

**AN UNDERGRADUATE THESIS**

**THE EFFECTIVENESS OF USING MIND MAPPING  
STRATEGY TOWARD THE STUDENTS' SPEAKING  
ABILITY AT THE TENTH GRADER OF SENIOR  
HIGH SCHOOL KARTIKATAMA METRO IN THE  
ACADEMIC YEAR OF 2015/2016**

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**TARBIYAH DEPARTMENT  
ENGLISH EDUCATION STUDY PROGRAM**

**STATE ISLAMIC COLLEGE OF (STAIN) JURAI  
SIWO METRO  
1437 H / 2016**

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ACADEMIC YEAR OF 2015/2016**

**Presented as a Partial Fulfillment of the Requirement for  
the Degree of Sarjana Pendidikan (S.Pd)  
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**EFEKTIFITAS PENGGUNAAN STRATEGI *MIND MAPPING*  
TERHADAP KEMAMPUAN BERBICARA PADA SISWA  
KELAS SEPULUH SMA KARTIKATAMA METRO TAHUN  
PELAJARAN 2015/2016  
ABSTRAK  
OLEH:  
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Strategi merupakan salah satu usaha yang dilakukan untuk mencapai tujuan utama dalam proses belajar mengajar. Untuk mendapat hasil atau mencapai tujuan yang diharapkan maka harus menggunakan strategi yang tepat. Seperti strategi mind mapping dalam kemampuan berbicara siswa siswa. Tujuan utama dari penelitian ini adalah mencari pengaruh penggunaan strategi mind mapping (X) terhadap kemampuan berbicara siswa (Y). Pada kelas X<sup>5</sup> tahun ajaran 2015/2016.

Berdasarkan data pra survey, permasalahan yang ditemukan dapat disimpulkan bahwa para siswa mengalami kesulitan dalam berbicara karena kurang memiliki ide untuk dituangkan dalam berbicara. Mind mapping dapat membantu siswa untuk menuliskan peta konsep serta ide-ide yang dapat dituangkan dalam berbicara. Siswa dapat berbicara dengan mudah berdasarkan peta konsep yang telah dibuat sebelumnya. Dalam hal ini, meneliti apakah ada pengaruh dari penggunaan strategi mind mapping terhadap kemampuan berbicara siswa.

Penelitian ini adalah *quasi-experimental design* (penelitian semu) dengan menerapkan pre-test dan post test sebagai instrument. Penelitian ini menggunakan satu kelas sebagai kelas kontrol dan eksperimen. Sesuai dengan metode penelitian ini, maka data di analisis dengan menggunakan *t-test* yang memungkinkan untuk mengetahui perbedaan skor sebelum dan sesudah menggunakan strategi mind mapping di kelas kontrol dan kelas eksperimen.

Penemuan peneliti ini menunjukkan bahwa  $t_{\text{observation}} 7,697$  dan ini termasuk dalam kategori pengaruh yang tinggi. Selanjutnya  $t_{\text{observation}}$  dikonsultasikan dengan dengan tabel signifikan  $t_{\text{table}} 5\% = 1,711$  dan  $1\% = 2,492$ ,  $t_{\text{observation}} > t_{\text{table}} 7,697 > 1,711$ . Data tersebut menyatakan bahwa  $t_{\text{observation}}$  lebih besar dari pada  $t_{\text{table}}$ . Ini dapat di artikan bahwa  $H_0$

diterima. Dapat diartikan bahwa mind mapping adalah strategi yang efektif dalam kemampuan berbicara siswa-siswi SMA Kartikatama tahun ajaran 2015/2016.

**THE EFFECTIVENESS OF USING *MIND MAPPING STRATEGY*  
TOWARD THE STUDENTS' SPEAKING ABILITY AT THE  
TENTH GRADER OF SENIOR HIGH SCHOOL OF  
KARTIKATAMA METRO  
IN THE ACADEMIC YEAR OF 2014/2015**

**ABSTRACT**

**BY:  
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Strategy is one of the effort that is used to achieve the aim in learning proces. To achieve the aim of it, needed a strategy that appropriate. Like as Mind Mapping strategy in speaking ability. The objective of this research is to know the positive influence of using mind mapping strategy (X) toward the students speaking ability (Y) class X<sup>5</sup> in the academic year of 2015/2016.

Based on the data pra-survey, the problems which had been identified was the students found difficulties in speaking because lack of ideas to express it in speaking. Mind Mapping strategy could help the students to write the concept and ideas that could be expressed it in speaking. Students could speak easily based on the concept they had make before. In this case to investigate whether there was influence of using mind mapping strategy toward the students' speaking ability.

This research was the *quasi-experimental design*, by applying pre-test and post-test as the instrument. This research use one class as the control and experimental class. In accordance with the method in present research experimental design, the data was analyzed by using t-test that enable to investigate the difference score between before and after using the mind mapping strategy in control and experiment class.

Finding research illustrated that  $t_{\text{observation}} = 7,697$  and it was categorized into high influence. Next,  $t_{\text{observation}}$  was consulted to significance table  $5\% = 1,711$  and  $1\% = 2,492$ . Finally, the data confirms  $t_{\text{observation}}$  was higher than  $t_{\text{table}} = 7,697 > 1,711$ . Thus, it could be inferred that the Alternative Hypothesis ( $H_a$ ) was accepted. It means that mind mapping is an effective strategy to the students' speaking ability in the tenth grader of SMA Kartikatama Metro in the academic year 2015/2016.

### **STATEMENT OF RESEARCH ORIGINALITY**

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**MOTTO**

**يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا .....  
.....الْعِلْمَ دَرَجَاتٍ**

“Allah will increase the people who devout around you and people who have  
given knowladge some levels”

(QS. Al-mujadalah -11)

**“Education is not about what you got but education is a process of  
lifelong”**

**{ Gloria Steinem }**

## **DEDICATION PAGE**

**This piece of work's dedicated to:**

My beloved parents (Partiman and Purdiniati).  
My beloved brother (Faris Hendra Setiawan), my  
friends, Atina S, Anita P, Awan J, Aprianita AN, and  
SOLLER Class thanks for your loving, praying and  
supporting until finished this thesis.

My beloved almamater State Islamic College (STAIN)  
Jurai Siwo Metro.

### **ACKNOWLEDGMENT**

Praise is only to Allah SWT, the lord of the universe, the inspiration of his life, that the researcher finally can finish the undergraduate thesis entitled “THE EFFECTIVENESS OF USING MIND MAPPING STRATEGY TOWARD THE STUDENTS’ SPEAKING ABILITY AT THE TENTH GRADER OF SENIOR HIGH SCHOOL KARTIKATAMA METRO IN THE ACADEMIC YEAR OF 2015/2016”. This thesis is arranged as fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in English education study program of STAIN JURAI SIWO METRO.

The first of all, the deepest gratitude would be addressed to my beloved parents for their endless love, for understanding and supporting her to finish the thesis soon. The greatest gratitude would also be addressed to both of the advisors, Drs. Kuryani, M.Pd. and Ahmad Subhan Roza, M.Pd. who have constantly given their endorsement, time and guidance so that the writer could finish the thesis.

The researcher is indebted to Mrs. Nur aprilisa, S.Pd. the English teacher moreover to Drs.Tugirah who gave permission to conduct the research. Also for the students who are sitting at the tenth graders of Senior High School of Kartikatama Metro in the Academic Year 2015/2016 who help the researcher in carrying out the study.

Metro,

**PUTRY PRAYASMITA**

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# CHAPTER I

## INTRODUCTION

### **A. Background of The Study**

In human life, language is so important. Language as a part of communication seem to have played an important role in human life. Language and human beings can not be separated. Human life perspicuity can run well because they use language to communicate something one. Through the language, people gain a better insight in society. They use the language to express their ideas and thoughts. Meanwhile language can survive and develop because people use it and teach to other people. Whoever, whenever and wherever they are, language always accompanies them. Even when one is silent, basically they still use language. It means used to form thought and feeling, will and activity.

In other hand, language is a manner that very important toward communication to other people and a facility to build interacts in our society. Using language needs some skill, how the listeners understand what the speaker says about word or sentences in each conversation. There are many factors that influence community, they are misunderstanding about language between speaker and listener when in conversation, passive responds, unknown native language and target language in communication, less vocabulary.

Nowdays English has an important role in the world. The different growth of language makes it the most popular among the other international languages. Nowadays, there are no part of the world affairs without English. International affairs such as education, economic, sport, science, medicine, and security, always involve English as the medium. Besides, it must be realized that most scientific books are written in English. In order to be able to comprehend the books for getting knowledge, one must have mastery in English and also the Indonesian students.

As every body knows that language is as a part to convey ideas, opinions, and feeling among the people by oral or written ways. One of the languages which are often used as a part of communication is English. It becomes the dominant language around the world, and now more and more use English as an international language.

For Indonesian, English is a foreign language. With this position it does not have social function as wide as a second language. English in an academic field is taught as a subject matter. By learning English the learners are hoped to be able to communicate about anything in English. It accordance with statement that the final aim of teaching. The students hopefully can master almost four skill such as listening, speaking, reading and writing. To achieve the communication function, we need general knowledge and skill of English and language competent. There are four language skills thought in senior high school of Kartikatama

Metro. They are listening, speaking, reading, and writing in order to be able to use English communicatively. English lesson in this curriculum more than 60% the lesson is about speaking.

