

## CHAPTER I. INTRODUCTION

### 1.1 Research Background

In Indonesia, English is chosen by the government as the first foreign language to be taught at school. Indonesian students are expected to be able to communicate, share experiences, promote culture, business, education and others by using the English language. Kazemi & Moradi (2019:2) state that speaking is a tool of communication in conveying ideas, information, and feeling to others. Besides, Orlova (2017:152) states that fostering students' professional speaking skills involves demonstrating the students some ways to keep the conversation with facts associated with their future work area, stimulates acquisition processes and motivation to study. Therefore, speaking is one of the most important skills to be mastered by the students since it is a part of routine activities and future life. Moreover, to master the speaking skill, the students need to learn some components. Those are: 1) fluency, 2) accuracy on: a. grammar, b. vocabulary, c. pronunciation and 3) content (Brown, 2004:172).

However, learning speaking for foreign learners is not easy since the students do not use English in their social interactions in their daily lives. Brown (2004:140) says that speaking in English is a skill that is difficult for foreign language learners to master because it requires the ability to use the language appropriately in their daily lives. He also adds that speaking is not only about grammar rules, but also the knowledge of the meaning itself. Orlova (2017:152) states that contextual difficulties the students may face when speaking is about linguistic, certain characteristics of lexical elements, rules and concerning lack of confidence in grammatical correctness of a message. Students in Indonesia are also foreign learners that have faced some problems in learning the English, especially speaking.

Based on the data from the tenth grade English teacher at SMAN Ambulu in Jember, there were some problems in learning English, especially in learning speaking. It happened because of some reasons as follows: (1) they had limited time in learning speaking at school; (2) they did not get much

language input in speaking; (3) and they had lack of confidence in delivering ideas by using English. Besides, almost all students spoke disorganized English language. In the beginning they talked about size, yet they talked about species. Thus, the students have difficulties in speaking in English because they do not have much time in practicing and learning speaking, the students cannot speak in English properly. Therefore, the researcher offered mind mapping technique to the English teacher as an alternative way to teach speaking skill since mind mapping technique can help students to organise their ideas, produce new ideas and motivate them to speak in English clearly (Orlova , 2017:159).

Furthermore, there were so many studies about mind mapping technique used to teach writing and reading. For instance, a journal from Al – Jarf and Reima (2021) entitled Teaching Reading to EFL Freshman Students with Mind Mapping Software, Hazaymeh *et al* (2022) entitled The Effectiveness of Visual Mind Mapping Strategy for Improving English Language Learners' Critical Thinking Skills and Reading Ability, and etc. Unfortunately, there were still small number of journals or researchs dealing with the effect of mind mapping technique on the students' speaking achievement.

There are some previous researches dealing with the use of mind mapping technique in teaching speaking skill. The first research was conducted by Susilawati (2018) entitled “The Effect of Using Mind Mapping Technique towards the Students' Speaking Skill at the Second Graders of SMPN 30 Muaro Jambi” the result mind mapping technique allowed the students to be more organised in delivering their thoughts by speaking in English. The second research was conducted by Mirza (2016) entitled “The Use of Mind Mapping Strategy to Improve Students' Speaking Ability”. The results of this research reported that the use of mind mapping technique helped them to generate an idea in speaking. The last research was conducted by Orlova (2017) entitled “Efficiency of Mind Mapping for the Development of Speaking Skills in Students of Non-Linguistic Study Fields”. The result of this research showed that mind mapping technique created a situation for practical application of background knowledge, and also motivated and thought-provoking influence on students' speaking activity, as it

served as the supporting technique for the development and improvement of speaking skill. Usually, mind mapping technique is used in teaching writing and reading, but in this research the researcher used mind mapping technique in teaching speaking skill.

Based on the explanation above, the researcher conducted a research entitled “The Effect of Using Mind Mapping Technique on Senior High School Students’ Speaking Achievement”

## **1.2 Research Problem**

Based on the background above, the research problem was formulated as follows: Is there any effect of using mind mapping technique on the tenth-grade students’ speaking achievement at SMAN Ambulu?

## **1.3 Research Objective**

Based on the problem of the research, the objective of this research was to investigate the effect of using the mind mapping technique on the tenth-grade students’ speaking achievement at SMAN Ambulu

## **1.4 Research Contribution**

### **1.4.1 Practical Contribution**

The research results hopefully can be used as an alternative technique for the English teacher in teaching speaking skill by using mind mapping technique in the classroom since the technique can help the students organise their ideas and help them to speak more effectively in English.

### **1.4.2 Empirical Contribution**

The result of this study are expected to give a reference and inspiration to future researchers who have the same interest in investigating the effect of using mind mapping technique to the students’ speaking achievement. Moreover, it can be used as a reference for other researchers to conduct a research dealing with different research design, on different level of students, on different text genre.

#### 1.4.3 Theoretical Contribution

The findings of this research are expected to be useful for the students in learning speaking by using the mind mapping technique to gain a better achievement of it. The students are intended to learn and practice more often to get better in speaking in English language.



## CHAPTER II. LITERATURE REVIEW

In this chapter, the researcher discusses about mind mapping technique, mind mapping technique in teaching – learning activity, procedures of creating mind mapping, the advantages and disadvantages of mind mapping, the role of mind mapping technique on speaking, the role of speaking in teaching-learning process, the aspects of speaking skill, review of the previous study and research hypothesis.

### 2.1 Mind Mapping Technique

Mind mapping technique is one of many techniques that is used by teachers in Indonesia in teaching speaking. Anggraeni (2014), Mirza (2016), Kazemi and Moradi (2019) state that mind mapping technique is a technique which consisted of shapes, colours, straight information to be learned and remembered by the students. According to Buzan (2005), mind mapping technique is usually created by using lines, shapes, colours, etc which help to connect some points into the main topic. Furthermore, according to Orlova (2017:154), there are some kinds of mind mapping. Those are cluster maps, concept maps, semantic maps, etc. First, according to Adrianti (2013:40), clustering is a technique that gives access to patterns and associations of design mind map that provides essential two things such as choice from which to formulate and develop thought, and focus meaningful enough to implement students to write. Second, according to Liu, Chen, and Chang (2010:442), the concept map is the visual tool to help readers understand material by transferring the written content into concrete images. Third, according to Jonassen (1993:78), the semantic map is an organised graphic that consists of relationships between concepts of an information. In the end of the definition about all those names, the main point is the same. It is about organising complex and long information into a



simple and brief information. If students can represent a complex and long information by using mind mapping, it means that they understand and remember about the information. In this research, mind mapping technique is a technique that consists of shapes and colours that organised long complex information into short and brief information.

## **2.2 Mind Mapping in Teaching – Learning Activity**

Mind mapping is a technique introduced by Tony Buzan to the world through his book entitled “*Mind Mapp Handbook – The Ultimate Thinking Tool*” and Buzan (2005) stated that mind map is the most effective way of gaining information in and out of the brain because the lines, colours and pictures which are made by students in mind mapping are intended to make them learn the language creatively and appropriately with their imagination. Furthermore, mind map can give a brief result in outlining or frameworking information for the students. Since mind mapping give the students colors, shapes, lines and etc, it can be said that visual representation as a key feature of mind mapping can help students to decrease the complexity and redundancy of text information (Kazemi and Moradi, 2019:03). Moreover, O’ Donnell et al. (2002:75) add that mind mapping can help in scaffolding for cognitive operations, accessing knowledge via multiple paths and strengthening metacognitive strategies and sorting long and complex information into a simple and brief information. There is empirical support for the use of mind mapping in enhancing and improving knowledge. Clark and Paivio (1991:150) state that mind mapping technique provides an easy way to separate and classify information in visual as well as propositional form called dual coding.

