

**USING MIND MAPPING TECHNIQUE TO IMPROVE THE STUDENTS'
SPEAKING ABILITY OF THE SEVENTH GRADE STUDENTS AT SMP
NEGERI 4 BINAMU KABUPATEN JENEPONTO
(A Classroom Action Research)**



A THESIS

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CHAPTER I

INTRODUCTION

A. Background of the Study

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

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

As an international language, English is very important and has many interrelationships with various aspect of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level Considering to the importance of English, the teacher must give more attention to the teaching and learning process in order that the

students be able to communicate using the target language in oral and written forms accurately and fluently.

English is becoming popular and the most important language in the whole aspects of life, for understanding literature communication. The students may know about language usage, but they will be to use it if they do not practice in daily communication. For example, as means of communication among people with different backgrounds from many parts of world. According to Harris (2001:9) English language includes four complex skills listening, speaking, reading and writing. English is used by many nations. Indonesia is one of the nations which have obliged English as one of lesson taught to the students.

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

In speaking, the students usually reflect the language they use at home. In social life, it can be seen when they speak by using different intonation, vocabularies, and structure. So, to make the students practice in class, first, the teacher needs to adopt and vary of techniques of teaching. They include mind map, group discussions, and feedback. Secondly, the teacher needs to get involved in the teachers not only take a role as facilitator in the activities that encourage the students to speak in the

language, but also should present themselves as good models of oral language users and give examples of a good performance in the language.

In the pre-research, the research finds out that most of the junior high school students of the school rarely speak in English although they have learnt it since in the elementary school. Based on the interviews with English teacher, the researcher founds the problem, in English based on the students' score, the students had less motivation in teaching and learning process so the most of them dislike to learn English, and also the teaching and learning process tend only to use conventional method especially to speaking. So the most of the students are not interesting in speaking using the target language. Even though, they have something in their mind when they deliver their ideas, they do not have self confidence since they are afraid of making mistakes. It is also found psychological factors, such as anxiety, nervousness, fear, and shyness that became handicaps of the students. The fact shows that the students of SMP Negeri 4 Binamu at Class VII.2 that still find some difficulties to express their ideas in English. They also looked confusedly to express the ideas on their mind even not active enough on their speaking class and it was proved from their successful minimal criteria (KKM) are 7.0.

Seeing the above problem, it needs to create teaching and learning process that can facilitate students to learn English easily. The process should be designed to make the students active and creative in order that teaching and learning process is effective and pleasant. The teachers can use the technique to enhance the students'

ability in speaking. One of the techniques is Mind Mapping technique. By using Mind Mapping, the people can see the way that pieces of information fit together, as well as recording the raw facts contained in normal notes. Mind Mapping encourages creative problem solving, as they hold information in a format that the students' mind finds easy to remember and quick to review. In this research is interested in improving the students' speaking ability using the most appropriate technique applicable in a Classroom Action Research, because it is found some problems that are faced by the students, and then it is better to solve those problems by using suitable technique.

Based on the background, the writer conducts a research under a title “*Using Mind Mapping to Improve the Students’ Speaking Ability of the Seventh Grade Students at SMPN 4 Binamu Kabupaten Jeneponto in the Academic Year 2017/2018*”.

B. Research Problem

Based on the background of the study above, the problem is stated: “How can Mind Mapping improve the Students’ Speaking Ability of the Seventh Grade Students at SMPN 4 Binamu Kabupaten Jeneponto in the Academic Year 2017/2018?”

C. Objectives of the Study

Based on the formulation of the research problem above, the aim of the classroom action research conducted is to find out how Mind Mapping can improve the Students’ Speaking Ability of the Seventh Grade Students at SMPN 4 Binamu Kabupaten Jeneponto in the Academic Year 2017/2018.

D. Significance of the Study

1. For the English teacher, it can help them if they have some problems and determine the teaching learning strategy.
2. For the students as the subject of the research, it was expected that the students would take the advantages of the research. They could learn how to improve their skill of speaking.
3. For further researcher, this research can be used as a contribution to conduct further research especially in junior high school using different subject or design.

E. Scope of the Study

Based on the identification of the problem above the researcher only focuses the using mind mapping technique to improve the students' speaking ability of the seventh grade students' at SMP Negeri 4 Binamu Jeneponto which covers: (accuracy pronunciation, grammar, vocabulary and fluency).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related of Research Findings

In this subchapter, I would like to review some previous studies that support my view about the use of mind mapping strategy to improve students' ability in speaking ability.

1. Mawadah (2009), she found that *The Teaching Descriptive Text To Junior High School Students Of Smp Negeri 2 Sungguminasa By Using Mind Mapping Strategy Was More Effective Than Teaching Descriptive Using Conventional Strategy*. This experimental Research used two classes as the sample of the research.
2. Susanto (2009), gave *Description Of Determining The Application Of Mind Mapping Method In Teaching Descriptive Writing For The Second Grade Students' Of Sma Negeri 1 Takalar*. He found some advantages by applying mind mapping method in teaching descriptive text. First, the students' are interested and motivated in exploring their ideas and imagination using mind mapping method since they found new things during learning process. Second, they might be encouraged to be active in classroom activity by asking the teacher or friends. Then, the last advantage is its simplicity to use mind mapping method by making a chart like a tree diagrams. The students understand, memorize and remember the main idea and relative words easily.

3. Utami (2009) also did research about *The Use Of Prewriting Strategies, Brainstorming And Mind Mapping In Essay Writing For Tenth Grade Students Of Sma Negeri 1 Sungguminasa*. The use of brainstorming and mind mapping can help and motivate students to generate ideas and practice expressing thought in written form, so that it would be helpful for students in creating a text and get a satisfying work in writing. The students' achievement in writing recount text increased from the first meeting to the last meeting. The students' response that were obtained through questionnaire showed that most of them agreed that using brainstorming and mind mapping could help them in improving their ability in writing recount text.

Previous researchers discussed mind mapping techniques using the ability to write. Based on the results of his research on, the researchers concluded that mind mapping techniques can not only be used in writing skills but even the ability to speak can use mind mapping techniques.

B. Definition of Speaking

Speaking is the process whereby people communicate their ideas, thought, and our feeling through the other form of language, (Nunan, 2005:226). Speaking also sounds practice, particularly in the early stage of learning language, it gives priority to the development of automatic speech habit. It means that speaking is a process how learners conduct their ideas using language as the result of learning development.

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

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

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

If the people talk the nature of speaking, they just know about the definition of speaking itself. Speaking is the act of expressing thought, ideas, and feeling by using audible symbol of visible bodily action. So that, they can expect listeners to understand the meaning of message that requires different abilities, such as ability to pronoun the words, ability to organize the words into phrases or sentence, ability to choose the words related to the topic, and ability to convey the content of the messages (Cryl, 2002:46). In conclusion, speaking is expressing thought, ideas, and

feeling which use the ability to pronounce the words to organize the words into phrases or sentence to choose the words related to the topic.

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

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

a. Guided conversation

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

b. Free conversation

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

In speaking, the learners must have a feedback immediately between speaker and listener to reach the successful in communication. The first preparation in speaking is conversation. The learners can communicate with others, spontaneously

in utterance, by face to face directly, so it is easy to understand the purpose of the communication without asking previously.

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

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

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

1. Aspect of Speaking ability

Speaking is also one of the language arts that are most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates. Generally, there are at least four components of speaking skill

concerned with comprehension, grammar, vocabulary, pronunciation, and fluency (Syakur, 2007: 3):

a) Comprehension

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

b) Grammar

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

c) Vocabulary

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

d) Pronunciation

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

e) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “errs”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 2004: 4).

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

2. Learning of Speaking

Tarigan on book *Pengajaran Bahasa* (2003:133-134) has classified learners on language learning as four parts. First, concrete learners this type of learner prefer to learn by practicing or applying directly. Second, is analytical learner, they feel more pleasure to study by themselves. Then communicative

learners, the learners who study by conducting observations or communicating with native speaker and finally authority oriented learners as the last type of the learners feel more pleasure with the teacher explains from the dictate book (Diktat), and the learners have authority to study (they are independent to study alone material from teacher).

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

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

According to Brown (2007:78), characteristics good language learners are:

1. Find their own way, taking charge of their learning
2. Organize information about language
3. Are creative, developing a "feel" for language by experimenting with its grammar and words
4. Make their own opportunities for practice in using their language inside and outside the classroom
5. Learn to live with uncertainty by both getting flustered and continuing to talk or listen without understanding every words

6. Use mnemonics and other memory to recall what has been learned
7. Use linguistic knowledge, including knowledge of their first language, in learning a second language
8. Learning certain tricks that help conversation going
9. Learn different style of speech and writing and learn to vary their language according to the formality of the situation

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

3. Teaching of Speaking

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

The greater problem is how to build up the motivation of the students in learning language. In general, the students are highly motivated, but it is primarily motivation toward practical use of the language. Harmer (2008:8) suggests that integrative motivation of the students is more powerful than instrumental motivation in learning foreign language. Some students study a foreign language because they want to know more about the people who

speaking English very well and success in using foreign language. This will depend on a large extent on understanding of the culture and the people, and the empathy with them.

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

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

- a) The ability to agree and disagree.
- b) The ability to identify people and places.
- c) The capability to express preference.
- d) The skill to expresses opinions.
- e) The ability to ask for and give suggestions.
- f) The ability to report and people are asking and saying.
- g) The ability to summarize a conversation.

