CHAPTER I

INTRODUCTION

A. Background of Problem

Speaking is part of four basic English learning skills, those skills consist of speaking, listening, reading, and writing. Speaking is important for many language learners to be involved in spoken language. By speaking, students can convey information and ideas and maintain social relationships. According to Nunan, he defines that the speaking is the active aural/oral skill. It consists of active oral greeting to change the meaning.[1] It means, students can share ideas and arguments to listeners by speaking.

In spite of the already mentioned numerous difficulties during the learning process especially difficulty interacting in English. They must think first before speak in other to speak well and properly. Absolutely , every student need interaction with others (parents, family, teacher, friends, and so on) to communicate. Jack Richard gives a statement "speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions".[2]

There are also some difficulties experienced   by teachers to be able to teach students speaking because they don't have a real language. Any difficulty that arises may be influenced by factors such as students not confident speaking in front of the class and also not understanding what they are saying. Some of the students who learn English speaking skills have difficulty saying even memorized vocabulary, and the last reason that makes it difficult for the students to speak English is the least vocabulary is gradually lost, because they are passive users of English.

Therefore, to improve students speaking skill, students must learn speaking English by practice speaking English every time, everywhere, everyday, and the

---

[1] David Nunan, *Practical English Language Teaching*, (New York: Mc Graw Hill, 2003), 48.
[2] Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York : Cambridge University Press, 2002), 204.

success of learning will be effective depending on various factors. One of them how we as a teacher can pack an interesting strategy of learning. The condition in the field currently shows that it is still in the event of an effective conventional approach to the effects of the saturation of the students in the classroom.

Based on observations the researcher observes the learning and the quality of students achievement at the location, namely MTS Al- Ihsan Serang is still often encountered that there are problems related to teaching styles, teacher creativity and the use of learning facilities or media as well as the approach used. This will have impact on students' enthusiasm in receiving lessons, students become uninterested and enthusiastic in learning to speak in English. In addition, the eighth grade English teacher who previously rarely entered class because she was pregnant and if this teacher entered the class she would give an assignment to take notes and then she explained, there are rarely any practice speaking English so that it makes students bored to study and does not cause students' interest in improving their speaking skills. Lesson materials, approaches, or learning methods that are not in accordance with the interests of students cause learning outcomes to be not optimal. It is interesting for researcher as a new teacher in the school to looking for the best method to improve students' speaking skill.

From this points of view, to improve students speaking skill, of course, there must be an effective method or technique to students should be creative. One of the techniques is Mind Mapping technique. Mind mapping is a two-dimensional note-taking technique with which a mind map is made using all the relevant knowledge about a specific subject. By mapping out key words or word pictures using imagery, drawings and colour we use our full brain power. Mind Mapping is a effectiveness method that links up perfectly with the functioning of our brains and makes optimal use of our brain capacity.[3]

From the explanation above, it has inspired the researcher to conduct a classroom action research with the title "Improving Students' Speaking Skill Using Mind Mapping Technique (A Classsroom Action Research at The Eighth Grade B

---

[3] Buzan,T., *The Ultimate Book of Mind Maps*, (New York : Penguin, 2005)

of MTs Al- Ihsan Serang).” In addition, this research was expected using mind mapping technique in teaching learning process could give better effects in improving students' speaking skill. Furthermore, by using mind mapping technique students' expected to gain more information. Hopefully, this research could give beneficial to teachers especially English teachers and can be a teaching evaluation material against researcher as new teacher.

B. Identification of Problem

From the description of the background above, the researcher identified several problems in learning method and what the problem faced by students in learning English especially in speaking ability.

1. The students' motivation of study English are still low.

2. The technique in teaching speaking at MTS Al-Ihsan Kota Serang is not variant enough.

3. The difficulty to practice speaking in the classroom.

4. Teaching learning process at MTS Al- Ihsan was passive and monotonous.

C. Focus of Study

Referring to the identification of the problems exposed above the description of the problem to which the focus of research is restricted to improving students' speaking and process of improvement speaking skill by using mind mapping in teaching speaking of eighth grade students' of MTS Al-Ihsan Kota Serang.

D. Statement of Problem

From the background above, the researcher formulated the statement of problem of this research as follow:

1. How is the students' speaking skill at MTs Al- Ihsan Serang?

2. How is the implementation of teaching speaking by using mind mapping technique at MTs Al- Ihsan ?

3. How is the students' improvement at speaking skill by using mind mapping technique ?

E. Objective of Research

From the statement of problem above, the researcher have objective of the research as follow :

1. To investigate the students' speaking skill at MTs Al- Ihsan Serang.

2. To observe the implementation of teaching speaking by using mind Mapping technique at MTs Al- Ihsan.

3. To assess the use of mind Mapping technique to improve students' speaking skill at eighth grade students of MTs Al- Ihsan.

F. Significances of the study

The result of this study are expected to be load for teachers as researchers, students, and school.

1. For Researcher as teacher

The result of this research are expected to adds knowledge and about his research and it will be useful in the future. This research can improve students performance, quality improvement of learning process and evaluation tools.