### **2.2.1 Procedures of Creating Mind Mapping**

According to Buzan (2005:15) there are seven steps in making mind mapping: (1) starting in the centre of a blank page turned sideways, (2) using a picture for the central idea, (3) using colours throughout, (4) connecting the first, second, third and etc branches to the centre picture, (5) making the branches line

curved rather than straight line, (6) using one key for one branch and (7) using pictures throughout the lines.



Figure 1. The picture of Mind Mapping based on Buzan (2005)

### 2.2.2 The Advantages and Disadvantages of Mind mapping

Using this techniques, there should be advantages and disadvantages. According to Buzan (2005), there are some advantages of using mind mapping, such as:

1. Organising and clarifying the thinking.
2. Remembering better.
3. Consolidating information from different research sources.
4. Presenting information in a format that shows the overall structure of the subject.

According to Davies (2011:04), the advantages of mind mapping include its “free-form” and unconstrained structure. Free-form and unconstrained means there are no limits on the ideas and links that can be made, and there is no necessity to retain an ideal structure or format.

However, Tucker, Amstrong and Massad (2010:05) stated that there are some disadvantages of using mind mapping technique as follows:

1. Cannot be digitally stored other than as a scanned document.
2. Map size is limited.

In order to anticipate the first problem, the researcher used smaller paper. It helped the students to store the map on the handphone or laptop or book. Then, to anticipate the second problem, the researcher asked the students to arrange their information as simple as possible. The students only need to organise the important information related to the topic given later.

### **2.3 The Role of Speaking Skill**

Speaking skill is important to be mastered by the students because it is a part of their life. They need to speak in English to communicate with people around the world. The effect of being able to speak English fluently can make the students get much information, no limitation to read any books or journals written in English and many more. In Indonesia, English is chosen by the government as the first foreign language to be taught at school. Indonesian students are expected to be able to communicate, share experiences, promote culture, business, education and others by using the English language.

Furthermore, Burns (2019:2) said that this is a competitive world and each and every English language learner wants to improve his/her speaking skills to sustain in this global market. Most of the requirements in getting jobs depend on the communication skills of the individuals, especially, their speaking skills. The interviewers also recognize the talent of the individuals in the form of speaking skills within a short period of time. The job seekers who can prove their skills at that particular moment will occupy the best places in their career.

Moreover, these speaking skills are also useful for professionals to develop their career (Burn, 2019:4). It is also a known fact that excellent, outstanding and inspiring speakers highly motivate and win the hearts of the audience. As speaking skills play a vital role in many aspects, there is a need for students to concentrate more on them. Furthermore, the teachers are advised to implement



several useful strategies in their classrooms in order to involve the learners more on learning speaking skills in their English classrooms. With an ounce of regular practice, it is sure that the students can immensely develop their speaking skills. Then they can perform well in the classroom discussions and debates and gradually develop their speaking skills. They will be in a position to give presentations on their own by leaving all the fears that they had in their minds. With regular practice of these skills, they can deliver short speeches also in the classrooms. Moreover, they build selfconfidence among themselves and become stronger in decision-making and problem-solving. The learners can also develop sound business relationships with the other business partners and promote their businesses well. Furthermore, the ELLs show better performance in their job interviews so that they will get the best opportunities to settle down well in their career. They can also work well with their colleagues and try to develop their own career. Therefore, speaking skills play a pivotal role in developing the students' overall performance.

## **2.4 The Aspects of Speaking Skill**

According to Brown (2004:172), there are some aspects in speaking skill. Those are: 1) fluency, 2) accuracy on: a. grammar, b. vocabulary, c. pronunciation and 3) content.

### **2.4.1 Fluency**

Brown (2004:149) states that fluency is the way in which people produce smooth and effortless speech and close to a native speaker. It is about the use of pausing, rhythm, intonation and stress (Richards and Schimdt, 2002:204). It is mentioned above that the students need to speak in English fluently because it will transfer the meaning to the listeners clearly and understandable. Tamo (2009:31) says a person is a fluent speaker when he is capable of using the language structure accurately. Therefore, there is a scoring rubric used to know students' level of fluency. This is showed as follows:

**Table 2.1 Fluency Scoring Rubric**

No	Indicators
1	Speech is so halting and fragmentary that conversation is virtually impossible
2	Speech is very slow and uneven except for short routine sentences.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness
6	Speech on all professional and general topics as effortless and smooth as a native speaker's

*(Hughes, 1989:111)*

#### 2.4.2 Grammar

Harmer (2001:12) states that grammar is the description of the ways in which words can change their forms and be combined into sentences. Grammar is one of the language criteria suggested to evaluate in the speaking skill of people who learn English (Brown, 2004:157). It can specify the form and interpret the phrases and sentences. Grammar is important because it makes the meaning of the sentence clearer in a context in order to avoid misunderstanding. Furthermore, in teaching grammar, it also needs some aspects such as: the structure, sentence patterns and meaning (Widodo, 2006:122). Thus, in assessing students' grammar in speaking, the teacher needs to prepare the scoring rubric as it is showed below:

**Table 2.2 Grammar Scoring Rubric**

No	Indicators
1	Grammar almost entirely inaccurate except in phrases
2	Constant errors showing control of very few major patterns and frequently preventing communication
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
4	Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding
5	Few errors, with no patterns of failure
6	No more than errors during interview

*(Hughes, 1989:111)*

### 2.4.3 Vocabulary

Students can speak well if they have a lot of vocabularies. When people want to improve their English skill, they have to learn more about words and expressions (Thornbury, 2002:13). Besides, Alqahtani (2015:22) states that several words which make up a language take an important position in learning language. Therefore, there is a scoring rubric used to know students' level of vocabulary. The scoring rubric of vocabulary is as follows:

**Table 2.3 Vocabulary Scoring Rubric**

No	Indicators
1	Vocabulary inadequate for even the simplest conversation
2	Constant limited to basic personal and survival areas (time, food, transportation, family, etc)
3	Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic
4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions
5	Professional vocabulary broad and precise; general adequate to cope with complex practical problems and varied social situations
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker

*(Hughes, 1989:111)*

### 2.4.4 Pronunciation

Pronunciation is how the words are spoken by speakers (Brown, 2004:148). The students also need to learn how to produce the sound of the words in the right way as close as a native speaker does. According to Ma (2015:5) the role of pronunciation in speaking is to help the listeners or native in accepting what the speaker wants to express. Moreover, the teacher needs to assess the students' pronunciation based on some criteria as shown in the following scoring rubric (Table 2.4)

**Table 2.4 Pronunciation Scoring Rubric**

No	Indicators
1	Pronunciation frequently unintelligible
2	Frequent gross errors and every heavy accent make understanding difficult, require frequent repetition.
3	“Foreign accent” requires concentrated listening and mispronunciations lead to occasional misunderstanding
4	Marked “foreign accent” and occasional and mispronunciations which do not interfere with understanding
5	No conspicuous mispronunciations, but would not be taken for a native speaker
6	Native pronunciation, with no trace of “foreign accent”

*(Hughes, 1989:111)*

#### 2.4.5 Comprehension

Comprehension is about what the speaker understand about the topic or information itself. After that, the speaker have to share to the listener to make the meaning clear. The following table is the content scoring rubric that used.

