaskan kembali terkait mind maping yang telah dibuat oleh siswa	60 menit

	• Guru menilsi siswa.	
	Konfirmasi	
	• Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik	
	• Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar	
	• Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa	
Kegiatan Penutup	• Bersama-bersama dengan peserta didik membuat rangkuman/ simpulan pelajaran	15 menit
	• Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan konsisten dan terprogram	
	• Memberikan umpan balik terhadap proses dan hasil pembelajaran	

I. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/soal
• Mengidentifikasi situasi yang memunculkan pernyataan pendapat dan pikiran • Menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran • Memahami struktur teks dari pernyataan pendapat dan pikiran Memahami unsur kebahasaan dari dari pernyataan pendapat dan pikiran	Tes lisan	Lisan	Make a mind maping based on the material that you'he got before.

Pedoman Penilaian

a. Vocablary

Table 3.1 Vocabulary Scoring

Classifications	Score	Criteria
Excellent	10	They speak effectively and excellent of using vocabulary.
Very good	8	They speak effectively and very good of using vocabulary.
Good	6	They speak effectively and good of using vocabulary.
Fairly Good	5	They speak sometimes hasty but fairly good of vocabulary.
Fair	4	They speak sometimes hasty, fair of vocabulary.
Poor	3	They speak hasty, and more sentences are not appropriate in vocabulary.
Very Poor	2	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication.

(Harmer cited in Sugiati, 2014:24)

b. Fluency

Table 3.4 Fluency Scoring

Classifications	Score	Criteria
Excellent	10	They speak effectively and excellent of using smoothness.
Very good	8	They speak effectively and very good of using smoothness.
Good	6	They speak effectively and good of using smoothness.
Fairly Good	5	They speak sometimes hasty but fairly good of smoothness.
Fair	4	They speak sometimes hasty, fair of smoothness.
Poor	3	They speak hasty, and more sentences are not appropriate in smoothness.
Very Poor	2	They speak very hasty, and more sentences are not appropriate using smoothness and little or no communication.

(Harmer cited in Sugiati, 2014:26)

Schoring the students answer :

$$schore = \frac{Total\ students'schore}{Maximum\ schore} \times 100$$

(Depdiknas 2006:8)

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : SMA Muhammadiyah Makassar
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : XI/Ganil
Materi Pokok   : Teks Khusus Dalam Bentuk Surat Pribadi
Alokasi Waktu   : 2x90 Menit
Pertemuan   : 2 dan 3

A. Kompetensi Inti

KI1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI2:. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, 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, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks	• Mengidentifikasi ungkapan keakraban yang lazim digunakan dalam surat pribadi • Memahami struktur teks dari surat pribadi • Memahami unsur kebahasaan surat pribadi • Menganalisis unsur-unsur eksposisi surat pribadi

penggunaannya	

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Peserta didik dapat Menganalisis unsur-unsur dalam eksposisi surat pribadi.
2. Peserta didik dapat mengindentifikasi ungkapan dalam eksposisi surat pribadi.
3. Peserta didik dapat membuat surat pribadi untuk teman di kelas dan mampu membalasnya..

D. Materi Pembelajaran

Type of invitation : Formal and Informal

Formal Invitation

Formal invitation is an invitation which follows a dignified form, tone or style in agreement with the established norms, customs or values (Websters, 2012).

For example:

- An invitation to the opening of a school
- An invitation to the graduation ceremony
- An invitation to a wedding, etc.

Common format of a Formal Invitation

- The first line is the name(s) of the person(s) who invite(s)
- The second line is the request for the participation.
- The third line is the name of the person(s) invited.
- The fourth line is the occasion for invitation.
- The fifth line is the time and the date of the occasion.
- The sixth line is the place of the occasion.
- The last line is the request for reply.

Responding to formal invitation

Formal invitations should be responded to within 3 days.

Replies are written in third person.

Replies have to be handwritten.

Reason should be briefly stated for declining the invitation

Example:

1. Acceptance
   - Mr. and Mrs. Eri Utomo accept with pleasure the kind invitation of Mr. and Mrs. Pujiyanto to the wedding ceremony of their daughter on Friday, the twelfth of December at seven o'clock.
   - Mr. and Mrs. Wibowo accept the invitation with pleasure.