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

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

4. Element of Speaking

In speaking, it is very important for students to acquire the ability to express their ideas and opinions. Consequently, this competency should be mastered by the learners of language. Following are the elements of speaking

ability according to Harmer, (2001: 269-271) the language features such as the connected speech, expressive devices, lexis and grammar and negotiation language.

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

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

5. Characteristic of Speaking Activities

To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 2001: 39).

According to Harmer (2002:88) Speaking activities can give students enormous confidence and satisfaction, and with sensitive teacher guidance can

encourage them into further study. So, good speaking can and should be highly motivating. Many speaking tasks (role-playing, discussion, problem-solving, etc) are intrinsically enjoyable in themselves.

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

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

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

6. The Importance of Speaking

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

Theoretically, developing speaking skills means developing the pronunciation of individual sounds, grammatical accuracy, vocabulary (word choice), fluency and interactive communication. The pronunciation covers the individual sounds and word in sentences. The latest refers to the ability to

stress words sentences and produce correct intonations. Grammatical accuracy deals with the accurate use of the structure, or how the learner gets his/her utterance correct. Vocabulary deals with the ability of choosing appropriate words. Fluency refers to the ability to express ideas smoothly without hesitation, repetition, or inappropriate pause. Interactive communication concerns with the ability to get the meaning across hears and the ability to keep the conversation going. In short, developing speaking skills means developing all of five components.

7. Problems of Speaking Activities

There are many problems faced by the learners in speaking activities. Furthermore, according to Ur (2001:121), there are four problems faced by the learners in conducting speaking activities. They are as below:

a. Inhibition

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

b. Nothing to say

Even if they are not inhibited, learners often hear learners complain that they cannot think of anything to say: they have no

motivation to express themselves beyond the guilty feeling that they should be speaking.

c. Low and uneven participation

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

d. Mother tongue use

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

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

C. The Definition of Mind Mapping Technique

Mind Mapping / Concept Mapping is a process which identifies concepts within an oral or written text, organizes these concepts in hierarchy from

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

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

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

D. The Characteristics of Mind Mapping

The five essential characteristics of Mind Mapping based on Buzan in the *Mind Map Book in Radiant Thinking* (2005:2):

- a. The mind idea, subject or focus is crystallized in a central image.
- b. The main themes radiate from the central images as 'branches'
- c. The branches comprise a key images or key word drawn or printed on its associated line.
- d. Topics of lesser importance are represented as 'twigs' of the relevant branch.
- e. The branches form a connected nodal structure.

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

E. The Principles of Teaching Using Mind Mapping

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

- a. The teachers distributes a text to the students
- b. The students find out the keywords in each subtopic
- c. The students make a scheme or concept in a map form

d. Explaining of the relationship of each concept

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

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

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

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

F. How to Implement Mind Mapping Technique

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

- a. Write the topic in the middle of paper, and use single word or simple phrase for information it gives freedom of brain to explore our mind.
- b. Use picture (symbol) from the central idea, because use a picture can help us in appear an imagination to open our mind.
- c. Use colors, the color make mind mapping life, add creative brain, and enjoyable.
- d. Connect the branch of mind to the central picture, make cross-linkages continuously. It can help us understand and memorable, on part of the subject connect to others.
- e. Make curved lines because the straight line make bored brain, a cured branch likes tree move attractive.

- f. Use key for every line because single key word given the power and flexible for mind mapping.
- g. Use picture, picture can help or remember information more effectively than word.

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

G. The Advantages of Mind Mapping

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

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

- a. Information is organized in a logical, meaningful way which helps learners to: understand new knowledge and link it to their existing knowledge about the topic, memorize, and recall topic knowledge.
- b. Learners can express ideas freestanding in identifying key concepts in oral and written text.

- c. Assist learner in identifying key concept in oral and written text.
- d. To find out what learners know and understand about a topic before teaching in, and
- e. To evaluate learners' knowledge after teaching a topic.

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

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

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

It can be concluded that mind mapping gives many advantages to the students to become critical thinkers to open their mind, to explore the topic to

be good speak. Besides that, the teacher helps the students various their creatively.

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



H. Teaching Speaking Using Mind Mapping Technique

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

Planning

1. Select a form of mind map which is appropriate to the topic.
2. Determine whether a class, group or individual mind map is the most appropriate.

3. Decide, or have students decide on the most useful concepts around which the mind map is to be developed.

Managing

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

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

I. Conceptual framework

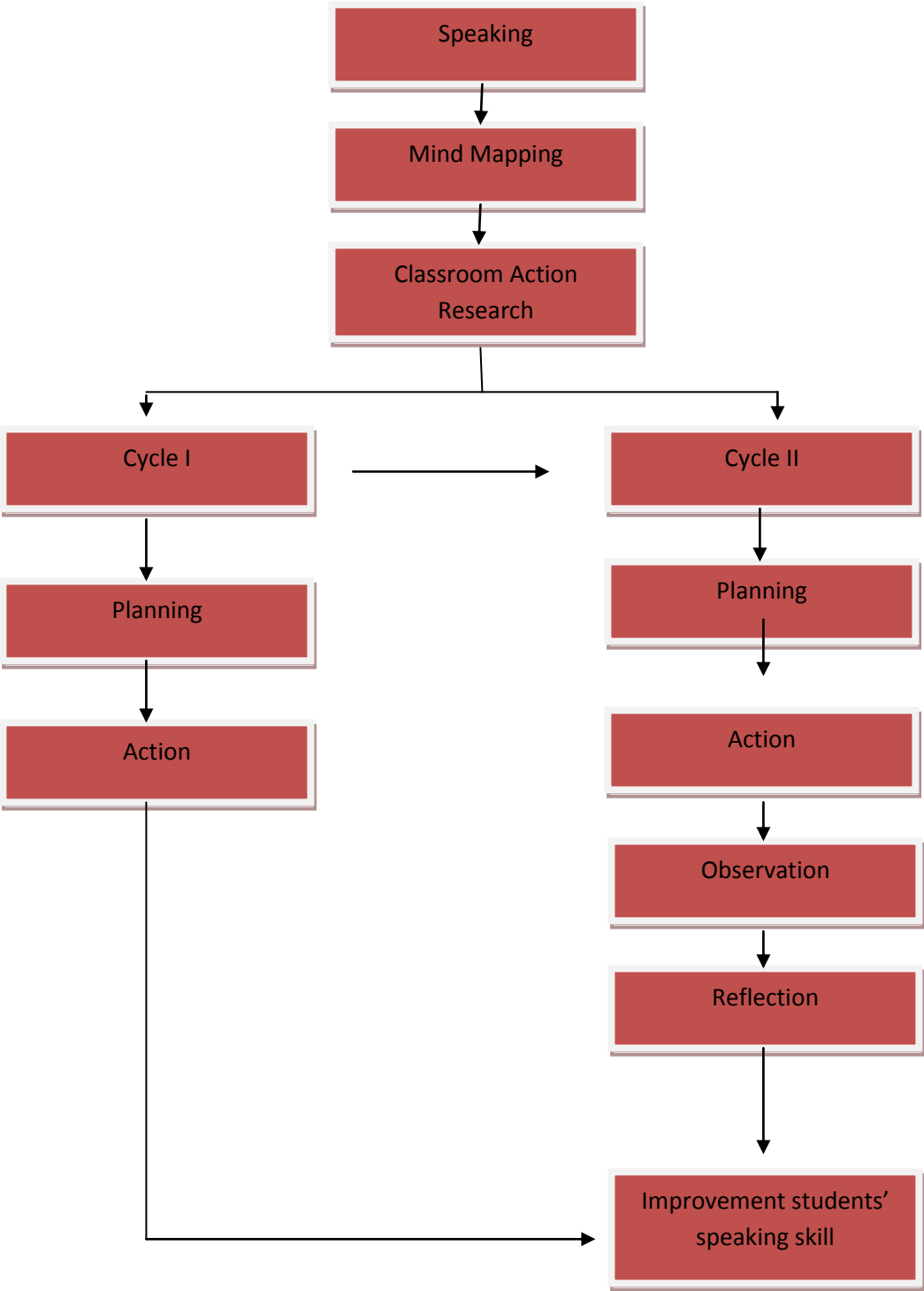
The concept of using the mind mapping technique to improve the students "speaking skills have been explored in the previous discussion. A conceptual framework derived from those concepts above will be presented as follows.

Speaking is one of the important things to get any information. In a school case, reading is an essential skill because the students face written text in their textbooks almost every day. In fact, the students face difficulties in learning process, especially in learning English. The difficulties caused by a monotonously technique which is used in the learning process. It is a serious problem because the difficulties influence other teaching and learning components. The students are not able to comprehend a passage well so that they cannot grab information of the passage comprehensively. There should be a solution to solve this problem.

From the previous theoretical review, the researcher had discussed a term of the mind mapping. There were several advantages of the use of the mind map in the learning process. The mind map technique helps the students to simplify a concept and description, to balance human brain activity, to guide them reading a text in a joyful way, to invite them to make innovations, and to help them to recall any information they have read easily. The mind map technique of reading a written text is one of effective ways to comprehend the text.

Therefore, the mind map technique is a good technique to solve the problems identified by the researcher in the class VII SMP 4 Binamu Kabupaten Jeneponto. This technique is considered appropriate with the condition of the students there. It can make the students feel comfortable with the learning activities and achieve the aims of the reading skills. The following is a schema of the conceptual framework of this research.

Figure 2.2. The Schema of the Conceptual Framework



CHAPTER III

REASERCH METHODOLOGY

A. Research Design

This research applied a classroom action research (CAR), that conducted through two cycles to observed the students' reading comprehension and each cycle was the series of activity which had close relation, where the relation of the second cycle was continuing and recorection from the first cycle. It was contains of four stages, they were planning, implementation of action, observation, and reflection.