**Table 2.5 Comprehension Scoring Rubric**

No	Indicators
1	Understands too little for the simplest type of conversation.
2	Understand only slow very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5	Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

*(Hughes, 1989:111)*

Those are the aspects of speaking above. Those are the aspects that were used a guideline in assessing the students’ speaking test result.

## 2.5 The Effect of Mind Mapping on Speaking

Speaking in English usually makes students afraid and not confident since English is foreign language (Buzan, 2005:22). However, mind mapping can help the students in organising the long information into simple information, being more creative and keeping the students' mind constantly aware of the shapes or colors on mind map. Mind mapping is an effective visual way to connect and organize our thoughts because it has the color, picture/symbol, and association. It also requires a map with the central theme at the center and supporting ideas around it. Using a mind map can help us to plan and to deliver our speech. Making a mind map can convey ideas to be presented visually as a supporting material for speaking about the lesson.

In this case, students can produce their own mind maps to answer questions which are formulated for speaking. It can be done individually, pair work, or group work. By using mind map, students can produce oral language in a coherent, cohesive, clear, organized, and memorable way, because its advantages are to describe, compare, classify, make sequence, and make a decision (Anggraeni, 2014:21). It also allows them to expand their vocabulary and associate new and old words to images that help to convey meaning easily in a specific context. These mind maps serve as a record of the learner's thinking process and can be used to assess students' knowledge and understand the content, thinking skills, and creativity (Radix and Azim, 2013). Furthermore, Buzan (2005:25) also says that the students' eyes will be able to make much more contact with audience and be confident in speaking.

## 2.6 Review of the Previous Studies

There were so many studies about mind mapping technique used to teach writing and reading. As it mentioned before, a journal from Al – Jarf and Reima (2021) entitled Teaching Reading to EFL Freshman Students with Mind Mapping Software, Hazaymeh *et al* (2022) entitled The Effectiveness of Visual Mind Mapping Strategy for Improving English Language Learners' Critical Thinking Skills and Reading Ability, and many others are the examples of the latest journal



of teaching reading using mind mapping technique. Unfortunately, there were still small number of journals or researchs dealing with the effect of mind mapping technique on the students' speaking achievement.

There were three previous researches about the effect of mind mapping technique used in teaching speaking skill conducted by: Mirza (2016), Susilawati (2018) and Orlova (2017). The first research was an experimental research conducted by Mirza (2016) who used mind mapping technique in teaching speaking skill. The samples of this research were class 1A as the control class and 1B as the experimental class. The result of this research showed that there was a significant effect on the tenth grade students' speaking achievement at Darul Ihsan Boarding School. It can be proved from the result of pre-test in which the mean score is 70 and the result of post-test in which mean score is 90.

The second research was an experimental research conducted by Susilawati (2018) who used mind mapping technique on the tenth grade students' speaking skill at SMPN 30 Muaro Jambi. There were 20 students of VIII A class as the experimental group and 20 students of VIII B class as the control group. The result of post-test showed that Sig. (2-tailed) was  $0.00 < 0.05$ . It means that the null hypothesis ( $H_0$ ) was rejected and an alternative hypothesis ( $H_a$ ) was accepted. Thus, it can be concluded that the students in the experimental class had better scores in speaking English test by using mind mapping at SMPN 30 Muaro Jambi than the score in the control class.

The third research was an experimental research conducted by Orlova (2017) who used mind mapping technique on the non-linguistic study students. The participants of this research were 23 students as the experimental group and 23 students as the control group in the first-year class. The result of this research was that mind mapping technique created a situation for practical application of background knowledge, and also motivated and gave thought-provoking influence on students' speaking activity, as it served as the supporting technique for the development and improvement of speaking skill. Therefore, it could be concluded that there was a significant effect of using mind mapping technique on the students' of non-linguistic study in their speaking.

### **2.7 Research Hypothesis**

Based on the research problem and the review of related literature above, the hypothesis of this research was formulated as follows: “There is a significant effect of using mind mapping technique on the tenth grade students’ speaking achievement at SMAN Ambulu.”



### CHAPTER III. RESEARCH METHODS

This chapter presented the methods to conduct this research. It includes research design, research context, research participants, data collection methods and data analysis methods. All of them are discussed respectively below.

#### 3.1 Research Design

This research was intended to know whether or not there is a significant effect of using mind mapping technique on the tenth grade students' speaking achievement. In this case, the researcher used quasi experimental design with post-test only. According to Cresswell (2012), in an experimental research, the researcher tested a procedure in order to determine whether or not it gives a significant effect on the dependent variable. Therefore, there were two classes to be chosen as the participants. One class was treated as the experimental class and another class as the control class. The participants were determined by using cluster random sampling based on the result of homogeneity test. The experimental class was taught speaking by using mind mapping technique, while the control class was taught speaking by using question and answer technique usually used by the English teacher. The research design that applied in this research can be illustrated as follows:

GROUP	TREATMENT	Post-test
A	→ X →	O
B	→	O

- Notes:  
 A: Experimental Class  
 B: Control Class  
 X: Treatment  
 O: Post Test

(Cresswell, 2012:310)

The procedures of the research design were as follows.

1. Administering a homogeneity test to all classes of the tenth grade students at SMAN Ambulu in the academic year of 2021/2022 in order to know the homogeneity of the population.
2. Analyzing the scores of homogeneity test by using Analysis of Variance (ANOVA).
3. Determining two classes to be the experimental and the control classes based on the result of homogeneity test.
4. Giving treatments to the experimental class by teaching speaking using mind mapping technique while the control class was taught speaking by giving some phrases technique as it is usually used by the English teacher.
5. Providing the descriptive text and completing mind map to the experimental class and providing the descriptive text and some phrases to the control class.
6. Explaining about descriptive text with the theme famous places to the experimental and the control classes.
7. Distributing a blank mind map to the students of the experimental class and distributing some phrases to the students of the control class.
8. Asking the students of experimental class and control class to perform their work in front of the class.
9. Giving the speaking test (post test) to both classes, the experimental and the control classes after the treatment was with the same material and the same time allocation.
10. Analyzing the results of the speaking post test scores by using t-test formula in SPSS (Statistical package for the social sciences) to know whether or not there is a significant difference of the mean scores of the two classes.
11. Drawing a conclusion to find whether or not the use of mind mapping technique had an significant effect on the students' speaking achievement.

### **3.2 Research Context**

This research was conducted at SMAN Ambulu located at Candradimuka street No. 42 in Ambulu. According to Mc Millan (1992), a purposive method refers to a method that is used to select particular elements from the population that must be representative and informative with the topic. Therefore, this method is a method employed in choosing a research area based on a certain purpose or reason. The researcher chose this school as the research area because based on the result of the interview, the English teacher never teaches speaking by using mind mapping technique and the researcher got permission from the Headmaster and the English teacher to conduct an experimental research at SMAN Ambulu.