Speaking is one most important skill. Its main function is for communication and communication is an important thing for human life. Not only that but also speaking is a skill that should be mastered by the students.

In other hand, there are some types of the text that are taught in Senior High School, they are descriptive text, recount text, news item text and etc. Descriptive text is the text that has a function to describe something, place, thing and personal person. Speaking descriptive text will be more easily and quickly to be received and understood by the students if the teacher use the suitable strategy.

For speaking descriptive text is not easy for the senior high school students especially at tenth grader. Students who are taught with a strategy are more highly motivated than those who are not and can be lead to more effective learning. There are many ways of teaching English in Senior High School. The teacher must be creative to use the suitable strategy in teaching speaking, in order that the student interest and active in teaching learning process.

The table below is the students' test result of pre survey of students' descriptive speaking ability at the tenth grader of Senior High School of Kartikatama Metro.

**Table 1**

Students' Speaking Score of Descriptive Speaking Ability at The Tenth Grade in Senior High School of Kartikatama Metro in the Academic Year of 2015/2016.

No	Score	Explanatio n	Students	Percentage
1	$\geq 75$	Passed	5	20 %
2	$< 75$	Failed	20	80%%
	<b>Total</b>		<b>25</b>	<b>100%</b>

Source: The English teacher' archives, taken on the pre-survey at November 19<sup>th</sup> 2015.

Referring the table above, it can be infered that the student's descriptive speaking ability is low because of the standard of minimum completeness of mastery learning (MC) in Senior High School of Kartikatama Metro is 75. It can be seen that just 5 of the student that have a good score of getting score more than 75 and 20 are failed because they have not reach the standard of minimum completeness of mastery learning (MC) yet or getting score under 75.

All these problem happened because they are difficult to express their ideas. That is important matter for speaking because of students can not make something that they want to speak. Beside that, the teacher usually tought the lesson by using the way which is more coventional so the students are bored to attended the lesson. The big problem is students descriptive speaking ability is not maximal. Except that the students also have lack of motivation in learning english. They also often felt bored in

learning english especially in speaking english. Most of the students also have difficulties in expressing their idea in descriptive text because most of them have limit in vocabulary.

From explanation above, the researcher solves the problem by a strategy that is mind mapping strategy in students descriptive speaking of the tenth graders of Senior High School Kertikatama Metro. The researcher wants to know about; whether there is effectiveness of Mind Mapping Strategy to the students' Descriptive Speaking Ability at the tenth graders of Senior High School Kartikatama.

## **B. Problem Identification**

Referring to the background of the study above, the problems can be identified as follows :

1. The students have lack of motivation in learning English.
2. The students have limit vocabularies.
3. The students feel bored in learning speaking.
4. The students have difficulties in expressing their idea in speaking.

## **C. Problem Limitation**

Based on the problem limitation above, the researcher takes some of problems before that the students feel bored in learning speaking and they also difficult for expressing their idea in descriptive speaking. So, in this research the researcher limits the problem that focus on the students that have difficulties in expressing their idea in speaking and make the students fun in learning english by using mind mapping especially.

#### **D. Problem Formulation**

Concerning the background of the study, the researcher formulated the problem of the study, as follow: “Is there effectiveness of using mind mapping strategy toward students’ speaking ability at the tenth grader of Senior High School Kartikatama Metro?”.

#### **E. Objective and Benefits of the Study**

##### 1. The Objective of The Study

Based on the formulation above, the researcher is aimed for knowing there is an effectiveness of using mind mapping strategy toward the students’ speaking ability at the tenth graders of senior high school Kartikatama Metro.

##### 2. The Benefit of The Study

After doing this reaserch and finding the results, the researcher hopes that it will be useful:

###### a. For The Students

By using Mind Mapping strategy, it is hoped as the strategyg in learning proses can give feed back to to the tenth grade at Senior High School Kertikatama would get more motivation to study English, especially to increase their high concept in speaking ability.

b. For The Teacher

Furthermore , this research as the inspiration for the teachers at Senior High School Kartikatama Metro to teach speaking subject. It hopefully could help the teachers to solve the problem in speaking subject in their class.

c. For The Headmaster

The result from this study could also give the positive influence to increase the quality of learning and of the student's achievement in Senior High School Kartikatama Metro, beside that, to give information for the student that teaching English by this strategy is very interesting.

d. For The Researcher

This reserch is quantitative experiment research. The researcher can take the benefit of this research as the one of requirement for pass the undergraduate thesis in her campus.

## CHAPTER II

### THEORITICAL REVIEW

#### A. Theoretical Review

##### 1. The Concept of Speaking Ability

###### a. The Definition of Speaking

Speaking is one of skill that should be mastered by the learners because speaking is an important skill. Most of people do speaking for their communication tool. Some experts have explained about the definition of speaking. The first first is from book *Language Teaching Methodology* which written by David Nunan. It said that speaking is to talk with someone about something and make conversation about something.<sup>1</sup> Based on the sentence above we can see that speaking is something that important for our communication because when want to talk to somebody we have to speak first.

Not only that definition but also the researcher got the other definition of speaking from an expert, Sanggam Siahaan. On book *The English Paragraph*, he told that speaking is a skill of a speakers to communicate to a listener or a group of listener.<sup>2</sup> That definition tell us that like as we know when we want to

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<sup>1</sup> David Nunan, *Language Teaching Methodology*, (Macquire University:1991), p.41

<sup>2</sup> Sanggam Siahaan, *The English Paragraph*, (Yogyakarta :Graha Ilmu:2008), p.02

communicate to other people we should use speaking, for most of us. That's why speaking is one of important skill.

For the last one, the definition of speaking that the researcher took is coming from an international journal. The researcher found a definition of speaking that adopted from Hueber,1960. It said that speaking is a skill used by someone in daily life communication wether at school or outside.<sup>3</sup> For communication, we know that not only speaking that used for it. There are some skill that can be use for communication but most of people use speaking for their main communication.

From some definitions of speaking above the researcher concludes that speaking is one most important skill. Its main function is for communication and communication is an important thing for human life. Not only that but also speaking is a skill that should be mastered by the students.

#### **b. The Definition of Speaking Ability**

As we know that that speaking is one of important skill to express ideas, feeling or emoticon through spoken form. Most of people in the world use speaking for their communication.

When we want to interact to other people, we do speaking. From

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<sup>3</sup> Rahmin Rahimy and Samaneh Safarpour, *The Effect of Using Role Play on Iranian EFL Learner's Speaking Ability*, (Iran :Asian Journal of Social Sciences and Humanities:2012), p.04

it, we can see that how important speaking is for our daily activity and for our communication especially.

The word “ability” have some definitions. David F.Lohman said that the concept of ability has been defined in differential psychology:<sup>4</sup> (1) as a latent trait inferred from patterns of individual differences across tasks, (2) as level of performance on a particular task or class of tasks, (3) as a latent cognitive process inferred from within-subject patterns of performance across trials within a task, and (4) as an affordance - effectivity relaxation. It means that ability is coming from internal form in human life. Not only that but also there is other definition of ability. Widgor and Garner (1982) define ability as "systematic observation of performance on a task." In an earlier draft the authors were even more focused: Ability is "how well a person performs a defined task if he does his best." <sup>5</sup>There are thus as many different abilities as there are tasks that can be administered and on which performance can somehow be observed and scored. In book of Prof.Dr.Aida Abd El Maksoud Zaher as the Professor of Curricula and Methods of Teaching English as a Foreign Language Women’s College Ain Shams University that adopted one definition of speaking from Burns and Joyce,1997. It said that speaking is defined as an interactive

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<sup>4</sup> David F.Lohman , *Issues in The Definition and Measurement of Abilities*, (UK:Bluestone Press,2003) ,P.02

<sup>5</sup> Ibid.p.08

process of constructing meaning that involves producing, receiving, and processing information.<sup>6</sup> Where we speak we produce, receive and process information for communication.

In conclusion, speaking ability is an interactive process of constructing meaning involves producing, receiving and processing information that have been in ours or in internal form.

### **c. The Function of Speaking**

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Richard, “The functions of speaking are classified into three types; they are talk as interaction, talk as transaction and talk as performance.<sup>7</sup> Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches”. Below are the explanations of the functions of speaking.

#### **1) As Interaction**

Being able to interact in a language is essential. In fact, much of our daily communication remains interactional. This

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<sup>6</sup> Aida Abd El Maksoud Zaher, *The Effectiveness of A Task*, (Egypt:Ain Shaims University,2006). p.30

<sup>7</sup> Jasim Mohammad Rayhan , *The Impact of Using Role Play Techniques on Improving Pupils' Speaking Skill for Primary School*, (Iraq:English For Specific Purposes world,2014),Web.November 19<sup>th</sup> 2015,p.02

refers to what we normally mean by “conversation”. The primary intention in talk as interaction is to maintain social relationship. Meanwhile, talk as interaction has several main features as follows:

1. Has a primarily social function.
2. Reflects role relationships.
3. Reflects speaker’s identity.
4. May be formal or casual.
5. Uses conversational conventions.
6. Reflects degrees of politeness.
7. Employs many generic words.
8. Uses conversational register.