2. For The Student

The result of this research are expected to be useful in improving students speaking skills optimally in accordance with the learning objectives to be achieved. And it assists them to solve their problem in speaking skill and help them to easy learn speaking.

3. For School

The result of this research are expected to be useful as input in preparing a school quality improvement program. and give a contributed to MTS Al- Ihsan Serang related to new innovations on speaking by using total physical response method.

G. Operational Definition of Terms

In this section, the researcher would like to give the operational definition of topics to make specifically understanding the topic of the research, those are:

1. Teaching

   Giving instruction to help students understand about the lesson. Teaching is also defined as the process of conveying information or knowledge from teacher to a learner.

2. Mind Mapping

   Mind mapping is a structured thinking tool that makes it easy to put a variety of information in his memory to then take the information whenever he needs and will make it easier for people to understand and decode it a difficult thing or material.

3. Improve

   Improve is effort to make something or somebody better. Efforts to improve the quality of a language in order to be used for various needs in the lives of modern society.

4. Speaking

   Speaking is a process to take and give information between speaker and listener. In language, speaking is a skill must be mastered by student or one of the major skills. To formulated as communicative competence use English Curriculum.

5. The meaning of "Improving Students' speaking skill by using mind mapping technique" is an effort to make students' speaking better by following directions uttered by the instructor.

H. Previous Study

There have been numerous researchers coming up with a number of studies related to this topic. Those previous studies are presented in the following:

The first journal which conducted by Hendrikus male with the title "(*Using Mind Mapping To Improve Students' Reading Comprehension at SMK BPS & II Bekasi)"* [4]. This research was conducted to find out how the improve students' reading comprehension the use of mind mapping technique, this research used a

---

[4] Hendrikus male, *Using Mind Mapping To Improve Students' Reading Comprehension at SMK BPS & II Bekasi,* (Jakarta : UKI Press, 2019), 63.

Classroom action research (CAR) as the method of research. the result of the research, the use of mind mapping technique as teaching technique has been proven to be able to improve the students reading comprehension, besides it can improve the students' reading comprehension, the researcher also found that the students had enjoyable to the implementation of mind mapping technique in learning.

The second research which conducted by Yusri Nur Fadhilah with the title *"Applying the mind mapping technique to improve students' writing skill of descriptive text (A classroom action research at the eighth grade A of MTs Nurussa'adah Jakarta)"* [5] this research was conducted to find out how the students writing skill of descriptive text improved through mind mapping technique, the result of this research, it could be drown that the students' writing skill of descriptive text could be improved through mind mapping technique. It could be proven from the mean score of post-action test 1 cycle I that showed that there were 26 students (66.67%) who have passed the KKM with the mean score: 73.71. Meanwhile, there were 31 students (79.48%) who have passed KKM in post-action test 2 in cycle II with the mean score: 76.53. All improvements in cycle II have passed the KKM (mean score: 70.00).

The last research which conducted by Nurul Hikmah Ramadhani with the title "*Using Mind Mapping Method to Increase Students' speaking ability*" the purpose of this research is to determine whether it is the mind mapping method improve the ability of students' speech or not and to determine students' perception of the mind mapping ability in English. The result of this research is using mind mapping could interest the students in learning English much better. Therefore, mind mapping technique is considered as an effective media in learning English especially in speaking. [6]

From previous studies, there are some similarities between and differences between the above research and this research. The similarity of the previous

---

[5] Fadhilah, Yusri Nur, Skripsi : *"Applying the mind mapping technique to improve students' writing skill of descriptive text (A classroom action research at the eighth grade A of MTs Nurussa'adah Jakarta)"* (Jakarta : UIN Syarif Hidayatullah, 2015), p 5-48.

[6] Nurul Hikmah Ramadhani, *"Using Mind Mapping Method to Increase Students' speaking ability",* (Makasar : Universitas Muhammadiyah, 2020). p, 4-34.

research is that it has the same technique used by the mind mapping technique as a learning technique. Then previous research use classroom action research as method of research. While the difference such us the place of research, research time, and different students abilities and media used in the learning process.

I. The Organization of the Research Paper

To facilitate the discussion process in writing the research, this research is systematically arranged by the researcher by dividing it into 5 (five) chapters, in each chapter the sub chapters will be described with the following details :

CHAPTER I : Introduction, this chapter presents a general description of the paper. In this chapter involves background of the study, the statement of problem, the objective of study, significant of the study, focus of the study, Operational Definition of Terms, and the organization of the research paper.

CHAPTER II : Theoretical Framework, this chapter discusses the concepts and theories that underline the analysis of the research investigated. It consists of the theoretical review, theories from some expects who have conducted the research related to this research.

CHAPTER III: Methodology of Research, contains about research setting, research types, the procedure of each cycle, instrument and data collection techniques, data analysis techniques, CAR success indicator.

CHAPTER IV : The Result of Research and Discussion, this chapter explain about description of Data and Interpretation of Data

CHAPTER V : Conclusion, this chapter contains about conclusion and suggestion