### **3.3 Research Participants**

The participations of this research were the tenth grade students of SMAN Ambulu in the 2021/2022 academic year. According to the information from the English teacher through the data, there were eleven classes of the tenth grade students (Ten Science 1 up to Ten Science 7 and Ten Social 1 up to Ten Social 4) and each class consists of 36 students in average. In this research, the researcher chose two classes which were selected as the experimental and the control classes based on the result of homogeneity test. The purpose was to fulfil the requirement in conducting this research. The homogeneity test used previous score from all science parallel classes of the tenth grade students at SMAN Ambulu in the accademic year of 2021/2022. The researcher analyzed the data by using ANOVA (Analysis of Variance) on SPSS (Statistical package for the social sciences) to know whether the population was homogeneous or not. The population were not homogeneous or heterogeneous, the researcher chose two classes which had the closest mean score differenece as the participants the experimental class and control class.



### **3.4 Data Collection Method**

#### **3.4.1 Speaking Test**

In this research, the speaking test was administered in the form of an oral test which was constructed based on the 2013 Curriculum of Senior High School and the syllabus used by the English teacher. The researcher applied analytical scoring to establish the test reliability and to reduce subjectivity of scoring on the students' performance. The test was held online, the speaking test was administered to the students by providing a mind map for the experimental class and a list of phrases for the control class related to the topic. Then, the students sent a 5-minute video of their speaking about the topic they selected spontaneously. It was done to all students in the experimental and control classes.

In relation to score the students' speaking test result, the scoring rubric was taken from Hughes (1989:111). Speaking test were conducted to know the result of the students' oral test after the treatment. There were six aspects of speaking such as comprehension, fluency, pronunciation, vocabulary and grammar. In order to get the reliability of the test, the researcher used inter rater reliability test. It means, the researcher rated the students' speaking performance.

#### **3.4.3 Documentation**

According to Arikunto (2010:274), documentation is an activity of collecting data in the forms of books, notations, transcripts, magazines, and others. In this research, documentation was used to get the supporting data about the previous speaking scores from the English teacher to determine the experimental class and the control class. The total number and names of the research participants, and letter for accomplishing the research from the principal of the school are enrolled in appendix.

### **3.5 Data Analysis Method**

The analysis of the students' previous speaking scores WAS done by using ANOVA formula to determine the experimental and the control classes. The result of ANOVA test was homogeneous, so the experimental and the control classes

were determined randomly by using lottery. The analysis of post test result was done by analyzing the students' speaking achievement obtained from the speaking post test of both the experimental and the control classes. The data were analyzed by using independent sample t-test formula by using SPSS.

The procedures of applying SPSS to calculate the data were as follows.

1. Opening SPSS program, then click the variable view on the SPSS data editor.
2. Typing the *Test Value* in the column name and *Class* in the next column name.
3. Opening the data view on SPSS data editor, and then getting the value and class variable values.
4. Typing data according to the variable (in class variables type with numbers 1 and 2 (1 indicates experimental classes and 2 show control classes))
5. Choosing Analyze – Compare Means – Independent Sample t-test
6. Choosing the *Test Value* variable and entering it in the Test Variable box, clicking the *Class* variable and entering it in the Variable Grouping box, then clicking Define Groups, in Group 1 Type 1 and in Group 2 Type 2, then clicking continue.
7. Clicking OK, then the output is the result.
8. Interpreting the output from independent-sample t-test.

## CHAPTER IV. RESEARCH FINDINGS

This chapter presents the findings of the research including the description of the treatment, the result of the tests, hypothesis verification, and the discussion.

### 4.1 The Description of the Treatment

As stated before, the treatment which was given to experimental class was mind mapping technique in teaching speaking while the control class was taught speaking by using question and answer technique which has been commonly used by the teacher there. The meetings were scheduled and prepared based on lesson plans for each group. Due to the COVID-19 pandemic, the researcher conducted the research by online. In this research, each group attended two online meetings via Zoom. Each meeting spent 80 minutes. The first meeting for the control group was held on January, 5th 2022 in the 1 st and 2nd session. The first meeting for the experimental group was held on January 5th, 2022, in the 4th and 5th session. Meanwhile, the second meeting for the control group was held on January, 11th 2022 in the 3rd and 4th session. Then, the second meeting for the experimental group was held on January, 11th, 2022 in the 5th and 6th session.

In the first meeting of the experimental class, the students knew nothing about mind mapping technique since the English teacher had never applied this technique in teaching speaking. The students paid attention to the researcher's explanation done by using Power Point Presentation (PPT) as the teaching media. The second meeting ran better than the first one since the students had known the mind mapping technique, so they could follow the steps more easily. Then, the students completed an example of mind mapping given by the researcher and they did it well. Those activities supported Buzan's (2005:28) statement that mind mapping technique is a technique that is better used in teaching speaking because it requires the students to organise their information in the form of diagrams or shape. By using this technique, the students and teacher could be more interactive as well when filling the blank mind map. Furthermore, in the first meeting of the control class, the students were given the same materials as the experimental class, but the researcher only gave some phrases related to the topic. The

students paid attention to the researcher's explanation done by using Power Point Presentation (PPT) as the teaching media. In the second meeting, the control group was given some phrases with different topic. In this meeting they tried to arrange ideas related to the topic for speaking test.

#### 4.2 The Result of The Test

This part reported the results of homogeneity test and post test that were administered in this research. Each part is presented respectively as the following.

##### 4.2.1 Homogeneity Test Result

The participants of this test were the tenth grade students of SMAN Ambulu. Then, the results of homogeneity test were analyzed by using Analysis of Variance (ANOVA) in SPSS application version 25 to know whether the population was homogeneous or not. The results of Analysis of Variance (ANOVA) were presented in the table below.

Table 2.6 The Results of ANOVA

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
MIPA 1	36	78,6389	2,31952	,38659	77,8541	79,4237	75,00	84,00
MIPA 2	36	78,3056	2,06770	,34462	77,6059	79,0052	75,00	83,00
MIPA 3	36	78,5556	2,44300	,40717	77,7290	79,3821	75,00	84,00
MIPA 4	36	78,6111	2,24598	,37433	77,8512	79,3710	75,00	84,00
MIPA 5	36	78,1944	2,25286	,37548	77,4322	78,9567	75,00	83,00
MIPA 6	36	78,9444	2,51787	,41965	78,0925	79,7964	75,00	84,00
MIPA 7	33	78,3939	2,35769	,41042	77,5579	79,2299	75,00	85,00
Total	249	78,5221	2,30194	,14588	78,2348	78,8094	75,00	85,00

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	13,333	6	2,222	,413	,870
Within Groups	1300,795	242	5,375		
Total	1314,129	248			

The results of the homogeneity test showed that the population was homogeneous since the value of variance was 0,87. Accordingly, the researcher chose classes by lottery and the result showed that X MIPA 1 was as the experimental class and X MIPA 4 was as the control class.

#### 4.2.2 Speaking Post Test Result

The speaking post test was conducted on January 16<sup>th</sup>, 2022 to both the experimental and control classes. The research participants did the post-test online. The time allocation for doing the post-test was 2x45 minutes. There were 3 topics in the speaking test, there were 36 students from the experimental group and 36 other students from the control group, doing the post-test. The highest score was 6 and the lowest score was 1. This scoring range based on Hughes (1989). After collecting the students' scores of the post test, they were analyzed by using t-test as the following.

