

AN UNDERGRADUATE THESIS

**THE USE OF MIND MAPPING TECHNIQUE TO IMPROVE
STUDENTS' SPEAKING PERFORMANCE AT THE EIGHTH
GRADE OF STATE JUNIOR HIGH SCHOOL 7 METRO**

Written By:

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF
METRO**

1440 H/2018 M

**THE USE OF MIND MAPPING TECHNIQUE TO IMPROVE
STUDENTS' SPEAKING PERFORMANCE AT THE EIGHTH
GRADE OF STATE JUNIOR HIGH SCHOOL 7 METRO**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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**THE USE OF MIND MAPPING TECHNIQUE TO IMPROVE STUDENTS'
SPEAKING PERFORMANCE AT THE EIGHTH GRADE OF STATE
JUNIOR HIGH SCHOOL 7 METRO**

ABSTRACT

BY

HERLINA ENDANG SUSANTHI

Speaking is one of the four skills that are very important to learned. Speaking as a productive aspect is influenced by some elements such as fluency, pronunciation, vocabulary, grammatical accuracy and interactional strategies. Speaking english is one of the skill that should be mastered by the students of State Junior High School 7 Metro. However, there are many students who have some difficulties in speaking performance. This situation results to the students' speaking score are still low. Based on the situation, to improve students' speaking performance, the researcher used Mind Mapping technique in learning process. Mind Mapping is one of technique that easy and effective to be applied in teaching and learning process in the class. This research aimed to know whether the use of Mind Mapping technique can improve students' performance in speaking in English learning.

The kind of this research is a classroom action research (CAR). The research is conducted in two cycles, and each cycle consists of planning, acting, observing, and reflecting. Object of this research was the students speaking performance. In collecting the data, the researcher used observation, test, and documentation. This research was conducted with Mrs. Yulia Budi S.,S.Pd as one of the English teacher of State Junior High School 7 Metro.

The result of this research showed that Mind Mapping technique had positive role in improving the students' speaking performance among eight graders of State Junior High School 7 Metro. It can be proved by the students' average score from pre-test to post-test. The average score in pre-test was 63,5 and in post-test was 67,6 became 76,11. It can be inferred that using Mind Mapping technique can improve speaking performance among the students.

PENGUNAAN MIND MAPPING TEKNIK UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA KELAS DELAPAN SMP NEGERI 7 METRO

ABSTRAK

Oleh:

HERLINA ENDANG SUSANTHI

Berbicara adalah salah satu dari empat keterampilan yang sangat penting untuk dipelajari. Berbicara sebagai aspek produktif dipengaruhi oleh beberapa elemen seperti kelancaran, pengucapan, kosakata, ketepatan tata bahasa dan strategi interaksional. Berbicara bahasa Inggris adalah salah satu keterampilan yang harus dikuasai oleh siswa-siswi SMP Negeri 7 Metro. Namun, ada banyak siswa yang memiliki kesulitan dalam berbicara. Situasi ini menyebabkan skor berbicara siswa masih rendah. Berdasarkan situasinya, untuk meningkatkan kemampuan berbicara siswa, peneliti menggunakan teknik Mind Mapping dalam proses pembelajaran. Mind Mapping adalah salah satu teknik yang mudah dan efektif untuk diterapkan dalam proses belajar mengajar di kelas. Penelitian ini bertujuan untuk mengetahui apakah penggunaan teknik Mind Mapping dapat meningkatkan kemampuan siswa dalam berbicara dalam pembelajaran bahasa Inggris.

Jenis penelitian ini adalah penelitian tindakan kelas (PTK). Penelitian ini dilakukan dalam dua siklus, dan setiap siklus terdiri dari perencanaan, akting, pengamatan, dan refleksi. Objek penelitian ini adalah kemampuan berbicara siswa. Dalam mengumpulkan data, peneliti menggunakan observasi, tes, dan dokumentasi.

Hasil penelitian menunjukkan bahwa teknik Mind Mapping memiliki peran positif dalam meningkatkan kemampuan berbicara siswa di antara delapan siswa SMP Negeri 7 Metro. Hal ini dapat dibuktikan dengan nilai rata-rata siswa dari pre-test hingga post-test. Skor rata-rata dalam pre-test adalah 63,5 dan pada post-test adalah 67,6 menjadi 76,11. Dapat disimpulkan bahwa menggunakan teknik Mind Mapping dapat meningkatkan kemampuan berbicara di antara para siswa.



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No. B- 3539/11-28.1/D/PP-00-9/11/2018

An Undergraduate thesis entitled: THE USE OF MIND MAPPING TECHNIQUE TO IMPROVE STUDENTS' SPEAKING PERFORMANCE AT THE EIGHTH GRADE OF STATE JUNIOR HIGH SCHOOL 7 METRO, written by Herlina Endang Susanthi, student number 14121457, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, October 31st 2018 at 10.00-12.00 p.m.

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Metro, Oktober 2018

Yang Menyatakan



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MOTTO



So verily, with the hardship, there is relief. Verily, with the hardship, there is relief.

(QS Al-Insyirah: 5-6)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

1. My beloved family, especially my parent (Mr. Bambang Subali and Mrs. Heriwanti), my brother (Herly Anggara Eka Putra) who always pray and support in their endless love.
2. My sponsor and Co-sponsor, thanks for guiding.
3. My beloved and inspiring friends and for someone who never stopped encouraging me.
4. My beloved Almamater State Institute of Islamic Studies (IAIN) of Metro

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the researcher can accomplish this undergraduate thesis entitles “THE USE OF MIND MAPPING TECHNIQUE TO IMPROVE STUDENTS’ SPEAKING PERFORMANCE AT THE EIGHT GRADE OF STATE JUNIOR HIGH SCHOOL 7 METRO”.

Regarding to the undergraduate thesis, the writer offers her big thank to the Drs. Kuryani, M.Pd as the sponsor and to Ahmad Subhan Roza, M.Pd as the co-sponsor. May Allah SWT give them His better reward for their spending time to support and guide during the writing process.

The researcher do apologizes for all mistakes she has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, October 2018
The Writer,

Herlina Endang Susanthi
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CHAPTER I

INTRODUCTION

A. Background of the Study

As human being in the world we cannot be separated from other people because we live in society, we needed each other. Language is a system of communication and human being accept this as a part of their culture. Language is also a set of rules, which is used as a tool of human communication. By using language someone can communicate and express their idea.

Besides, English as an international language is used and learned by people in many countries. In Indonesia the use of English is very important. It is the first foreign language which is learned and taught at school, from kindergarten to university. In addition, many books of science, technology, art, and other published issues are written in English. The students should be mastered the basic skills in studying English. They are listening, speaking, reading and writing.

Moreover, one of major skills in English learning is speaking. Speaking is one of the most important parts of learning English. Many students have difficulty in mastering speaking because English is a foreign language that is not used in everyday life to communicate. Speaking is included in productive aspect to conceptualize data in the brain then produce it as an oral information. The ability to speak fluently presupposes not only

knowledge of language features, but also the ability to process information and language on the spot.

However, in learning speaking students have some difficulties that be problem to them. The problems are some of the students are affraid and feel not confident to speak English because they have lack of vocabulary, some of students are not able to pronounce some words correctly, some students are not able to express the meaning of transactional and interpersonal conversation to interact within the environment, some of students are not able to share their own ideas.

Furthermore, in spoken English, speaking is the primary performance to develop to acquire speaking performance, students must have many aspects of speaking such as pronounciation, structure, articulate, content and fluency. Therefore, the students have to improve their speaking performance using mind mapping technique. Mind mapping can help the students to memorize the content about their speaking task. The researcher assumes that using mind mapping technique in teaching speaking will help the students in their learning process. It will motivate and facilitate the students to practice their speaking performance.

Based on the pre-survey data that the researcher have done on November 4th 2017, the researcher found that most of the eighth grade students of State Junior High School 7 Metro have low in speaking performance. The number of the students are 27 students. The students still have difficulties in their speaking performance as described before. It can be

seen from the average score of the students daily test that was less than 75.

The data can be known as follow:

Table 1
The Pre-survey Data of Student's Speaking Performance at the Eight Grade of State Junior High School 7 Metro

No.	Score	Category	Frequency	Percentage
1	≥ 75	Complete	3	11,11 %
2	< 75	Incomplete	24	88,89 %
Total			27	100 %

Source: Document of English Speaking Score among the Eighth Graders of State Junior High School 7 Metro

Based on the data above, it can be seen that from 27 students at the eighth grade of State Junior High School 7 Metro, the level of the students speaking performance were low. The total subject of the research were 27 students, only 3 students with percentage 11,11 % were passed, and 24 students with percentage 88,89 % were failed. So, the researcher assume that the students still face many problem, among the noticeable problems in speaking like speaking slowly, taking too long to use utterances, and unable to speak without reading.

The researcher interested to do the research because student's speaking at State Junior High School 7 Metro still low. Looking from the problems related to speaking as described before, then the researcher wants to solve the problems of speaking that occurred in the eighth grade at State Junior High School 7 Metro through the application of mind mapping technique because it can help students to memorize the content of their

speaking task so the researcher convince that through the application of this technique will be able to solve the problems faced by students at the eighth grader of State Junior High School 7 Metro in academic year 2017/2018.

B. Problem Identification

Based on the background above, the identification of the problem such as:

1. The students have lack of vocabulary.
2. The students are not able to pronounce some English words correctly.
3. The students are afraid to speak English in front of the class.
4. The students feel not confident when speak English.
5. The students are not able to speak English fluently.
6. The students feel difficult to remember what they want to say in English.
7. The speaking learning method is less interesting for students.

C. Problem Limitation

Considering that they are many problems related to speaking performance as described in the problem identification above, then in this research the researcher will limit the study about how to memorize paragraph so the students can speak English fluently and increase their speaking performance.

D. Problem Formulation

The formulation of the problem as follow: “Can the mind mapping technique improve the students’ speaking performance and their learning activity at eighth grade of State Junior High School 7 Metro in academic year 2017/2018?”

E. Objective and Benefits of the Study

1. Objective of the Study

The objective of this research is to improve the students’ speaking performance and their learning activity by using mind mapping technique at the eighth grade of State Junior High School 7 Metro in academic year 2017/2018.

2. Benefits of the Study

a. For Students

The result of the research is expected as positive contribution and motivation for the students in their performance by using mind mapping technique in studying English in the classroom.

b. For Teachers

The result of the research is expected as positive contribution and information for the teachers to make an effective in their speaking teaching and learning process by using mind mapping technique in studying English in the classroom.

c. For Headmaster

The result of the research is effective as the consideration material for facilitate teaching and learning process especially English subject in speaking material.

CHAPTER II

REVIEW OF THE RELATED THEORY

A. The Concept of Speaking Performance

1. The Concept of Speaking

a. The Definition of Speaking

There are so many definitions of speaking. Many experts explain about the definition of speaking. Speaking, before any technological inventions, could only take place face-to-face. This meant that the receiver was always physically present.¹ Today, of course, interaction can be displaced and the receiver can be any distance away but at least the voice has to be present. Speaking is a crucial part of second language learning and teaching, it is an art of communications and one of four productive skills, that must be mastered in learning foreign language.² Thus, good speaking skills are the act of generating words that can be understood by listeners.