B. Research Subject and Time

The researcher would done at the Tenth Grade Students of SMP Negeri 4 Binamu, Jeneponto Regency for English Subject. The subject in this research was class VII.2 for 2017-2018 academic year with students number as about 30 students.

C. Research Variables and Indicators

1. Variables

The following were the variables of the research:

a. Independent Variable

Independent variable of this research was the use of the Mind Mapping technique.

b. Dependent Variable

Dependent variable was the students' development in speaking skill in grammar, vocabulary, pronunciation, accuracy and fluency.

2. Indicators

The following were the main indicators of reading comprehension:

- a. The students' speaking accuracy in English included vocabulary and pronunciation.
- b. The students' speaking fluency in English included grammar and confidence.

D. Research Procedures

In this research procedures used a Classroom Action Research design, that was cycle. This referred to the opinion of (Hopkins, 2010:52) said that classroom action research was conducted through a dynamic and complementary process, consist of four components, namely planning, implementation, observation and reflection. The implementation of this research described in the following scheme:

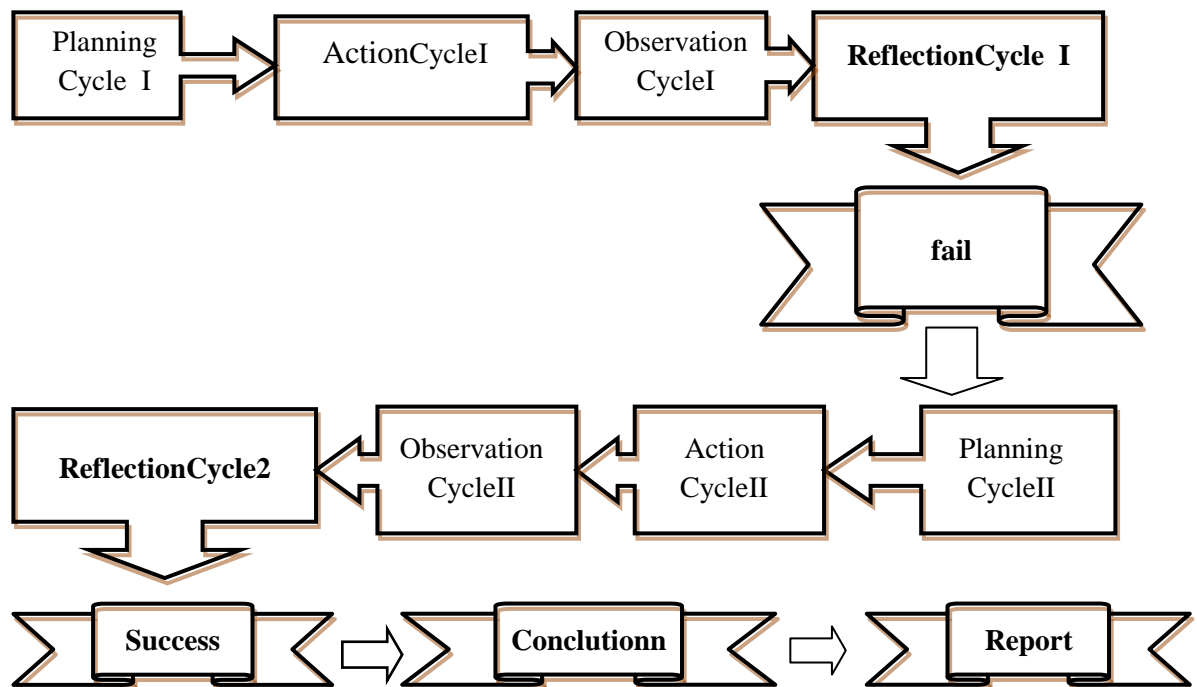


Figure 2: Classroom Action Research Model of Hopkins(2010:52)

It means that in this research procedure divided into two cycles were :

Cycle I

The first cycle in this classroom action research consist of planning, implementation of action, observation and reflection as follows:

1. Planing

- a. Researcher team analyzed syllabus to know basic competency to convey the students by using Mind Mapping Technique.
- b. Make lesson plan of Mind Mapping Technique, make instrument evaluation would used in classroom action research cycles.
- c. Arranging instruction evaluation instrument.
- d. Prepared observation forms.

2. Implementation of Action

In this section research conducted two cycles, where each cycle consist of fourth meeting the teacher gave the reading material by using Mind Mapping Technique in action. The action each meeting described as follows :

a. The first meeting:

1. The teacher explained about Mind Mapping Technique that used in learning process.
2. The teacher asked the students to make small groups and distribute the text of material.
3. The teacher introduced the topic.

4. The teacher asked the students about the topic to activated students an acquiring knowledge.
5. The students practiced their answer.
6. Students speak with norm speeds as according to ability.
7. The students put all matters that must speak above the text or beside pleasant chair.
8. Stop to speak and read what is remember as brain chaild.

b. The second meeting:

1. Students speak the text with as few stop as possible.
2. The teacher asked the students to make summarizing the writer's ideas about the text.
3. Students identifed and discuss with other students about meaningful interpretation in the texts relating to their own experiences.

c. The third meeting:

1. Students determined the meaning of unfamiliar words.
2. The teacher gave opportunity to the students, speak the text independently and answering the task.
3. The teacher monitor the students' answer.

d. The fourth meeting:

1. The teacher gave evaluation to the students.
2. The teacher did general correcting.

e. Observation

- a. Situation of teaching learning activity.
- b. Student's liveliness.
- c. Student's ability in read more fluently.

f. Reflection

Reflection wouldbe done to saw the whole first cycle action process. Reflection mean as analyzing, understanding, and making conclusion activity, the researcher analyzed first action cycle as consideration matter wheter cycle reaches success criteria based on test result of the first action.

Cycle 2

The second cycle in this classroom action research consist of planning, action, observation, and reflection as follows :

1. Planning

- a. Because researcher know the problem and student's ability after doing reflection, so the researcher changed the material was easier than before, but still in Mind Mapping Technique.
- b. The researcher more interested in Mind Mapping Technique.
- c. Made lesson plan of Mind Mapping Technique.
- d. Made instrument evaluation would used in classroom action research cycle.

2. Implementation of Action

The second cycle conducted after finishing the first cycle and the target of improving student's speaking skills through Mind Mapping Technique was not achieved or success yet. It is also conducted after getting reflection of the first cycle. By considering finding fact in the first cycle, a new plan applied in the second cycle :

a. The first meeting

1. The teacher explained about Mind Mapping Technique that would used in learning process.
2. Each the students would focus and full concentration in distributors the text of material.
3. The teacher introduced the topic.
4. The teacher asked the students about the topic to activate students acquiring knowledge.
5. The students presented their speaking text in front of the class in a group.
6. The other students gave respond or opinion to the presenter.
7. Attention focused correctly in matter that made interest to read.
8. Would look for one up to six key words big possibility appear under consideration.

b. The second meeting

1. Students speak the text with as few stop as possible.
2. The teacher asked the students to make about the text.

3. Students identified and discussed with other students about meaningful interpretation and relevant with the topic in the texts to their own experiences.

c. The third meeting

1. Students determined the meaning of unfamiliar words.
2. The teacher gave opportunity to the students to speak the text independently and answer the text.
3. The teacher monitor the students' activity.
4. The students looked for another material in the book text and then find out main ideas and contents.

d. The fourth meeting

1. The teacher gave evaluation to the students.
2. The teacher made general correction.

e. Observation

- a. Situation of teaching learning activity.
- b. Students' liveliness
- c. Students' ability in speaking more fluently.

f. Reflection

Reflection was done to see the whole first cycle action process. Reflection means as analyzing, understanding, and make conclusion matter whether cycle reach success criteria based on test result of the first action.

E. Research Instrument

In this classroom action research used test and observation in the research instrument.

1. Test : test will use to get data about the students' speaking ability of the text after implementing action in each cycle.
2. Observation: observation will use to collect data about the students participation in teaching learning process in speaking ability and implementing mind mapping technique.

F. Data Collection

The researcher used some procedures in collecting the data :

1. Data about the result of students' comprehension of the texts got from the students' work that collected in the last item of every cycles.
2. Data about the effectivity included the students' activity in following the learning process that got from the observation sheet in the last item of every cycles.

G. Data Analysis

In this data collecting was based on the data quality to analyzed the collective of percentage. This technique was used to get the general score. The students' attitude present the implementation, for the research action in the class, the require result of

the students' study. The criteria completeness from the students used questioning test.

The score of the students' study give the minimal score are 3.