2. Declining/Regret
   - Mr. and Mrs. Situmorang regret that they are unable to accept the kind invitation of Mr. and Mrs. Pujiyanto for Friday, the twelfth of December at seven o'clock due to prior engagement.
   - Mr. and Mrs. Wibowo regret to decline the invitation due to health reasons.

E. Metode Pembelajaran
Mind Maping

F. Media Pembelajaran
- Penggaris
- spidol
- papan tulis
- HVS

G. Sumber Belajar
- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2017
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran
- **pertemuan kedua**

Kegiatan	Uraian Kegiatan	Alokasi Waktu
Pendahuluan	**Apersepsi**	15 menit

	• Guru memberikan salam kepada siswa • Guru mengajak siswa untuk berdo'a • Guru mengecek kehadiran siswa **Motivasi** • Tanya jawab tentang pengetahuan/ keterampilan yang terkait dengan KD • Guru menjelaskan pentingnya materi yang akan dipelajari	
Kegiatan Inti	**Eksplorasi** • Guru menjelaskan tentang *text analysis exposition* dan siswa diminta untuk memperhatikannya • Guru menjelaskan tentang *mind maping* • Guru membagi murid ke dalam beberapa kelompok kecil yang terdiri dari 5-6 siswa • Guru menjelaskan langkah-langkah dalam membuat *mind maping* **Elaborasi** • Guru meminta siswa untuk mengidentifikasi bagiam-bagian dari ungkapan *text analytical exposition* • Guru meminta siswa untuk menyimpulkan materi yang telah dijelaskan dengan membuat *mind maping*. • Guru meminta siswa untuk naik ,menjelaskan kembali terkait *mind maping* yang telah dibuat oleh siswa • Guru menilsi siswa. **Konfirmasi** • Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik • Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar • Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa	60 menit

Kegiatan Penutup	• Bersama-bersama dengan peserta didik membuat rangkuman/ simpulan pelajaran • Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan konsisten dan terprogram • Memberikan umpan balik terhadap proses dan hasil pembelajaran	15 menit

pertemuan ke-3

Kegiatan	Uraian Kegiatan	Alokasi Waktu
Pendahuluan	**Apersepsi** • Guru memberikan salam kepada siswa • Guru mengajak siswa untuk berdo'a • Guru mengecek kehadiran siswa **Motivasi** • Tanya jawab tentang pengetahuan/ keterampilan yang terkait dengan KD • Guru menjelaskan pentingnya materi yang akan dipelajari	15 menit
Kegiatan Inti	**Eksplorasi** • Guru menjelaskan tentang *text analysis exposition* dan siswa diminta untuk memperhatikannya • Guru menjelaskan tentang *mind maping* • Guru membagi murid ke dalam beberapa kelompok kecil yang terdiri dari 5-6 siswa • Guru menjelaskan langkah-langkah dalam membuat *mind maping* **Elaborasi** • Guru meminta siswa untuk mengidentifikasi bagiam-bagian dari ungkapan *text analytical exposition* • Guru meminta siswa untuk menyimpulkan materi yang telah dijelaskan dengan membuat *mind maping*. • Guru meminta siswa untuk naik ,menjelaskan kembali terkait *mind maping*	60 menit

	yang telah dibuat oleh siswa	
	• Guru menilsi siswa.	
	Konfirmasi	
	• Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik	
	• Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar	
	• Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa	
Kegiatan Penutup	• Bersama-bersama dengan peserta didik membuat rangkuman/ simpulan pelajaran	15 menit
	• Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan konsisten dan terprogram	
	• Memberikan umpan balik terhadap proses dan hasil pembelajaran	

I. Penilaian Hasil Pembelajaran

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/soal
• Mengidentifikasi ungkapan keakraban yang lazim digunakan dalam surat pribadi • Memahami struktur teks dari surat pribadi • Memahami unsur kebahasaan surat pribadi • Menganalisis unsur-unsur eksposisi surat pribadi	Tes lisan	Lisan	Make a mind maping based on the material that you'he got before.

Pronunciation Scoring

Classifications	Score	Criteria
Excellent	7	Their speaking is very understandable and high of pronunciation.
Very good	6	Their speaking is understandable and very good of pronunciation.
Good	5	They speak effectively and good of pronunciation.
Fairly Good	4	They speak sometimes hasty but fairly good of pronunciation.
Fair	3	They speak sometimes hasty, fair of pronunciation.
Poor	2	They speak hasty, and more sentences are not appropriate in pronunciation.
Very Poor	1	They speak very hasty, and more sentences are not appropriate in pronunciation and little or no communication.