According to Thornbury speaking is the largest spoken component in our life that we take it for granted.³ Speaking involves a process of building and sharing meaning through the use of the

¹ Sandra Combleet and Ronald Carter, *The Language of Speech and Writing*, (London and New York: Taylor and Francis Group, 2001), p. 23

² Maryam Bahadorfar and Reza Omidvar, “*Technology In Teaching Speaking Skill*”, *Acme International Journal of Multidisciplinary Research*, (India: University of Mysore, 2014), Vol. II/Issue IV, p. 9

³ Scott Thornbury, *How to Teach Speaking*, (London: Pearson Longman, 2005), p.1

language orally.⁴ Furthermore, by speaking people are able to know what kinds of situations the world. People who have ability in speaking will be better in sending and receiving information or message to another. It is the process of building and sharing meaning through the uses of verbal and non verbal symbol in various context.⁵

Moreover, Burns and Joyce defined speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.⁶

From the definition above, the researcher concludes that speaking is about saying and sharing the idea from our mind orally and necessary for effective communication in daily activities in any language as basic practising in our life.

b. Elements of Speaking

The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process the information and language directly on the spot. Here are some elements of speaking⁷:

⁴ Nasution, Dina Syarifah, et all, *Improving Students' Speaking Skill of Descriptive Texts Through Mind Mapping at Grade X-1 Computer and Network Technic Program (TKJ) of SMK N 1 Panyabungan*, (State University of Padang, 2013), Vol. 1, No. 2, p. 1

⁵ Emma Rosana, *Teaching Speaking of English As A Foreign Language: Problems and Solutions*, (Banjarmasin: Universitas Lambung Mangkurat), p. 1

⁶ Shiamaa Abd El Fattah Torky, *The Effectiveness of a Task-Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students*, (Cairo: Ain Shams University, 2006), p. 30

⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman, 2003) 3rd ed, p. 269-271

1. Language Feature

Among the elements necessary for spoken production, are follow :

a) Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech. Here, the connected speech can be omitted and added. The use of expressive contribute to the ability to convey the meaning. They use the extra expression of emotion and intensity.

b) Expressive devices

Native speaker of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these devices contributes to the ability to convey meanings.

c) Lexis and grammar

Speech is marked by the use of lexical phrases, especially in the performance of certain language function. Here, the teacher give some phrases for different function such as expressing surprise, agree, disagree, etc.

d) Negotiation language

Effective speaking will give benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

2. Mental/Social Processing

The success of speaker depends on the processing skill like:

a) Language processing

A good speaker is a speaker who able to process the language in their own head and can convey the meaning of language.

b) Interacting with other

Most of speaking involve interaction with one or more participant. This means that effective speaking involves a good deal of listening and knowledge.

c) (On-the-Spot) Information processing

Here, we need to be able to process the information about something that they tell to us at the moment we get it. The longer it takes, the less we are as instant communicators.

So, the elements of speaking are very important to help the students improve their speaking performance. The way that they process the information and language directly on the spot will affect their fluency in speaking.

c. Characteristics of Speaking

There are some problems in speaking faced by the students. According to Brown, there are some characteristics of speaking, which is explained below⁸:

1) Clustering

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. Learners can capitalize on this feature of spoken language.

3) Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a still bookish quality of speaking that in turn stigmatizes them.

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. Learners can actually be taught how to pause and

⁸ Brown, H Douglas, *Teaching by Principles: An Interactive Approach To Language Pedagogy*, (San Fransisco: Longman, 2001), p. 270-271

hesitate. For example, in English our “thinking time” is not silent; we insert certain “fillers” such as uh, um, well, you know, I mean, like, etc. One of the most salient difference between native and nonnative speakers of language is in their hesitation phenomenon.

5) Colloquial language

Make sure that the students are reasonably well acquainted with the word idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of delivery

Another salient characteristic of fluently is rate of delivery. One of the tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluently.

7) Stress, rhythm, and intonation

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

8) Interaction

Learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its rich component the creativity of conversational negotiation. Interaction has a large role in spoken language. Interaction consists of negotiation, clarification, attending signaled. It means that in interaction learn to respond to the conversation.

Based on the characteristics of speaking above the researcher assumed that speaking has some characteristics that have to be attentionned. If all of characteristics above is fulfilled, it will produce a good speaking.

d. The Function of Speaking

There are three function of speaking according to Brown and Yule in Richards book, as follow⁹:

1) Talk as interactions

Talks as interaction refers to what we mean by conversation and describe interaction that serves primarily social function. When the people meet, they do greeting, engage in small talk, recount recent experiences and other that make them comfortable when interaction with other. It focuses on the speaker and how they present themselves to each other.

2) Talk as transaction

Talk as transaction refer to situation where the focus is on what is said or done. Talk as transaction focus on the information of the message. The message and making oneself understood clearly and accurately is the central focus rather than participant.

3) Talk as performance

This refers to public talk. Here, the speaker transfers the information to the audience, such as classroom presentations,

⁹ Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, (New York: Cambridge University Press, 2008), p. 21-27

public announcements, and speeches. It emphasis of monolog rather than dialog.

Based on the functions of speaking above the researcher conclude that function of speaking have important role in speaking. Such as tools of interaction with all people, to make a transaction and as a performance when we are talking in public speaking.

2. The Concept of Speaking Performance

a. The Definition of Speaking Performance

Based on oxford advanced learners' dictionary, the word performance means 1) the act of performing a play, concert or same other form of entertainment, 2) the way a person performs in play, concert, etc. 3) how well or badly you do ; how well or badly works.¹⁰

While on the other occasion Richard said that speaking performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g, speech of welcome), and is so closer to written language than conversational language.¹¹ Speaking is a productive skill where the speakers turn their mental concept into verbal or nonverbal symbol in a variety of contexts to express their idea or their feeling and convey a message to the listener.

So, it can be inferred that speaking performance means that how or badly someone in a put their mental concepts into verbal or nonverbal symbols especially in the form of monolog.

¹⁰ Hornby, AS, *Oxford Advanced Learners' Dictionary of Curren English*, (New york: Oxford University Press, 2000) 6th ed, p. 1089

¹¹ Jack C.Richards, *Teaching Listening and Speaking.*, p.27

b. Types of Classroom Speaking Performance

There are some basic types of classroom speaking performance, such as¹²:

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

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 it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3) Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher- or student-initiated questions or comments.

¹² Brown, H Douglas, *Teaching by Principles.*, p. 271-274

4) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. It could readily be part of group work activity as well.

5) Interpersonal (dialogue)

Interpersonal language carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. Learners would need to learn how such features as the relationship between interlocutors, casual style, and sarcasm are coded linguistically in the conversation.

6) Extensive (monologue)

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

As a result, the types of classroom speaking performance that used by students in the class have to be decided appropriately. It will make the students easier while speak based on their english materials.

c. The Measurement of Speaking Performance

To test speaking performance, there are some indicators that should be scored, according to Weir, he classified five analytic speaking criteria as follow¹³:

Table 2
Analytic Speaking Criteria

Aspect	Score	Indicators
Fluency	Excellent	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	Good	The students hesitates and repeat himself at times but can generally maintain a flow of speech, although she/he may need an occasional prompt.
	Adequate	Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts.
	Fair	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	Excellent	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impeded.
	Good	Rhythm intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	Adequate	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.

¹³ Cyril J. Weir, *Language Testing and Validation*, (United States: Palgrave Macmillan, 2005), p. 195-196

	Fair	Words are unintelligible.
Vocabulary	Excellent	Effective use of vocabulary for the task with few inappropriacies.
	Good	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	Adequate	Limited use of vocabulary with frequent inappropriacies.
	Fair	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	Excellent	Very few grammatical errors evident.
	Good	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	Adequate	Speech is broken and distorted by frequent errors.
	Fair	Unable to connect comprehensible sentences.
Interactional Strategies	Excellent	Interacts effectively and readily participaties and follows the discussion.
	Good	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	Adequate	Interaction ineffective. Can seldom develop an interaction.
	Fair	Understanding and interaction minimal.

B. The Concept of Mind Mapping Technique

1. The Definition of Mind Mapping Technique

Before discussing about Mind mapping technique, there are some differences between methodology, approach, method, curriculum/syllabus, and technique that can be explained as follow¹⁴:

- a. Methodology: Pedagogical practices in general (including theoretical under-pinnings and related research). Whatever considerations are involved in “how to teach” are methodological.
- b. Approach: Theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.
- c. Method: A generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.
- d. Curriculum/syllabus: Designs for carrying out a particular language program. Features include a primary concern with the specification of linguistics and subject-matter objectives, sequencing, and materials to meet the needs of a designated group of learners in a defined context.

¹⁴ Brown, H Douglas, *Teaching by Principles.*, p. 15-16

- e. Technique: Any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.

Moreover, Mind mapping is a technique where the brain works in different ways and different people think in different ways.¹⁵ Mind mapping is considered a brainstorming technique out of which we obtain desired results or even extraordinary ones. Mind maps are also a great cognitive tool that can be used to arrange and organize information when studying or presenting students with a new topic.¹⁶ By mind mapping the students can develop their ability in memorizing, brainstorming, learning, as well as creativity.¹⁷ In short, it is a great tool for summarizing information and group events that are related to each other.

According to Buzan, mind mapping is an application that gives us the meaningful information to understand in a simple way. Mind mapping technique prepares the mind in a way that information can be used in logical and imaginary way to make an image in the brain. In mind mapping technique, first main idea is specified and then the linear view is explained.¹⁸ Furthermore, as Alamsyah explained that mind maps work well as their visual design enables students to see the relationship between ideas, and encourages them to group certain ideas together as they

¹⁵ Marcus Ingemann, *The Power of Mind Mapping*, Fortunewell.com, p. 7

¹⁶ Silvina P. Hillar, *Mind Mapping with FreeMind*, (Mumbai: Packt Publishing, 2012), p. 6

¹⁷ Rissa San Rizqiya, "The Use of Mind Mapping In Teaching Reading Comprehension", *ELTIN Journal*. Vol1/I, 2013, p. 6

¹⁸ Nikhilkumar D. Parikh, "Effectiveness of Teaching through Mind Mapping Technique", *The International Journal of Indian Psychology*, 2016, Vol. 3 Issue 3 No. 3, p. 149

proced.¹⁹ For some students, following maps is easier than interpreting verbal or written descriptions.²⁰

In addition, mind maps help students learn information by forcing them to organize it and add images and color to it. It allow students to create a visual image to enhance their learning and can be used as a metacognitive tool that allows them to make connections to material in meaningful ways.²¹ Mind map, as well as encouraging the infinite continuous flow of ideas, enables the brain to be awake and alert by making the brain use its skills. Note-taking that is described as a boring activity by the students can be turned to a more enjoyable activity by using the mind mapping technique.²²

From the definition above, the researcher conclude that mind map helps students to learn, arrange, and store information in their brain. Information can be illustrated with symbols, words, color, images, links, and attachments to add context, helping to reveal new directions, greater clarity, and big ideas. Because of mind map illustration using a creative method (symbols, words, color, images), it easy and pleasure to see, read, understanding, and memorize.

¹⁹ Riswanto and Pebri, International Journal of Humanities and Social Science, “*The Use of Mind Mapping Strategy in the Teaching of Writing at SMA 3 Bengkulu, Indonesia*”, Vol. 2 No. 21, 2012, p. 60

²⁰ Mithra Zahedi and Lorna Heaton, International Conference on Engineering and Product Design Education, “*Mind Mapping as A Tool, as A Process, as A Problem/Solution Space*”, (Denmark: Aalborg University, 2016), p. 4

²¹ Jones, Brett D., et all, “*The Effects of Mind Mapping Activities on Students’ Motivation*”, International Journal for the Scholarship of Teaching and Learning, Vol. 6 No. 1, Art. 5, 2012, p. 4

²² Aysegul Seyihoglu, Ayca Kartal, “*The Views of the Teachers about the Mind Mapping Technique in the Elementary Life Science and Social Studies Lessons Based on the Constructivist Method*”, (Turkey: Egitim, 2010), p. 4

2. The Purpose of Mind Mapping Technique

In applying mind mapping in teaching process, it has a purpose to make learning English successfully. The purpose of mind mapping technique is that the student will be able to memorize better so it can help the students speaking performance.