**Table 4.1 Group Statistics**

HASIL NILAI POST TEST	Kelas	N	Mean	Std. Deviation	Std. Error Mean
	Experimental Class	36	61,4815	12,85930	2,14322
	Control Class	36	36,6667	21,82179	3,63696

**Table 4.2 Independent Samples t - Test**

HASIL NILAI POST TEST		f	Sig.	t	df	Sig (2-tailed)
	Equal Variances assumed	7,032	0,010	5,878	70	,000
	Equal Variances not assumed			5,878	56,692	,000

According to the output of independent sample t-test, it was found that Lavene's Test for equality of variances was  $F= 7,032$  and  $\text{sig}= 0.010$ . Furthermore, in t-test



for equality of means, it was shown that the value of sig. (2-tailed) was 0.000 which was lower than 0.05. So, it could be understood that there was a significant difference between the experimental class and the control class after the researcher gave different treatments to those groups. It could be also said that mind mapping technique had given improvement to the experimental class speaking achievement at SMAN Ambulu.

#### **4.3 Hypothesis Verification**

This research proved that mind mapping technique had good impact on experimental group's speaking achievement. The students in the experimental group achieved higher score with 61,48 mean score than the students in the control group score with 36,66 mean score. Besides, based on the calculation of independent sample t-test, the results showed that the significant value was 0.000 which was lower than 0.05. Afterward, the null hypothesis (H<sub>0</sub>) which states that "There was no significant effect of using mind mapping technique on the tenth grade students' speaking achievement" was rejected while the alternative hypothesis (H<sub>1</sub>) which states that "There was a significant effect of using mind mapping technique on the tenth grade students' speaking achievement" was accepted. Thus, it can be concluded that there was a significant difference of speaking achievement between the experimental and the control group because of mind mapping technique.

#### **4.4 Discussion**

The researcher conducted an online quasi-experimental research at SMAN Ambulu to know whether there was any significant effect of using mind mapping technique on the tenth grade students' speaking achievement. The post test was done to get the students' score after the researcher gave the different treatments to the experimental and the control classes. The results of the post test showed that the students in the experimental class got better mean score than the students in the control class (61.47>37.83). Based on the statistical analysis using Independent Sample t-test result, it was found that the significant value of (2-

tailed) was 0.000 which was lower than 0.05. It means that there was a significant difference between the experimental and the control classes.

However, this study had some limitations. First, students were unfamiliar with this technique, so the researcher needed to explain the steps several times until they understood what should be done while applying mind mapping technique. Second, due to COVID-19 pandemic, the research was conducted online. It required students to have a good and stable internet connection. This makes some students were late or even did not join Zoom meeting for the lesson. Therefore, the researcher shared the material on WhatsApp group so that they can re-read the missing materials. The researcher also invited the students to ask some questions about mind map technique that they did not understand.

On the other hand, the finding of this research showed that mind map technique was an effective strategy to be used in teaching speaking. There were some differences speaking score after post test between the students in the experimental class and the students in the control class. The students in the experimental class explored their ideas about the topic like the amount of area, etc than the students in the control group since the students in the experimental group were taught speaking by using mind map technique, while the control group was taught by using question and answer technique. As stated by Buzan's (2005:28), mind mapping technique is a technique that is better used in teaching speaking because it requires the students to organise their information in the form of diagrams or shape. By using this technique, the students and teacher could be more interactive as well when filling the blank mind map. So, it can be inferred that mind map technique was successfully applied on the students' reading comprehension achievement in the experimental group and they carried out better score on the speaking test.

This research finding is in line with the previous studies related to the use of mind mapping technique on the students' speaking achievement, such as Susilawati (2018), Mirza (2016), and Orlova (2017). Speaking in English usually makes students afraid and not confident since English is foreign language (Buzan,

2005:22). However, mind mapping can help the students in organising the long information into simple information, being more creative and keeping the students' mind constantly aware of the shapes or colors on mind map. Instead of that, the findings of this research as a prove that, it was found that there was a significant difference speaking score of post test between the experimental and the control classes.

Based on the results of the discussion above, it could be concluded that mind mapping technique was effective to be applied in teaching speaking. The statistical calculation result also supported the proof that mind mapping technique was effective as there was a significant difference on speaking achievement between the students in the experimental class which was taught speaking by using mind mapping technique who got higher mean score than the students in the control class which was taught speaking by using scientific approach. Thus, it could be said that mind mapping technique gave a positive effect on the students' speaking achievement at SMAN Ambulu.

## **CHAPTER V. CONCLUSION AND SUGGESTION**

This chapter presents the conclusion of the result of the research and the suggestions that are addressed to the future researchers, English teacher, and the students dealing with the research findings.

### **5.1 Conclusion**

Based on the result of speaking test after the treatment actions had been done, it could be concluded that there were effect of the use of mind mapping technique on the tenth grade students' speaking achievement at SMAN Ambulu. It was proved by the results of the speaking test that showed the mean score of the experimental class was higher than the control class.

### **5.2 Suggestions**

Due to the result of this research, that the use of mind mapping technique has an effect to the tenth students' speaking achievement, some suggestions are addressed to the future researcher, the English teacher, and the students

a. For the future researchers

It is suggested to the future researchers as a reference to conduct a further research with the same or different research design dealing with the use of mind mapping technique to enhance the students' speaking skill. The result of this study can be used as an informative input to support a further research with higher level of students.

b. For the English teachers

It is suggested to the English teacher to use digital mind mapping technique in learning and teaching speaking to enhance the students' speaking achievement due to the advantages of mind mapping technique for speaking. This research might be guidance to create more suitable exercises to encourage students in practicing English speaking to enhance their speaking achievement.

c. For the students

It is suggested to the students to use mind mapping technique in learning speaking so that they can assess their own speaking skill result after practicing. They were be able to repeat their practice until they feel satisfied with their pronunciation.





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**APPENDIX A**

**Research Matrix**

Title	Problem	Variables	Indicator	Data Resources	Research Method	Hypothesis
The Effect of Using Mind Mapping Technique on the Tenth Grade Senior High School Students' Speaking Achievement at SMAN Ambulu.	Is there any significant effect of using mindmapping technique on the Tenth Grade Senior High School students' speaking achievement at SMAN Ambulu?	<p><b>a. Independent variable:</b> Teaching speaking by using mind mapping technique.</p> <p><b>b. Dependent variable:</b> The tenth grade students' speaking achievement.</p>	<p>a. 1) Organised 2) Effective 3) Helpful (Orlova, 2017:152)</p> <p><b>b. Students' speaking scores on:</b> 1. Fluency 2. Accuracy on: a) Grammar b) Vocabulary c) Pronunciation 3. Comprehension (Hughes, 1989:111))</p>	<p><b>a. Research participants</b> The tenth grade students of senior high school at SMAN Ambulu.</p> <p><b>b. Informant</b> The English teacher of the tenth grade students of senior high school at SMAN Ambulu</p> <p><b>c. Document</b> Students' initial names.</p>	<p><b>a. Research design :</b> Quasi-experimental design with group post-test only design (Creswell, 2012:310)</p> <p><b>b. Data collection method :</b> Students' speaking test.</p> <p><b>c. Data analysis method</b> Using independent sample t-test formula in SPSS.</p>	There is a significant effect of using mind mapping technique on the tenth grade senior high school students' speaking achievement.