Mastering the art of talk as interaction is difficult and may not be a priority for all learners. In talk as interaction, the ability to speak in natural way is required in order to create a good communication. That is why some students sometimes avoid this kind of situation because they often loss for words and feel difficulty in presenting a good image of themselves. This can be a disadvantage for some learners.

## 2) Talk as Transaction

This type of talk or speaking refers to situations where the focus is on what is said or done. The message is the central

focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other.

In transaction, talk is associated with other activities. For example, student may be engaged in hand-on activities (e.g. in language lesson) to explore concept associated with tenses and derivations. Burns distinguishes talk as transaction into two different types. One is a situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. Accuracy may not be a priority as long as information is successfully communicated or understood. The second type is transactions, which focus on obtaining goods or services, such as checking into a hotel.

In this type of spoken language, students and teachers usually focus on meaning or on talking their way to understanding. Meanwhile, talk as transaction has several main features as follows:

- a) It has a primarily information focus.
- b) The main focus is the message and not the participants.
- c) Participants employ communication strategies to make themselves understood.
- d) There may be frequent questions, repetitions, and comprehension checks.

- e) There may be negotiation and digression.
- f) Linguistic accuracy is not always important some of the skills involved in using talk for transactions.

Compared with talk as interaction, talk as transaction is easier for some students because it only focuses on messages delivered to the others. Also, talk as interaction is more easily planned since current communicative materials are a rich resource of group activities, information-gap activities and role plays .

Talk as transaction can provide a practicing source of how to use talk from sharing and obtaining information as well as for carrying out the real-world transactions.

### 3) Talk as Performance

This refers to public talk or public speaking, that is, talk that transmits information such as morning talks, public announcements, and speeches. Talk, as performance tends to be in the form of monolog rather than dialog. Often follows a recognizable format is closer to written language than a conversational language.

Similarly, it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are giving a class report

about a school trip, conducting a class debate, making a sales presentation, and giving a lecture. The main features of talk as performance are:

1. There is a focus on both message and audience.
2. It reflects organization and sequencing.
3. Form and accuracy are important.
4. Language is more like written language.
5. It is often. Some of monologue skills involved in using talk as performance.

It is clearly seen from the features and skill involved in using talk as performance, that initially talk as performance needs to be prepared in the same way as written text. Therefore, this kind of talk requires a different teaching strategy.<sup>8</sup> Those are the function of the speaking that all of them are important.

#### **d. The Characteristics of Speaking**

These same characteristics must be taken into productive generation of speech, but with a slight twist in that the learners in now the producer. Bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases, difficult<sup>9</sup>.

##### 1) Clustering

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<sup>8</sup> Ibid,p.04

<sup>9</sup> H. Douglas Brown,*Teaching by Principles,An Interactive Approach to Language Pedagogy*.(New York: San Francisco State University.Longman.2001), p.270

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

2) Redundancy

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

3) Reduced forms

Contractions, elisions, reduced vowels, etc. all from special problems in spoken English (pronouncing).

4) Performance variables

One of the advantages of spoken language is that the process of thinking as speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. The learner can actually be taught how to pause and hesitate.

5) Colloquial language

Hoped that students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing forms.

6) Rate and delivery

Another salient characteristic of fluency is rate of delivery. One of them to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, rhythm and intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important message.

8) Interaction

Learning of produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component the creativity of conversational negotiation. Some characteristics that have been explained that there are parts which make us easier for speaking.

**e. Types of Speaking Classroom**

There are some types of speaking classroom, they are :<sup>10</sup>

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human type recorder” speech where, for

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<sup>10</sup> Ibid,p.271

example, learners practice an intonation contour or try to pinpoint certain vowel sound. Imitation of this kind is carried out for the purpose of meaning interaction, but for focusing on some particular element as language form.

## 2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or can even form part of some pair work activity. When learners are “going over” certain of language.

## 3) Responsive

A good deal of student speech in the classroom is responsive. Short reply to the teacher - or students- initiated question or comments. These replies are usually sufficient do not extend into dialogue.

## 4) Transactional(dialogue)

Transactional language, carried out of the purpose conveying or exchanging specific information, is an extend form responsive language.

#### 5) Interpersonal(dialogue)

The other form of conversation mentioned in previous chapter was interpersonal dialogue, carried out for more the purpose of the maintaining social relationship than for the transmission of fact and information.

#### 6) Extensive (monologue)

Finally students at intermediate advance levels are called on to give extended monologues in the form or oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. Monologues can be planned or impromptu.

## **2. The Concept of Mind Mapping**

### **a. The Definition of Mind Mapping**

In learning process mind mapping is not a new thing again. When we heard mind mapping, we directly think about a

concept that full of branches of something. Kanne explains that strategy involves choice-selecting particular aspects of a topic to develop, deciding how to organize them, choosing this word rather than that, constructing various types of sentences, building paragraphs.<sup>11</sup> According to the experts's explanation above, strategy is the way that is used to make easier in organize the aspect or how learning is assessed. The strategy can make the students learn the lesson easier than before.

According to Tonny Buzan, Mind maps are a graphic, network method of storing, organizing and prioritizing information (usually on paper) using key or trigger words and images, each of which will 'snap on' specific memories and encourage new thoughts and ideas.<sup>12</sup> This strategy can help the student in learning something. Not only that but also there is an expert that explain again about mind mapping. From two definitions above, we can see that mind mapping help enough in learning process.

The wikipedia definition suggests the following description of what a mindmap is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. Mind maps are used to generate, visualize, structure and classify ideas, and as an aid in study,

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<sup>11</sup> Thomas.s Kane, *The Oxford Essential Guide Writing*, (New York: Oxford University press, 2000), p.348

<sup>12</sup> Tonny Buzan, *The Buzan Study Skill Handbook*, (London: REJDEJ©, 2006), p.138

organization, problem solving, decision making, and writing. By creating a mindmap you can quickly visualize relationships between concepts and core bits of knowledge, and then create structure. And you can do this simply by sketching out your visual ideas on a piece of paper. But computers are better for creating and tweaking mindmaps. Here, mind mapping not only in paper but also in computer.

Beside that, mind mapping is writing down a central theme and thinking of new and related ideas which radiate out from the centre.<sup>13</sup> It means that by focusing on key ideas written down in words, and then looking for branches out and connection between the ideas, we are mapping knowledge in a manner which will help our understand and remember new information. This way is believed can interest the student.

In addition, mind mapping is graphic tool used to collect, create, manage, and exchange information. It represents information via the spatial organization of concepts/topics, ideas, words, or other items linked to and arranged in a radial pattern around a central concept.<sup>14</sup> It means that through mind mapping, it can be tool to organize, manage and create the information and with mind mapping the students can easier for elaborate their

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<sup>13</sup> <http://www.mind-mapping.education.com.htm>, accessed on 15<sup>th</sup> October 2015

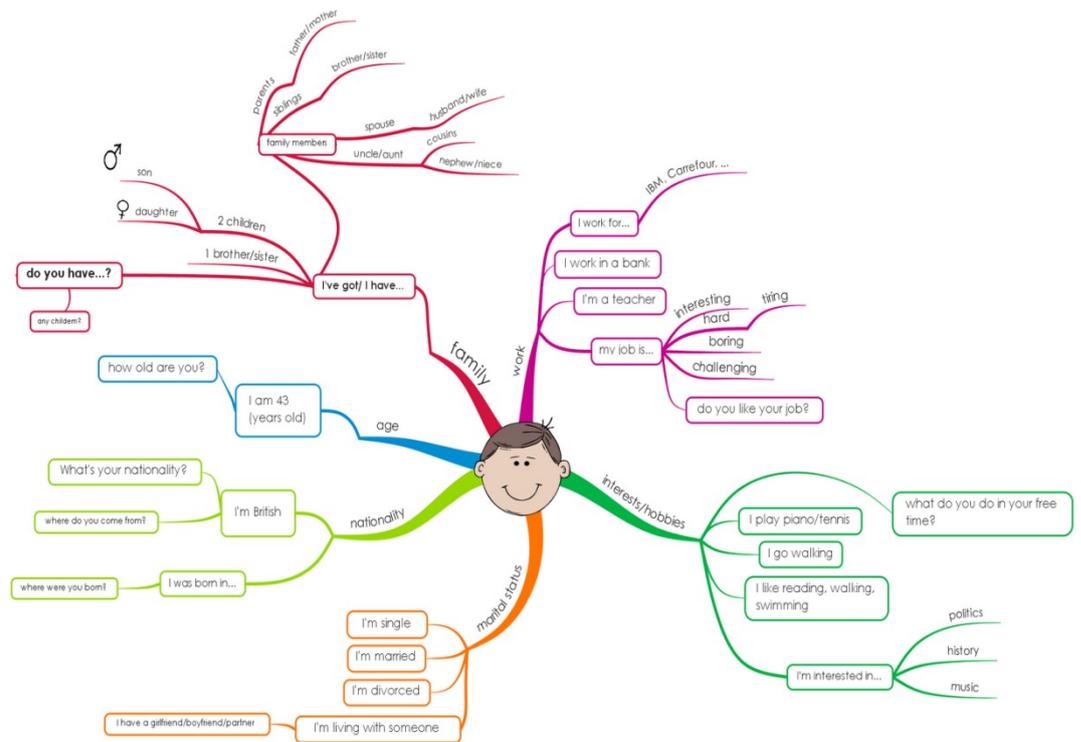
<sup>14</sup> Tony Krasnic , *How to Study with Mind Mapp*, (Washington: Concise Books Publishing LLC, 2001), p. 48

ideas, words and etc. It means that mind mapping can make us more interest for elaborate or explain about something.