Fluency Scoring

Classifications	Score	Criteria
Excellent	7	They speak effectively and excellent of using smoothness.
Very good	6	They speak effectively and very good of using smoothness.
Good	5	They speak effectively and good of using smoothness.
Fairly Good	4	They speak sometimes hasty but fairly good of smoothness.
Fair	3	They speak sometimes hasty, fair of smoothness.
Poor	2	They speak hasty, and more sentences are not appropriate in smoothness.
Very Poor	1	They speak very hasty, and more sentences are not appropriate using smoothness and little or no communication.

$$\text{schore} = \frac{\text{Total students' schore}}{\text{Maximum schore}} \times 100$$

Makassar,   September 2018

Mahasiswa

Anita Rahayu

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMA Muhammadiyah 1 Unismuh Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Ganil
Materi Pokok : Teks Explanation; Informasi Terkait Gejala Alam atau Sosial
Alokasi Waktu : 90 Menit

A. Kompetensi Inti

KI1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI2:. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, 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, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI,	• Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks explanation • Mengidentifikasi bagian-bagian struktur teks report • Memahami struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di

sesuai dengan konteks penggunaannya	kelas XI • Memahami unsur kebahasaan dari teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI

C. Tujuan Pembelajaran

- Siswa mampu umtuk mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks explanation

- Siswa mampu umtuk mengidentifikasi bagian-bagian struktur teks report

- Siswa mampu untuk memahami struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI

- Siswa mampu umtuk memahami unsur kebahasaan dari teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI

D. Materi Pembelajaran

A. Pengertian Analytical Exposition Text

Analytical exposition text adalah jenis teks yang termasuk ke dalam jenis Argumentation Text dimana teks tersebut berisi tentang pemikiran terperinci penulis tentang sebuah kejadian atau peristiwa yang ada di sekitar.

B. Tujuan Komunikatif Analytical Exposition Text

Tujuan komunikatif dari analytical exposition text adalah untuk meyakinkan pembaca bahwa topik yang dihadirkan adalah topik yang penting untuk dibahas atau mendapat perhatian dengan cara pemberian argumen-argumen atau pendapat-pendapat yang mendukung ide pokok atau topik tersebut.

C. Struktur Kebahasaan Analytical Exposition

Struktur kebahasaan analytical exposition text terdiri dari tiga bagian yaitu

1. Thesis

Di bagian Thesis, penulis memperkenalkan topik atau ide pokok yang akan dibahas. Thesis selalu berada di paragraf pertama dalam analytical exposition text.

2. Argument

Di bagian ini penulis menghadirkan argumen-argumen atau pendapat-pendapat yang mendukung ide pokok penulis teks tersebut. Biasanya dalam sebuah analytical exposition text terdapat lebih dari dua argumen. Semakin banyak argumen yang ditampilkan, semakin membuat pembaca percaya bahwa topik yang dibahas oleh penulis adalah topik yang sangat penting atau membutuhkan perhatian.

3. Reiteration

Bagian ini merupakan bagian penutup dari sebuah analytical exposition text yang selalu terletak di akhir paragraf. Reiteration berisi penulisan kembali atau penempatan kembali ide pokok yang terdapat di paragraf pertama. Reiteration juga biasa disebut dengan conclusion atau kesimpulan.

contoh kalimat explanation text

<u>Cars Should Be Banned</u>

(*Thesis*)
Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

(*Argument 1*)
Firstly, cars, as we all know, give contribution to the most of the pollution in the world. Cars emit deadly gas that causes illness such as bronchitis, lung

cancer, and 'triggers' off asthma. Some of these illnesses are so bad that people can die from them.

(*Argument 2*)
Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrains in the city, which causes them to die. Cars today are our roads biggest killers.

(*Argument 3*)
Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or to concentrate on your homework, and especially when you talk to someone.

(*Reiteration*)
In conclusion, cars should be benned from the city for the reason listed.

