**CHAPTER I**

**INTRODUCTION**

**A. The Background of the study**

Language is a tool of communication. Through the language, human can do interaction and communication among others. Only human, Allah SWT Creature who can communicate orally or in written form through language.[[1]](#footnote-1)

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

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

English has been regarded as an international language for a long time. As an international language, English has been used as a medium of communication both orally and written communication. In order to be able to communicate in English, people have to acquire it informally or learn it formally, in English courses or in schools. Seeing the fact, the government has imposed that English should be taught as compulsory subject in secondary school and tertiary schools. The aim of English teaching at school is to assist students to acquire the four language skills: listening, speaking, reading and writing.

Talking about English, it has four skills, they are speaking, writing, listening, and reading. One of the skill that will discuss in this paper is speaking. Speaking is one of the skill that is learn by the students. Speaking has many different aspect including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and, fluency, considered to be ‘the ability to keep going when speaking spontaneously’. This is, however, rather a superficial view of the skill.[[2]](#footnote-2)

In speaking, the students usually reflect the language they use at home. In social life, it can be seen when they speak by using different intonation, vocabularies, and structure. So, to make the students practice in class, first, the teacher needs to adopt and vary of techniques of teaching. They include mind map, group discussions, and feedback. Secondly, the teacher needs to get involved in the class because it is very important for the teacher.Teachers not only take a role as facilitator in the activities that encourage the students to speak in the language, but also should present themselves as good models of oral language users and give examples of a good performance in the language.

To have speaking well and speaking ability it is not easy, because English is not our second language, English is our foreign language so that, it is really difficult to applied especially for the students which using mother language in their habitual speaking. Many teachers have tried various methods and technique to improve students speaking skill, but its still cannot work effectively. It is not only about the procedure of technique and method done, but how the teacher in the classroom situation is more fun and comfort for the students, the relationship between students an teacher. It can impact the students more openness to their teacher.

Teacher also must understand the situation and condition of their students in the class and the students’ problem in mastering speaking skill. Based on the research in seventh grade of At-toyibahjunior high school, most of the students had no courage to speak, lack of vocabulary, and have noencourageto learn English especially in speaking ability.

In addition,students problem are not only from the classroom environments but also from the student themselves. They are lack of self –confidence to build their confidence. English learning problems can take place both at home and at school. At school,the problemsmy appear when the class consists of a big number of student. The noisy class does not only disturb the student who really wants to study, but also influence the student’s to the subject given in the class.

From these mostly problem, the researcher will research the students in order to make students speak up, and enlarge their vocabularies which does not make the students anxious and shy to speak. The atmosphere of the class must be comfort to express the topic and close with the teacher and their friends. In order to they will not feel afraid and shy again to speak. Fun activities and enjoyable is needed to make students more interesting in language learning.

To create good situation for the students, the teacher must have appropriate technique and method in teaching language. Teacher also must have good interaction and make sense with the students, it is need for the teacher to make an easier when applied the technique and method in taching. Students need more practice so that teachers are suggested to create and use interesting technique.

The researcher uses topic about**The Implementation of Mind Mapping Technique to Improve Students Speaking Skill** based on many reasons that has been founded. By using mind mapping as a technique of teaching speaking in At-toyibahjunior high school students, it will be an alternative way which is used by teacher when they teaching speaking. It can be made the students more interesting when they are studying English speaking as our foreign language. The goal of language is communication and the aim of speaking in language context is to promote communicative efficiency. Speaking is one of skills which are very essential for each student. Speaking is crucial part of second language or foreign language learning and teaching. The mastery of speaking skill in English is a priority for many second-language or foreign-language learners.

Hence, the teaching and learning process in junior high school need special technique in order to achieve the necessary competencies for the students.That children must be able to express their ideas and though orally in the base used. They also have to be good in English as an international language.