**APPENDIX B**

**Table. 2.6 Scoring Rubric of Speaking Test**

Rating Scale							
Aspects \ Scale	Very Poor	Poor	Fair	Good	Very Good	Excellent	T O T A L
Pronunciation	1	2	3	4	5	6	N
Vocabulary	1	2	3	4	5	6	
Grammar	1	2	3	4	5	6	
Fluency	1	2	3	4	5	6	
Comprehension	1	2	3	4	5	6	

**Scoring:**

N total (pronunciation + vocabulary + grammar + fluency + comprehension)

$$= \frac{N}{30} \times 100\%$$

Nb: The description of the rating scale will be provided in Appendix C.



## APPENDIX C

The description of the Rating Scale.

## A. Pronunciation

No	Indicators
1	Pronunciation frequently unintelligible
2	Frequent gross errors and every heavy accent make understanding difficult, require frequent repetition.
3	“Foreign accent” requires concentrated listening and mispronunciations lead to occasional misunderstanding
4	Marked “foreign accent” and occasional and mispronunciations which do not interfere with understanding
5	No conspicuous mispronunciations, but would not be taken for a native speaker
6	Native pronunciation, with no trace of “foreign accent”

(Hughes, 1989:111)

## B. Vocabulary

No	Indicators
1	Vocabulary inadequate for even the simplest conversation
2	Constant limited to basic personal and survival areas (time, food, transportation, family, etc)
3	Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic
4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions
5	Professional vocabulary broad and precise; general adequate to cope with complex practical problems and varied social situations
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker

**C. Grammar**

No	Indicators
1	Grammar almost entirely inaccurate except in phrases
2	Constant errors showing control of very few major patterns and frequently preventing communication
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
4	Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding
5	Few errors, with no patterns of failure
6	No more than errors during interview

(Hughes, 1989:111)

**D. Fluency**

No	Indicators
1	Speech is so halting and fragmentary that conversation is virtually impossible
2	Speech is very slow and uneven except for short routine sentences.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness
6	Speech on all professional and general topics as effortless and smooth as a native speaker's

(Hughes, 1989:111)

**E. Comprehension**

No	Indicators
1	Understands too little for the simplest type of conversation.
2	Understand only slow very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5	Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

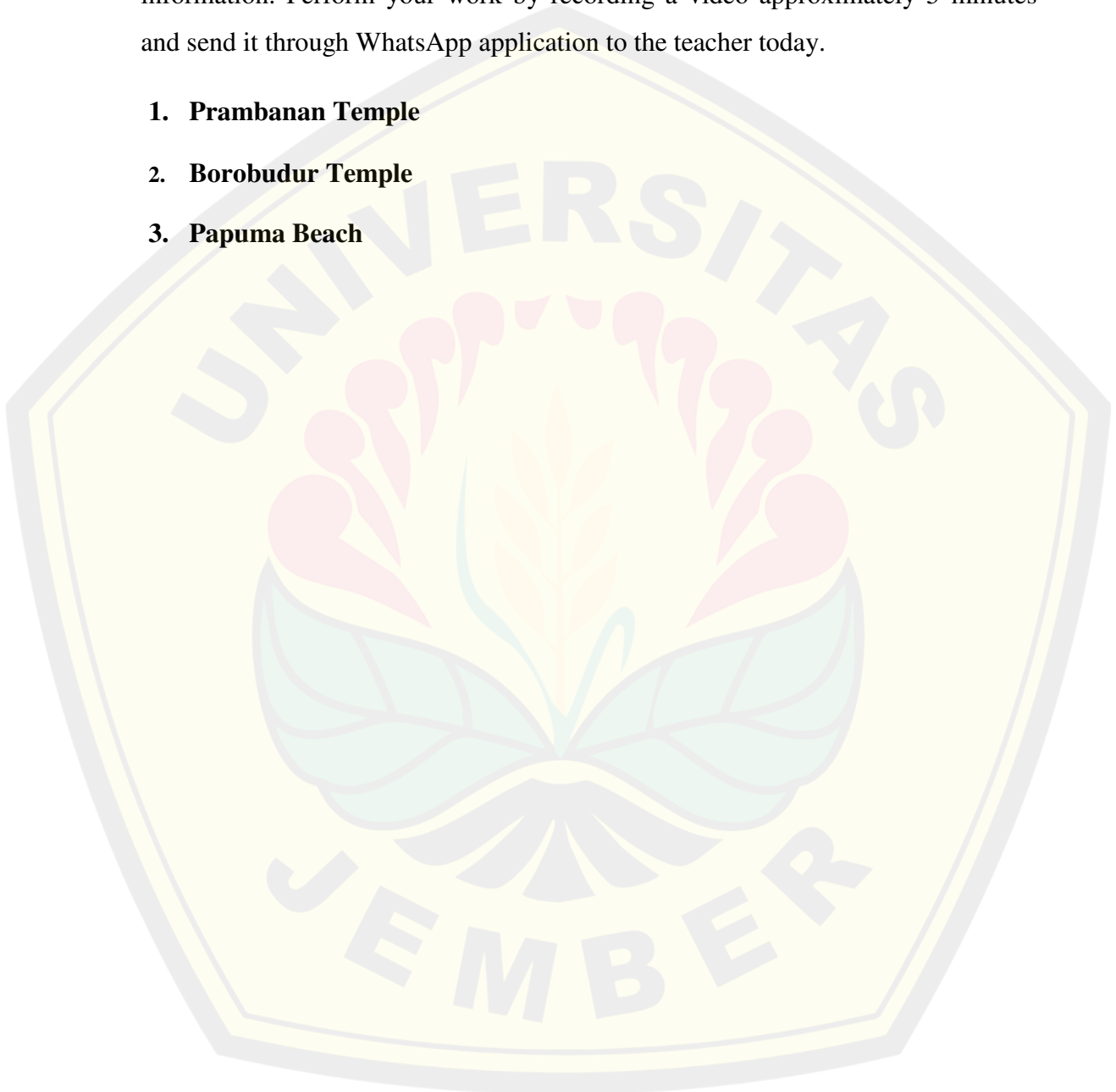
(Hughes, 1989:111)

