CHAPTER I
INTRODUCTION

A. Background of the study

Speaking is one of the ways to express ideas, feelings, experiences and knowledge to other people in formal or informal situation. Lacking the ability to communicate or convey information orally, people cannot success in school or society, and hence the main purpose of language learning is to develop speaking proficiency.

According to Kosar and Bedir speaking, is an interactive process in the activity of constructing meaning which consists of produce and receive information. Unlikelistening, reading, and writing which can be done individually, speaking English is generally done by two or more people in communicating.[1] speaking is a skill that must be mastered by students in order to communicate in English. It is one of the ways to express ideas, thoughts, feelings, share information, and build social relationships. That is, speaking is very important for them to improve their ability to communicate verbally by presenting their ideas in real life.

[1] Julfikar Nurdin, "Students' Speaking Ability Awareness: A Qualitative Study At Zawiyah English Club Iain Langsa," *English Education* 2, no. 1 (2020): 45.

However, there were still some problems found with the speaking ability of students at MA Al-Khairiyah Ranca Ranji so it was still said to be low due to several factors: First, students were still afraid of what was wrong. Second, when asked to make the information, students still feel doubtful. Students feel that they do not have the ability to express ideas. Based on the results of interviews with educators and several student participants, the inability of students to express opinions is due to two factors, student and educator factors. Factors from students can be seen in certain forms, namely: First, students are less interested in learning English, especially in the aspect of speech; Second, the student is still afraid of what he is saying; Third, do not have the ability to express ideas / opinions. One contributing factor is that students do not have ideas that express and they take the time to plan those ideas.

Based on the explanation above, there is one technique applied by the teacher which is considered effective in overcoming the problems above. In teaching speaking skills, namely brainstorming techniques using mind mapping. Brainstorming technique is a technique where students are given the freedom to collect as many ideas as possible. A teacher does not limit the ideas they generate, the goal is that they get as many ideas as possible to pour.

Brainstorming is creative idea generation technique. It is also a problem solving technique. This technique provides free environment to present individual ideas, without attracting criticism from any one. Every generated idea is recorded and considered as solution to a problem. to make it easier to express an idea or idea a teacher suggests mind mapping as a medium used to express the ideas or ideas that are produced so that they are more systematically arranged and easy to remember.[2]

Mind mapping that is a technique for visualizing relationships between concepts, is a reflective tool, which allows students to play colors and make pictures in mapping material . Structured pictures and diagrams are easier to understand than just words, and able to describe complex topics, so students can focus on choosing the main ideas needed to summarize effectively the lesson . Using mind mapping makes a long list of information organized in the form of colorful, regular, and easy to remember diagrams. Using colors and images in mind maps will make learning more fun, make it easier to organize ideas, interpret concepts, encourage brainstorming, improve memory, and facilitate understanding so the learning becomes meaningful.[3] The

[2] Kalayan Nilappa Kumbhar and Badrinarayan Barwale Mahavidyalaya, "Brainstorming Technique : Innovative Quality," no. June (2018): 1.

[3] Dyah Astriani et al., "Mind Mapping in Learning Models : A Tool to Improve Student Metacognitive Skills" 15, no. 6 (2020): 6.

brainstorming technique using mind mapping can help students get more ideas and more conceptualized ideas because they are written in mind mapping so it is easy to express ideas or convey information in its entirety. Therefore, in this study, researchers were interested in knowing how the teacher's strategy was in applying the brainstorming technique using mind mapping in teaching speaking. The research was conducted on English teacher at MA Al-Khairiyah Ranca Ranji.