Mento et al observed that a number of executives made clear and compelling presentations using only a transparency of a mind map, without fumbling about with notes.²³ The ability to handle the presented material in such an effective way was attributed to better recall of the information because it had been captured and stored in an integrated, radiating manner rather than linearly.

In another chance, Mento also observed that a number of executive students made clear and compelling presentations using only a transparency of their mind map, without fumbling about with notes as well.²⁴

In short, mind mapping will help the students to improve their speaking performance and enhances the presentation skills.

3. The Procedure of Mind Mapping Technique

There are some steps that can be described to make mind mapping, as follows²⁵:

²³ Mento, A. J., Martinelli, P. And Jones R. M, “*Mind Mapping in Executive Education: Applications and Outcomes*”. The Journal of Management Development, Vol. 18, Issue 4, 1999, p. 10

²⁴ *Ibid.*, p. 21

²⁵ Writing Centre, *Mind Mapping Learning Guide*, (Australia: The University of Adelaide, 2014), p. 1-2

- 1) The students can place the central theme/main idea or controlling point in the centre of the page. Starting at the central gives the students for developing ideas from the central page.
- 2) The students can use line, arrows, speech bubbles, branches and different colours as ways of showing the connection between the central theme/main idea and the idea which stem from that focus. The relationships are important, as they may form the essay paragraphs. The colour and lines make mind map more interesting and increasing energy to creative thought, make the students to focus, helps students concentrate, and active their brain.
- 3) The students have to avoid creating an artistic masterpiece. The students should draw quickly without major pauses or editing. Chances are, their first idea was fine and placed that idea in the direction or on the branch they thought made the most sense.
- 4) The students can choose different colours to symbolise different things. The student will be easy to remember.
- 5) The students can leave some space on the page. The reason for this is to continue by adding more information over a period of time.

4. Advantage and Disadvantage of Mind Mapping Technique

a. Advantages of Mind Mapping

The advantages of mind mapping are many and varied. In summary they include²⁶:

²⁶ *Ibid.*, p. 4

- 1) Giving the students an overview of a large subject/broad topic and allowing them to represent it in a more concise fashion.
 - 2) Encouraging the students to see the bigger picture and creative pathways.
 - 3) Enabling the students to plan/make choices about the selection of resource material they have for an assignment and where they are going to place it.
 - 4) Providing the students with a more attractive and enjoyable format for their eye/brain to look at, muse over and remember.
- b. Mind Maps are also useful for²⁷:
- 1) Brainstorming-individually, and as a group.
 - 2) Summarizing information and note-taking.
 - 3) Consolidating information from different research sources.
 - 4) Thinking through complex problems.
 - 5) Presenting information in a format that shows the overall structure of the subject.
 - 6) Studying, retaining and recall information.
 - 7) Promotes meaningful learning instead of memorization.
- c. Disadvantages of Mind Mapping

Besides the advantages that be found in mind mapping, there are also the disadvantages, such as²⁸:

²⁷ Tee and Azman, International Journal of Psychological and Behavioral Sciences, *Buzan Mind Mapping: An Efficient Technique for Note-Taking*, Vol: 8, No: 1, 2014, p. 29

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

C. Action Hypothesis

Based on the literature review above, the researcher formulates the hypothesis as follow:

“By Using Mind Mapping Technique the Students’ Speaking Performance Can be Improved at the Eighth Grade of State Junior High School 7 Metro in Academic Year 2017/2018”

²⁸ *Ibid.*

CHAPTER III

RESEARCH METHODOLOGY

A. The Variable and Operational Definition of Variable

This research consist of two variables. The independent variable was the one believed may cause the results and the dependent variable was the one that measured to see the effects the independent variable has on it. The two variables can be explained as follow:

a. Independent Variable (X)

The independent variable in this research was simulation technique. Independent variable was the major variable which hoped to investigate. It was the variable which selected, manipulated, and measured by the researcher. Independent variable of this research was using Mind Mapping Technique as a method which can be defined as tool to help students' easier to memorize their speaking task.

Moreover, a way to measure this variable was using observation. The measuring instrument was an observation sheet and for the score was start from 0-100 to assess and measures the students speaking performance. The indicator of this variable weas the students can perform their speaking spontaneously and structured without reading any text to improve their speaking performance using Mind Mapping Technique.

b. Dependent Variable (Y)

Dependent variable of this research was the variable which observed and measured to determine the effect of the independent variable. Speaking performance as the dependent variable defined as built from the speaking ability of someone that has develop or practiced on a daily basis. A way to measure this variable was using test. The measuring instrument was an oral test and for the score start from 0-100 to assess and measures the students speaking performance.

The indicators of speaking performance were²⁹:

Aspect	Score	Indicators
Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The students hesitates and repeat himself at times but can generally maintain a flow of speech, although she/he may need an occasional prompt.
	2 (adequate)	Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening; some errors of

²⁹ Cyril J. Weir, *Language Testing and Validation*, (United States: Palgrave Macmillan, 2005), p. 195-196

		pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few inappropriacies.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2 (adequate)	Limited use of vocabulary with frequent inappropriacies.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to connect comprehensible sentences.
Interactional Strategies	4 (excellent)	Interacts effectively and readily participaties and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.

	1 (fair)	Understanding and interaction minimal.
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B. The Research Setting

This research would conduct at the eighth grade of State Junior High School 7 Metro which located at Jl. Stadion Tejosari 24, Metro Timur in academic year 2017/2018. Telp. (0725)7020642. Email: smptujuhmetro@gmail.com.

C. The Subject of the Research

This research was the Classroom Action Research (CAR) type, and the subjects of this research were the students of the eighth grade of State Junior High School 7 Metro. This class consists of 27 students. The researcher would choose this class because most of the students were low ability especially in speaking. They also have low interest in learning English.

The researcher asked the English teacher as the collaborator in this research that functioned as the controller in teaching learning process. So, the researcher was easy to know the development of the students who were active in teaching learning process.

Table 3
The Subject of the Research

No	Class	Sex		Total
		Male	Female	
1	VIII A	13	14	27
Total		13	14	27

D. Research Procedure

1. Classroom Action Research

The research was aimed to improve students' speaking performance by using Mind Mapping Technique, so the researcher using classroom action research. According to Tomal, action research is a systematic process of solving educational problems and making improvements.³⁰ Action research is different from quantitative and qualitative research, but has characteristics of both.

Wallace explains that classroom action research is basically a way of reflecting on your teaching in the class by systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about what your future practice should be.³¹

From the definition above, the researcher conclude that classroom action research is a research in teaching and learning in the class which the aim is to increase the students' ability and to solve problem in the learning process.

Concerning about the type of action research, researcher would used collaborative action research so that it needs the collaborator or another participants which was English teacher to assist the researcher in this research. Therefore the researcher would be assisted by Ms. Yulia Budi S, S.Pd. She is an English teacher of State Junior High School 7

³⁰ Tomal, Daniel R., *Action Research For Educator*, (United States of America: Scarecrow Press, Inc, 2003), p. 5

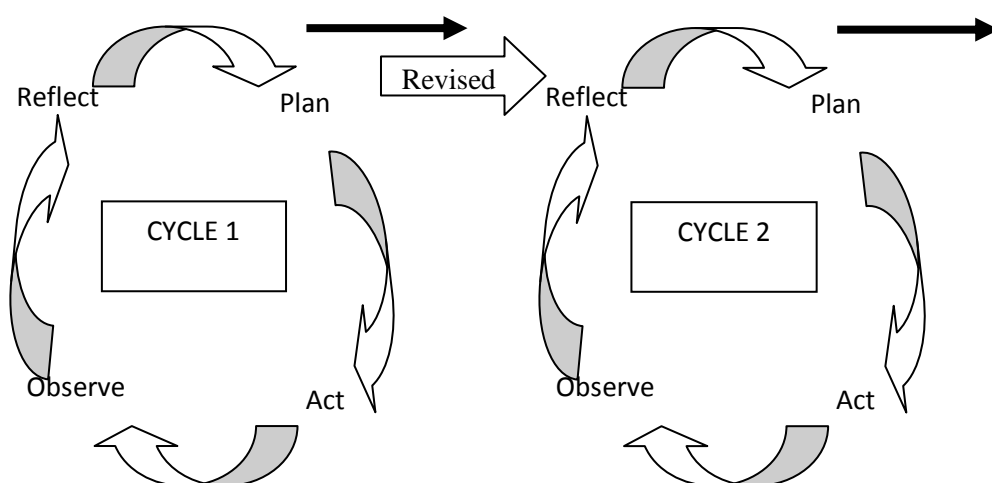
³¹ Alison Mackey, *Second Language Research*, (USA: Lawrence Erlbaum Associates, 2005), p. 216

Metro, especially in eight grade. According to Kemmis and McTaggart as cited by Anne Burns, action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.³²

In the classroom action research, the researcher would like to hold the research in two cycles, Cycle 1 and Cycle II. Each cycle is consisting of four activities, they are: planning, acting, observing and reflecting.

Here is the Classroom Action Research (CAR) design proposed by McNiff Jean, and Whitehead Jack³³:

Figure 1
Spiral Classroom Action Research



McNiff Jean and Whitehead Jack Model

³² Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge: Cambridge University Press, 1999), p. 32

³³ McNiff Jean, and Whitehead Jack, *Action Research: Principles and Practice Second Edition*, (New York: Routledge Falmer Taylor & Francis Group, 2002), p. 41.

2. Action Plan

Based on McNiff Jean, and Whitehead Jack research design, the steps of the research cover four phases in each cycle. They are the following:

a. Cycle 1

There are the four activities in each meeting of cycle 1 such as planning, acting, observing, and reflecting.

1) Planning

Planning was the first steps in each activity. Without planning the activity that the researcher did would not be focus. The planning would be reference in doing action.

There were steps that the researcher can make in planning:

- a) Identifying the problem and finds the problem solving.
- b) Preparing the material and technique of teaching.
- c) Preparing the source of learning.
- d) Preparing the observation sheet.
- e) Preparing the evaluation form to evaluate the students'

activities after teaching learning process.

2) Acting

The second steps in the acting research was action. It was the realization from the planning which has made by the researcher. Without the action, the planning was just imagination that never be real. There were some steps that the researcher does in the action:

- a) The researcher applies the lesson plan.
- b) The researcher teaches by using Mind Mapping Technique.
- c) The researcher guides the students to memorize the speaking task based on the lesson plan.

3) Observing

The observing was the activity of recording the even and action. In this research the observing would did in a learning process related as the schedule. The observing in teaching learning process was recorded by using note. The researcher ask the english teacher become observed. The collaborator observed the student activities, in this research the researcher would acted as a teacher who implemented the Mind Mapping Technique in treatment. This was to know how far the students speaking performance using the Mind Mapping Technique. In this step, the researcher observes the process of teaching learning by using observation sheet.

4) Reflecting

The reflecting was the fourth steps that would be done. Reflection was an activity to analyze and make conclusions based on test result and observations. The researcher would know the strength and weakness from action by reflecting. Reflection was used to analyze the results of observation and tests that are used as the basis for the next cycle of improvement.

b. Cycle 2

Based on cycle 1 evaluation of the weakness that felt, and then the second cycle of action was developed and so on. The cycle would be successful if the indicators of success have been achieved. If from cycle I, there were some students not successful, so the researcher must conduct cycle 2. The result in cycle 1 was for evaluation material and for reflection to the second research. The minimum cycle in Classroom Action Research was two cycle. If from cycle 2 all of the students were successful, the cycle able to be stopped until cycle 2 only.