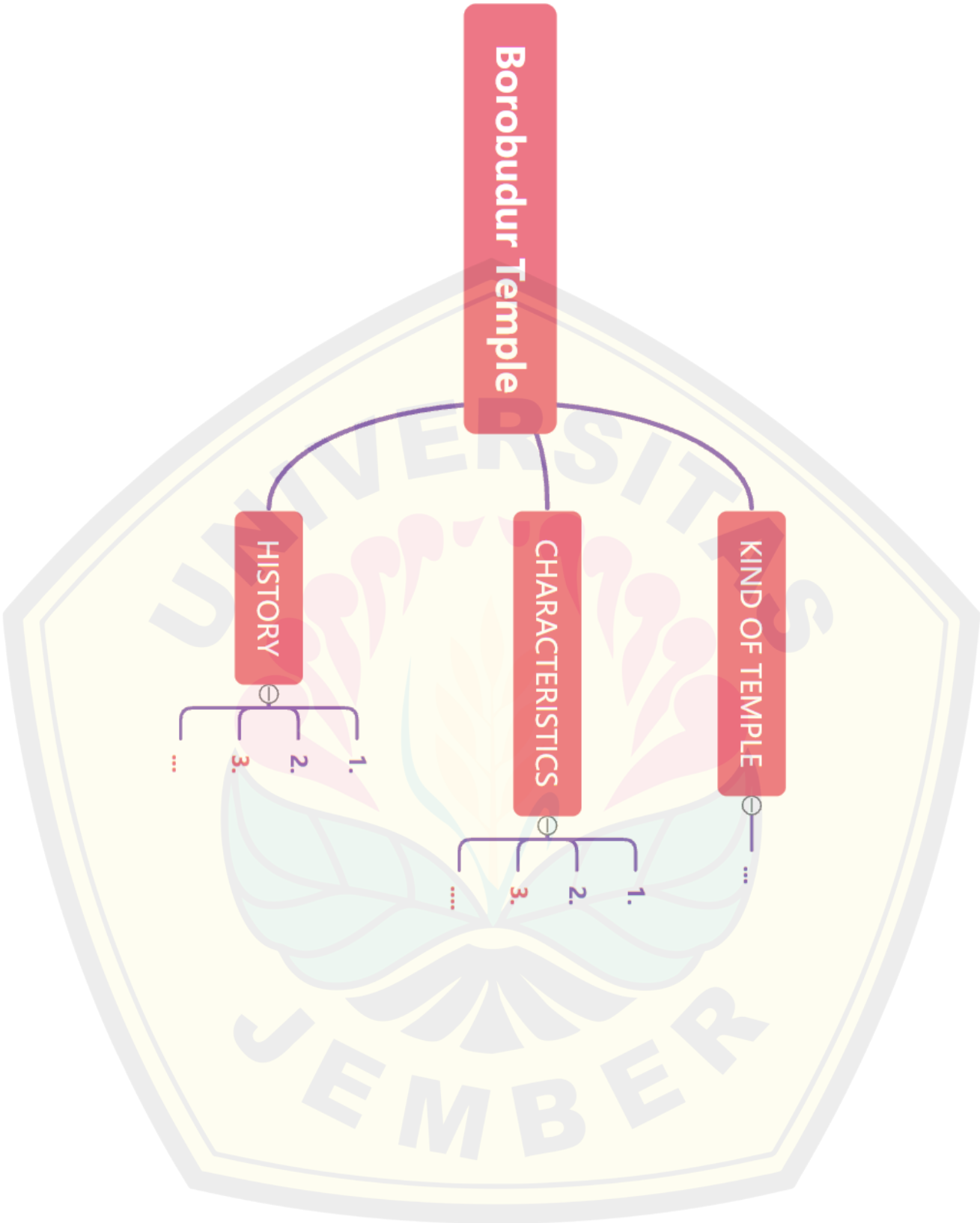
**APPENDIX D**

**Speaking Test (Experimental Class)**

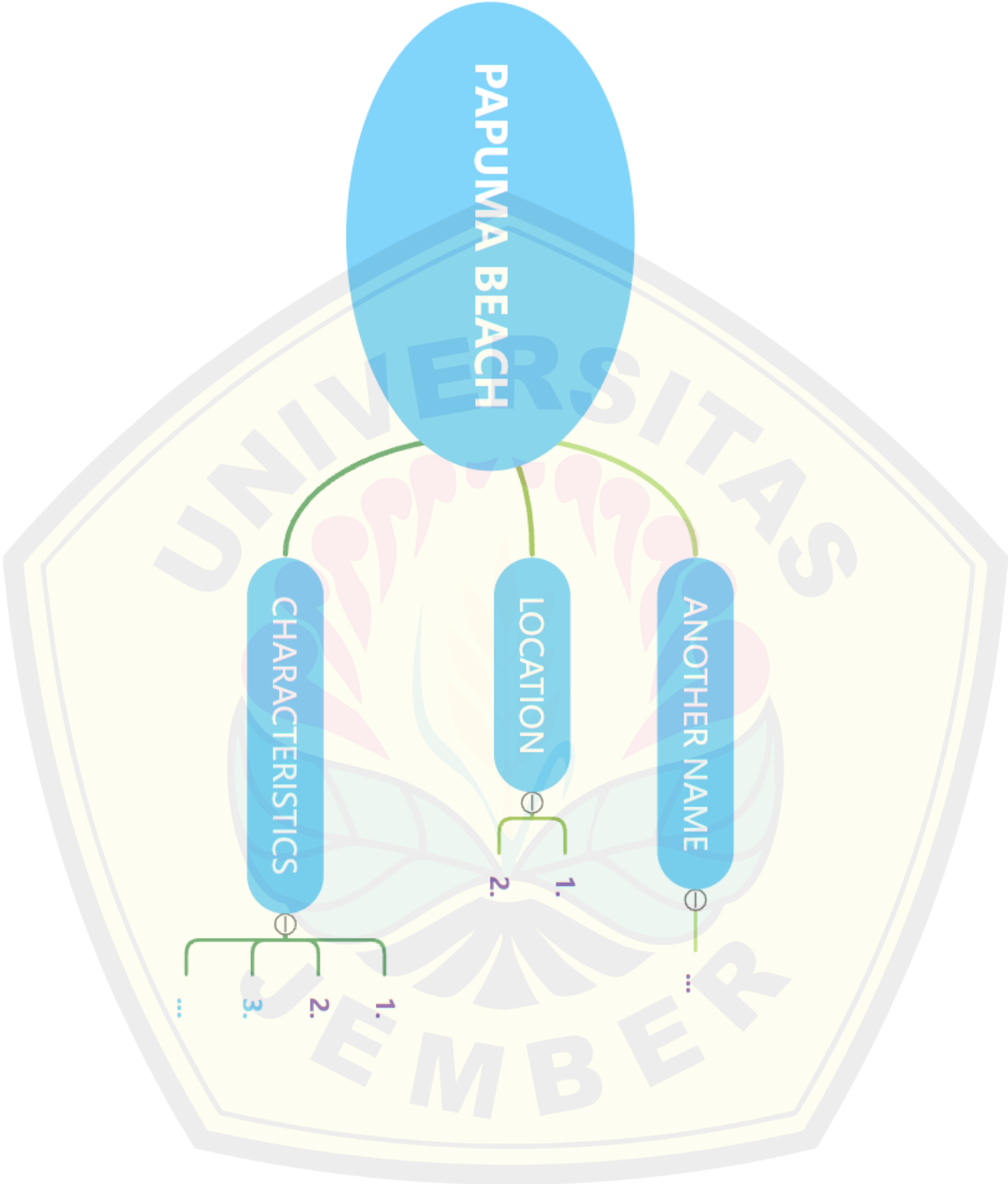
Choose one of the following topics you are familiar with by paying attention to the mind map provided. Of course, you may add some more important information. Perform your work by recording a video approximately 5 minutes and send it through WhatsApp application to the teacher today.

