**CHAPTER II**

**THEORETICAL FRAMEWORK**

1. **Speaking**
2. **Definition of Speaking**

Speaking is very important activity in many language classes, by speaking someone, by speaking someone can inform, persuade, and also ekspressing an idea to other people. Speaking is basic type of communication in our daily life. Through speaking human being exchange most of their ideas and express their desires and emotions.

Speaking is an active process and one which is difficult to dissociate from listening in many ways.[[1]](#footnote-1) Another experts baily and savage said that “Speaking is in a second language of foreign language has often been viewed as the most demanding of the four skills”. [[2]](#footnote-2)

This approach produces tests that must range over a variety of situation to achieve validity, and then there is no assurance that the language elements of speaking have been adequately sampled. [[3]](#footnote-3)

Based on definition above, speaking is mutual communication process of transferring massage to other people that involves articulation sounds in the form of utterances. Speaking is a complex skill meaningful words, phrases and sentences in the right order based on rules-govern system.

1. **The Purpose of Speaking**

One of the most useful schemes for analyzing interaction from a functional perspective is that by Martin Bygate. Bygate saddest that conversation can be analyzed in terms of routines. Routines are conversation (and therefore predictable) ways of presenting information. He discussed two types of routines:

* Information routines
* Interactional routines[[4]](#footnote-4)

Student need to feel that there is a real reason for speaking. This is oftenreffered to as the communicative element. Make sure there is a reason for speaking; I,e. that the st udent are communicating something the others don’t know or that the other would like to hear about. Exsamples of tasks involving reel communication include: information dap, tasks involving an element of persuasion, problem solving and role play (see example below). Finally as with all aspects of teaching, it is important to introduce variety and to choose topics that you think will interest your student, in adition, the purpose of speaking the student can speak English Well, because most of the student cannot speak English although they ar5e have been studying English a long time.

1. **The Element of Speaking**

Like writing, speaking is complex skill requiring the simultaneous use of a number of a number of different ability which often develops at different rather. Either four of five components are generally recognized in analyzedin analysis of the speech process:[[5]](#footnote-5)

1. **Pronunciation**

In speaking, the speaker’s pronunciation must be clear and easy to understand. Including the segmental features vowel consonant and the stress in intonation patterns.

1. **Grammar**

In defining grammar, H. Douglas brown states “Grammar is a system of rules governing the conventional arrangement and relationship of word in a sentence”.[[6]](#footnote-6)

1. **Vocabulary**

Vocabulary is defined as the “word” in foreign language. Words are perceived as the building blocks upon which knowledge of a second language can be built. However, a new item of vocabulary may be more than a single word. For example police office and father-in-law, which are, made up two or three words but express a single idea. They are also multi-word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of the word component.[[7]](#footnote-7)

1. **Fluency**

Fluency is the ability to talk freely, without too much, stopping or hesitating. To keepgoing more than that, it can also requires that the listener understand what is being said, so there must be intelligibility and meaning with accuracy the emphasis is on correct English they right grammar, the right vocabulary.

In order for learners to become fluent users of the language, they need time to develop their language ability.

1. **Comprehension**

The last speaking element that becomes a prerequisite in making a conversation possible is idea comprehension what is state and discussed by both speakers. Comrehension is defines as the ability to understand something by reasonable. Comprehension of the subject or as the knowledge of what a situation is really like.

When researcher refer to a student’ skill in speaking a second language, our fundamental concern is with their ability to communicative informally on everyday subject with sufficient and fluency to hold this listener.[[8]](#footnote-8)

1. **The Problem of Teaching Speaking**

The problems have come across in teaching speaking are :

1. **Inhibitition.** Worried about making mistakes, fearful of criticism or losing face, or simply shy of attention that their speech attracts.
2. **Nothing to say.** Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
3. **Low of uneven participation.** This problem is compounded by the tendency of some learners to dominate, while others speak very little or no at all.
4. **Mother-Tongue use.** Inclasses where all, or a number of, the learnes share the same mother tongue, they may tend to use it: because it easier feels exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes. Particulary the less disciplined or motivated ones-to keep to the target language.[[9]](#footnote-9)
5. **Teaching Speaking**

The teaching of English is very important. Whereas today English is the words widely studied foreign language. It is focused on the communicative proficiency rather than on more material of structure. Here, speaking becomes the objectives of English teaching. To make the students speak fluently in English, a teacher has a big role in determining the student’s mastery of English speaking.