E. Data Collection Method

This research was intended to know mind mapping technique can be used to improve the students' speaking performance. The researcher would minister test, observation, documentation, and field notes in data collection technique.

In teaching learning process the researcher explained about a speaking material and then the researcher would use Mind Mapping Technique to help the students easier to memorize their speaking task. The researcher would took the students' score in each meeting and then compare it. If the students' score could increase from the first meeting to the next meeting it means that Mind Mapping Technique could be used to improve the students' speaking performance at the eighth grade of State Junior High School 7 Metro.

To collect the data, the researcher used the data collection method as follow:

1. Test

In the research, the researcher would gave the students two test, that were pre test and post test. The test was oral test and the testee were the students at the eighth grade of State Junior High School 7 Metro. The tests would gave to know the students achievement before and after the learning process. The speaking test was taken from the exercise. In this test the students have to come in front of the class to give their speaking performance. The test was devided into two parts as follows:

a. Pre-test

The pre-test would gave in the first meeting in order to find out the difference between the individual who have similar level. The pre-test employed in this research was in the form of speaking performance test. In order to know the students' speaking performance, the researcher employ oral task.

b. Post-test

The post-test would gave in the last meeting after doing the treatments to find out whether the treatment gave any contribution to the students' achievment in the class or not. The improvement could be seen if the average score of post-test was higher than pre-test. This step would be done after the treatment to know the influence of Mind

Mapping Technique whether it was able to improve the students' speaking performance.

2. Observation

Observation was a kind of data collection method by observing directly to the object that examined such as the location and the teaching learning process of the school. In the observation, the researcher made some notes and check-list to recheck the data. It means to know about the location sketch of State Junior High School 7 Metro and the process of students' learning activities in the classroom.

3. Documentation

During the process of the research, the researcher would collected some documents such as the total of students, teachers, school history and the condition of the school at State Junior High School 7 Metro in academic year 2017/2018. In this research, the researcher would used the data from the documentation as described.

4. Field Note

To collect the data more accurately, the researcher used field note to make easy when analyze the data. This was to know students activities during teaching process. It would be done after finishing teaching and learning process.

F. Research Instrument

Instrument is a mechanism for measuring, which is used to gather and record information for assessment, decision making, and ultimately understanding.³⁴ In this research, the research instrument would be designed by the researcher. There were 3 kinds of instrument: observation sheet, documentation guidance, and item test. Farther more, the three kinds of instrument can be explained as a follow:

1. Observation Guidance
 - a) The students learning activity
 - b) Teacher performance in the classroom
2. Documentation Guidance
 - a) The history of the school
 - b) The condition of teachers and official employee
 - c) The condition of students
 - d) Learning facilities
 - e) Organization structure and
 - f) Location sketch at State Junior High School 7 Metro
3. Item Test

The test was oral test which has some indicators as follows: the indicator of Mind Mapping Technique was the students are able to memorize thier speaking task and they can use it in their speaking performance. The last, the indicator of Students' speaking performance

³⁴ David Colton & Robert W.Covert, *Designing and Constructing Instrument for Social Research and Evaluation*. (San Francisco: Jossey, Bass, 2007), p. 5

was the students can improve their performance based on their fluency, pronunciation, vocabulary, grammatical accuracy, and interactional strategies.

The researcher would used content validity in order the instrument has a good quality and the instrument will be relevant to the focus of the research. Therefore, the researcher used content validity based on the syllabus and materials at the eighth grade of State Junior High School 7 Metro in academic year 2017 / 2018.

G. Data Analysis Technique

The data would analyze step by step to take the average score of the pre-test and post-test in cycle I and cycle II. The formula to get the average of pre-test and post-test could be seen as follow:

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

Notes:

\bar{X} : Mean

Σ : Sum of

X : Raw score

N : The total number of subject³⁵

Furthermore, to know the result the researcher would compare the average score between pre-test and post-test for each cycle, and then to know

³⁵Ary Donald, et all, *Intoduction to Research in Education*, (Canada: Wadsworth Cengage Learning, 2010), p. 108-109

the percentage of increasing score in students learning activities, the researcher would used the percentage formula as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Notes:

P = Percentage

$\sum x$ = Total Score of the Students

N = Total of Students.

H. Indicator of Success

To know the gain the data would be conducted in each test by taking the score of pre-test and post-test. After the result was suitable by the minimum standard of speaking performance in this class at least 75. This research would be success or finish if 70% of students got minimum score 75 and 70% of students active in learning process.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. The Description of Research Location

a. The History of State Junior High School 7 Metro

State Junior High School 7 Metro is located on Jl. Stadion 24, Tejosari, Metro Timur, Kota Metro. State Junior High School 7 Metro originated from the change of State Technical School (ST Negeri) Metro which was established in January 1963, at the beginning located on Jl. Kemiri 15a, Iringmulyo. In 1994 ST Negeri Metro became a Junior High School Skills Education Program (SMP Keterampilan), then in 1999 changed to State Junior High School 7 Metro.

In the academic year 1999/2000 State Junior High School 7 Metro has a permanent teacher of 21 people and administration of 3 people. As time went by State Junior High School 7 Metro began to clean up, both in the field of education personnel, educational staff and in facilities and infrastructure that support the teaching and learning process, and now State Junior High School 7 Metro has 45 educators.

Schools continue to strive to improve the quality of school through various activities in order to achieve the achievement. Students' achievements both in academics are getting better in terms of quality and quantity, from city, provincial, and national level has been carved

by students of State Junior High School 7 Metro. Schools will pursue Volley Ball's sporting achievements to be the favored branch of the national champions. State Junior High School 7 Metro has experienced the replacement principal, as follows:

1. Drs. Zainal Jas, 1963 - 1988
2. Risik Hadi Siswoyo, 1988 – 1998
3. Drs. Kayadi, from 1999 to 2001
4. Drs. Sriyono, 2002 – 2006
5. Drs. Edy Supriono, 2006 – 2009
6. Drs. Aprizal, 2009 – 2012
7. Joko Widodo, S.Pd., M.Pd, 2013 – 2017
8. Repiyati, S.Pd., 2017 until now

b. The Condition of Teacher and Official Employees

Table 4
List of the Teacher of State Junior High School 7 Metro

No	Teacher's Name	NIP	Degree/Group	Position
1	Repiyati, S.Pd	19640511 1988412 2 002	Pembina/IV.a	Headmaster/English Teacher
2	Retno Hadi S., M.Pd	19580930 197903 2 002	Pembina TK.1/IV.b	English Teacher
3	Srining Ishak, S.Pd	19601030 199103 2 002	Pembina TK.1/IV.b	Indonesian Teacher
4	Drs. Supriyanto	19630124 199303 1 001	Pembina/IV.a	Social Sciences Teacher
5	Rondang Sihombing, S.Pd	19631124 198710 2 001	Pembina/IV.a	Mathematics Teacher
6	Sugito	19640305 198601 1 002	Pembina/IV.a	Social Sciences Teacher
7	Subroto, S.Pd	19640412 198601 1 003	Pembina/IV.a	Civics Teacher
8	Eka Erita, S.Pd	19660120 198803 2 007	Pembina/IV.a	Natural Sciences Teacher
9	Dra. Atinawati	19660414 199802 2 003	Pembina/IV.a	Indonesian Teacher
10	Dra. Montessori	19661125 199802 2 001	Pembina/IV.a	Religion Teacher
11	Maryani, S.Pd	19670316 198903 2 007	Pembina/IV.a	Mathematics Teacher
12	Kusdarmaji, S.Pd	19670430 198902 1 001	Pembina/IV.a	Sains Lab. Coordinator/Natural Sciences Teacher
13	Marsini, S.Pd	19670802 199103 2 003	Pembina/IV.a	Indonesian Teacher

14	Tumbur Sihaloho, M.Pd	19691109 199903 1 004	Pembina/IV.a	V. P. Curriculum/Mathematics Teacher
15	Yusnita, S.Pd	19710104 199802 2 003	Pembina/IV.a	V. P. Social/Social Sciences Teacher
16	Ika Rokhmawati, S.Pd	19741013 199802 2 002	Pembina/IV.a	English Teacher
17	Joko Widodo, S.Pd M.Pd	19680725 199103 1 005	Pembina TK.1/IV.b	Mathematics Teacher
18	Dahmalia B. A.	19590927 198303 2 005	Pembina/IV.a	Religion Teacher
19	Ellyati Astina, S.Pd	19641107 198503 2 002	Pembina/IV.a	Social Sciences Teacher
20	Nurbaiti, S.Pd	19660919 199102 2 004	Pembina/IV.a	Natural Sciences Teacher
21	Erni, S.Pd	19680706 199803 2 003	Pembina/IV.a	Counseling Teacher
22	Woro Sugesti, S.Pd	19760825 200212 2 007	Pembina/IV.a	Mathematics Teacher
23	Wagino, S.Pd	19690214 200212 1 002	Penata TK.1/III.d	Extracurricular Coordinator/English Teacher
24	Unyah Sanjaya, S.Pd	19690316 200501 1 007	Penata TK.1/III.d	V. P. Students/Social Sciences Teacher
25	Rosnita Ariani, S.Pd	19770118 200501 1 007	Penata TK.1/III.d	Social Sciences Teacher
26	Nova Shantika Devi, S.Pd	19770127 200212 2 003	Penata TK.1/III.d	Lampungnese Teacher
27	Yulia Budi S., S.Pd	19860716 200903 2 001	Penata/III.c	English Teacher

28	Erma Noverda Z. R. A., S.Pd	19781111 200501 2 006	Penata/III.c	Indonesian Teacher
29	Hanifah, S.Pd	19801028 200801 2 014	Penata TK.1/III.d	Social Sciences Teacher
30	Suhari, S.Pd	19810511 200804 1 002	Penata/III.c	OSIS Coordinator/Counseling Teacher
31	Dra. Efriani	19680620 200701 2 022	Penata/III.c	Natural Sciences Teacher
32	Ashari	19591008 198901 1 001	Penata Muda TK.1/III.b	Art & Design Teacher
33	Maryati, S.Pd	19820410 200801 2 011	Penata Muda TK.1/III.b	Mathematics Teacher
34	Indra Yuniar, S.Kom	19820627 200804 1 001	Penata Muda TK.1/III.b	Craft Teacher
35	Nara Huripma Restu, S.Sn	19830705 201101 2 004	Penata Muda TK.1/III.b	Art & Design Teacher
36	Ika Yunita Fitriani, S.Pd	19840628 200902 2 006	Penata/III.c	Natural Sciences Teacher
37	Febri Yanti, S.Si	19870218 201101 2 019	Penata/III.c	Library Coordinator/Natural Sciences Teacher
38	Purdiana	19620411 198901 2 001	Penata Muda TK.1/III.b	Staff Coordinator
39	Sri Sapariyati	19670901 199102 2 001	Penata Muda TK.1/III.b	Students Sub Section
40	Wihartono, S.Sos	19750902 201406 1 001	Penata Muda/III.a	Finance Sub Section
41	Suwarto	19750409 201406 1 001	Juru/I.c	Facility & Infrastructure Technician

c. The Number of Student's State Junior High School 7 Metro

The number of students in State Junior High School 7 Metro at each level is different. For class IX consists of 7 (seven classes), while for class VIII and class VII each consists of 7 (seven classes). The learning activities for all the students in State Junior High School 7 Metro from class IX, VIII, and VII begin at 07.15 until 02.00 pm.