Tabel. I The Scoring of Speaking Ability

| NO | Aspect | Score | Criteria |
|----|---------------|-------|---|
| 1 | Pronunciation | 3 | Acceptable and readable |
| | | 2 | Different but acceptable |
| | | 1 | Unclear pronunciation |
| | | 0 | No utterance |
| 2 | Fluency | 3 | Speak fluently, no significant pause |
| | | 2 | Speak well enough, pause here and there |
| | | 1 | Speak unclearly |
| | | 0 | No utterance |

| | | | |
|---|---------------|---|---|
| 3 | Vocabulary | 3 | Key diction, supporting diction,additional |
| | | 2 | Supporting diction, additional diction |
| | | 1 | Supporting diction |
| | | 0 | No utterance |
| 4 | Grammar | 3 | Clause, phrasing order appropriate |
| | | 2 | Clause OK, phrasing order not OK |
| | | 1 | Clause and phrasing order not OK |
| | | 0 | No utterance |
| 5 | Comprehension | 3 | Understanding the conversation and answer all the questions correctly |
| | | 2 | Answering the questions correctly |
| | | 1 | Answering small of questions |
| | | 0 | No utterance |

Score = students' answer x 10

Max Score

(Adopted from: David P.Harris, 2004: 48)

Tabel. 2 Classification of the students score

| No. | Score | Classified |
|-----|----------|------------|
| 1 | 96 – 100 | Excellent |
| 2 | 86 – 95 | Very good |
| 3 | 76 – 85 | Good |
| 4 | 66 – 75 | Fair good |
| 5 | 56 – 65 | Fair |
| 6 | 36 – 55 | Poor |

| | | |
|---|--------|-----------|
| 7 | 0 – 35 | Very poor |
|---|--------|-----------|

(Heaton in Mirdayanti,2011:35)

The data will take from the observation, the researcher identifies through the students' participation toward the material and activities teaching and learning process by checklist. The students' activity participation which is described as follows:

Tabel .3 The students' activity participation

| No. | The students' active participation | Indicator | Score |
|-----|------------------------------------|--|-------|
| 1 | Very Active | Students' respond the material very actively | 4 |
| 2 | Active | Students' respond to the material actively | 3 |
| 3 | Fairly Active | Students' respond to the material just once or twice | 2 |
| 4 | Not Active | Students just sit down during the activity without doing something | 1 |

(Sudjana in Rosmawar,2012:30)

H. Data Sources

In this classroom action research, data sources are obtained from:

1. Students

Students gave data about their participation, response and using mind mapping technique to improve the speaking ability.

2. Teacher

Teacher as the monitor of the implementation of Mind Mapping technique and the students' participation, response and competence in improve speaking ability.

I. Data Analysis

The data was gotten from cycle I and cycle II were analyzed through following steps:

1. Calculating the mean score of the students' speaking test by using the following formula:

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

Where:

X = Mean Score

$\sum x$ = The sum of all score

N = Total number of students

(Gay in Rosmawar 2012: 31)

2. To Calculating the rate percentage of the students score by using the formula

$$P = \frac{(x_2 - x_1)}{x_2} \times 100$$

Where:

P = percentage of the students

x_1 = the first mean score

x_2 = the second means score

(Sudjana in Rosmawar, 2012: 32)

3. The percentage the students' participation through the following the formula:

$$P = \frac{FQ}{N} \times 100$$

Where:

P = percentage

FQ = frequency

N = total students

(Sudjana in Suhadirman, 2010: 40)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and the discussion of the implementation of Using Mind Mapping technique in teaching English of the Seventh year students at SMP Negeri 4 Binamu in the Academic Year 2017/ 2018.

A. Research Finding

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

1. Preliminary study

The researcher was started by greeting permission from the Headmaster of SMP Negeri 4 Binamu. Then, the researcher was conducted pre-research by interviewing the teacher and students of SMP Negeri 4 Binamu on Tuesday, 08th August 2017. After the interview, the researcher was suggested by the English teacher to conduct a research in C-seventh grade of SMP Negeri 4 Binamu. This step was conducted about the problem in teaching and learning process. The teacher chose this class because some considerations as follows:

- 1.) This class had the lowest score in English based on the students' score.
- 2.) The students had less motivation in teaching and learning speaking process.

3.) The teaching and learning process tend to use the conventional method only. It means that the material is given without involving students actively.

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

In order to know how far the students' ability to speak English was, the researcher did a preliminary-test on Thursday, 11th August 2017. In preliminary-test, the researcher as a teacher introduced herself to the students. After that, the researcher asked the students to introduce her or him one by one orally. If the researcher needed more information about it, the researcher would give questions. While did it, the researcher gave score to each student based on his or her ability to speak. From the preliminary - test, the teacher found that students' speaking skill were poor. It is shown in the students' scores below:

Table 1. The students' improvement of Mind Mapping in speaking ability

| No. | Scoring aspect | Preliminary test | Cycle I | Cycle II | Improvement (%) | |
|-----|------------------|------------------|---------|----------|-----------------|---------|
| | | | | | PT-CI | CI-CII |
| 1. | Speaking Ability | 4,23 | 6,87 | 7,89 | 62,41 % | 14,84 % |

The table above shows that the students' improvement of mind mapping before implementation the method indicates that diagnostic test assessment is poor (4,23), but after implementation Mind Mapping Technique in cycle I, the assessment of their speaking ability improves in each result of cycle I (6,87) which is greater than diagnostic test. This means that there is an improvement of the students' speaking ability, but this is classified as fairly, so the researcher decides to mind mapping cycle II. Assessment of cycle II is geater than cycle I ($7,89 > 6,87$) it is classified as good which means that there is an improvement of the students' speaking ability. So, the improvement from diagnostic test to cycle I, greater than diagnostic test to cycle II ($14,84 \% > 62,41 \%$). It is classified as fairly to good. Based on the percentage above there is a significant improvement of students' speaking ability after taking an action in cycle I and cycle II through Mind Mapping Technique.

To see clearly the improvement of the students' speaking ability based on explanation above, as follows:

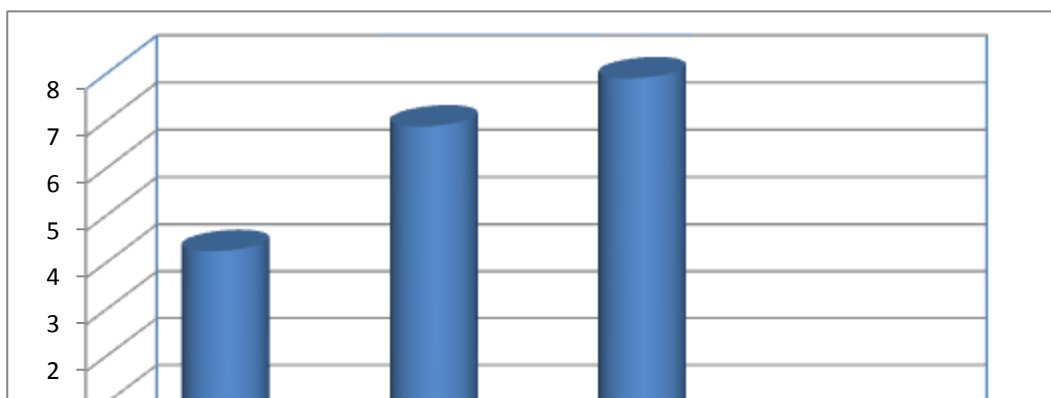


Figure 1. the chart of indicators of Speaking Ability in cycle I and cycle II.

The chart above indicates that the score of diagnostic test is 4,23 and score of cycle I is 6,87. It means that the students' has guined improvement, even thought it is classified as fair. This also means that the target in cycle I has not been achieved yet. So, the researcher decided to organize cycle II 7,89. There is a significant improvement of the students' speaking ability specially mind mapping that shown clearly in the chart after taking an action in cycle through Mind Mapping Technique.

1. The percentage of the students' mind mapping in speaking ability

The following table showed the percentage of students' mind mapping achievement in speaking ability through GrapMind Mapping Technique is significant. It is supported by result of the test value in cycle II was greater than test value of cycle I.

Table 4. The classification and percentage of the students' mind mapping in speaking ability through Mind Mapping Technique.

| No. | Classification | Score | Preliminary Test | | Cycle I | | Cycle II | |
|-----|----------------|--------|------------------|---|---------|---|----------|---|
| | | | F | % | F | % | F | % |
| 1. | Excellent | 9,6-10 | - | - | - | - | - | - |

| | | | | | | | | |
|-------|-------------|---------|----|-----|----|------|----|---------|
| 2. | Very Good | 8,6-9,5 | - | - | 3 | 10 % | 6 | 20 % |
| 3. | Good | 7,6-8,5 | - | - | 3 | 10 % | 6 | 20 % |
| 4. | Fairly Good | 6,6-7,5 | - | - | 12 | 40 % | 13 | 43,33 % |
| 5. | Fair | 5,6-6,6 | - | - | 12 | 40 % | 5 | 16,66 % |
| 6. | Poor | 3,6-5,5 | 30 | 100 | - | - | - | - |
| 7. | Very Poor | 0-3,5 | - | - | - | - | - | - |
| Total | | | 30 | 100 | 30 | 100 | 30 | 100 |

Based on the data of the results observation indicated that some students' still lack of main idea in diagnostic test the students' (100 %) got very poor and cycle I that there is improvement, where as 3 students' (10 %) got very good, 3 students' (10 %) got good, 12 students' (40 %) got fairly good, 12 students' (40 %) got fair. Therefore, after action again and evaluation in the cycle II that there is significant improvement, where as 6 students' (20 %) got very good, 6 students' (20 %) got good, 13 students' (43,33 %) got fairly good, and 5 students' (16,66 %) got fair.