The greater problem is how to build up the motivation of the students in learning language. In general, the students are highly motivated, but it is primarily motivation toward practical use of the language. Harmer (1998:8) suggests that integrative motivation of the students is more powerful than instrumental motivation in learning foreign language. Some students study a foreign language because they want to know more about the people who speak English very well and success in using foreign language. This will depend on a large extent on understanding of the culture and the people, and the empathy with them.

Speaking skill is playing a very important role in language learning, including foreign language learning (Richard, 2002:201). Because speaking is a process of building and sharing meaning through the use of verbal and non verbal symbol, in a variety contexts, beside the ability to speak a second of foreign language well is very complex task, because speaking is used for many different purposes, and each purpose involves different skill. For example when people use casual conversation, their purposes may be to establish social contact with other or to establish rapport or to engage in the harmless chitchat that occupies most of the time learners spend with friends.

When teaching an intermediate level the following speaking skills might be seen as significant:

1. The ability to agree and disagree.
2. The ability to identify people and places.
3. The capability to express preference.
4. The skill to expresses opinions.
5. The ability to ask for and give suggestions.
6. The ability to report and people are asking and saying.
7. The ability to summarize a conversation.

Also of importance are interaction activities which can be used in a speaking class. For example, the processing of information by engaging in problem solving tasks. Such an activity may include placing items in a hierarchy of importance, deciding itineraries, deciding a price range to spend on gifts, developing a story from random picture cues. Problem may arise from the districted cooperation because of the students’ limited vocabulary. However, as students move towards a monologue (or one person speaking, as learners they may begin by not speaking smoothly). The teacher must focus on having students use language in order to complete a task rather than practicing language for its own sake.

In discussion with someone, the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information. In some situation, people use speaking to give instructions to get things done, to describe things, to complain about people’s behavior, or to make polite request etc. Each of these different purposes of spoken language reflects the contexts or situation in which speech occurs. This implies that whenever communications take place it involves speaking, and whenever speaking occurred, it uses the language certainly.

1. **Characteristic of Successful of Speaking Activities**

To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 1991: 39).

According to Harmer (1998:88) Speaking activities can give students enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study. So, good speaking can and should be highly motivating. Many speaking tasks (role-playing, discussion, problem-solving, etc) are intrinsically enjoyable in themselves.

Again, sometimes spoken language is easy to perform, but in some cases it is difficult (Brown, 2001: 270). The statement is supported by Munjayanah, (2004: 16) that when people want to speak fluently, sometimes they get difficulties to do it. In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as:

1. Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
2. Participant is even. Classroom discussion is not dominated by a monitory of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.
3. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

From the explanation above, the success of speaking activity can be done that the students’ talk a lot, they are active, high motivation, and they are comprehensible to each other.

1. **The Importance of Speaking**

It is also important that the development of spoken language is not simply matter of learning skills such as pronouncing English sounds or being able to produce single utterances or phrases. Quite on the contrary, the development of speaking is an ongoing and complex process of acquiring knowledge and developing skills and strategies to interact with people in social interactions. From the very beginning levels of language learning students need to: (1) experiences various kinds of spoken texts, (2) develop knowledge about how social and cultural contexts affect the type of spoken language used, (3) learn how participate in different spoken interactions, (4) expand their knowledge resources and learn to use a range of spoken language strategies, (5) learn how different spoken texts are constructed, (6) develop greater control of the systems of vocabulary, grammar, phonology and intonation, (7) develop skills which will enable them to predict what will occur in a conversation, (8) improve their accuracy and fluency.

Theoretically, developing speaking skills means developing the pronunciation of individual sounds, grammatical accuracy, vocabulary (word choice), fluency and interactive communication. The pronunciation covers the individual sounds and word in sentences. The latest refers to the ability to stress words sentences and produce correct intonations. Grammatical accuracy deals with the accurate use of the structure, or how the learner gets his/her utterance correct. Vocabulary deals with the ability of choosing appropriate words. Fluency refers to the ability to express ideas smoothly without hesitation, repetition, or inappropriate pause. Interactive communication concerns with the ability to get the meaning across hears and the ability to keep the conversation going. In short, developing speaking skills means developing all of five components.

1. **Improving students speaking skill**

Improving the speaking skill of the students may be difficult. Speaking is one of productive skill. The skill of communication is related to the rules of language use and the rules of grammar. More information presented by her students depends on their folklore story.