According to the explanation of some experts above, the researcher conclude that, mind mapping strategy is a strategy by making a concept through a word or clue then each word has a branch like a tree. The tree is made up of words or short sentences or images connected by lines. And the lines that connect are part of the meaning.

Below is the example of mind mapping.

**Figure 1**  
**The Sample of Mind Mapping<sup>15</sup>**



<sup>15</sup> Jennifer Goddard, *Fun Activities*, <http://www.braintraining4kids.com>, accessed on 15<sup>th</sup> October 2015.

## **b. The Characteristic of Mind Mapping Strategy**

Mind mapping has some characteristics that should be known, it is follows:

1) Always use a central image. A

2) Use variations of printing, line and image. U

3) Use organized spacing. U

4) Use colours, colour is one of the most powerful tools for enhancing memory and creativity.

5) Use only one key word per line.

6) Each key word has a branches.<sup>16</sup>

## **c. Advantages and Disadvantages of Mind Mapping Strategy**

There some advantages of using mind mapping in teaching descriptive speaking for students, they are:

1) The central idea is more clearly defined.

2) The relative importance of each idea is clearly identified.

3) The more important ideas are immediately recognizable at the centre of the Mind Map.

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<sup>16</sup> Tonny Buzzon, *The Buzan Study*, p.152.

- 4) The links between key concepts are immediately identifiable - via Key Words - encouraging association of ideas and concepts and improving memory.
- 5) Review of information is effective and rapid.
- 6) The structure of a Mind Map allows additional concepts to be added easily.<sup>17</sup>

Beside that, there are some disadvantages of mind mipping, that is as follows:

- 1) Associations between key words and ideas are not obvious.
- 2) The way our minds jump from one association to another and another.
- 3) One idea can have thousands of links in your mind.<sup>18</sup>

In short, learning by using mind mapping will make the students more enjoy in study English. Beside that, mind mapping can help the students to develop and improve their retention of information and can stimulate their mind quickly look to identify the word easily. So, the students can be easy to speak and express their idea based on the tittle or word that they have planned.

#### **d. Procedure of Teaching Descriptive Speaking Ability by Using Mind Mapping Strategy**

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<sup>17</sup> Ibid,p.144

<sup>18</sup> <http://www.mind-mapping.education.com.htm>, accesed on 15<sup>th</sup> October 2015.

Teaching descriptive speaking is not easy, but to pass it we use the appropriate way, like as mind mapping strategy. In teaching descriptive speaking, the process of using mind mapping strategy that the researcher give the word or theme to the students. But before the researcher give the word or theme, the researcher must show and give the information based on the word or the theme. And then the student determine a title based on the word or theme.

Then, the researcher ask the student to describe it. Before the student start to describe, they should make a concept. The concept consist of word organizing that has branches using symbol or words.

According to Tonny Buzan, there are some procedures to create the mind mapp, that is follows:<sup>19</sup>

1. Focus on the core question, the precise topic. Be clear about what it is that you are aiming for or trying to resolve.
2. Turn your first sheet of paper sideways in front of you(landscape-style), in order to start creating your Mind Map in the centre.
3. Draw an image in the centre of the blank sheet of paper to represent your goal.

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<sup>19</sup> Tonny Buzzon, *The Buzan Study.*, p.162

4. Use colour from the outset, for emphasis structure, texture, creativity - to stimulate visual flow and reinforce the image in your mind.
5. Now draw a series of thick lines , radiating out from the centre of the image.
6. Curve your lines because they are more interesting to your eye and more memorable to your brain than straight ones.
7. Write one key, word on each branch, that you associate with the topic.
8. Add a few empty branches to your Mind Map. Your brain will want to put something on them.
9. Create second- and third-level branches for your related Associated and Secondary Thoughts. The secondary level connects to the primary branches, the third level to the secondary branches, and so on.

The researcher make the procedure of teaching descriptive speaking ability by using mind mapping strategy. They are:

1. The teacher asks the students to make a mind mapping based on the theme or clue that given by teacher.

2. The students make the mind mapping based on the theme.
3. After the students have finished to make a mind mapping, the teacher gives them several minutes to understand their paper.
4. The students have to speak about what they have written about.

**e. The Concept of Descriptive Text**

Kanne said that description is about sensory experience - how something looks, sounds, tastes.<sup>20</sup> Mostly it is about visual experience, but description also deals with other kinds of perception. M. Mursyid PW said that Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others.<sup>21</sup> For instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of Descriptive Text is to describe a particular person, place, or thing.

Descriptive text has the rhetorical structure that is divided into two parts. That is as follows.<sup>22</sup>

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<sup>20</sup> Thomas.s Kane, *The Oxford Essential*.,p.349

<sup>21</sup> M Mursyid PW ,*Learning Description*,(Yogyakarta:Graha Ilmu,2008),p.04

<sup>22</sup> Ibid,p.04

1) Identification :

Identifies phenomenon to be described.

2) Description :

Describes parts, qualities, characteristics,  
etc.

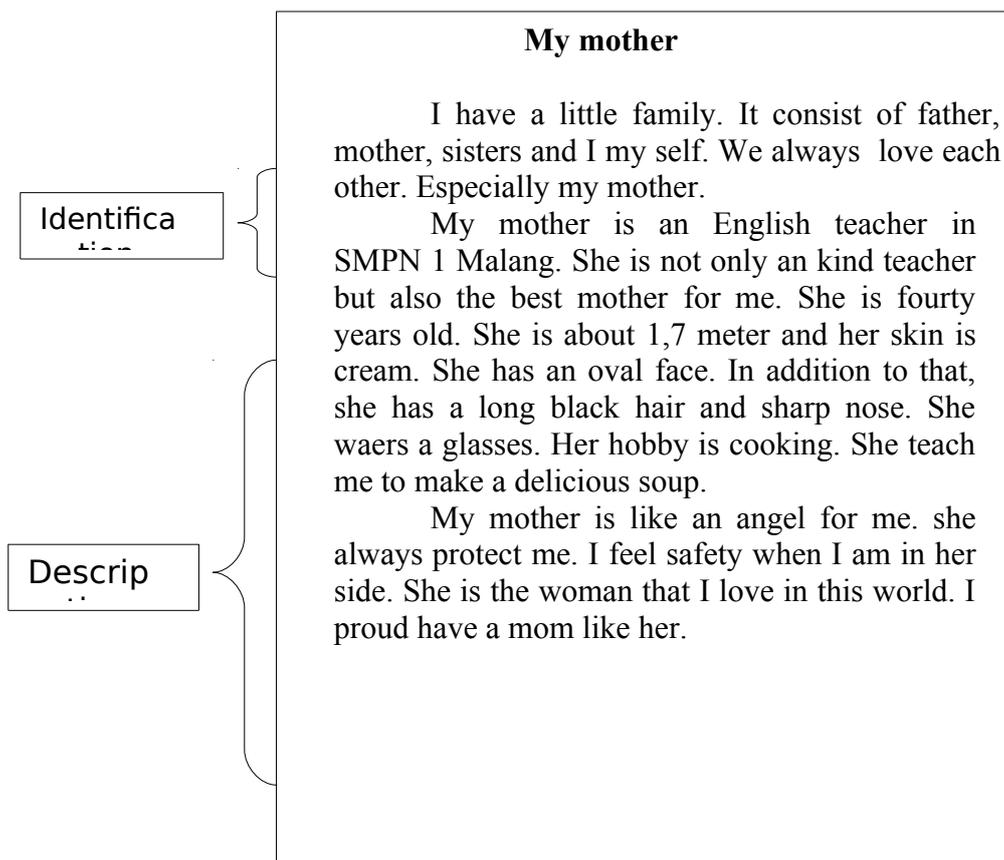
The descriptive text

- a) Focus on specific participants.
- b) Use of Simple Present Tense.
- c) Use of descriptive adjectives.
- d) Use of detailed Noun Phrase to give information about the subject.
- e) Use of action verbs 'Material Processes'.
- f) Use of Figurative language.<sup>23</sup>

Descriptive is used to describe what something look like. So, if we want to describe something we must be able to make the listener understand what we mean. Because speaking well is not easy to do, many things that are necessary considered in speaking . Moreover, to know our speaking is well enough, certainly, our speaking need to be evaluated. Text below is an simple example of describing person

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<sup>23</sup> Ibid,p.05



## B. The Theoretical Framework and Paradigm

### 1. The Theoretical Framework

This research is quantitative research. This research is aimed to knowing the influence between independent variable and dependent variable. There are two variables in this research, they are independent variable (X) and dependent variable (Y). The independent variabile (X) is mind mapping strategy and dependent variable (Y) is descriptive speaking ability.

Mind mapping strategy is used to help the researcher to teaching learning process. It contains of some key word or tittle

that will be given to the students. Furthermore, the student have to master four basic skill of English ; listening, reading, speaking and writing.