Based on that problems, the researcher interested in researching of the problem, as entitled: “**The Implementation of Mind Mapping Technique to Improve Students Speaking Skill”.**

**B. The Identification of the Problem**

The researcher would like to identify some of the problems that faced by the students when they are speaking base on the background of the study above as follows:

1. Students speaking skill at MTs At-Toyibah are still low
2. The students vocabularies are low and less understanding in word meaning
3. They find it hard to practice their speaking
4. The technique and method applied are still monotonous.
5. Students motivation of study English are still low

**C. The Limitation of the Problem**

Referring to identification of problem the researcher limited to improving students speaking and process implementation inmind mapping technique to improve students speaking skill at the seventh grade of MTs At-toyibahCuruglemo in academic year 2018/2019.

**D. The Statement of the Problem**

Based on the background of the study above, the writer make statement of the problems as follows :

1. How is the students’ speaking skill at MTs At-Toyibah?

2. How is the mind mapping technique applied in teaching speaking skill at MTs At-Toyibah?

**E. The objective of the research**

According to the statement of the problem above, the writer formulates the objective of the research as follow :

1. To find out the students speaking skill at At-Toyibah Junior High School

2. To describe the process teaching used mind mapping technique in teaching speaking skill at At-Toyibah Junior High School

**F. The Important of the Research**

There are threecategories the important of the research are:

1. Researcher
2. It can be used a reference method for the future
3. It can add insight for writer
4. Teacher
5. It can be used as input for teacher in the teaching
6. This method can be used in teaching learning
7. Students
8. Students get problem solving to understanding of speaking
9. Students are more motivated to learn because it uses an easy method of learning and creative
10. Students can us this method in other subject

**G. Previous study**

In this research, the writer takes two previous research. The frist one is the research that had been done by Dina SyarifahNasution with her research entitled “Improving Students Speaking Skill of Mind Mapping ” this study the Implementation Mind Mapping technique to can help student ability in speaking skill, the research the signed used was ClassroomAction Research (CAR) on grade X-1 Computer And Network Technic Program (TKJ) of SMKN 1 Panyabungan. The result of this research that min mapping technique can improve sudent speaking skill.[[3]](#footnote-3)

The second study had done by AdhitiaPratama, with her research entitled “ Improving Student Writing Skill Using Mind Mapping Technique on Writing Skill” this research was Classroom Action Research (CAR) of seventhgrade of SMPN 2 Gondangrejo in the school year of 2014/2015. The result of the research that mind mapping technique are effective on speaking skill and writing skill.[[4]](#footnote-4)

Based On The result of this study, proving that mind mapping techniques as a teaching medium can improve student’ abilities in both speaking and writing skills. From both studies using mind mapping as a medium of teaching to student to improve student skills. Both of these studies use mind mapping as a teaching technique in different abilities. First speaking skills and the second is the ability to write in English. Both of these studies have similarities using mind mapping to improve students’ ability in learning English both speaking and writing.

**H. The Organization of Writing**

This paper consists of five chapters, as follow:

**Chapter I : Introduction,** this chapter elaborates the background of the study, the identification of problems, the limitation of the problems, the statement of the problems, the objective of the research, the important of the research, the hypothesis of the study, the organization of the writing and previous study.

**Chapter II : Theoretical Framework**. It contains definition of speaking, the purpose of speaking, the element of speaking, the problem of teaching speaking, teaching speaking, characteristic of successful of speaking activity, and the importance of speaking.

**Chapter III : Methodology of Research**, which consist of the method, place and time, population and sample, instrument for collecting data, and technique for analyzing data.

**Chapter IV : Result Findings**, this chapter explains about Result of the Research and discussion. It contain describe Result of the Research, Process of the Research, Time of the Research, Cycle 1, and Cycle 2.

**Chapter V : Conclusion and Suggestion**, the fifth chafter contains Conclusions and Suggestionsfor the next research.

1. IlzamudinMa’mur, *“****MembangunBudayaLiterasiMeretasKomunikasi Global*** *“,* (IAIN, Suhada Press), P.49 [↑](#footnote-ref-1)
2. Erik Vilimec , *“****Developing Speaking Skills”,***(Universitas Pardubice Faculty Arts And Philosophy America : 2006) [↑](#footnote-ref-2)
3. Http://www.google.co.id/url?q=http://ejournal.unp.ac.id/index.php/elt/article/. [↑](#footnote-ref-3)
4. Http://ejournal AdhityaPratama.com [↑](#footnote-ref-4)