E. **Metode Pembelajaran**
   Mlnd Maping

F. **Media Pembelajaran**
   - Penggaris
   - spidol
   - papan tulis

G. **Sumber Belajar**
   ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2017
   ❖ Kamus Bahasa Inggris
   ❖ Pengalaman peserta didik dan guru

H. **Langkah-Langkah Pembelajaran**

Kegiatan	Uraian Kegiatan	Alokasi Waktu
Pendahuluan	**Apersepsi** • Guru memberikan salam kepada siswa • Guru mengajak siswa untuk berdo'a • Guru mengecek kehadiran siswa **Motivasi** • Tanya jawab tentang pengetahuan/ keterampilan yang terkait dengan KD • Guru menjelaskan pentingnya materi yang akan dipelajari	15 menit
Kegiatan Inti	**Eksplorasi**	60 menit

	• Guru menjelaskan tentang *Informasi Terkait Gejala Alam atau Sosial* dan siswa diminta untuk memperhatikannya • Guru menjelaskan tentang *mind maping* • Guru membagi murid ke dalam beberapa kelompok kecil yang terdiri dari 5-6 siswa • Guru menjelaskan langkah-langkah dalam membuat *mind maping* **Elaborasi** • Guru meminta siswa untuk mengidentifikasi bagiam-bagian dari *explanation text.* • Guru meminta siswa untuk menyimpulkan materi yang telah dijelaskan dengan membuat *mind maping*. • Guru meminta siswa untuk naik ,menjelaskan kembali terkait *mind maping* yang telah dibuat oleh siswa • Guru menilai siswa. **Konfirmasi** • Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik • Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar • Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa	
Kegiatan Penutup	• Bersama-bersama dengan peserta didik membuat rangkuman/ simpulan pelajaran • Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan konsisten dan terprogram • Memberikan umpan balik terhadap proses dan hasil pembelajaran	15 menit

I. Penilaian Hasil Pembelajaran

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/soal
• Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks explanation • Mengidentifikasi bagian-bagian struktur teks report • Memahami struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI • Memahami unsur kebahasaan dari teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	Tes lisan	Lisan	Make a mind maping based on the material that you'he got before.

Pedoman Penilaian
a. Vocablary

Table 3.1 Vocabulary Scoring

Classifications	Score	Criteria
Excellent	100	They speak effectively and excellent of using vocabulary.
Very good	80	They speak effectively and very good of using vocabulary.
Good	60	They speak effectively and good of using vocabulary.
Fairly Good	50	They speak sometimes hasty but fairly good of vocabulary.
Fair	40	They speak sometimes hasty, fair of vocabulary.
Poor	30	They speak hasty, and more sentences are not appropriate in vocabulary.
Very Poor	20	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication.

(Harmer cited in Sugiati, 2014:24)

b. Fluency

Table 3.4 Fluency Scoring

Classifications	Score	Criteria
Excellent	100	They speak effectively and excellent of using smoothness.
Very good	80	They speak effectively and very good of using smoothness.
Good	60	They speak effectively and good of using smoothness.
Fairly Good	50	They speak sometimes hasty but fairly good of smoothness.
Fair	40	They speak sometimes hasty, fair of smoothness.
Poor	30	They speak hasty, and more sentences are not appropriate in smoothness.
Very Poor	20	They speak very hasty, and more sentences are not appropriate using smoothness and little or no communication.

(Harmer cited in Sugiati, 2014:26)

Schoring the students answer :

$$\text{schore} = \frac{\text{Total students}'\text{schore}}{\text{Maximum schore}} \times 100$$

(Depdiknas 2006:8)

APPENDIX

THE RESULT OF THE STUDENTS' SPEAKING SKILL IN PRE TEST

Sample		Pre-Test		Score	Classification
No	Students	Vocabulary	Fluency		
1	S.1	60	60	60	Fair
2	S.2	70	70	70	Good
3	S.3	30	40	35	Very Poor
4	S.4	50	50	50	Poor
5	S.5	50	40	45	Poor
6	S.6	30	30	30	Very Poor
7	S.7	60	60	60	Fair
8	S.8	50	60	55	Poor
9	S.9	30	30	30	Very Poor
10	S.10	10	20	15	Very Poor
11	S.11	40	40	40	Poor
12	S.12	30	30	30	Very Poor
13	S.13	20	20	20	Very Poor
14	S.14	20	20	20	Very Poor
15	S.15	30	20	25	Very Poor
16	S.16	20	20	20	Very Poor
17	S.17	20	30	25	Very Poor
18	S.18	60	60	60	Fair
19	S.19	30	30	30	Very Poor
20	S.20	40	40	40	Poor
21	S.21	30	30	30	Very Poor
22	S.22	20	20	20	Very Poor
$\sum$X		800	820	810	
X		36.3	37.2	36,8	Poor