Speaking is one of the language skill that important of direct communication in spoken words to get some information or to express the ideas, thoughts and feelings to author people or to the listener by spoken symbol in order the listener understand about the information. Here the student are expected to be able to express their ideas into the spoken forms.

If mind mapping is used by the researcher properly so the students' descriptive speaking ability will be good. On the other hand, if mind mapping is not used by the research properly so the students' speaking descriptive will bad.

## **2. Paradigm**

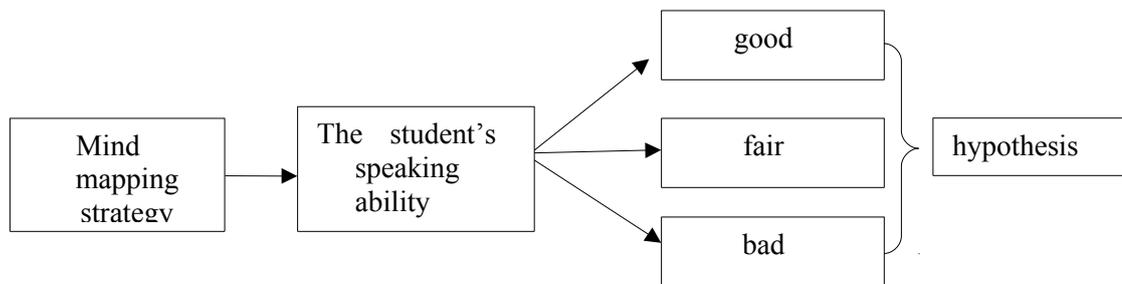
Paradigm is that are used by a domain or by groups of researchers within a domain, as the accepted perspective at the given time.<sup>24</sup> Based on the explanation, the researcher describe the paradigm as follow:

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<sup>24</sup> Lucienne T.M Blesting and Amaresh Chakrabarati, *DRM A Design Reaserch Methodology*, (London: Springer, 2009), p. 240.

**Figure 2**

The Influence Of Using Mind Mapping Strategy Toward Students' Speaking Ability



Mind mapping as the (X) variable influence the speaking ability as (Y) variable. Then ,the result of the influence it selves produce three categories, they are, good, fair and bad. And the result it selves would produce a hypothesis.

### **C. Hypothesis of Research**

Based on the figur 2 above, the researcher formulates the hypotesis as follows:

H<sub>a</sub> (Alternative Hypotesis) :

There is a positive and significant influence of using mind mapping strategy toward students' speaking ability at the tenth graders of Senior High School Kartikatama Metro.

H<sub>o</sub> ( Null Hypotesis) :

There is no a positive and significant influence of using mind mapping strategy toward students' speaking ability at the tenth graders of Senior High School Kartikatama Metro.

### **CHAPTER III**

#### **RESEARCH METHOD**

##### **A. Research Design**

Yogesh Kumar Singh define, “ research design is a mapping strategy”.<sup>25</sup> It is essentially statement of the object of the inquiry and the strategies the collecting evidences, analyzing the evidences and reporting the finding. This research is conducting in Senior High School Kartikatama Metro. The researcher choose the tenth grade in Senior High School Kartikatama Metro as the participants, because the students at the tenth graders of Senior High School Kartikatama Metro must be able to speak a descriptive speaking ability based on syllabus in Senior High School. The type of this researh is a quantitative experiment research. According to Daniel Muijs, quantitative research is explaining phenomena by collecting

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<sup>25</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International ( P) Limited, 2006), p.81.

numerical data that are analysed using mathematically based methods (in particular statistics).<sup>26</sup> In quantitative studies, researchers advance the relationship among variables and pose this in terms of questions or hypotheses.<sup>27</sup> Beside that, an experimental design is a set of a framework for adequate tests of the relations among variables.<sup>28</sup> The characteristic of this research is descriptive quantitative. In conclusion, quantitative experiment is an process to get the data by using numeric data to manipulate the active variables and the control variables to solve the research problem. To collect the data, the researcher will adminisetring pre-test before treatment and post-test after treatment.

In this reaserch the researcher uses one class. The researcher use quasi experimental design to know effectiveness of Using Mind Mapping Strategy (X) in students' descriptive speaking ability (Y) through a treatment. Furthermore the researcher describes as follows :

T1	X	T2
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Explanation :

T1 : The observed using pre-test to know student's descriptive speaking ( pre-test grade ).

X : Treatment.

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<sup>26</sup> Daniel Muijs, *Doing quantitative research in Education With SPSS*, (London: Sage publication, 2004), p.1.

<sup>27</sup> John W Creswell, *Research Design Quantitative, Qualitative and Mixed Methods Approaches*,(Licoln, University of Nebraska :2002),p.18

<sup>28</sup> Yogesh Kumar Singh, *Fundamental of Research* p.171.

T2 : The students' ability of making description by using a mind mapping after following the treatment ( post-test grade).

## **B. Population, Sample and Sampling Technique**

### **1. Population**

Population is an individual or group that represents all the members of a certain group or category of interest.<sup>29</sup> The population of this reaserch is the students of the tenth graders of Senior High School Kartikatama Metro. In this research, the whole of the students at the eighth grader are 125 students.

### **2. Sample**

When population is showing all the member, under the population is sample. A sample is a subset of the population that is taken to be representative of the entire population.<sup>30</sup> In this research, the researcher choose class X<sup>5</sup> in Senior High School Kartikatama Metro as a sample which consist of 25 students, because the criteria of students in class X<sup>5</sup> included in the criteria which will be known by the researcher.

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<sup>29</sup> Timothy C. Urdan, *Statistics in Plain English, Second Edition*, ( London: LEA publisher, 2005), p.1

<sup>30</sup> Ibid,p.1

### **3. Sampling Technique**

In this research, the researcher uses purposive cluster sampling technique, because the researcher has focus that the class to be observed. This sampling technique is used to know the influence of mind mapping strategy in their speaking ability.

### **C. The Operational Definition of Variables**

Variables of the research must be defined operationally and clearly in order to create multiple interruption. Based on the statement above, the operational of variable has two variables are independent variable and dependent variable.

#### **1. Independent Variable (Mind Mapping Strategy)**

Independent variable is the variable which influence the dependent variable. Independent variable in this research is Mind Mapping Strategy at the tenth graders of Senior High School Kartikatama Metro in the Academic Year of 2015/2016. Mind Mapping strategy can be defined at the speaking strategy to give the way and knowledge for students in descriptive speaking ability. There are some of indicators that indicate the students be able to achieve the objectives of this strategy as follow:

- a. The student be able to work individually.
- b. The student be able to make a concept ( mind mapp).
- c. The student use a key word in mind mapp.

The Mind Map method of information storage and retrieval follows the same principles, and it has been designed to work in synergy with your brain, which means that your knowledge levels will increase the more you use them.

A valid note-taking must incorporate:

- 1) Planning, focus and preview.
- 2) Clear recognition, assimilation and comprehension of facts.
- 3) A reflection of existing levels of knowledge.
- 4) A way of retaining information.
- 5) Ease of recall.
- 6) An easy form of communicating the information.

A Mind Map fulfils all these criteria. Effective note-taking is not about slavishly reproducing everything that has been said it is a selective process.<sup>31</sup>

## 2. Dependent Variable (Descriptive Speaking Ability)

Dependent variable is the variable which is observed and measured to determine the effect of the independent. The dependent variable of this research is the students' speaking ability at the tenth graders of Senior High School Kartikatama Metro the academic year 2015/2016. Speaking ability can be defined as a knowledge of students in practice to speak. The indicators of this variable are:

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<sup>31</sup> Tony Buzan, *The Buzan Study.*, , p.174

- a. Be able to understand about the text, especially in descriptive text.
- b. Be able to use the simple present tense in speaking.
- c. Be able to make a short monologue about descriptive according to the theme.

In this research the student can explore their ideas with a good speaking, especially descriptive monologue. This variable can be measured by using oral test, that is speech. The test will be given two times, which are before the treatment or called as pre-test and after the treatment or called as post test. The test is only 1 question, that is to describe something according to the title. The student will get the score according to rubric measurement of descriptive speaking ability categories include fluency, pronunciation, vocabulary, grammatical accuracy and comprehension. And each categories has speaking score criteria include, good, fair, and bad. So the highest score is 100 as the total of the score speaking descriptive ability.

Table 1  
Analytic Speaking Criteria

<b>Aspect</b>	<b>Category</b>	<b>Indication</b>
Fluency	3(good)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	2(fair)	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.

	1(bad)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	3(good)	Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciation but comprehension are not impeded.
	2(fair)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1(bad)	Words are unintelligible.
Vocabulary	3(good)	Effective use of vocabulary for the task with little inappropriacies.
	2(fair)	Limited use of vocabulary with frequent inappropriacies.
	1(bad)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	3(good)	Very few grammatical errors.
	2(fair)	Speech is broken and distorted by frequent errors.
	1(bad)	Unable to construct comprehensible sentences.
Comprehension	3(good)	Appears to understand everything without difficulty.
	2(fair)	Has great difficulty following what is said. Can comprehend only social conversation, speak slowly and with frequent repetitions.
	1(bad)	Cannot be said to understand even simple conversation in english. <sup>32</sup>

#### D. Data Collection Method

To collect the data, the researcher use observation, test and documentation method.