In the process of teaching and learning, they are asked to present the material they have learned from the teacher using the mind mapping that each student has made.

1. **Mind Mapping**
2. **Definition**

Mind mapping is an extremely effective method of taking notes. Mind Map not only show facts, it also show the overall structure of a subject and the relative importance of individual parts of it. It help you to associate ideas, think creatively, and make connections that you might not otherwise make. Mind Maps are useful for summarizing information, for making connections, and for creative problem solving.

According to Tony Buzan: “The mind map harnesses the full range or cortical skill-word, image number, logic, rhythm, colour and spatial awareness- in a single, uniquely powerful technique. In so doing, it gives you freedom to roam the infinite expanse of your brain”,[[10]](#footnote-10) other definition, Mind map is a comprehensive picture of a material that is made in the form of a simple[[11]](#footnote-11). The mind map is an expression of the human mind. It is a powerful grafhictechnique which provides a universal key to unlocking the potential of the brain.[[12]](#footnote-12)

Based on the definition above, that mind mapping is one of technique can help the student’ to creative thinking learning, because mind mapping use key word and branches in teaching learning. So the student get easy to understand and memorize the material. Mind mapping can be called a memory map of the route used, allows us to compile the facts and thoughts in such a way that our brains work that want naturally by involved from the beginning so that the information given would be easier and than using the usual techniques noted.

1. **The Art of Mind Mapping**

Mind maps profide the ideal opportunity to improve your hand/eye coordination and to develop and refine your visual skills. With a little more practice, the image making skills you have already developed can be used to take your mind maps into the realms of art. Such mind map enable your brain to express it’s own artistic and creative personality. In developing your own personal style it is especially useful to apply the guiding principles of image, colour dimension, and spacing.

Benefit of creating artistic mind maps:

* 1. Development of artistic skills and visual perception, which in turn and enhance memory, creative thinking and self-confidence.
  2. Stress-reduction, relaxation and self exploration.
  3. Pleasure.
  4. Providing good ‘role models’ for other mind mappers.
  5. Achieving a greather understanding of work of great artists.
  6. Commercial.[[13]](#footnote-13)

1. **Step of Mind Mapping**

Making mind map is easy than ordinary notes. A good Mind Map shows the “shape” of the subject, the relative importance of individual points, and the way in which facts relate to one another. This means that is very quick to review, as you can often refresh information in your mind.

Buzan suggests the following guidelines for ctreating mind maps:

1. Start in the center with an image of the topic, using at least 3 color.
2. Use images, symbol, codes, and dimensions throughout your mind map.
3. Select key word and print using upper or lower case latters.
4. Each word/image is best alone and sitting on its own line.
5. The lines should be connected, starting from the central image. The central lines are thicker, organic and thinner as they radiate out from the centre.
6. Make the lines the same length as the word/image they support.
7. Use multiple colors throughout the mind map, for visual stimulation and also to encode or group.
8. Develop your own personal style of mind mind map.
9. Keep the mind map clear by using radial hierarchy, numerical order or outlines to embrace your branches. [[14]](#footnote-14)

This list is itself more concise than a prose version of the same information and the mind map of these guidelines is itself intended to be more memorable and quicker to scan than either the prose or the list.

1. **The Advantage of Mind Mapping**

Mind mapping is potentially infinite. In view of its radiant nature, every key word or image added to a mind map itself adds the possibility of a new and greater range assosiative and creative nature of every normal human brain. The advantages of mind mapping according to Tony Buzan are:

1. They automatically inspire interest in the student, thus making them more receptive and co-operative in the classroom.
2. They make lessons and presentation more spontaneous, creative and enjoyable, both for the teacher and the students.
3. Rather than remaining relatively rigid as the years go by, the teacher’s notes are flexible and adaptable. In these times of rapid change and development, the teacher need to be able to alter and add to teaching notes quickly and easily.
4. Because mind maps present only relevant material in a clear an memorable form, the student tend to get better marks in examinations.
5. Unlike linear text, mind map show not just the fact but the relationships between those facts, thus giving the student a depper understanding of the subject.
6. The physical volume of lecture notes dramatically reduced.[[15]](#footnote-15)

While, according Jarrard and Jennifer advantage of mind mapping are :