Table 5
The Number of Students at State Junior High School 7 Metro
In the Academic Year 2017/2018

No	Class	Sex		Total
		Male	Female	
1	VII	97	77	174
2	VIII	97	92	189
3	IX	120	108	228
Total		314	277	591

d. The Condition of Building

From the results of observations that researchers have done, facilities and infrastructure that support in the learning process of students in State Junior High School 7 Metro is the permanent building and not terraced, with the number of buildings in the school are 21 buildings including offices, libraries, administrative room, classroom, UKS room, teacher room, Lab. Language, Lab. Science, Lab. Computer, BK room, mosque, school guard house, guard post, and equipped with canteen, student bicycle parking, as well as the toilet for

teachers and students. The condition of the building in State Junior High School 7 metro are all in good condition and comfortable to be used in the process of teaching and learning activities.

Since the establishment until now State Junior High School 7 metro is 18 years old and experiencing various physical development of facilities and infrastructure such as:

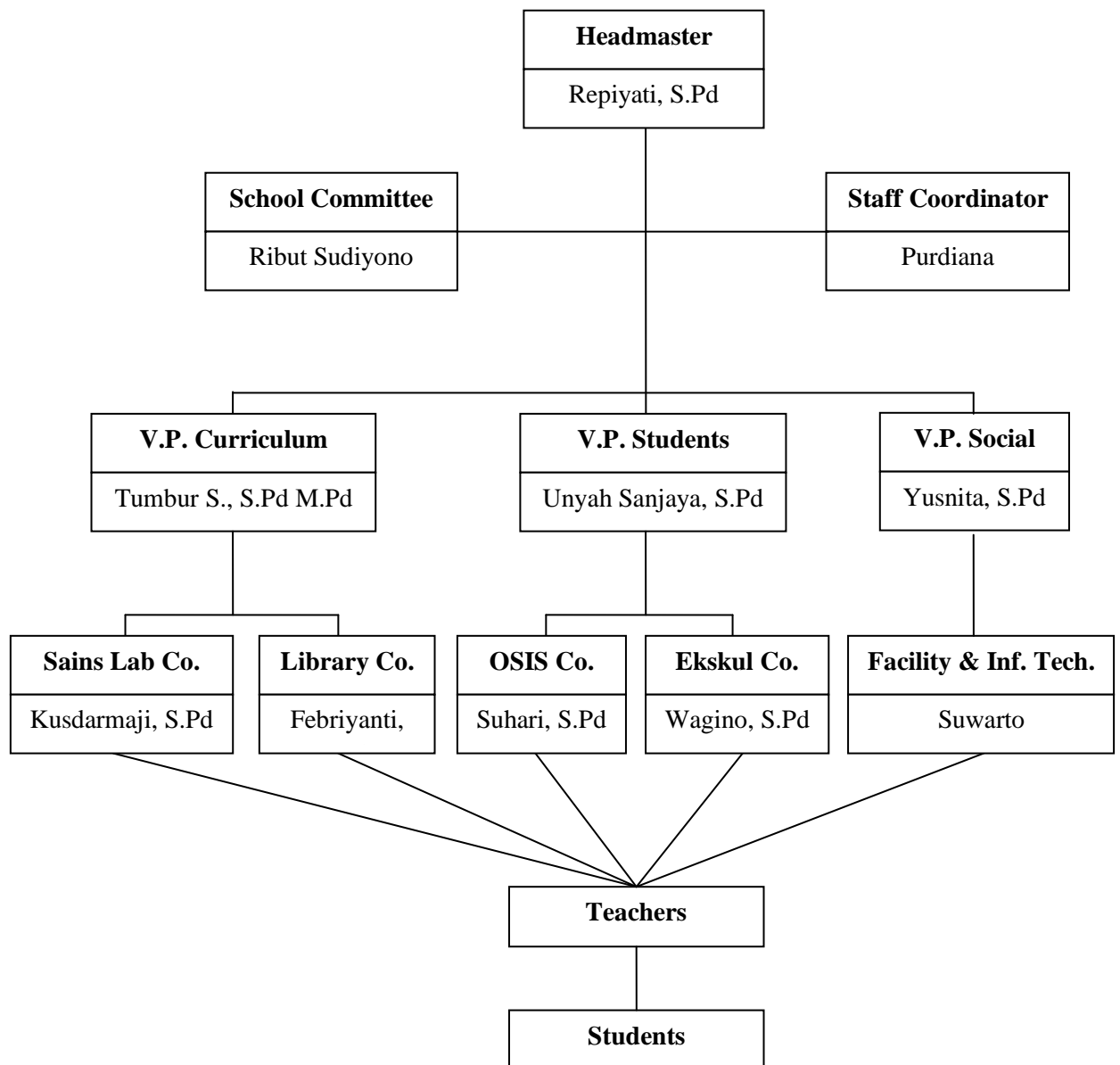
Table 6
List of Buildings in State Junior High School 7 Metro

No.	Name	Number	Condition
1	Study Room	21 Local	Good
2	Principal's Office	1 Local	Good
3	Teacher's Room	1 Local	Good
4	Staff Room	1 Local	Good
5	Mosque	1 Local	Good
6	Library	1 Local	Good
7	BK Room	1 Local	Good
8	Multimedia Room	1 Local	Good
9	Science Laboratory	1 Local	Good
10	UKS Room	1 Local	Good
11	Cooperative Room	1 Local	Good

e. The Organization Structure of State Junior High School 7 Metro

The personnel of the organization in State Junior High School 7 Metro are:

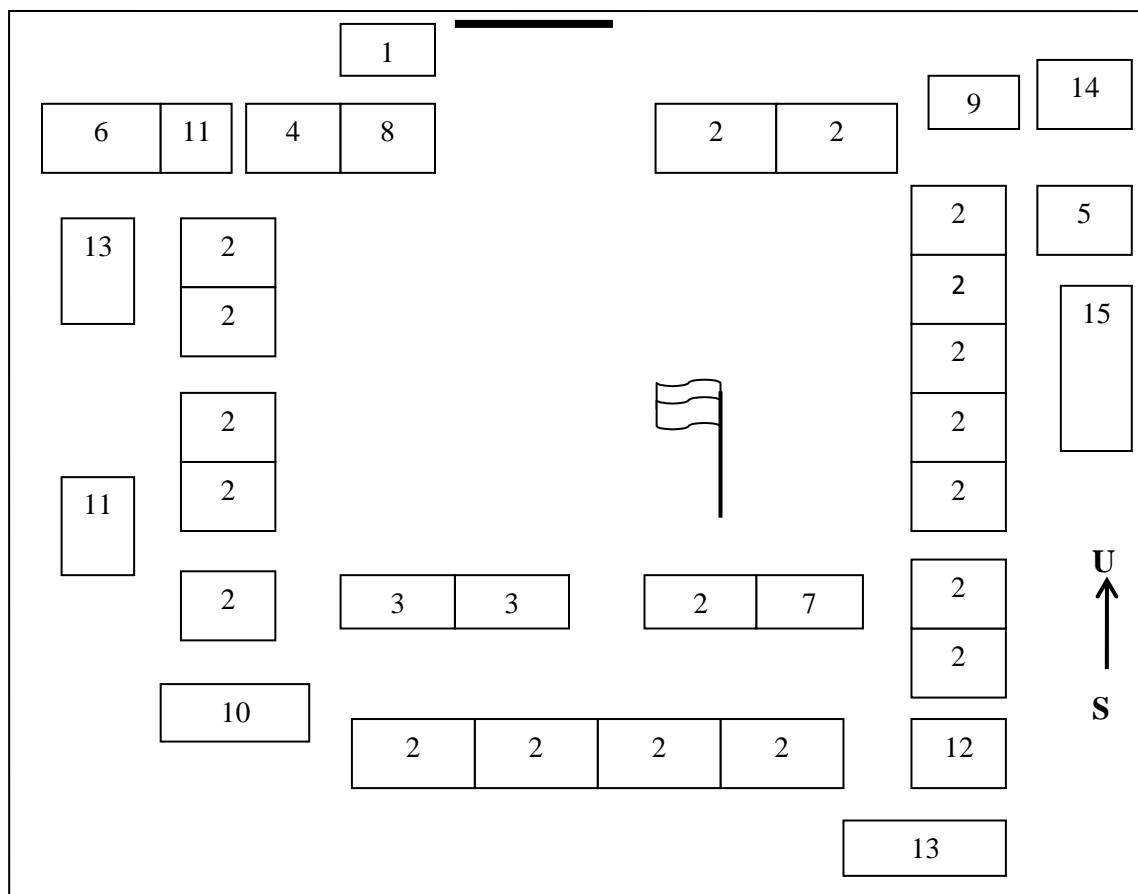
Figure 2
The Personnel Organization Structure



f. The Site Sketch of State Junior High School 7 Metro

Figure 3

The School Map of State Junior High School 7 Metro



Notes:

- | | | |
|------------------------|-------------------------|------------------|
| 1. Security post | 8. Staff room | 15. Parking area |
| 2. Classroom | 9. Mosque | |
| 3. Language laboratory | 10. Science laboratory | |
| 4. Headmaster room | 11. Toilet | |
| 5. Counseling room | 12. Language laboratory | |
| 6. Library | 13. Canteen | |
| 7. Multimedia room | 14. School guard house | |

2. Description of Research Result

This research was conducted in 2 cycles. Action in cycle 1 and cycle 2 was conducted about three meetings in each cycle and each meeting in these cycle took 2 x 45 minutes. As it was mentioned before, each cycle consists of planning, acting, observing and reflecting. In planning the researcher makes lesson plan and the researcher would teach the students by using the lesson plan. The material of this reasearch was about recount text. The researcher also prepared observation sheet. This was done by collaborator to know the students and the teacher participation in learning process.

a. Cycle 1

Cycle 1 consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know the students' speaking performance before giving treatment and it used as the comparison score with post-test. The material that was given in pre-test was Introducing Yourself. The students have to tell about themselves in front of the class one by one. The result score of students' pre-test can be seen in the following table:

Table 7
The Result Score of Students' Speaking Performance
Pre-test

No.	Name	Score	Criteria
1	AS	50	Incomplete
2	ADA	60	Incomplete
3	AWE	65	Incomplete
4	AS	75	Complete
5	AS	70	Incomplete
6	DA	60	Incomplete
7	FAP	50	Incomplete
8	FSF	65	Incomplete
9	FAP	65	Incomplete
10	FAZ	65	Incomplete
11	HMS	65	Incomplete
12	IB	65	Incomplete
13	IS	65	Incomplete
14	MTS	60	Incomplete
15	MA	65	Incomplete
16	MBS	60	Incomplete
17	MA	60	Incomplete
18	MAA	65	Incomplete
19	N	60	Incomplete
20	RO	65	Incomplete
21	RSO	65	Incomplete
22	VDP	60	Incomplete
23	VY	65	Incomplete
24	WP	80	Complete
25	WDSS	75	Complete
26	YAV	65	Incomplete

27	YWL	50	Incomplete
Total Score		1715	
Highest Score		80	
Average Score		63,5	
Lowest Score		50	

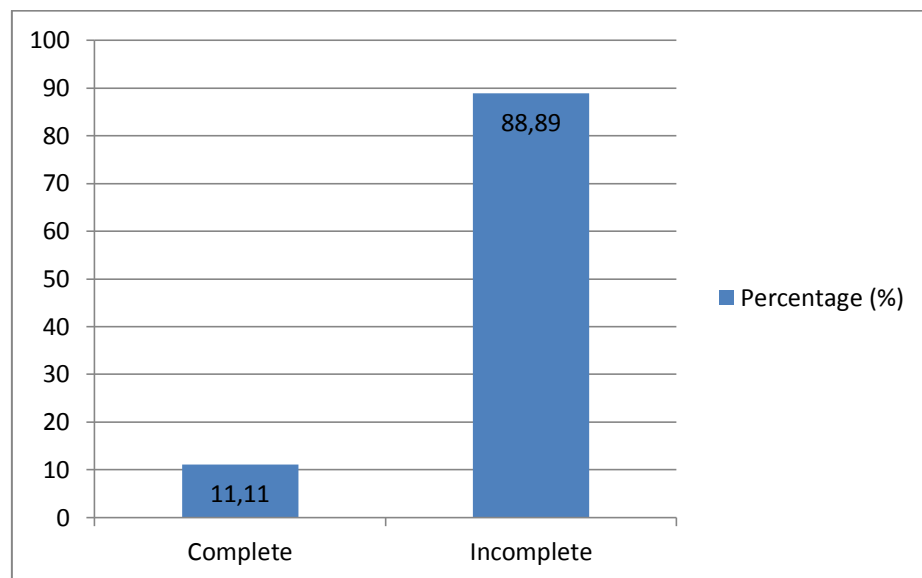
Based on the data above, the researcher measured the frequency of students' speaking performance score at the pre-test could be seen as follow:

Table 8
Frequency Distribution of Students' Speaking Performance Score in Pre-test

No.	Score	Category	Frequency	Percentage
1	≥ 75	Complete	3	11,11 %
2	< 75	Incomplete	24	88,89 %
Total			27	100 %

Then, the graph of percentage students' speaking performance pre-test score could be seen as follow:

Figure 4
Percentage of the Result Score of Students' Speaking Performance
in Pre-test



Based on the result, it could be analyzed that the level of the students speaking performance were low. The students did not fulfill the minimum standard at the State Junior High School 7 Metro. The total subject of the research were 27 students, only 3 students with percentage 11,11 % were passed, and 24 students with percentage 88,89 % were failed. So, it was the reason why the reasearcher used Mind Mapping Technique to improve the students' speaking performance.