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<sup>32</sup> David P.Haris.Testing English as a Second Language.India Offset Press.(New Delhi.1974, p.84)

## 1. Observation

Observation as the data collecting method that has specific characteristic that others. In the book *Metode Penelitian Kuantitatif, Kualitatif dan R&D* , Sutrisno Hadi (1986) said that observation is a complex process, a process that composed from some biologic and psychologic processes.<sup>33</sup> It means that data collecting method by using observation used if the research connected with human, work process, signs and if the respondents are not big enough.

The researcher concludes that observation is the data collecting method that has goal of observation to explain, elaborate the condition that examine, and the activities that conduct between individual and activities. The researcher uses this method to get detail information and the process of the event while the research in Senior High School Kartikatama Metro. The researcher observes the school that have location in Kapten P. Tendean street, South Metro and only observes about the facilities and infrastructures in that school. Except that the researcher also observes about the students speaking ability.

## 2. Test

According to Suharsimi Arikunto, “test is a series of question or exercises and other tools use to measure the skill, knowledge,

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<sup>33</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung : Alfabeta, 2008) p.145

intelligence or talent abilities possessed by individuals or groups".<sup>34</sup>

It means that the test is that most of research used test as the main tool to measure the aspect.

In conclusion, the researcher uses test to collect the data. The researcher uses pre-test and post-test as data collection method to measure the students' descriptive speaking ability by using speech as an oral test. The pre-test was given to the students in the first meeting in order to find out students' speaking ability. Speech test is about the student should make a description monologue about the title which they get from the researcher, and minimum it consist of 10 sentences. Whereas the post-test was given in the last meeting after treatment as an experimental.

This test chooses by the researcher because to know the students successful learning outcomes during at the tenth grade especially in descriptive speaking ability and how high mind mapping strategy influence their descriptive speaking ability.

### 3. Documentation

Suharsimi defines documentation as the method which is used to get information from written languages or documents, such as books, magazine, rule, note and other.<sup>35</sup>The researcher uses documentation method to get the detail information about the condition in the school, such as ;the history of the school, the teacher

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<sup>34</sup> Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2006), p.150

<sup>35</sup> Suharsimi Arikunto, *Prosedure Penelitian*,.p.158,

structure, the employees, the organization structure and the number of students at Senior High School Kartikatama.

### E. Research Instrument

The functional of using research instrument is also to get the data that useful when the researcher has done to collect information in the field. The research instrument for collecting the data the researcher used test.

#### 1. Instrument Blueprint

Instrument blueprint in this research is an illustration of the test consist of the indicate of each variabel. They are mind mapping and speaking ability.

No	Variable	Indicator	Form of test	Items
1	Independe nt variable (Mind mapping strategy)	1. Student must be able to make a concept based on the theme. 2. Student use a key word. 3. The student be able to work individually	Written Test (Essay, Creat e a mind mapping)	1
2	Dependent variable	1. understand about descriptive	Oral test (speech)	1

	(descriptiv e speaking ability)	text. 2. speak a short monologue about descriptive. 3. present tense in descriptive speaking.		
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#### F. Data Analysis Technique

To investigate whether there is any effectiveness of using mind mapping strategy toward students' speaking ability, the researcher analysis the data by using t-test. The formulation of T- test is :<sup>36</sup>

$$t = \frac{\sum D}{\sqrt{N \cdot d}}$$

Explanation:

t = Score of T-test

$$\sum d$$

= The total of diffe

N = Total subject

## CHAPTER IV

### RESULT OF THE RESEARCH

<sup>36</sup> Suharsimi Arikunto, *Prosedure Penelitian.*, p.86.

## **A. Result Of The Research**

### **1. Description of The Research Location**

The general description that assessed as the complementary data. It was subjectively concerned in condition of school, namely history of school, geographical of school, around of school and structure of organization.

#### **a. The History of The School**

SMA Kartikatama Metro was establish on the widely ground  $\pm 17709 \text{ m}^2$  and it is located in Kapten P. Tendean street Margorejon South Metro,Lampung. This school is built based on Minister of Culture and Education Republic of Indonesia SK number 1554/I.12.DI/U/1989.Teaching and learning activities in SMA Kartikatama Metro occurred from 07.00 am until 13.20 pm.<sup>37</sup>

#### **b. Vision and Mission of SMA Kartikatama Metro**

SMA Kartikatama Metro has a vision and mission. The visions are :

- 1) Excellent for getting the national final examination score.
- 2) Excellent in competition to continue the higher level in education.
- 3) Excellent in religion activity.
- 4) Excellent in discipline.
- 5) Excellent in English.
- 6) Excellent in sport competition

The missions are:

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<sup>37</sup> Documentation of SMA Kartikatama Metro

- 1) Discipline in time, knowledge and religion.
- 2) Develop young generation in devotion and ethics.
- 3) Develop the excellent power and sporty for having great commitment to advance .
- 4) Optimalization in knowledge, sport, and art.
- 5) Optimalization in use technology, information and communication.
- 6) Optimalization in use English as the daily language.
- 7) Optimalization of quality and quantity of the students to continue in university.

**c. The Number of Students of SMA Kartikatama Metro**

Tabel 3  
Total of The Students of SMA Kartikatama Metro The Academic Year  
2015/2016

<b>N O</b>	<b>Class</b>	<b>Male</b>	<b>Female</b>	<b>Total students</b>
1	X	59	77	136
2	XI	51	43	94
3	XII	57	107	164
	Total	167	227	394

source: Documentation at SMA Kartikatama Metro at May 21<sup>st</sup> the academic year 2015/2016

**d. Teacher and Officer of SMA Kartikatama Metro**

Table 4  
The Condition of The Teachers and Officers of SMA Kartikatama  
Metro The Academic Year 2015/2016

<b>NO</b>	<b>NAME</b>	<b>POSITION</b>
1	Dra. Tugirah	Head Mistress
2	Aziz Muslim,S.Pd	English Teacher

3	Dra. Mulyati Utami	Physics Teacher
4	Drs. Yakobus Faoth	Moral Teacher
5	Drs. Jumadi	History Teacher
6	Drs. Sutino	Indonesian Teacher
7	Dra. Endang Kusumawati	Chemistry Teacher
8	Yuhadi, S.Pd. Ing	English Teacher
9	Nilawati, S.Pd	Biology Teacher
10	Milyarti N, S.Pd	English Teacher
11	Fathonah, S.Pd	Physics Teacher
12	Maryani S.Psi	Counselor
13	Drs. Tri Basuki	Biology Teacher
14	Fitriana, S.Pd	Economy Teacher
15	Ari Arif Andayani, S.E.	Economy Teacher
16	Dra. Sri Hartati	History Teacher
17	Heri Istyowati, S.Pd	Indonesian Teacher
18	Didik Setiadi, S.Pd	Moral Teacher
19	Nurafifah, A.Md	Art Teacher
20	Azhari Syamdari, S.Si	Chemistry Teacher
21	Ulil Alatifah, S.E	Economy Teacher
22	Nurul Hidayati, S.E.	Economy Teacher
23	Nur Aprilisa, S.Pd	English Teacher
24	Ana Kurnia W, S. Pd	Mathematic Teacher
25	Sri Utari, S.Pd	Mathematic Teacher
26	Desia Setianingsih, S.Pd	Mathematic Teacher
27	Drs.Purwoko	Sociology Teacher
28	Sutarto, S.Pd	Geographic Teacher
29	Nurhasan	Arabic Teacher
30	Paimah, S.Ag	Islamic Teacher
31	Winardi	Sport Teacher
32	Sareh, S.Kom	TIK Teacher

33	Muhalim, A.Md	TIK Teacher
34	Endang Palupi N., S.Pd	Geographic Teacher
35	Taufiqurahman	Arabic Teacher
36	I Wayan Suwela	Hinduism Teacher
37	Pajar Afrianto	Head of Administration
38	Tarsiman	Staf
39	Sudera, S.Pd	Staf

Source: Result documentation at SMA Kartikatama Metro May 21<sup>st</sup> 2015/2016

e. **The Building Condition of SMA Kartikatama Metro**

Table 5

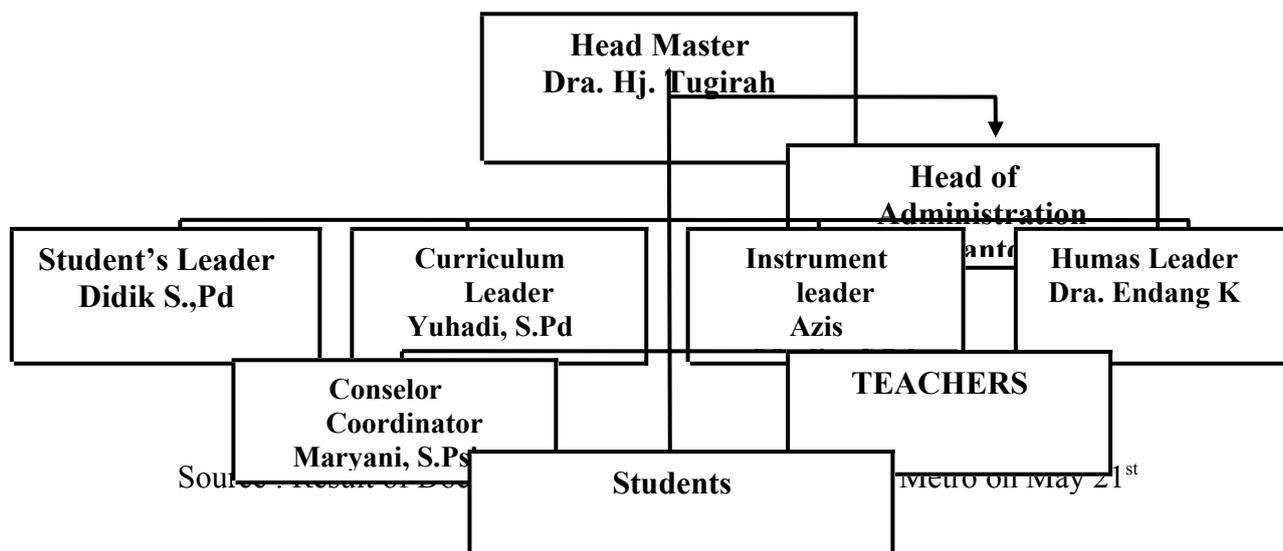
The Building Condition of SMA Kartikatama Metro