Based on the explanation above, the writer more interested to research it. She will know about teacher strategies in teaching speaking. So the writer conducts a research entitled **"The Implementation of Brainstorming Using Mind Mapping in Teaching Speaking Skill".**

B. The Identification of the Problem

Based on the background of the problem, the researcher identified some problems that could be further discussed in this research. They are as follows:

1. Some students still have difficulty organizing ideas
2. Some student are still afraid of being wrong with what is stated
3. Some students feel they do not have the ability to express ideas

C. The Limitation of the Problem

Based on the identification of problems above, the writer limits them as follows:

1. The writer focus on the teacher's strategy in implementing of brainstorming using mind mapping in teaching speaking skill
2. The subject of research is the English teacher at eleventh grade of MA Al-khairiyah Ranca Ranji.
3. The research methodology that is a descriptive qualitative research.

D. The formulation of the problem

Based on background of the research above, the writer can identify the problems follow:

1. How is the implementation of brainstorming using mind mapping in teaching speaking at MA AL-khairiyah Ranca ranji?
2. How is the improvement of students' speaking skills using mind mapping?

E. The Objective and the Significance of the research

Based on the statements of the problem, the objectives of the research are to know:

1. To investigate the implementation brainstorming using mind mapping in teaching speaking at MA Al-khairiyah RancaRanji.
2. To assess the improvement of students speaking skills using mind mapping.

The significance of this research is expected to provide benefits for all parties in the field of education in improving the quality of education. The expected benefits of this research are:

a. For students

In this study, it is hoped that students will enjoy and be more interested in learning English so that they feel free to speak and are able to improve speaking skills in their daily habits

b. For teacher

In this study, teachers are expected to be able to apply this technique in the learning process, especially in speaking, improve their teaching strategies to become more creative and not boring in the teaching and learning process, especially in teaching speaking

c. For researcher

With this research, it can be used as a reference for other researchers as a sources and can develop other researchers related to this research

F. Previous of the study

The first previous research, based on research conducted by Ajmi Hajriyanto 2020 entitled "Implementation Of Brainstorming Technique To Improve Students' Writing In Recount Text" was carried out on Class X Students of MAN 2 banda aceh. This thesis, Postgraduate Program in

English Education, Ar Raniry State Islamic University Banda Aceh. The Brainstorming technique used is based on the students' difficulties in mastering writing skills. The writer's goal is to find out whether Brainstorming technique can improve students' writing skills. The purpose of this study was to measure students' mastery in writing after they practiced writing recount text through brainstorming techniques.

To solve the problem, this research applies classroom follow-up research, in collecting data the researcher uses the procedure, test and observation sheet. The results of the observations show that the behavior of students in the class is increasing, this shows a positive result through classroom follow-up studies.

The second previous studies, based on research conducted by Miraya Likhulaila Nasution, University Of North Sumatra 2017 Entitled "The Implementation Of Small Group Discussion To Improve Students' Speaking Ability At Grade VIII A Of Mts Bina Ulama Range, Faculty of Teacher Training and Education.

Speaking is very important for the survival of every individual, speaking is also a natural way of communicating, problem they face when they want to learn English. Therefore, it is important to do In this study the problem is, Is there any improvement on the students‘ speaking ability by using Small Group Discussions?

This type of research is Classroom Action Research (CAR). The research design is each cycle has four stages of activities, namely: Planning, action, observe. The research subjects are second grade A which consists of: from 20.

The different from the study above with research made by the author is that students are more structured in speaking because by using mind mapping students are free to express their ideas so that they have ideas that are coneyed to other students, because mind mapping can help to have a complete picture of the ideas written.

G. The Organization of Writing

This thesis contains five chapters in which each chapter is developed by using the following organization of writing.

Chapter I introduction: Background of the Study, Identification of the problem, Limitation of the problem, Formulation of the problem, Reason for choosing the title, Objectives and the Significance of the Research, previous of the study and Organization of writing.Chapter II Literature Review: This chapter consist of the theoris sourced from several experts.

Chapter III Research Methodology: Research Design, Location and time of the Research, subject and object of the Research, Population and sample of the Research, Technique of Collecting the Data.

Chapter IV Finding and Discussion: Description of Data analysis, Finding and discussion.

Chapter V Conclusion and Suggestion: Conclusion and Suggestion