1) Planning

The first meeting was done on Saturday, May 26th 2018. It was opened by praying, greeting, checking the attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the students' pre-test score.

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the english subject lesson plan, the material, media, work sheet, observation sheet and evaluation for the second meeting.

2) Acting

The second meeting was conducted on Monday, May 28th 2018. The researcher started this meeting by praying, greeting, checking the students attendance list and asking the condition of the students.

Firstly, the researcher gave the material about recount text. The researcher explained the generic structure, characteristics and the types of recount text. Secondly, the researcher explained about the definition and characteristics of Mind Mapping Tecnique and how to apply this technique within the material.

In the end of meeting, the researcher gave a feedback to the students, gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the meeting by praying together.

After did a treatment, the researcher gave post-test 1 to the students. The post-test was conducted on Wednesday, May 30th 2018. The post test was done to know how the students' speaking

performance after a treatment. The researcher gave them some topics to be presented in front of the class.

The result of post-test in cycle 1 could be seen on the table, as follow:

Table 9
The Result Score of Students' Speaking Performance
Post-test 1 in Cycle 1

No.	Name	Score	Criteria
1	AS	50	Incomplete
2	ADA	65	Incomplete
3	AWE	65	Incomplete
4	AS	85	Complete
5	AS	75	Complete
6	DA	60	Incomplete
7	FAP	55	Incomplete
8	FSF	65	Incomplete
9	FAP	70	Incomplete
10	FAZ	75	Complete
11	HMS	65	Incomplete
12	IB	65	Incomplete
13	IS	75	Incomplete
14	MTS	60	Incomplete
15	MA	65	Incomplete
16	MBS	65	Incomplete
17	MA	70	Incomplete
18	MAA	70	Incomplete
19	N	60	Incomplete
20	RO	75	Incomplete
21	RSO	65	Incomplete

22	VDP	70	Incomplete
23	VY	70	Incomplete
24	WP	85	Complete
25	WDSS	80	Complete
26	YAV	65	Incomplete
27	YWL	55	Incomplete
Total Score		1825	
Highest Score		85	
Average Score		67,6	
Lowest Score		55	

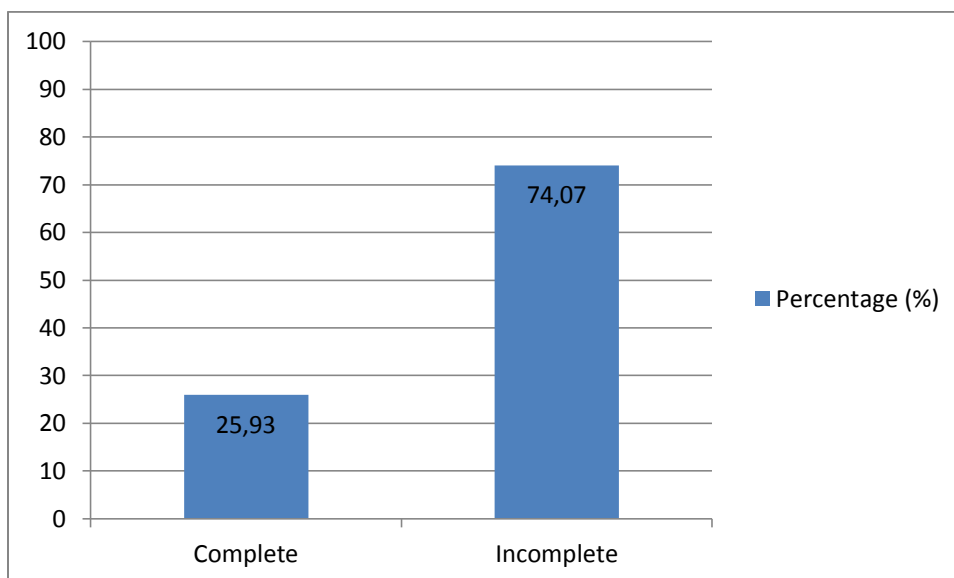
From the table above, it could be analyzed that the students' average score was 67,6. The highest score was 85 and the lowest score was 55. Based on the minimum mastery criteria (KKM), there were 7 students that had complete on post-test 1 or got score ≥ 75 . It means that in cycle 1 the students' performance could improve enough, but it was not successful yet.

Table 10
Frequency Distribution of Students' Speaking Performance Score
in Post-test 1

No.	Score	Category	Frequency	Percentage
1	≥ 75	Complete	7	25,93 %
2	< 75	Incomplete	20	74,07 %
Total			27	100 %

Then, the graph of percentage students' speaking performance post-test score could be seen as follow:

Figure 5
Percentage of the Result Score of Students' Speaking Performance in Post-test 1



According to the table 8 and figure 4, the students' score had improved than the pre-test before. There were 7 students who passed the test that before only 3 students. But, the improving in post-test 1 was not successful because the percentage of students that passed the test only 25,93 % of 70 % as the minimum standard percentage.

3) Observing

In observation of the researcher has done, the collaborator observed the students' activities. The researcher as a teacher who gave the about recount text by using Mind Mapping Technique.

In the learning process, there were five activities that used to know the students' activity in the class. Every student who was

active in learning process got a tick in their observation sheet. Then, the students were not active in learning process let their observation sheet empty. The indicators of the students' activities were:

- a) The students pay attention to the explanation from teacher
- b) Giving respond
- c) Active in class
- d) Making note
- e) Doing the task

The result of the students' learning activities could be seen as follow:

Table 11
The Students' Activities in Cycle 1

No.	Students Activities	Frequency	Percentage
1	The students pay attention to the explanation from teacher	19	70,37 %
2	Giving respond	11	40,74 %
3	Active in class	15	55,56 %
4	Making note	17	62,96 %
5	Doing the task	22	81,48 %
Total		84	311,11 %
Average		17	62,22 %

Based on the result above, it could be inferred that the learning process of cycle 1 was not successful because there are not got percentage more than 70 %.

4) Reflecting

Based on the result of cycle 1, it could be seen that most of students got difficulty when they perform in front of the class. It happened because the students still affraid and did not confidence in speaking english. Furthermore, the result of the learning process in cycle 1 before and after doing the treatment could be analyzed in the following table:

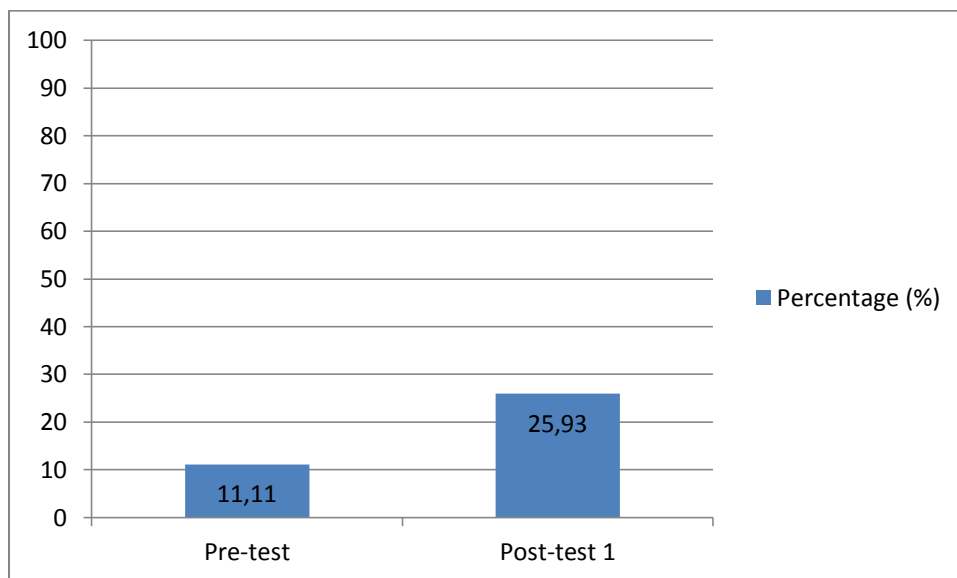
Table 12
The Comparison of Students' Speaking Performance Score
in Pre-test and Post-test 1

No.	Name	Pre-test	Post-test 1	Category
1	AS	50	50	Constant
2	ADA	60	65	Increased
3	AWE	65	65	Constant
4	AS	75	85	Increased
5	AS	70	75	Increased
6	DA	60	60	Constant
7	FAP	50	55	Increased
8	FSF	65	65	Constant
9	FAP	65	70	Increased
10	FAZ	65	75	Increased
11	HMS	65	65	Constant
12	IB	65	65	Constant
13	IS	65	75	Increased

14	MTS	60	60	Constant
15	MA	65	65	Constant
16	MBS	60	65	Increased
17	MA	60	70	Increased
18	MAA	65	70	Increased
19	N	60	60	Constant
20	RO	65	75	Increased
21	RSO	65	65	Constant
22	VDP	60	70	Increased
23	VY	65	70	Increased
24	WP	80	85	Increased
25	WDSS	75	80	Increased
26	YAV	65	65	Constant
27	YWL	50	55	Increased
Total Score		1715	1825	
Average		63,5	67,6	

Then, the graph of percentage students' speaking performance score in pre-test and post-test 1 could be seen as follow:

Figure 6
Percentage of the Result Score of Students' Speaking Performance
in Pre-test and Post-test 1



In this research, pre-test and post-test 1 had done individually. It was aimed to know the students' speaking performance before and after the treatment. From the result of pre-test and post-test 1, we knew that there was an improvement from the students' result score. It could be seen from the average score in pre-test 63,5 and post-test 1 67,6. Although there was an improvement from the students' speaking performance, cycle 1 was not successful yet because only 7 students (25,93%) who passed in post-test 1. It can be concluded that cycle 1 was not successful because the indicator of success was not reached and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in cycle 2.

b. Cycle 2

The cycle 2 was similar with cycle 1. It divided into planning, acting, observing and reflecting. It would be explained more as follow:

1) Planning

Based on the observation and reflection in cycle 1, the researcher and collaborator tried to revise the several problems that appeared in cycle 1 and arranged the planning for continuing in cycle 2. The researcher prepared the lesson plan, material, media, observation sheet and the task.