No	Building	Total	Condition
1.	Classroom	22	Good
2.	Teacher room	1	Good
3.	Headmaster room	1	Good
4.	Office room	1	Good
5.	Library	1	Good
6.	Counselor room	1	Good
7.	UKS room	1	Good
8.	Sains laboratorium	1	Good
9.	Mosque	1	Good
10.	Computer laboratorium	1	Good
11.	Toilet	5	Good
12.	Badminton field	1	Good
13.	Football field	1	Good
14.	Scient Laboratory	1	Good
15.	Cooperation room	1	Good
16.	Canteen	1	Good
17.	Auditorium	1	Good

Source : Result of documentation at SMA Kartikatama Metro on May 21<sup>st</sup> 2015/2016

**f. Organization Structure of SMA Kartikatama Metro**

Figure 3  
Organization Structure of SMA Kartikatama Metro  
in the Academic Year of 2015/2016



**2. Description of Research Data**

a. The Result of Pre-Test Score

The researcher conducted pre-test in the first meeting of this research in order to find out the initial different between the class who have similar level. The form of pre-test that is used in this research is oral test. The result of pre-test can be identified as follows :

Table 6  
The Result of Pre-Test  
in Descriptive Speaking Ability at Class X<sup>5</sup>

No.	Name of students	Pre- Test Score	Explanation
-----	------------------	-----------------	-------------

1	ADRG	70	Fair
2	AK	70	Fair
3	BAP	69	Bad
4	DR	75	Good
5	DS	71	Fair
6	DSS	72	Fair
7	DT	73	Fair
8	FM	69	Bad
9	HFS	70	Fair
10	HM	70	Fair
11	NPK	71	Fair
12	ONS	78	Good
13	PJ	75	Good
14	PS	70	Fair
15	RC	65	Bad
16	RFF	77	Good
17	SRNA	70	Fair
18	VH	68	Bad
19	WA	73	Good
20	WAS	72	Fair
21	WF	76	Good
22	YA	71	Fair
23	YS	72	Fair
24	YW	73	Fair
25	ZA	70	Fair
	Total	1790	
	Rata-rata	72	

Source: The result of pre-test by using mind mapping strategy towards students descriptive speaking ability on May, 16<sup>th</sup> 2015/2016.

The test was followed by 25 students which were cluster selected.

The highest score was 78 and the lowest score was 65 with the total score 1790 and the average of the score was 72.

Based on the table above, the researcher measured the class interval:

$$R = \text{the highest score} - \text{the lowest score} \\ = 78 - 65$$

$$= 13$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 25$$

$$= 1 + 3.3 \times 1.67$$

$$= 1 + 5.511$$

$$= 6.511$$

$$= 7$$

$$P = \underline{R}$$

K

$$= \underline{13}$$

6

$$= 2,1 \Rightarrow 2$$

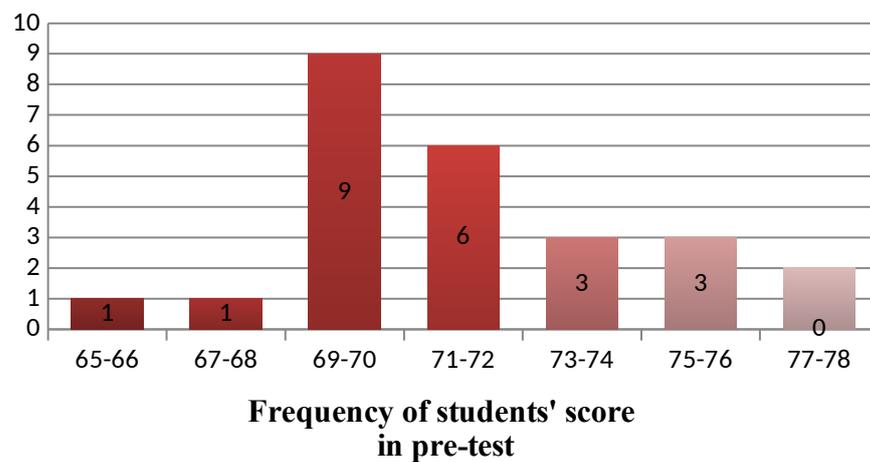
After knowing the class interval, the data was put on the table of frequency distribution as follows:

Tabel 7  
The Frequency of Distribution of Students Descriptive Speaking Ability Score in Pre-Test

No	Class interval	Frequency	Percentage	Explanation
1	77-78	2	8%	Good
2	75-76	3	12%	Good
3	73-74	3	12%	Fair
4	71-72	6	24%	Fair
5	69-70	9	36%	Fair
6	67-68	1	4%	Bad
7	65-66	1	4%	Bad
		25	100%	

The table above shows that almost (80%) got score under material mastery criteria (MC) and (20%) got score more than 75 which was the MC.

**Graph 1**



The graph of table

result of the student's score of post- test. There was 1 student (4%) who got score 65-66. Furthermore, there was 1 student (1%) who got 67-68, 9 students (36%) got score 69-70, then 6 students (24%) got score 71-72, and 3 students (12%) got score 73-74 and 3 students (12%) got score 75-76 and the last 2 students (8%) got score 77-78. In short, it can be inferred that the students' speaking ability in pre-test is low.

**b. The Result of Post-Test Score**

The researcher conducted the post-test in the next meeting after give a treatment like mind mapping. It was used to know the

influence and the different after doing the treatment. The result of pre-test can be identified as follows:

Table 8  
The Result of Post-Test in Descriptive Speaking Ability at The Class X<sup>5</sup>

No.	Name of students	Post- test score	Explanation
1	ADRG	78	Good
2	AK	77	Good
3	BAP	75	Good
4	DR	82	Good
5	DS	77	Good
6	DSS	79	Good
7	DT	75	Good
8	FM	75	Good
9	HFS	74	Fair
10	HM	75	Good
11	NPK	74	Fair
12	ONS	80	Good
13	PJ	76	Good
14	PS	75	Good
15	RC	70	Fair
16	RFF	77	Good
17	SRNA	70	Fair
18	VH	73	Fair
19	WA	75	Good
20	WAS	76	Good
21	WF	80	Good
22	YA	71	Fair
23	YS	74	Fair
24	YW	73	Fair
25	ZA	75	Good
	Total	1886	
	Rata-rata	75	

Source: The result of Post-Test by using mind mapping strategy toward students descriptive speaking ability on May, 21<sup>st</sup> 2015/2016.

The test was followed by 25 students which were cluster selected.

The highest score was 82 and the lowest score was 70 with the total score 1886 and the average of the score was 75. Based on the table above, the researcher measured the class interval as follow:

$$\begin{aligned}
R &= \text{the highest score} - \text{the lowest score} \\
&= 82 - 70 \\
&= 12 \\
K &= 1 + 3.3 \log n \\
&= 1 + 3.3 \log 25 \\
&= 1 + 3.3 \times 1.67 \\
&= 1 + 5.511 \\
&= 6.511 \\
&= 7
\end{aligned}$$

$$\begin{aligned}
P &= \frac{R}{K} \\
&= \frac{12}{6} \\
&= 2
\end{aligned}$$

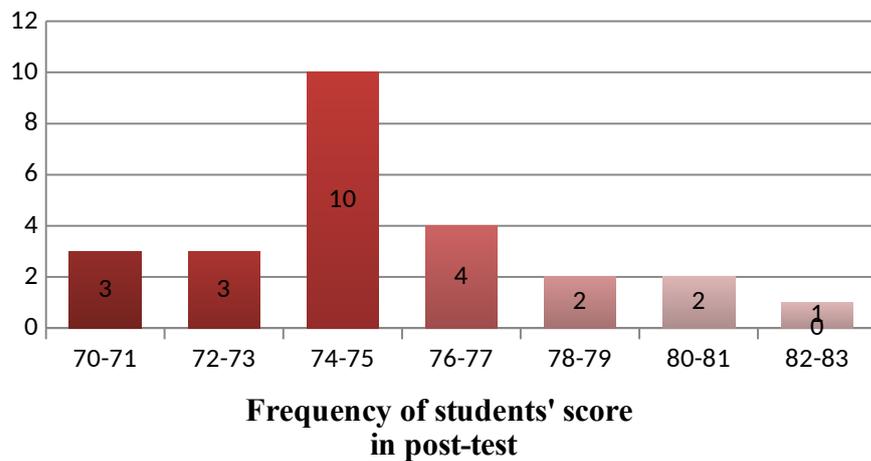
After knowing the class interval, the data was put on the table of frequency distribution as follows:

Tabel 9  
The Frequency of Distribution of The Students Speaking Ability Score in Post-Test

No	Class interval	Frequency	Percentage	Explanation
1	82-83	1	4%	Good
2	80-81	2	8%	Good
3	78-79	2	8%	Good
4	76-77	4	16%	Good
5	74-75	10	40%	Good
6	72-73	3	12%	Fair
7	70-71	3	12%	Fair
		25	100%	

The tabel above show that almost a half of students got score which was included in good category of MC. They are 17 students (68%) got score more than 75 which was the minimun mastery criteria (MC).