APPENDIX C

THE RESULT OF THE STUDENTS' SPEASKING SKILL IN POST TEST

No	Students	Vocabulary	Fluency	Score	Classification
	Sample	**Post-Test**		Score	Classification
		Vocabulary	Fluency		
1	S.1	90	90	90	Very Good
2	S.2	100	90	95	Very Good
3	S.3	70	80	75	Good
4	S.4	80	90	80	Good
5	S.5	70	70	70	Fair Good
6	S.6	90	80	85	Good
7	S.7	90	100	95	Very Good
8	S.8	90	90	90	Very Good
9	S.9	80	80	80	Good
10	S.10	40	20	30	Good
11	S.11	100	80	90	Very Good
12	S.12	60	60	60	Fair
13	S.13	50	60	55	Poor
14	S.14	30	30	30	Vey Poor
15	S.15	90	90	90	Very Good
16	S.16	30	30	30	Very Poor
17	S.17	80	80	80	Good
18	S.18	100	90	95	Very Good
19	S.19	90	90	90	Very Good
20	S.20	100	90	95	Very Good
21	S.21	80	100	90	Very Good
22	S.22	100	80	90	Very Good
∑X		1710	1670	1690	
X		77,7	76	76,8	Good

APPENDIX

The Students' Total Score

Sample	Score		$(X_1)^2$	$(X_2)^2$	D $(X_2 - X_1)$	D^2
	Pre-test (X_1)	Post-test (X_2)				
1	60	90	3600	8100	30	900
2	70	95	4900	9025	25	625
3	35	75	1220	5620	40	1600
4	50	80	2500	6400	30	900
5	45	70	2025	4900	35	1220
6	30	85	900	7220	55	3020
7	60	95	3600	9020	35	1220
8	55	90	3020	8100	45	2020
9	30	80	900	6400	50	2500
10	15	30	220	900	25	620
11	40	90	1600	8100	50	2500
12	30	60	900	3600	30	900
13	20	55	400	3020	35	1220
14	20	30	400	900	10	100
15	25	90	625	8100	75	5620
16	20	30	400	900	10	100
17	25	80	625	6400	65	4220

18	60	95	3600	9020	35	1220
19	30	90	900	810	60	3600
20	40	95	1600	9020	55	3020
21	30	90	900	8100	60	3600
22	20	90	400	8100	70	4900
TOTAL	810	1685	35220	139040	925	855620