1. The relative importance of each idea is clearly indicated by how near it is to the centre, which clearly features the main idea.
2. The links between key consepts will be immediately obvious from their proximility and connection to one another. The brain works primarily with key concepts that it links and integrates. Mind maps work in the some way, meaning that recall and review will be faster and more effective.
3. The nature of mind map structure allows for the easy addition of new information.
4. Each mind map has its own unique pattern, which further aids recall.
5. The open-ended nature of the mind map is s great aid to creativity, allowing the brain to make new and exciting connections with ease.
6. With practice, you will find mind maps help you to be your best I every thinking situation. [[16]](#footnote-16)
7. **How to Implement Mind Mapping Technique**

A complete Mind Mapping may have mind topic lines radiating in all directions from the center, sub-topic and facts will branch of these, like branch and twigs from the trunk of a tree. Learners do not need to worry about the structure produced, as this will evolve as learn to develop their Mind Mapping. Here are the steps and purpose to draw mind mapping provided below (Buzan, 2004:21-23) in *Mind Map untuk Meningkatkan Kreativitas Book*:

1. Write the topic in the middle of paper, and use single word or simple phrase for information it gives freedom of brain to explore our mind.
2. Use picture (symbol) from the central idea, because use a picture can help us in appear an imagination to open our mind.
3. Use colors, the color make mind mapping life, add creative brain, and enjoyable.
4. Connect the branch of mind to the central picture, make cross-linkages continuously. It can help us understand and memorable, on part of the subject connect to others.
5. Make curved lines because the straight line make bored brain, a cured branch likes tree move attractive.
6. Use key for every line because single key word given the power and flexible for mind mapping.
7. Use picture, picture can help or remember information more effectively than word.

After reading the steps above, the researcher gets the conclusion that the map must be interesting, colorful, and enjoyable to learn. So, the students can make mind map more creative.[[17]](#footnote-17)

1. Jo Mc.Donought and Christopher Shaw, ***Materials and Method in ELT,*** (Blackwell: Oxford UK & Cambridge USA, 1993), p. 152 [↑](#footnote-ref-1)
2. Marianne Celce, p.103 [↑](#footnote-ref-2)
3. Robert Lado, ***Language Testing,***  (United States of America, 1964), p.240 [↑](#footnote-ref-3)
4. David Nunan, ***Second language Teaching & Learning,*** ( Boston, Heinle&Heinle, 1994), p. 228 [↑](#footnote-ref-4)
5. David p Haris, ***Testing English as a Second Languange,*** (Washington DC: George Town University, 1969), P.81-82 [↑](#footnote-ref-5)
6. . H. Doughlas Brown, ***Teaching by Principle: An Interactive Approach to Language Pedagogy,*** (San Francisco State University: Addison Wesley Longman, Inc, 2001), second Edition, p. 347 [↑](#footnote-ref-6)
7. Penny Ur, ***A Course in Language Teaching: Practice and Theory,***  (London: Cambridge University Press, 1996), p.75 [↑](#footnote-ref-7)
8. David P. Haris, *Loc.cit.* [↑](#footnote-ref-8)
9. Penny Ur, ***A Course language Teaching.*** (New York: Cambridge University Press, 1991)P. 121 [↑](#footnote-ref-9)
10. Tony Buzan with Barry Buzan, ***The Mind Book: How to Use Radiant Thinking to Maximize Your Brain’s Potential*** (New York: Peguin, 1993), p.84 [↑](#footnote-ref-10)
11. AndriSaleh, ***KreatifMengajardengan Mind Map,*** (Bogor : Regina,2009), p. 100 [↑](#footnote-ref-11)
12. Toni Buzan with Barry Buzan, ***The Mind Map Book.,*** p. 59 [↑](#footnote-ref-12)
13. Toni Buzan with Barry Buzan, ***The Mind Map Book.,*** p***.*** 115-116 [↑](#footnote-ref-13)
14. http://en.wikipedia.org.wiki/Mind\_map [↑](#footnote-ref-14)
15. Tony Buzan with Barry Buzan, ***The Mind Map Book.,*  P. 232-233** [↑](#footnote-ref-15)
16. Bill Jarrad and Jennifer, **“*Benefit about Mind Maps*”,** http://www.Buzan. Com.au/learning/benefits,html, (1 March 2000) [↑](#footnote-ref-16)
17. Buzan, 2004:21-23) in *Mind Map untukMeningkatkanKreativitas Book*: [↑](#footnote-ref-17)