2. The result of the students' achievement in learning process

The result of observation of the students' activeness in teaching and learning process toward the application of Mind Mapping Technique in improving the students' speaking ability at the seventh grade students of SMP Negeri 4 Binamu in class VII.2 which was conducted in cycles during 8 meetings was taken by the observer through observation sheet. It could be seen clearly through the following table :

Table 6. The result of the students' activeness each meeting in cycle I and cycleII

| Cycle | Meetings | | | | Average Score | Improvement |
|-------|----------|-------|------|-------|---------------|-------------|
| | I | II | III | IV | | |
| I | 56,66 | 60 | 65 | 71,66 | 63,33 % | 11,25 % |
| II | 63,33 | 73,33 | 77,5 | 84,16 | 74,58 % | |

The table above explain about the average of the students' activeness in teaching and learning process through observation sheet observer. The table above shows a process of the students' activity in each meeting. The percentages of the cycle I from the first meeting to the forth meeting are 56,66 %, 60 %, 65 % and 71,66 %. Moreover, the percentage of the cycle II from the first meeting to the forth meeting are 63,33 %, 73,33 %, 77,5 %, and 84,16 %. In addition, the average score in every cycle, in cycle I is 63,33 % and in cycle II is 74,58 %. Hence, the improvement of the students' activity is 11,25 %. To know the improvement clearly, look at the following chart:

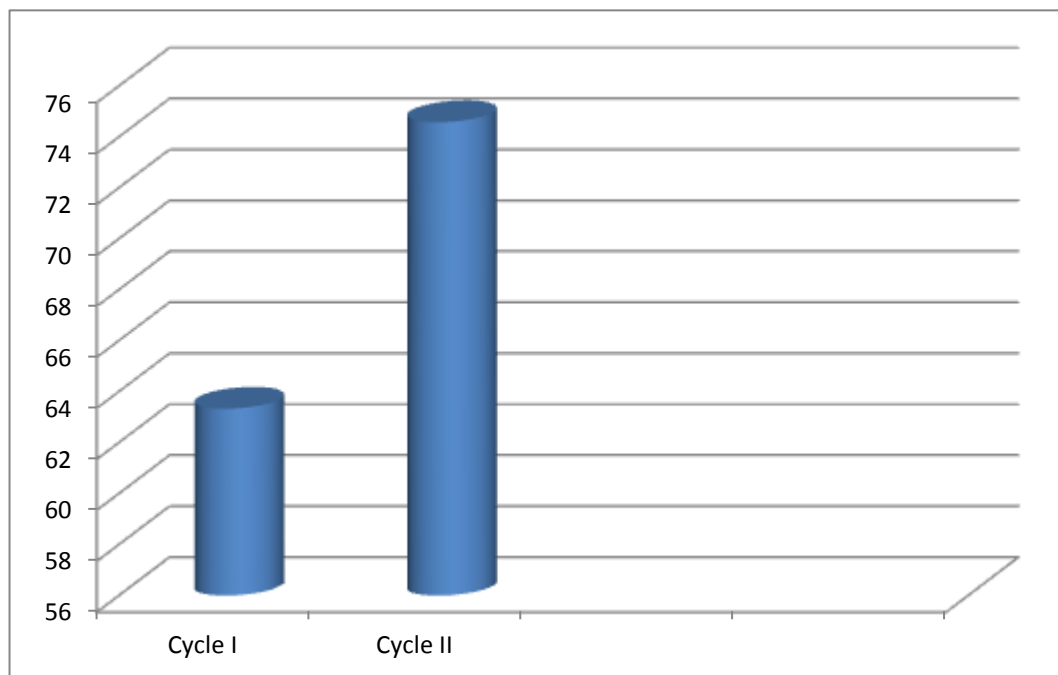


Figure 4. The students' observation in learning speaking ability.

The chart above shows that the students' observation in learning speaking ability through Mind Mapping Technique by the students of Class VII.2 at SMP Negeri 4 Binamu. In chart above, presented the students' situation during teaching and learning process in reading comprehension from cycle I to cycle II. From the graphic it is known that there is a changing of students' situation in learning reading is 63,33 % and the changed to be 74,58 %.

B. Discussions

In this part, discussion deals with the interpretation of findings derived. The Mind Mapping Technique in teaching speaking ability Class VII.2 of SMP Negeri 4 Binamu can improve the students' achievement and their ability to understand the material of speaking ability in cycle I and cycle II inside the learning process and KKM in Class VII.2 of SMP Negeri 4 Binamu specially English subject is 7,0.

Before taking a classroom action research through Mind Mapping Technique, the researcher hold diagnostic test to measure the students' prior knowledge in English learning. To improve the students' speaking ability, the researcher decided to use mind mapping technique and then prepared to cycle I

that consisted of four phases namely : planning, action, observation, and reflection. In cycle I, the researcher found that the students still difficult and confused to comprehend the text. The difficulty of the students in speaking had been analyzed, so the researcher had to think the solution of the problem. The researcher decided to do cycle II by doing revision in the lesson plan. In cycle II, the researcher got a good response from the students. Students are fair active in classroom. They can enjoy the teaching and learning process, and their score was improved in cycle II.

In diagnostic test and cycle I, the students' mind mapping in speaking ability is still lack, whereas 3 students' (10 %) very good, 3 students' (10 %) got good, 12 students' (40 %) fairly good, and 12 students' (40 %) got fair. On the contrary, in cycle II, the students' mind mapping is improved, whereas students' (20 %) got very good, 6 students (20 %) got good, 13 students (43,33 %) got fairly good, and 5 students (16,66 %) got fair. In diagnostic test the students' supporting detail of contents is very low. In cycle II, the students had improvement from the cycle I. Whereas, 6 students (20 %) got very good, 12 students (40 %) got good, and 12 students (40 %) got fairly good.

The mean score of the students' speaking ability in diagnostic test was 4,23, in cycle I was 6,87, and in cycle II was 7,89. The students' improvement was from diagnostic test to cycle I was 62,41 and cycle II was 14,84. It means that the students' reading comprehension improved significantly through Mind Mapping Technique.

The mean score of the students' speaking ability in diagnostic test in implemented the supporting details of the contents was 4,30, in cycle I was 6,61, and in cycle II was 7,39. The students' improvement was from diagnostic test to cycle I was 53,72 and cycle I to cycle II was 11,80. It means that the students' speaking ability improved significantly through Mind Mapping Technique

The observation result of students' activeness in teaching and learning process improved significantly through Mind Mapping Technique in improving the students' speaking ability. It was proved by the improvement of the mean score of the students' activeness in cycle I namely 63,33 % became 74,58 % in cycle II. It also means that there is improvement of the students' activeness in cycle I to cycle II was 11,25 % in learning reading was through Mind Mapping Technique.

Based on the discussion above, we can know that there was different result between cycle I and cycle II in teaching learning speaking through Mind Mapping Technique.

The researcher may say that teaching reading through Mind Mapping Technique is a good way to improve the students' speaking ability.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

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

A. Conclusions

Based on the research that has been done by the researcher, the researcher concludes that the use of Mind Mapping technique in teaching speaking could improve the seventh year students' achievement on speaking ability at SMP Negeri 4 Binamu Jeneponto in the academic year 2017/2018. Based on the students' response, they enjoyed the technique which was applied in their classroom in teaching speaking. They improved their speaking use Mind Mapping technique very well.

The percentage of success increased from the preliminary study, cycle 1 and cycle2. In the preliminary study, there were only 4.23% who students passed the test. But in the cycle 1, the students who got score at least 7.0 improved up to 6.87%. Although it still could not reach the criteria of success, it showed significant improvement from preliminary study. Then, in the second cycle, the students who passed the test became 7.92%, so the target of the research has been reached. It means that the use of Mind Mapping technique by using mini pictures was useful and good to improve the students' speaking ability achievement.

B. Suggestions

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

1. Suggestions for the English Teachers

Realizing that the use of Mind Mapping technique was successful as a good strategy that can improve the speaking ability of the seventh year students at SMP Negeri 4 Binamu Jeneponto in the academic year 2017/2018, the Research suggested the English teachers at SMP Negeri 4 Binamu Jeneponto to create more creative strategy, and the Mind Mapping technique is one of technique that can be developed mind of the students in teaching and learning process.

2. Suggestions for the Future Researchers

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

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Appendices

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Appendix 1

Time Table of Classroom Action Research

| No | Activities | Date and time |
|----|---------------------|--|
| 1 | Pre-research | August 09 th 2017 at 08.50 – finished |
| 2 | Preliminary Study | August 15 rd 2017 at 07.20 – 08.50 |
| 3 | Cycle 1 – Meeting 1 | August 22 rd 2017 at 07.20 – 08.50 |
| 4 | Cycle 1 – Meeting 2 | August 29 rd 2017 at 08.50 – 10.10 |
| 5 | Cycle 2 – Meeting 1 | September 05 th 2017 at 07.20 – 08.50 |
| 6 | Cycle 2 – Meeting 2 | September 12 rd 2017 at 07.20 – 08.50 |

Appendix 3

Scoring Guide in Preliminary-text

| No | Possible Answer | Note Remark | Score |
|----|-----------------------------------|--|-------|
| 1 | - My Name is Rudy | - The students' answer is accordance with the key answer or similar (name is free). | 3 |
| | - Rudy | - The students' answer is not completely accordance with the key answer. | 2 |
| | - I name want Rudy | - The students' answer is wrong (not in accordance with the key answer) or errors in grammar | 1 |
| | - (do not answer) | - The students' do not answer | 0 |
| 2 | - I live on Jl. Kambang Jeneponto | - The students' answer is accordance with the key answer or similar (Address is free). | 3 |
| | - Jl. Kambang Jeneponto | - The students' answer is not completely accordance with the key answer. | 2 |
| | - I live want Kambang | - The students' answer is wrong (not in accordance with the key answer) or errors in grammar | 1 |
| | - (do not answer) | - The students' do not answer | 0 |
| 3 | - I live on Jl. Kambang Jeneponto | - The students' answer is accordance with the key answer or similar (address is free). | 3 |
| | - Jl. Kambang Jeneponto | - The students' answer is not completely accordance with the key answer. | 2 |
| | - in Jeneponto | - The students' answer is wrong (not in accordance with the key answer) or errors in grammar | 1 |
| | - (do not answer) | - The students' do not answer | 0 |