2) Acting

The description of teaching and learning process of cycle 2 was not different from previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings.

The treatment in cycle 2 was conducted on Thursday, May 31st 2018. It was started by praying, checking the students attendance list and asking about the students condition. The researcher as a teacher explained the material about recount text to the students. The teacher gave more explanation about the recount text and how to apply Mind Mapping Technique in the material. The teacher gave them an example of mind mapping as well so the material could be more understood by the students.

In the end of meeting, the teacher closed the meeting by gave motivation to the students to study hard so they could got good score especially in English subject.

After giving the treatment in cycle 2, the researcher conducted the post-test 2 on Saturday, June 2nd 2018. It was the same type with the first cycle but had different levels of difficulty. The result of post-test 2 could be seen on the table below:

Table 13
The Result Score of Students' Speaking Performance
Post-test 2 in Cycle 2

No.	Name	Score	Criteria
1	AS	65	Incomplete
2	ADA	80	Complete
3	AWE	75	Complete
4	AS	85	Complete
5	AS	80	Complete
6	DA	75	Complete
7	FAP	65	Incomplete
8	FSF	75	Complete
9	FAP	80	Complete
10	FAZ	80	Complete
11	HMS	75	Complete
12	IB	80	Complete
13	IS	75	Complete
14	MTS	70	Incomplete
15	MA	75	Complete
16	MBS	75	Complete
17	MA	80	Complete

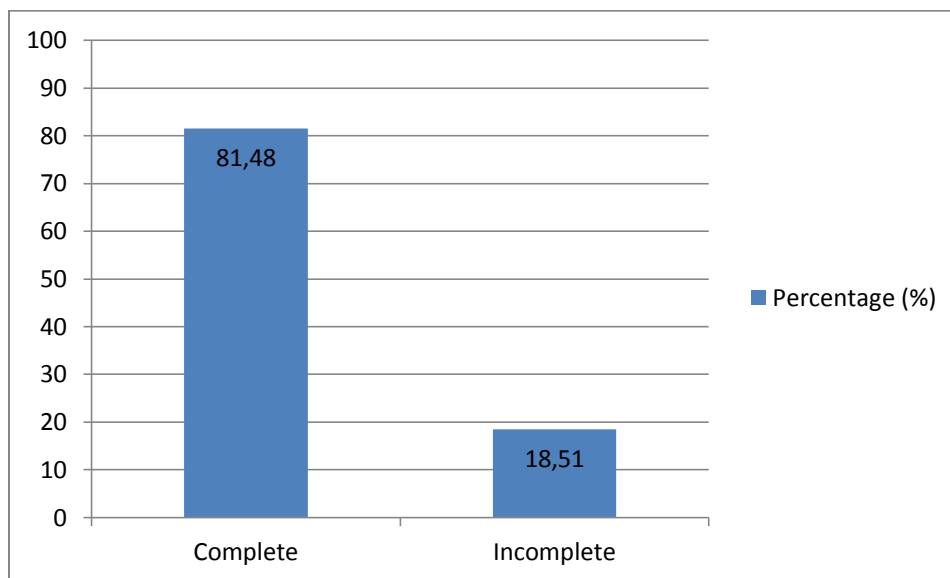
18	MAA	75	Complete
19	N	70	Incomplete
20	RO	85	Complete
21	RSO	75	Complete
22	VDP	80	Complete
23	VY	75	Complete
24	WP	90	Complete
25	WDSS	80	Complete
26	YAV	75	Complete
27	YWL	60	Incomplete
Total Score		2055	
Highest Score		90	
Average Score		76,11	
Lowest Score		60	

Based on the table above, it could be seen that the students' average score in post-test 2 was 76,11. The highest score was 90 and the lowest score was 60. It means that there were increasing score in post test 2.

Table 14
Frequency Distribution of Students' Speaking Performance Score in Post-test 2

No.	Score	Category	Frequency	Percentage
1	≥ 75	Complete	22	81,48 %
2	< 75	Incomplete	5	18,52 %
Total			27	100 %

Figure 7
Percentage of the Result Score of Students' Speaking Performance
in Post-test 2



From the table and figure above, it can be seen that there was an increasing score from post-test 1 and post-test 2. There were 81,48 % or 22 students who passed the minimum mastery score. It means that post-test 2 was successful because the indicator of success was achieve.

3) Observing

In this step, the researcher presented the material by using Mind Mapping Technique. In learning process, there were also five indicators used to know the students' activities like in the learning process previously.

Based on the result of the observation sheet in cycle 2, the researcher indicated that learning process in cycle 2 was successful. The result of students' learning activities observation as follow:

Table 15
The Students' Activities in Cycle 2

No.	Students Activities	Frequency	Percentage
1	The students pay attention to the explanation from teacher	24	88,89 %
2	Giving respond	19	70,37 %
3	Active in class	19	70,37 %
4	Making note	20	74,07 %
5	Doing the task	24	88,89 %
Total		106	392,59 %
Average		21	78,52 %

Based on the result of the research in cycle 2, it could be inferred that cycle 2 was successful. The researcher felt satisfied about the result of the research. There were >70 % of students passed the test and active in learning process.

4) Reflecting

At the end of this cycle, it could be analyzed the comparison score between students post-test 1 and post-test 2 that could be seen on the following table:

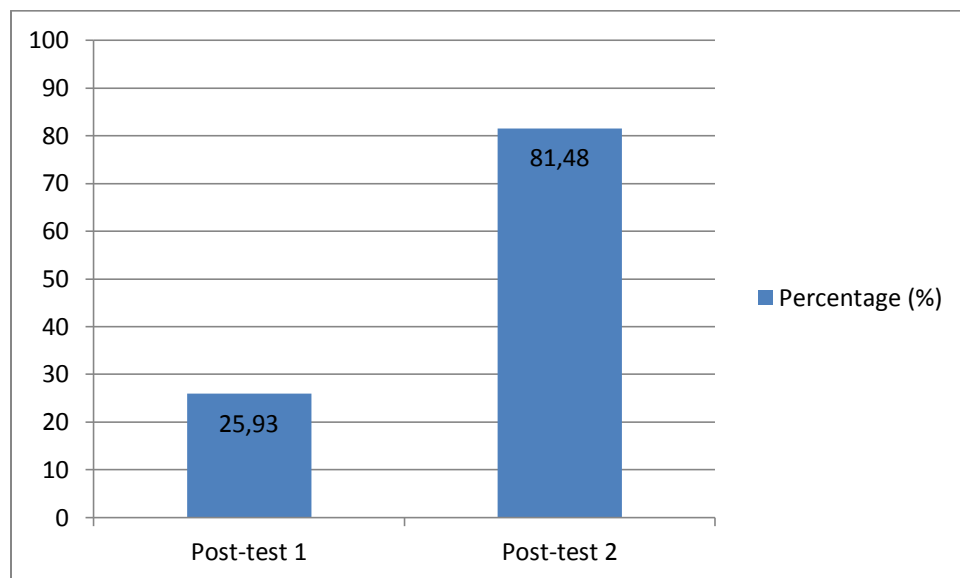
Table 16
The Comparison of Students' Speaking Performance Score in Post-test 1 and Post-test 2

No.	Name	Post-test 1	Post-test 2	Category
1	AS	50	65	Increased
2	ADA	65	80	Increased
3	AWE	65	75	Increased
4	AS	85	85	Constant

5	AS	75	80	Increased
6	DA	60	75	Increased
7	FAP	55	65	Increased
8	FSF	65	75	Increased
9	FAP	70	80	Increased
10	FAZ	75	80	Increased
11	HMS	65	75	Increased
12	IB	65	80	Increased
13	IS	75	75	Constant
14	MTS	60	70	Increased
15	MA	65	75	Increased
16	MBS	65	75	Increased
17	MA	70	80	Increased
18	MAA	70	75	Increased
19	N	60	70	Increased
20	RO	75	85	Increased
21	RSO	65	75	Increased
22	VDP	70	80	Increased
23	VY	70	75	Increased
24	WP	85	90	Increased
25	WDSS	80	80	Constant
26	YAV	65	75	Increased
27	YWL	55	60	Increased
Total Score		1825	2055	
Average		67,6	76,1	

Then, the graph of percentage students' speaking performance score in pre-test and post-test 1 could be seen as follow:

Figure 8
Percentage of the Result Score of Students' Speaking Performance
in Post-test 1 and Post-test 2

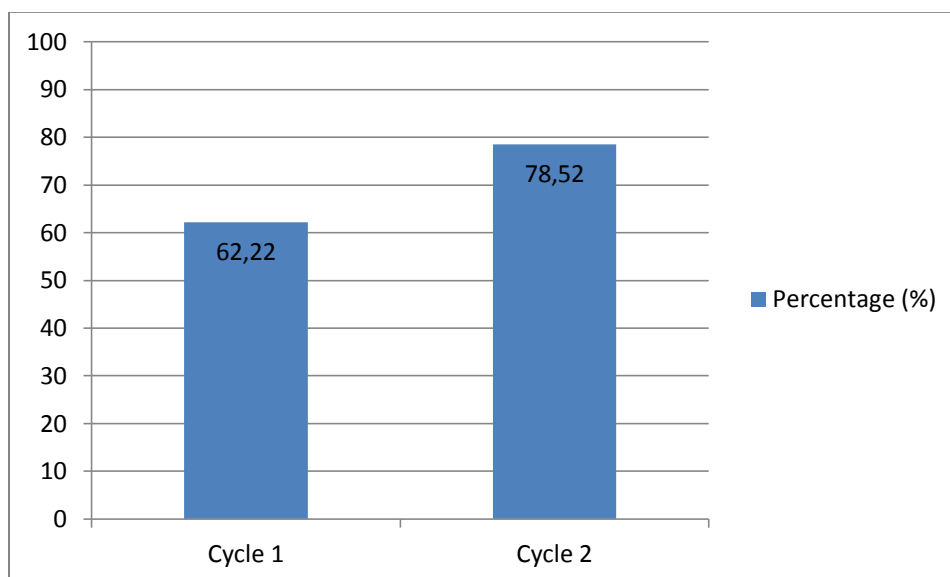


The result score of cycle 2 was better than cycle 1. There was significant improvement in this cycle from post-test 1 25,93 % to post-test 2 81,48 %. The average score in the post-test 1 was increased as well from 67,6 became 76,1 in the post-test 2.

Table 17
The Comparison of Students Activities in Cycle 1 and Cycle 2

No.	Students' Activities	Cycle 1		Cycle 2		Category
		F	Percentage	F	Percentage	
1	The students pay attention to the explanation from teacher	19	70,37 %	24	88,89 %	Increased
2	Giving respond	11	40,74 %	19	70,37 %	Increased
3	Active in class	15	55,56 %	19	70,37 %	Increased
4	Making note	17	62,96 %	20	74,07 %	Increased
5	Doing the task	22	81,48 %	24	88,89 %	Increased
Total		84	311,11 %	106	392,59 %	
Average		17	62,22 %	21	78,52 %	

Figure 9
Percentage of the Result of Students' Activities in Cycle 1 and Cycle 2



From the table 17 and figure 7, it could be seen that there was an increasing frequency and percentage of the student's activities from the cycle 1 and cycle 2. The condition of the class was getting better than before and the students became more active in the class during the teaching learning process.

B. Interpretation

1. The Learning Result Cycle 1

In this research, a researcher gave the students pre-test individually for the purpose to know the students' speaking performance before giving a treatment. in the pre-test, there were only 3 students (11,11 %) who passed the pre-test and 24 students (88,89 %) who failed the pre-test. Furthermore, in the pre-test, the lowest score was 50 and the highest score was 80.