**Graph 2**



From the table before shows that almost a half of students got score which was included in good category of CM. From 25 students as sample, there were 3 students (12%) who got score 70-71, then 3 students (12%) got score 72-73 in, 10 students (40%) score 74-75, furthermore 4 students (16%) got score 76-77, 2 students (8%) got score 78-79, and 2 students (8%) got score 80-81 and the last there was a student (4%) got

82-83. It means that the result of students descriptive speaking ability after using mind mapping was satisfactory. It has difference score between pre test and post test.

### 3. Hypothesis Testing

After applying the test, the researcher analyze the data by using T-test in order to prove whether there was a significant and positive influences of mind mapping strategy toward students descriptive speaking ability.

To know the different score before and after using mind mapping strategy, the researcher analyzed it as folow :

Table 10

The Differences Score Between Pre-Test and Post-Test in Students Descriptive Speaking Ability at Class X <sup>5</sup>

No	Name	Pre-test score (X <sub>1</sub> )	Post-test score (X <sub>2</sub> )	D (X <sub>1</sub> -X <sub>2</sub> )	D <sup>2</sup> (X <sub>1</sub> -X <sub>2</sub> ) <sup>2</sup>
1	ADRG	70	78	-8	64
2	AK	70	77	-7	49
3	BAP	69	75	-6	36
4	DR	75	82	-7	49
5	DS	71	77	-6	36
6	DSS	72	79	-7	49
7	DT	73	75	-2	4
8	FM	69	75	-6	36
9	HFS	70	74	-4	16
10	HM	70	75	-5	25

11	NPK	71	74	-3	9
12	ONS	78	80	-2	4
13	PJ	75	76	-1	1
14	PS	70	75	-5	25
15	RC	65	70	-5	25
16	RFF	77	77	0	0
17	SRNA	70	70	0	0
18	VH	68	73	-5	25
19	WA	73	75	-2	4
20	WAS	72	76	-4	16
21	WF	76	80	-4	16
22	YA	71	71	0	0
23	YS	72	74	-2	4
24	YW	73	73	0	0
25	ZA	70	75	-5	25
		$\sum X_1 = 1790$	$\sum X_2 = 1886$	$\sum d = -96$	$\sum d^2 = 518$

Putting the data above and into the formula of T-test in order to get t-observation. So the researcher uses the formula as follows:

T = score of T-test

$\sum D =$  the total of differences between  $X^1 - X^2 = DS$

N

= Total subject

$$t = \frac{\sum D}{\sqrt{\frac{\sum D^2}{n}}}$$

$$t = \frac{-96}{\sqrt{\left[ \frac{25.518 - (-96)^2}{25-1} \right]}}$$

$$t = \frac{-96}{\sqrt{\left[ \frac{(12950 - 9216)}{24} \right]}}$$

$$t = \frac{-96}{\sqrt{155,583}}$$

$$t = \frac{-96}{12,473}$$

$$t = [-7,697] = 7,697$$

Therefore,  $t_{\text{observation}}$  is 7,697 as the result of the counting by using t-test formula above. To know critical value of T-test ( $t_{\text{table}}$ ), the researcher firstly counted the df, df is degree of freedom. The formulation of  $df = N-1$ , the number of the research population.

df: N-1

$$: 25 - 1 = 24$$



In df 24 with  $t_{\text{table}}$  5% is 1,711 and 1% is 2,492 with the  $t$  – observation is 7,697. Then, the data confirm that  $t_{\text{observation}} > t_{\text{table}}$  or  $1.711 < 7,697 > 2,492$ . After knowing  $t_{\text{table}}$  and  $t_{\text{observation}}$  above, it can be seen the result as follow:

If  $t_{\text{observation}} > t_{\text{table}}$ ,  $H_a$  is accepted and  $H_o$  is rejected.

If  $t_{\text{observation}} < t_{\text{table}}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

Finally, the data can be confirmed that “  $t_{\text{observation}}$  ”  $>$  “  $t_{\text{table}}$  ” in 5% and 1% with the significant  $1,711 < 7,697 > 2,492$ . It can be inferred that  $H_a$  is accepted and  $H_o$  is rejected, it means that there was effectiveness of mind mapping strategy toward the students’ speaking ability at SMA Kartikatama Metro in Academic Year 2015/2016.

## **B. Discussion**

In this research, there are two variables. They are mind mapping strategy (X) and descriptive speaking ability (Y). The variable was tested by using calculation of t-test to investigate whether there is effectiveness of mind mapping strategy toward descriptive speaking ability. It demonstrated that there was positive influence of mind mapping strategy toward descriptive speaking ability.

Moreover, the positive influence was clarified by the assumption of the grade significant influence of mind mapping strategy toward descriptive speaking ability which was signing positive. Directing significant influence is

also high. In contrast, if using mind mapping strategy is low, the grade of descriptive speaking ability is also low.

Moreover, based on the result of hypothesis testing demonstrated that  $t_{\text{observation}}$  is 7,697, then  $t_{\text{observation}}$  consulted to  $t_{\text{table}}$  of the significant either for level 5% (1,711) and 1% (2,492). It demonstrated that  $t_{\text{observation}}$  is higher than  $t_{\text{table}}$  with  $N=25$ .

Almost all of the student's conception about the effect in their descriptive speaking ability were positive. The mean score of descriptive speaking ability in post test is higher than the post test. Thus, the following confirms the result of the current study as well.

Based on the researcher wrote before that mind mapping can give influence to the students' speaking ability because mind mapping is a good strategy for teaching speaking. Where mind mapping can make learning english is more fun especially in speaking. Mind mapping make the students more interesting in speaking with create a mapp before speaking. It truly make the students easier for speaking.

The students can create mind mapping before they speak, because mind mapping can organize what they want to speak. So the students who wants to speak can organize what they want to speak. Mind mapping make the students' speaking be more ordered.

### **C. Limitation**

This research was conducted at the tenth graders of SMA Kartikatama Metro in the academic year 2015/2016. So, the result was limited only to this class and this research cannot be generalized. If this research was doing in different place, students, academic year possibility the result of the research will be different also.

## **CHAPTER V**

### **CONCLUSSION AND SUGGESTION**

#### **A. Conclusion**

Based on the analysis of the research data, the researcher can generally summarize the conclusion of this research. Mind mapping strategy can be used as an alternative choice learning speaking ability. It can help the student to develop their idea. By mind mapping, the student is easier to speak. The achievement of speaking ability of the student who are taught by using mind mapping strategy has higher score then those without mind mapping strategy. The data confirm that  $t_{\text{observation}} > t_{\text{table}}$  ( $1,711 < 7,697 > 2,492$ ). Therefore, it can be inferred that  $H_a$  is accepted and  $H_o$  is rejected. It means that, there is effectiveness of using mind mapping strategy toward the students speaking ability at the tenth grader of SMA Kartikatama Metro.

#### **B. Suggestion**

Through this research, the writer would like to constructively give suggestions that are recommended:

1. For the Teacher
  - a. The English teacher can use this strategy in this four skill in English subject.
  - b. The teachers are recommended to use mind mapping as a strategy in teaching speaking to influence the students' speaking ability.
2. For the Students
  - a. By using mind mapping the students hope in order that be able to speak.
  - b. By using mind mapping strategy, the students are hoped to be active, explore their idea.
3. For the headmaster
  - a. The headmaster sholud give the guidance to the teacher about the method or strategy in teaching learning .
  - b. The headmaster can recomend to the teacher in order to try this strategy that is mind mapping strategy.

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## **CURRICULUM VITAE**

The name of the writer is Putry Prayasmita. She was born in Jakarta on April 04<sup>th</sup> 1995. She lives in Pekalongan, East Lampung. Ethnically speaking, she comes from Javanese family descent. She is the first child of two children of Partiman and Purdiniati.

She took her Elementary School at MIM Muhammadiyah 1 Pekalongan finished in 2006, she continued to Junior High School (SMP Muhammadiyah 1 Pekalongan) finished in 2009. Having graduated from Junior High School, she continued her study on Senior High School Kartikatama Metro (SMA Kartikatama Metro) and was finished in 2011. She continued her study in English Program Strata I (S1 PBI) in State Islamic College of Jurai Siwo Metro from 2012 until now.

## DOCUMENTATION

### Learning activity