APPENDIX F

The Students Mean Score of the Students' Test

A. **Mean Score of the Students Pre-Test**

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

$$\sum X_1 = 810$$

$$N = 22$$

$$X = \frac{810}{22}$$

$$X = 37$$

B. **Mean Score of the Students' Post-Test**
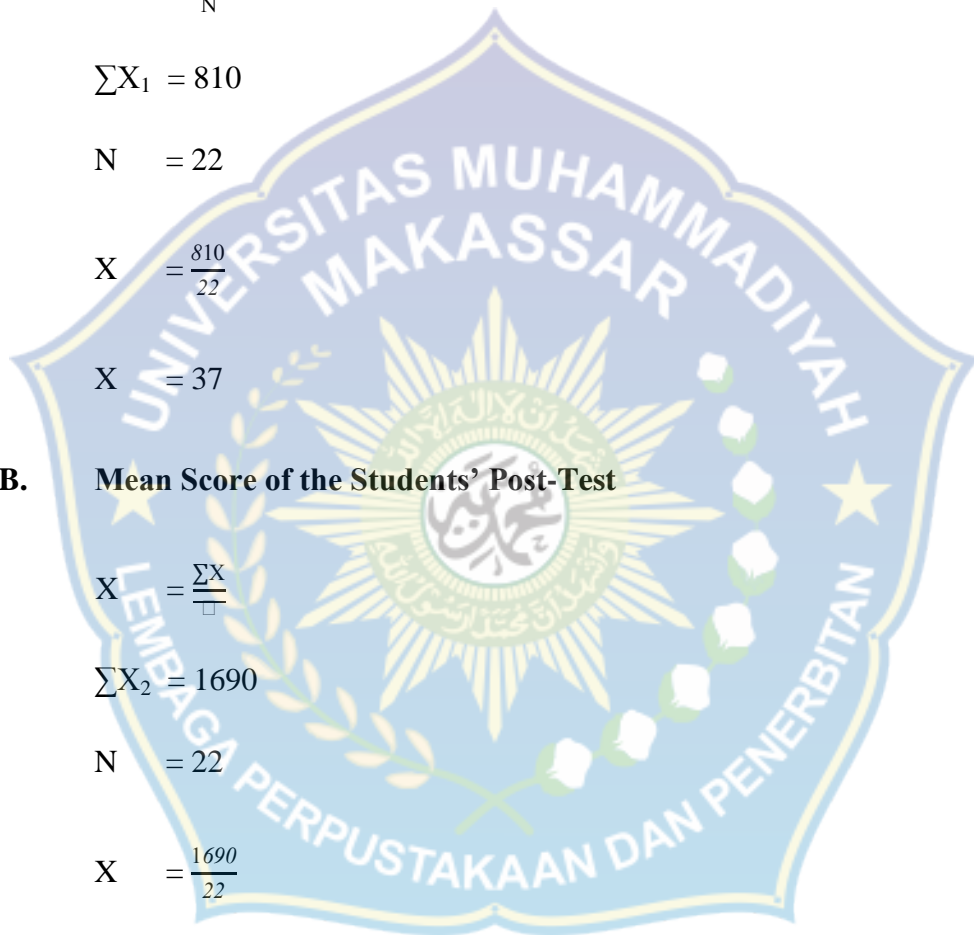
$$X = \frac{\sum X}{N}$$

$$\sum X_2 = 1690$$

$$N = 22$$

$$X = \frac{1690}{22}$$

$$X = 76,8$$

APPENDIX G

The Percentage of Increasing Achievement

1. The Improvement of the Students' Speaking skill.

$$P = \frac{\Box 2 - \Box 1}{\Box 1} \Box \ 100$$

$$P = \frac{76,8 - 36,8}{36,8} \Box \ 100$$

$$P = \frac{40}{36,8} \Box \ 100 = 108\%$$

2. The Improvement of the Students' Vocabulary

$$P = \frac{\Box 2 - \Box 1}{\Box 1} \Box \ 100$$

$$P = \frac{77,7 - 36,3}{36,3} \Box \ 100$$

$$P = \frac{41,4}{36,6} \Box \ 100 = 114\%$$

3. The Improvement of the Students' Fluency

$$P = \frac{\Box 2 - \Box 1}{\Box 1} \Box \ 100$$

$$P = \frac{76 - 37,2}{37,2} \Box \ 100$$

$$P = \frac{39,7}{37,2} \Box \ 100 = 106\%$$
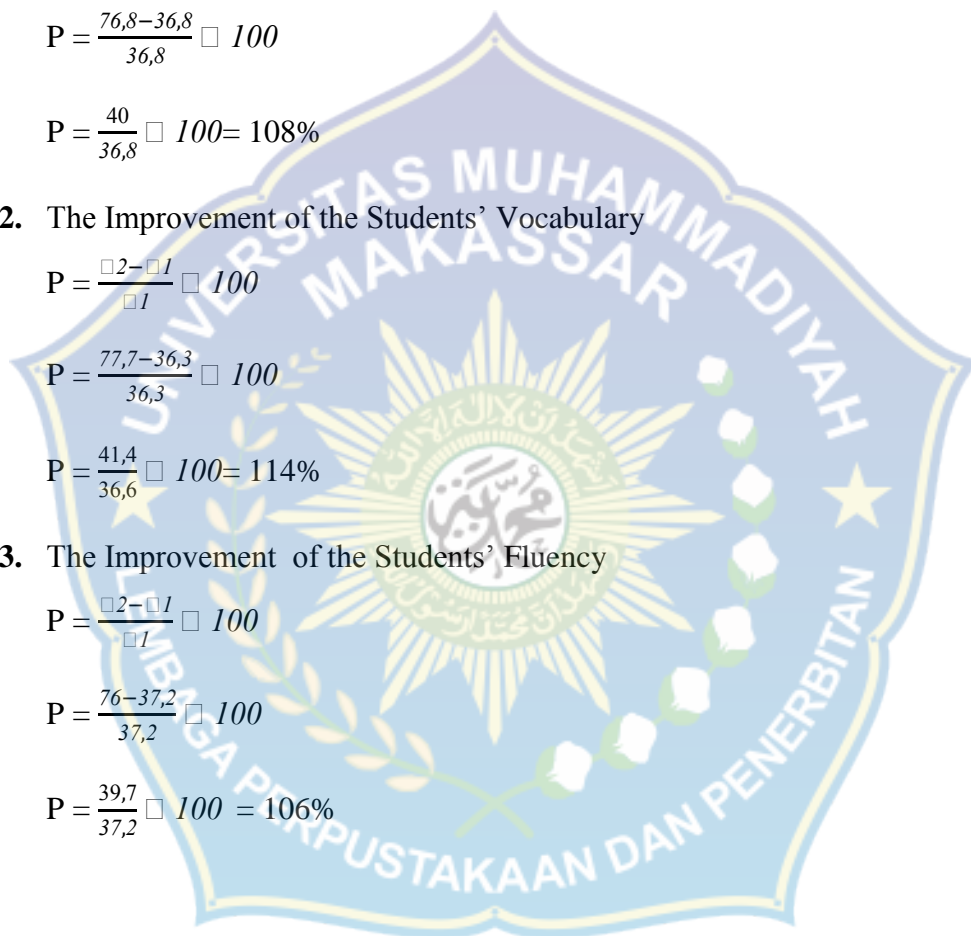
APPENDIX G