After did the pre-test, the researcher gave the treatment to the students in cycle 1. The treatment was conducted by teaching the students using Mind Mapping Technique. Then, the researcher gave the post-test in the next meeting and the post-test was named post-test 1.

Afterwards, by analyzing the result of post-test 1, the researcher concluded that there were 7 students (25,93 %) who passed the post-test 1. The lowest score was 55, the highest score was 85 and the average score was 67,6.

From the result of students' score in pre-test and post-test 1, there was an improving from the students' result score. It could be seen from the

average score in pre-test 63,5 and post-test 1 67,6. Although there was improving for the students achievement, cycle 1 was not successful yet because only 7 students (25,93 %) who passed the post-test 1. It means that in the cycle 1, the students' achievement could increase but the indicator of success was not reached.

2. The Learning Result Cycle 2

After analyzing the students' score in the post test of cycle 1, the researcher had to conduct the next cycle. In the next cycle, the researcher gave post test 2. Furthermore, the researcher analyzed the result of post-test 2 and concluded that there were 22 students (81,48 %) who passed the test. In this post-test, the lowest score was 60, the highest score was 90 and the average score was 76,1.

From the result of the students' score from post-test 2, it could be concluded that there were improving scores. The improving score could be seen on the average score. The average score in post-test 1 was 67,6 then increased to 76,1 in the post-test 2. In the pre-test, post-test 1 and post-test 2 the total students who got score ≥ 75 were 3, 7 and 22 students. Because the achievement of students had increased and the indicator of success was reached, the researcher was successful and could be stopped in cycle 2.

3. The Comparison of Students' Score in Pre-test, Post-test 1 and Post-test 2

English learning process was successful in cycle 1 but the students' average score was low. While, the score of the students in post-test 1 was higher than pre-test. Moreover, in cycle 2 students' average score was

higher than cycle 1. The following score in cycle 1 and cycle 2 was illustrated as follow:

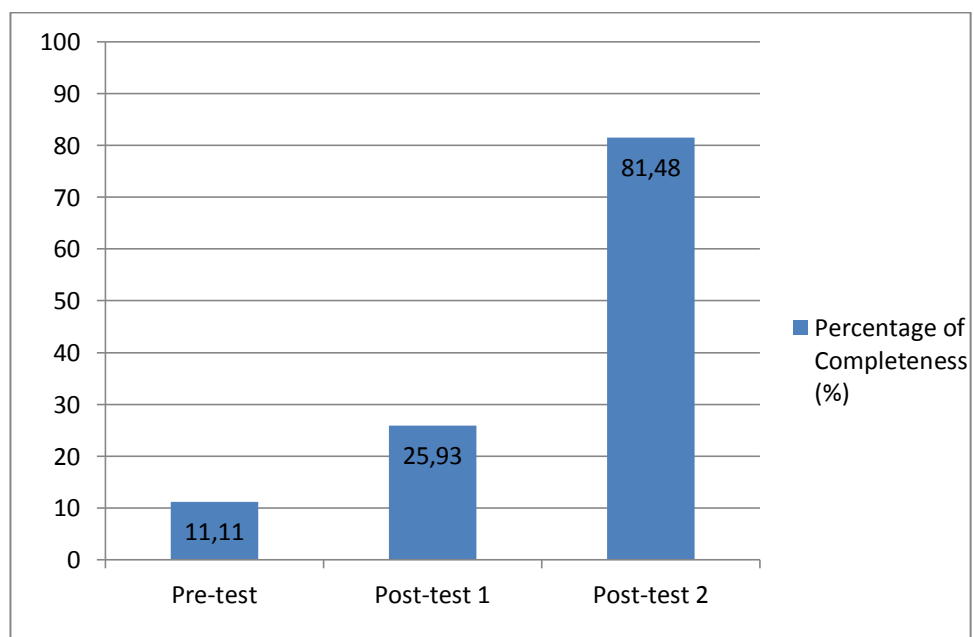
Table 18
The Comparison of Students' Speaking Performance Score
in Pre-test, Post-test 1 and Post-test 2

No.	Name	Pre-test	Post-test 1	Post-test 2
1	AS	50	50	65
2	ADA	60	65	80
3	AWE	65	65	75
4	AS	75	85	85
5	AS	70	75	80
6	DA	60	60	75
7	FAP	50	55	65
8	FSF	65	65	75
9	FAP	65	70	80
10	FAZ	65	75	80
11	HMS	65	65	75
12	IB	65	65	80
13	IS	65	75	75
14	MTS	60	60	70
15	MA	65	65	75
16	MBS	60	65	75
17	MA	60	70	80
18	MAA	65	70	75
19	N	60	60	70
20	RO	65	75	85
21	RSO	65	65	75
22	VDP	60	70	80
23	VY	65	70	75
24	WP	80	85	90

25	WDSS	75	80	80
26	YAV	65	65	75
27	YWL	50	55	60
Total Score		1715	1825	2255
Average		63,5	67,6	76,1

Based on the result of pre-test, post-test 1 and post-test 2, it was known that there was a positive significant improving of the students' score. It could be seen from the average score 63,5 to 67,6 became 76,1. Therefore, the researcher concluded that the research was successful because the indicator of success whether the students' score and the activeness of the students in learning process of this research had been achieved.

Figure 10
Percentage of the Result Score of Students' Speaking Performance
in Pre-test, Post-test 1 and Post-test 2



Based on the figure above, it can be inferred that Mind Mapping Technique could improve the students' speaking performance. It is supported by improving score of the students from pre-test to post-test 1 and from post-test 1 to post-test 2.

C. Discussion

Researcher observed about the studying of students in class VIII at the State Junior High School 7 Metro especially in teaching learning English. Researcher found some problems faced by the students in learning process one of them was speak English. Researcher observed why the students find it difficult to learn to speak because most students could not express their idea and it was difficult to remember what they want to say in English. Furthermore, researcher improve the students' speaking performance through Mind Mapping Technique. The researcher used this technique to help the students with their speaking performance and made them more active and creative in learning process.

Based on the result of the research in cycle 1 and cycle 2, it could be concluded that the use of Mind Mapping Technique can improve the students' speaking performance. As mentioned before, Mind Mapping Technique has advantages to make the students' easier in memorize the material and express their idea, make the students' more creative and make the learning process more interesting. There were improving of the students

who passed the minimum score from pre-test that was 3 students, post-test 1 that was 7 students and post-test 2 that was 22 students.

As a solution in teaching English especially in speaking subject, the teacher have to gave some techniques to make the students interest and pay attention in order they did not bored to catch the material. After the students was interested, the material that given by the teacher would be understand by the students more easily.

Based on the discussion above, we could take a conclusion that the students felt comfort and active with the learning process because most of the students shown good improving in learning activities when Mind Mapping Technique was applied in the learning process from cycle 1 up to cycle 2.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

State Junior High School 7 Metro which located on Jl. Stadion 24, Tejosari, Metro Timur, Kota Metro has a building with good conditions and a comfortable school atmosphere. It was a school that wants to continue to improve its quality from the academic field to the facilities and infrastructure that support the teaching and learning process.

Moreover, based on the explanation of cycle 1 and cycle 2, it could be inferred that the use of mind mapping technique could improve the students' speaking performance. There was a progress average score from pre-test 63,5, post-test 1 was 67,6 and become 76,11 in post-test in cycle 2. We could be seen that there was an improvement on the average score and total of the students who passed the minimum score from pre-test: 3 students, post-test 1: 7 students and post-test 2: 22 students.

In improving the students' speaking performance, the researcher used mind mapping technique to train the students' speaking performance and make the students interested in learning english speaking. The students' score improve because the students' had trained with mind mapping as a technique. As mentioned before, mind mapping technique has advantages to make the students' easier in memorize the material and express their idea,

make the students more creative and make the learning process more interesting.

It could be a solution in teaching English especially in speaking subject, when the teacher have to gave some techniques to make the students interest and pay attention in order they did not bored to catch the material so it would be understand by the students more easily.

In addition, the researcher used the mind mapping technique which could be improve the students' speaking performance. The researcher gave a topic to the students' then they made their mind mapping and present it in front of the class. This activity was did until the end of the meeting. After did the cycle 1 and cycle 2 the students' speaking performance improve because the researcher used mind mapping technique.

B. Suggestions

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be active in learning process in order to they can understand the material and improve their result especially in speaking english.
2. The English teacher are suggested to use mind mapping technique in order this technique is effective to improve the students' speaking performance in learning process.

3. The principle is supposed to give more motivation to the English teacher and students in order to make the students more excite in English learning.

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Nomor : B-2232/In.28.1/J/TL.00/10/2017

24 Oktober 2017

Tempat : -

Tujuan : IZIN *PRA-SURVEY*

Kepada Yth.,

Kepala SMP N 7 Metro

Di -

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Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Herlina Endang Susanthi

NPM : 14121457

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris (TBI)

Judul : The Use of Mind Mapping Technique to Improve Students' Speaking Performance at the Eighth Grade of SMP N 7 Metro

Untuk melakukan *pra-survey* di SMP N 7 Metro

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

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NIP. 197506102008011014

Nomor : 1450 /In.28.1/J/PP.00.9/5/2018

03 Mei 2018

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2. Ahmad Subhan Roza, M.Pd

Dosen Pembimbing Skripsi

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Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

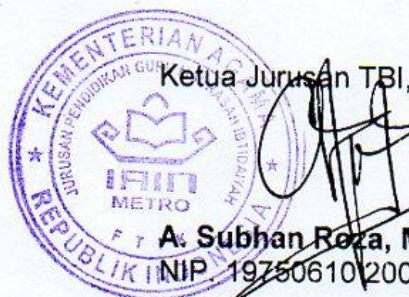
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NPM : 14121457
Fakultas : Tarbiyah dan Ilmu keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Use of Mind Mapping Technique to Improve Student' Speaking Performance At the Eighth Grade of State Junior High School 7 Metro

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
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4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
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 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

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Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
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2	3/9 2018	✓		Tanda tangue Coleboratri Rensi' Sani' cekt	
3	10/9 2018	✓		Revisi base on ushica	
4	14/9 2018	✓		See Meneyager	

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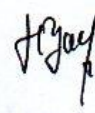
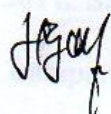

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Nama : Herlina Endang Susanthi
NPM : 14121457

Jurusan : TBI
Semester : VIII

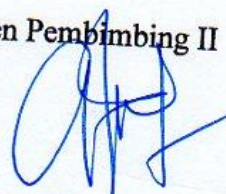
No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	13/2018 108		✓	Review the all revisions	
			✓	Sumplify the Abstract	
2.	17/2018 108		✓	The Abstract See 1st page	

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Ketua Jurusan TBI,

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NIP. 197506102008011014



Pre-test

The teacher gave the material for the students



The students introduced themselves



Post-test 1

The teacher gave the material for the students



The students did the task



Post-test 2

The teacher gave the material for the students



The students did the task



CURRICULUM VITAE



The name of the researcher is Herlina Endang Susanthi. She was born on January, 16th 1996 at Yukum Jaya, Lampung Tengah. She is the youngest child of Mr. Bambang Subali and Mrs. Heriwanti. She has a brother. His name is Herly Anggara Eka Putra.

She was enrolled her study at SD Negeri 1 Terbanggi Besar, Lampung Tengah on 2002 until 2008. In line with her focus on the study, she continued her study at SMP Negeri 1 Terbanggi Besar on 2008 and graduated on 2011. She decided to continue her study at SMK Negeri 1 Terbanggi Besar, Lampung Tengah and took accounting program on 2011 until 2014. Then, at the same year, she was registered as a S1 student of English Education Department of State Institute of Islamic Studies (IAIN) of Metro.