Appendix 4

Preliminary-test Score

| Sum Of True | Score |
|-------------|-------|
| 9 | 100 |
| 8 | 89 |
| 7 | 78 |
| 6 | 67 |
| 5 | 56 |
| 4 | 44 |
| 3 | 33 |
| 2 | 22 |
| 1 | 11 |
| 0 | 0 |

Scores:

Sum of Score Earned X 100%
Maximum Score

Appendix 5

Detailed Scoring Board in Preliminary - Test

| No | Name | Question | | | Total Score | Grade | Remark | |
|----|------|----------|---|---|-------------|-------|--------|-------|
| | | 1 | 2 | 3 | | | Passed | Filed |
| 1 | AWP | 3 | 2 | 1 | 6 | | | |
| 2 | AMV | 2 | 2 | 2 | 6 | | | |
| 3 | AD | 2 | 2 | 1 | 5 | | | |
| 4 | ADP | 2 | 2 | 1 | 5 | | | |
| 5 | ATP | 2 | 2 | 1 | 5 | | | |
| 6 | BDS | 2 | 1 | 2 | 5 | | | |
| 7 | DFS | 2 | 2 | 2 | 6 | | | |
| 8 | DPS | 2 | 2 | 2 | 6 | | | |
| 9 | DPA | 2 | 2 | 2 | 6 | | | |
| 10 | EDS | 2 | 2 | 2 | 6 | | | |
| 11 | EK | 2 | 2 | 2 | 6 | | | |
| 12 | FKT | 2 | 2 | 2 | 6 | | | |
| 13 | FNW | 2 | 2 | 2 | 6 | | | |
| 14 | GBB | 2 | 2 | 2 | 6 | | | |
| 15 | HK | 2 | 2 | 1 | 5 | | | |
| 16 | IP | 2 | 2 | 1 | 5 | | | |
| 17 | IN | 2 | 2 | 2 | 6 | | | |
| 18 | HIS | 2 | 2 | 2 | 6 | | | |
| 19 | KL | 2 | 2 | 2 | 6 | | | |
| 20 | LE | 2 | 2 | 2 | 6 | | | |
| 21 | MHNB | 3 | 2 | 1 | 6 | | | |
| 22 | MW | 2 | 2 | 2 | 6 | | | |
| 23 | MVF | 2 | 2 | 2 | 6 | | | |
| 24 | MZ | 2 | 2 | 2 | 6 | | | |
| 25 | MAN | 2 | 2 | 2 | 6 | | | |
| 26 | MREP | 1 | 2 | 2 | 5 | | | |
| 27 | NI | 2 | 2 | 1 | 5 | | | |
| 28 | PR | 2 | 2 | 2 | 6 | | | |
| 29 | RS | 3 | 2 | 1 | 6 | | | |
| 30 | RPP | 2 | 2 | 2 | 6 | | | |

Microsof Excel Procedure

Appendix 6

LESSON PLAN CYCLE I

| | |
|---|--|
| School | : SMP NEGERI 4 BINAMU |
| Subject | : BAHASA INGGRIS |
| Class/ Semester | : VII/ 1 |
| Time Allotment | : 2X 45 |
| Skill | : Speaking |
| Theme | : My Family's Activities |
| Standar Kompetensi | : to express the meaning in simple transactional and interpersonal conversation to interact with the environment. |
| Basic competence | : to express the use of meaning in transactional conversation (to get things done) and interpersonal social using a variety of written language accurately, fluently, and thank to interact with the environment. |
| Indicator | : 1. The students are able to express oral to information 2. The students are able to ask and answer a variety of information orally 3. The students are able to describe mind Mapping Pictures used simple present tense by theme "Family's Activities" |
| Karakteristik Peserta Didik yang diharapkan | : - Respect - Speak Up - Creative - Diligence - Responsibility |

I. Learning Objectives

Students are expected able to:

1. Express oral information
2. Ask and answer a variety of information orally.
3. Describe Mind Mapping pictures used simple present tense by theme “Family’s Activities”

II. Learning Material

Simple Present Tense

Simple Present Tense is used to declare the event or activity happening of the moment simple present is also used to express a fact or something that occurs repeatedly in the present.

The Formula:

(+) Positive : S + V_I (S/Es)

(-) Negative : S + DO/DOES + NO + V_I

(?) Interrogative : DO/DOES + S + V_I

NOTE:

For : I, We, You, They. Used DO

For : he, she, it used DOES

- Example of positive sentence
 - I drink coffee
 - She drinks coffee
 - We drink coffee
- Example of negative sentence
 - I do not drink coffee
 - She does not drink coffee
 - We do not drink coffee
- Example of interrogative sentence
 - Do you drink coffee

- Does she drink coffee
- Do we drink coffee

III. Teaching Method / Technique

Mind Mapping Technique

IV. Learning Activities

Meeting I

| NO | Learning Procedure | Time Allotment |
|----|---|----------------|
| | <p>Pre- Teaching</p> <p><i>a.</i> Apperception</p> <ul style="list-style-type: none"> - The teacher check the students - Redness to follow the learning process - Greeting - The teacher check attendance list the students <p><i>b.</i> Motivation</p> <ul style="list-style-type: none"> - The teacher give motivation to the students - The teacher informs the material that will be delivered to achieve competence. | 10 minuts |
| | <p>Whilst- Teaching</p> <p><i>a.</i> Exploration</p> <ul style="list-style-type: none"> - The teacher explains a little about the simple present tense and the formula - The teacher explains about the Mind | |

| | | |
|--|--|-----------|
| | <p>Mapping Technique</p> <ul style="list-style-type: none"> - The teacher present some interesting pictures by theme “Family’s Activities” - The teacher guide the students to actively discuss the pictures <p><i>b.</i> Elaboration</p> <ul style="list-style-type: none"> - The students learn about the material - The students discuss about the pictures with their group <p><i>c.</i> Confirmation</p> <ul style="list-style-type: none"> - The teacher ask to the students to give the impression of feedback about the difficulties in dealing with the matter - The teacher give instruction to the students who have difficulties in learning process - The teacher gave assignment have to tired of practice speaking and preparing the evaluation of material - The teacher to motivate students who are passive in the teaching and learning process | 60 minuts |
| | <p>Post- Teaching</p> <ul style="list-style-type: none"> - The teacher guide the students to further practice speaking and interacting in English | |

| | | |
|--|---|-----------|
| | <ul style="list-style-type: none"> - The teacher give conclusion about the content that has been learned - The teacher ask to the students to difficulties in teaching and learning process - The students give competence to the next meeting - The teacher closes the teaching and learning process | 10 minuts |
|--|---|-----------|

Meeting II

| NO | Learning Procedure | Time Allotment |
|----|--|----------------|
| | <p>Pre- Teaching</p> <p><i>a.</i> Apperception</p> <ul style="list-style-type: none"> - The teacher check the students Redness to follow the learning process - Greeting - The teacher check attendance list the students <p><i>b.</i> Motivation</p> <ul style="list-style-type: none"> - The teacher give motivation to the students - The teacher reviewing little about the matter before. - The teacher inform the material that will be delivered to achieve | 10 minuts |

| | | |
|--|---|-----------|
| | competency. | |
| | <p>Whilst- Teaching</p> <p><i>a.</i> Exploration</p> <ul style="list-style-type: none"> - The teacher explains detail about the Mind Mapping technique again. - The teacher present some interesting pictures by theme “Family’s Activities” - The teacher guide the students to actively discuss the pictures - The teacher ask the students to tell and explains about their mind mapping pictures in front of the class <p><i>b.</i> Elaboration</p> <ul style="list-style-type: none"> - The students learn about the material - The students discuss about the pictures with their group - The students tell and explains about their mind mapping pictures in front of the class <p><i>c.</i> Confirmation</p> <ul style="list-style-type: none"> - The teacher give instruction to the students who have difficulty in learning process - The teacher to motivate students who are passive in the teaching and learning process | 60 minuts |
| | Post- Teaching | |

| | | |
|--|---|-----------|
| | <ul style="list-style-type: none"> - The teacher guide the students to further practice speaking and interacting in English - The teacher give conclusion about the content that has been learned - The teacher ask to the students to difficulties in teaching and learning process - The teacher closes the teaching and learning process | 10 minuts |
|--|---|-----------|

V. Instructional Media

- Work sheet of mind mapping pictures
- Dictionary
- Handout

VI. Assessment

Technique : performance assessment

From of assessment : oral test (the assessment is based on the students performance when presenting the mind mapping pictures in front of the class)

Rubric


| No | Aspect | Score | Criteria |
|----|---------------|-------|--------------------------|
| 1. | Pronunciation | 3 | Acceptable and read able |
| | | 2 | Difficult but acceptable |
| | | 1 | unclearly pronunciation |
| | | 0 | No utterance |

| | | | |
|----|---------------|------------------|---|
| 2. | Fluency | 3 2 1 0 | Speak fluently, no sign tent pose Speak well enough, pose here are there Speak unclearly No utterance |
| 3. | Vocabulary | 3 2 1 0 | Key diction, supporting Diction, additional Supporting diction, additional diction No utterance |
| 4. | Grammar | 3 2 1 0 | Clause, phrasing order appropriate Clause OK, phrasing order not ok Clause and phrasing order not ok No utterance |
| 5. | Comprehension | 3 2 1 0 | Understanding the conversation and an score all the question correctly Answering the questions correctly Answering small of questions No utterance |

Scores



Max Score: $\frac{\text{Sum of score earned Y}}{100} \times 100$

Appendix 8




Observing and Questioning

This is Lina's Birthday Invitation card.