Students Standard Deviation in Pre-Test and Post-Test

1.   **Standard deviation in pre-test**

$$SD = \frac{\sqrt{\Sigma x^2 - \frac{(\Sigma x)^2}{x}}}{N-1}$$

$$SD = \frac{\sqrt{35220 - \frac{(810,1)^2}{22}}}{22-1}$$

$$SD = \frac{\sqrt{35220 - \frac{656100}{22}}}{21}$$

$$SD = \frac{\sqrt{35220 - 29822,7}}{21}$$

$$SD = \frac{5397,3}{21}$$

$$SD = \sqrt{257}$$

$$SD = 16$$

2.   **Standard deviation in post-test**

$$SD = \frac{\sqrt{\Sigma x^2 - \frac{(\Sigma x)^2}{x}}}{N-1}$$

$$SD = \frac{\sqrt{139040 - \frac{(1685)^2}{22}}}{22-1}$$

$$\square\square = \frac{\sqrt{139040 - \frac{2839225}{22}}}{21}$$

$$\square\square = \frac{\sqrt{139040 - 129055,6}}{21}$$

$$\square\square = \frac{\sqrt{9984,4}}{21}$$

$$\square\square = \sqrt{475,4}$$

$$\square\square = 21,8$$

APPENDIX H

Test of significant Difference

A. **t-Test**

Notes: $\sum D$ = 925

$\sum D^2$ = 855620

N = 22

$$D = \frac{\sum \square}{N} = \frac{925}{22} = 42$$

$$t = \frac{\square}{\sqrt{\frac{\sum D^2 \frac{(\sum D)2}{\square}}{N\,(N-1)}}}$$

$$t = \frac{42}{\sqrt{\frac{85562\frac{(925)2}{22}}{22\,(22-1)}}}$$

$$t = \frac{42}{\sqrt{\frac{855620\frac{(855625)}{22}}{22\,(21)}}}$$

$$t = \frac{42}{\sqrt{\frac{8556,20-38892}{462}}}$$

$$t = \frac{42}{\sqrt{\frac{816728}{462}}}$$

$$t = \frac{42}{\sqrt{1767,8}}$$

$$t = \frac{42}{42} = 1$$

B. t-Table

For level of significance (D) = 0,05

Degree of freedom (df) = N-1=22-1=21

t- Table = 2.080

DISTRIBUTION OF T-TABLE

Df	P (Level of Significance) (One Tailed Test)
	0.10	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.945	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.845	3.850
21	1.721	**2.080**	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.05	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373

APPENDIX I

THE TEACHING LEARNING PROCESS PHOTOS

Pre-Test Process

Treatment

Post-Test

ANITA RAHAYU was born on July 21th, 1997 in Makassar. She is the first child from three siblings Her father is Latif and her mother is Muliati. She started her study at SDN Biringpanting in 2008. She continued her study at SMPN 1 Tinggi Moncong in 2011. And then she studied in SMAN 1 Tinggi Moncong in 2014. She is now a student at English Education Department in Makassar Muhammadiyah University.

At the end of her study, she could finish her thesis with the title "The effectiveness of mind maping technique to improve the students' speaking skill in Muhammadiyah 1 Unismuh".