Who is invited to the party?

How old is Lina?



Who celebrate the birthday?

When will the party begin?

Where will the party begin?

52

SMP KELAS VIII SMP/ MTs

Appendix 9

Scoring Guide in Cycle 1

| NO | Aspect | Score | Criteria |
|----|---------------|-------|---|
| 1 | Pronunciation | 3 | Acceptable and readable |
| | | 2 | Different but acceptable |
| | | 1 | Unclear pronunciation |
| | | 0 | No utterance |
| 2 | Fluency | 3 | Speak fluently, no significant pause |
| | | 2 | Speak well enough, pause here and there |
| | | 1 | Speak unclearly |
| | | 0 | No utterance |
| 3 | Vocabulary | 3 | Key diction, supporting diction, additional |
| | | 2 | Supporting diction, additional diction |
| | | 1 | Supporting diction |
| | | 0 | No utterance |
| 4 | Grammar | 3 | Clause, phrasing order appropriate |
| | | 2 | Clause OK, phrasing order not OK |
| | | 1 | Clause and phrasing order not OK |
| | | 0 | No utterance |
| 5 | Comprehension | 3 | Understanding the conversation and answer all the questions correctly |
| | | 2 | Answering the questions correctly |
| | | 1 | Answering small of questions |
| | | 0 | No utterance |

Appendix 10

Scoring in Cycle 1

| Sum of True Score | Score |
|-------------------|-------|
| 15 | 100 |
| 14 | 93 |
| 13 | 87 |
| 12 | 80 |
| 11 | 73 |
| 10 | 67 |
| 9 | 60 |
| 8 | 53 |
| 7 | 47 |
| 6 | 40 |
| 5 | 33 |
| 4 | 27 |
| 3 | 20 |
| 2 | 13 |
| 1 | 7 |

Score

Sum of Score Earned X 100 %
Maximum Score

Appendix 11

Detail Scoring board in Cycle 1

| NO | Name | Aspect | | | | | Total Score | Grade | Remark | |
|----|------|--------|-----|-----|-----|-----|-------------|-------|--------|-------|
| | | Pron | Flu | Voc | Gra | Acc | | | Passed | Filed |
| 1 | AWP | 2 | 2 | 3 | 2 | 2 | 11 | 73 | √ | |
| 2 | AMV | 2 | 3 | 3 | 2 | 2 | 12 | 80 | √ | |
| 3 | AD | 2 | 2 | 3 | 2 | 1 | 10 | 67 | | √ |
| 4 | ADP | 2 | 2 | 3 | 2 | 1 | 10 | 67 | | √ |
| 5 | ATP | 2 | 2 | 3 | 2 | 2 | 11 | 73 | √ | |
| 6 | BDS | 2 | 3 | 4 | 2 | 2 | 13 | 87 | √ | |
| 7 | DFS | 3 | 3 | 3 | 2 | 2 | 13 | 87 | √ | |
| 8 | DPS | 3 | 2 | 3 | 1 | 2 | 11 | 73 | | √ |
| 9 | DPA | 3 | 3 | 3 | 3 | 3 | 15 | 100 | √ | |
| 10 | EDS | 2 | 3 | 3 | 1 | 2 | 11 | 73 | √ | |
| 11 | EK | 2 | 3 | 2 | 2 | 2 | 11 | 73 | √ | |
| 12 | FKT | 2 | 2 | 3 | 1 | 2 | 10 | 67 | | √ |
| 13 | FNW | 2 | 3 | 2 | 2 | 2 | 11 | 73 | √ | |
| 14 | GBB | 1 | 3 | 2 | 2 | 2 | 10 | 67 | | √ |
| 15 | HK | 2 | 2 | 2 | 1 | 2 | 9 | 60 | | √ |
| 16 | IP | 2 | 2 | 3 | 2 | 2 | 11 | 73 | √ | |
| 17 | IN | 2 | 3 | 3 | 2 | 2 | 12 | 80 | √ | |
| 18 | HIS | 2 | 2 | 3 | 2 | 1 | 10 | 67 | | √ |
| 19 | KL | 3 | 3 | 3 | 3 | 3 | 15 | 100 | √ | |
| 20 | LE | 2 | 2 | 2 | 2 | 2 | 10 | 67 | | √ |
| 21 | MHNB | 2 | 2 | 3 | 3 | 1 | 11 | 73 | √ | |
| 22 | MW | 2 | 2 | 3 | 2 | 1 | 10 | 67 | | √ |
| 23 | MVF | 3 | 2 | 3 | 2 | 2 | 12 | 80 | √ | |
| 24 | MZ | 2 | 1 | 2 | 1 | 2 | 8 | 53 | | √ |
| 25 | MAN | 2 | 2 | 2 | 2 | 1 | 9 | 60 | | √ |
| 26 | MREP | 3 | 2 | 3 | 2 | 1 | 11 | 67 | | √ |
| 27 | NI | 3 | 3 | 2 | 2 | 1 | 11 | 67 | | √ |
| 28 | PR | 2 | 2 | 3 | 3 | 2 | 12 | 80 | √ | |
| 29 | RS | 2 | 3 | 2 | 2 | 2 | 11 | 67 | | √ |
| 30 | RPP | 3 | 2 | 2 | 2 | 2 | 11 | 67 | | √ |

Microsof Excel Procedur

Appendix 12

LESSON PLAN CYCLE II

| | |
|--|---|
| School | : SMP NEGERI 4 BINAMU |
| Subject | : BAHASA INGGRIS |
| Class/ Semester | : VII/ 1 |
| Time Allotment | : 2X 45 |
| Skill | : Speaking |
| Theme | : Birthday Party |
| Standar Kompetensi | : to express the meaning in simple transactional and interpersonal conversation to interact with the environment. |
| Basic competence | : to express the use of meaning in transactional conversation (to get things done) and interpersonal social using a variety of written language accurately, fluently, and thank to interact with the environment. |
| Indicator | : 1. The students are able to express oral to information 2. The students are able to ask and answer a variety of information orally 3. The students are able to describe mind Mapping Pictures used simple present tense by theme “ Family’s Activities” |
| Karakteristik Peserta Didik yang DI harapkan | : - Respect - Speak Up - Creative - Diligence - Responsibility |

VII. Learning Objectives

Students are expected able to:

4. Express oral information
5. Ask and answer a variety of information orally.
6. Describe Mind Mapping pictures used simple present tense by theme “Family’s Activities”

VIII. Learning Material

Simple past tense

Past tense is a sentence to express events in the distant past, (past here is not meant to be a long time ago, but the event is over whether it's 2 hours ago, 2 days ago, etc.)

The Formula :

(+) Positif : S + V2

(-) Negative : S + DID + NOT + V1

(?) Introgative : DID + S + V1 ?

The Example of Sentence 1 :

(+) Ani saw her standing there yesterday

(-) Ani did not see her standing there yesterday

(?) did Ani see her standing there yesterday ?

The Example of Sentence 2 :

(+) My father bought this car last year

(-) My father did not buy this car last year

(?) did My father buy this car last year?

IX. Teaching Method / Technique

Mind Mapping Technique

X. Learning Activities

Meeting I

| NO | Learning Procedure | Time Allotment |
|----|---|----------------|
| | <p>Pre- Teaching</p> <p><i>c.</i> Apperception</p> <ul style="list-style-type: none"> - The teacher check the students - Redness to follow the learning process - Greeting - The teacher check attendance list the students <p><i>d.</i> Motivation</p> <ul style="list-style-type: none"> - The teacher give motivation to the students - The teacher informs the material that will be delivered to achieve competence. | 10 minuts |
| | <p>Whilst- Teaching</p> <p><i>d.</i> Exploration</p> <ul style="list-style-type: none"> - The teacher explains a little about the simple present tense and the formula - The teacher explains about the Mind Mapping Technique - The teacher present some interesting pictures by theme “Family’s Activities” - The teacher guide the students to actively discuss the pictures | 60 minuts |

| | | |
|--|---|-----------|
| | <p><i>e.</i> Elaboration</p> <ul style="list-style-type: none"> - The students learn about the material - The students discuss about the pictures with their group <p><i>f.</i> Confirmation</p> <ul style="list-style-type: none"> - The teacher ask to the students to give the impression of feedback about the difficulties in dealing with the matter - The teacher give instruction to the students who have difficulties in learning process - The teacher gave assignment have to tired of practice speaking and preparing the evaluation of material - The teacher to motivate students who are passive in the teaching and learning process | |
| | <p>Post- Teaching</p> <ul style="list-style-type: none"> - The teacher guide the students to further practice speaking and interacting in English - The teacher give conclusion about the content that has been learned - The teacher ask to the students to difficulties in teaching and learning process - The students give competence to the | 10 minuts |

| | | |
|--|--|--|
| | <p>next meeting</p> <ul style="list-style-type: none"> - The teacher closes the teaching and learning process | |
|--|--|--|

Meeting II

| NO | Learning Procedure | Time Allotment |
|----|--|----------------|
| | <p>Pre- Teaching</p> <p><i>c. Apperception</i></p> <ul style="list-style-type: none"> - The teacher check the students Redness to follow the learning process - Greeting - The teacher check attendance list the students <p><i>d. Motivation</i></p> <ul style="list-style-type: none"> - The teacher give motivation to the students - The teacher reviewing little about the matter before. - The teacher inform the material that will be delivered to achieve competency. | 10 minuts |
| | <p>Whilst- Teaching</p> <p><i>d. Exploration</i></p> <ul style="list-style-type: none"> - The teacher explains detail about the Mind Mapping technique again. - The teacher present some interesting | |

| | | |
|--|--|-----------|
| | <p>pictures by theme “Family’s Activities”</p> <ul style="list-style-type: none"> - The teacher guide the students to actively discuss the pictures - The teacher ask the students to tell and explains about their mind mapping pictures in front of the class <p><i>e.</i> Elaboration</p> <ul style="list-style-type: none"> - The students learn about the material - The students discuss about the pictures with their group - The students tell and explains about their mind mapping pictures in front of the class <p><i>f.</i> Confirmation</p> <ul style="list-style-type: none"> - The teacher give instruction to the students who have difficulty in learning process - The teacher to motivate students who are passive in the teaching and learning process | 60 minuts |
| | <p>Post- Teaching</p> <ul style="list-style-type: none"> - The teacher guide the students to further practice speaking and interacting in English - The teacher give conclusion about the content that has been learned - The teacher ask to the students to | 10 minuts |

| | | |
|--|---|--|
| | <p>difficulties in teaching and learning process</p> <ul style="list-style-type: none"> - The teacher closes the teaching and learning process | |
|--|---|--|

XI. Instructional Media

- Work sheet of mind mapping pictures
- Dictionary
- Handout

XII. Assessment

Technique : performance assessment

Form of assessment : oral test (the assessment is based on the students performance when presenting the mind mapping pictures in front of the class)

Rubric

| No | Aspect | Score | Criteria |
|----|---------------|-------|-----------------------------------|
| 1. | Pronunciation | 3 | Acceptable and read able |
| | | 2 | Difficult but acceptable |
| | | 1 | unclearly pronunciation |
| | | 0 | No utterance |
| 2. | Fluency | 3 | Speak fluently, no sign tent pose |
| | | 2 | Speak well enough, pose here are |
| | | 1 | there |
| | | 0 | Speak unclearly No utterance |

| | | | |
|----|---------------|------------------|---|
| 3. | Vocabulary | 3 2 1 0 | Key diction, supporting Diction, additional Supporting diction, additional diction No utterance |
| 4. | Grammar | 3 2 1 0 | Clause, phrasing order appropriate Clause OK, phrasing order not ok Clause and phrasing order not ok No utterance |
| 5. | Comprehension | 3 2 1 0 | Understanding the conversation and an score all the question correctly Answering the questions correctly Answering small of questions No utterance |

Scores

Max Score: $\frac{\text{Sum of score earned Y}}{100} \times$

Appendix 14

My Daily Activities

I usually wake up in the morning at 4.00. then I immediately pray subuh. Before I go to school already tidied my room, breakfast, and fed my cat. I go to school at 06.30 with my father accompany me. In the school I study from 06.30 a.m until 12.00 p.m after school, I immediately change my clothes and have a lunch. After that, I play with my beloved cat. I usually watch TV with my family. In the night, I do my homework and go to sleep at 09.00

SOAL

- FAMILY'S Activities

1. I usually wake up at A.m in the morning
2. I go to at 06.30 a.m
3. My father takes me to school with
4. In the school, I study from.....a.m. until A.m

Appendix 15

Scoring Guide in Cycle 2

| NO | Aspect | Score | Criteria |
|----|---------------|-------|---|
| 1 | Pronunciation | 3 | Acceptable and readable |
| | | 2 | Different but acceptable |
| | | 1 | Unclear pronunciation |
| | | 0 | No utterance |
| 2 | Fluency | 3 | Speak fluently, no significant pause |
| | | 2 | Speak well enough, pause here and there |
| | | 1 | Speak unclearly |
| | | 0 | No utterance |
| 3 | Vocabulary | 3 | Key diction, supporting diction, additional |
| | | 2 | Supporting diction, additional diction |
| | | 1 | Supporting diction |
| | | 0 | No utterance |
| 4 | Grammar | 3 | Clause, phrasing order appropriate |
| | | 2 | Clause OK, phrasing order not OK |
| | | 1 | Clause and phrasing order not OK |
| | | 0 | No utterance |
| 5 | Comprehension | 3 | Understanding the conversation and answer all the questions correctly |
| | | 2 | Answering the questions correctly |
| | | 1 | Answering small of questions |
| | | 0 | No utterance |

Appendix 16

Scoring in Cycle 2

| Sum of True Score | Score |
|-------------------|-------|
| 15 | 100 |
| 14 | 93 |
| 13 | 87 |
| 12 | 80 |
| 11 | 73 |
| 10 | 67 |
| 9 | 60 |
| 8 | 53 |
| 7 | 47 |
| 6 | 40 |
| 5 | 33 |
| 4 | 27 |
| 3 | 20 |
| 2 | 13 |
| 1 | 7 |

Score

Sum of Score Earned X 100 %
Maximum Score

Appendix 17

Detailed Scoring board in Cycle 2

| No | Name | Aspect | | | | | Total Score | Grade | Remark | |
|----|------|--------|-----|-----|-----|-----|-------------|-------|--------|-------|
| | | Pron | Flu | Voc | Gra | acc | | | Pased | Filed |
| 1 | AWP | 2 | 2 | 3 | 2 | 2 | 13 | 87 | √ | |
| 2 | AMV | 2 | 3 | 3 | 2 | 2 | 12 | 80 | √ | |
| 3 | AD | 2 | 2 | 2 | 2 | 2 | 12 | 80 | √ | |
| 4 | ADP | 2 | 2 | 3 | 2 | 1 | 10 | 60 | | √ |
| 5 | ATP | 2 | 2 | 3 | 2 | 2 | 11 | 67 | | √ |
| 6 | BDS | 2 | 3 | 2 | 2 | 3 | 12 | 80 | √ | |
| 7 | DFS | 3 | 3 | 3 | 3 | 2 | 14 | 93 | √ | |
| 8 | DPS | 3 | 2 | 3 | 2 | 2 | 12 | 80 | √ | |
| 9 | DPA | 3 | 3 | 3 | 2 | 3 | 14 | 93 | √ | |
| 10 | EDS | 3 | 3 | 3 | 3 | 2 | 14 | 93 | √ | |
| 11 | EK | 2 | 2 | 3 | 2 | 2 | 11 | 67 | | √ |
| 12 | FKT | 3 | 2 | 2 | 1 | 2 | 12 | 80 | √ | |
| 13 | FNW | 2 | 3 | 2 | 2 | 2 | 11 | 67 | | √ |
| 14 | GBB | 2 | 3 | 3 | 2 | 2 | 12 | 80 | √ | |
| 15 | HK | 2 | 2 | 2 | 1 | 1 | 8 | 56 | | √ |
| 16 | IP | 2 | 2 | 3 | 2 | 2 | 11 | 67 | | √ |
| 17 | IN | 3 | 3 | 3 | 3 | 2 | 14 | 93 | √ | |
| 18 | HIS | 3 | 2 | 2 | 2 | 1 | 10 | 67 | | √ |
| 19 | KL | 3 | 3 | 3 | 3 | 3 | 15 | 100 | √ | |
| 20 | LE | 2 | 2 | 3 | 2 | 2 | 11 | 67 | | √ |
| 21 | MHNB | 3 | 2 | 33 | 2 | 2 | 12 | 80 | √ | |
| 22 | MW | 3 | 2 | 2 | 2 | 2 | 11 | 67 | | √ |
| 23 | MVF | 3 | 3 | 2 | 2 | 2 | 12 | 80 | √ | |
| 24 | MZ | 2 | 1 | 2 | 2 | 1 | 8 | 67 | | √ |
| 25 | MAN | 3 | 2 | 3 | 2 | 2 | 12 | 80 | √ | |
| 26 | MREP | 2 | 3 | 2 | 2 | 2 | 11 | 78 | √ | |
| 27 | NI | 3 | 2 | 3 | 2 | 2 | 12 | 80 | √ | |
| 28 | PR | 3 | 3 | 3 | 2 | 2 | 13 | 87 | √ | |
| 29 | RS | 2 | 3 | 2 | 2 | 2 | 11 | 78 | √ | |
| 30 | RPP | 3 | 2 | 3 | 1 | 2 | 11 | 67 | | √ |

Appendix 18

Picture.1 of Teaching Learning Activities

The researcher doing preliminary test. He asks the students to answer some questions as preliminary test.



Picture.2 The researcher explains about Mind Mapping in front of the class.





Picture.3 The researcher doing task. He used questionnaires sheet to get the data about the reason of the students using mind mapping during teaching and learning



Picture.4 The students are doing the assignment in group and prepare it to present in front of the class.



Picture.5 The student's practice to speak based on their mind mapping. They do it individually but they stand in group. The researcher appreciate their action



CURRICULUM VITAE



Nasrul was born on Juni 15st, 1994 in Jenepono. He has 5 Brothers and 1 sister. He lives at South Kambang, Jenepono regency. He is the Five child from the couple of Sattuali and Nia. He started her education, first was in elementary school at SDN No. 84 Ganrang-Ganrang and he graduated in 2006. Then, he continued at SMP Negeri 4 Binamu, he graduated in 2019. And he continued at MAN I Jenepono and graduated in 2012. Then he entered the English Department field at Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis with title **Using Mind Mapping to Improve the Students' Speaking Ability of the Seventh Grade Students at SMPN 4 Binamu Kabupaten Jenepono in the Academic Year 2017/2018**".