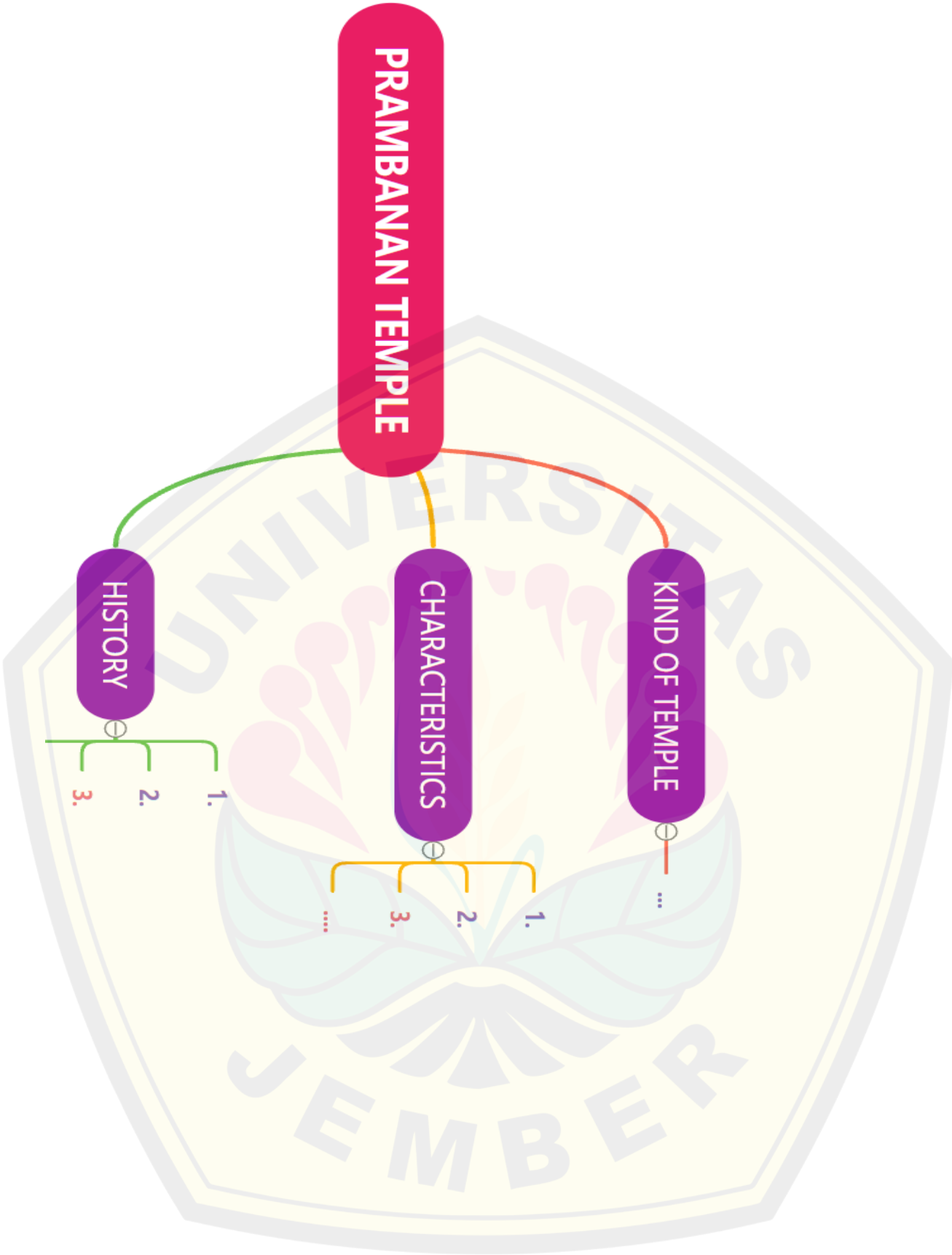
- 1. Prambanan Temple**
- 2. Borobudur Temple**
- 3. Papuma Beach**











**APPENDIX E**

**Speaking Test (Control Class)**

Choose one of the following topics you are familiar with by paying attention to the phrases provided. Of course, you may add some more important information. Perform your work by recording a video approximately 5 minutes and send it through WhatsApp application to the teacher today.

1. **Prambanan Temple**
2. **Borobudur Temple**
3. **Papuma Beach**

PHRASES FOR PRAMBANAN TEMPLE

- MAGELANG
- BANDUNG BONDOWOSO
- RORO JONGGRANG
- HINDHU TEMPLE
- THREE (3) WORLDS OF HIERARCHY

PHRASES FOR BOROBUDUR TEMPLE

- BUDDHIST TEMPLE
- 7 WONDER IN THE WORLD
- 46 METERS HIGH
- JOGJAKARTA
- THREE (3) SPIRITUAL SPHERE

PHRASES FOR PAPUMA BEACH

- WATU ULO BEACH
- PASIR PUTIH MALIKAN
- TURQUOISE COLOR SEA
- RICH OF EXOTIC ANIMALS
- A BIG AND LONG STONE LIKE A SNAKE

**APPENDIX F****LESSON PLAN (Meeting 1)**

Subject	: English
Grade/ Semester	: XI / 1
Language Skill	: Speaking
Theme	: Famous Places
Topic	: Monas
Time Allocation	: 2 x 45 minutes

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**I. CORE COMPETENCE**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## II. BASIC COMPETENCE AND INDICATORS

Basic Competence	Indicators
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.4.1 Mentioning the definition, generic structure, language features of descriptive text.
4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.4.1 Studying the mind map provided of descriptive text about Monas 4.4.2 Writing the descriptive text about Monas. 4.4.3 Performing the descriptive text orally.

## III. LEARNING OBJECTIVES

1. The students are able to mention the definition, generic structure, language features of descriptive text.
2. a) The students are able to speak a descriptive text about Monas by looking at mind map provided (Experimental Class)  
b) The students are able to write a descriptive text about Monas by looking at the phrases provided (Control Class)
3. The students are able to perform the descriptive text orally.

## IV. LEARNING MATERIALS

- **The Definition of Descriptive Text**



A descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, a place, or a thing

- **The Generic Structure of Descriptive Text**

- **Identification**

- Contains the introduction of a person, a place, an animal or an object that will be described.

- **Description**

- Contains a description of something such as an animal, a thing, a place or a person by describing its features, forms, colors, or anything related to what the writer describes.

- **The Purpose of Descriptive Text**

- To describe a person, a thing or a place.

- **The Language Features of Descriptive Text**

- In a descriptive text, the language features are as follows.

- Specific participant: having a certain object, for example: Bandengan beach, my house, Borobudur Temple, uncle Jim, etc.

- The use of adjectives to clarify nouns, for examples: a beautiful beach, a handsome man, the famous place in Jepara, etc.

- The use of simple present tense: The sentence pattern used is simple present which tells the readers the fact of the object described.

- Action verbs: verbs that show activities, for example: run, sleep, walk, cut, etc.

- **The Example of Descriptive Text**

**MONAS**



The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Soekarno era.

The National Monument (Monas) has 137-meter tall and marble obelisk is topped with a flame coated with 35 kg of gold. It has base houses as a historical museum and a hall for meditations. The diorama exhibition in the basement gives such a distorted view of Indonesian history. The Freedom Hall depicts Indonesia's struggle for independence through a series of dioramas, whereas the Hall of Contemplation displays the original Declaration of Independence document and a recording of the speech. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.

This imposing obelisk is Jakarta's most famous landmark. Construction started in 1961 under President Soekarno but was not completed until 1975, under President Soeharto.

<https://www.jagoanbahasainggris.com/2017/11/contoh-descriptive-text-tentang-tempat-wisata.html>

#### V. TEACHING METHOD

<b>Approach</b>	<b>Scientific Approach</b>
<b>Technique</b>	Mind Mapping Technique

#### VI. Media, Instrument, and Learning Resources

- **Media** : Power Point, Mind Map.
- **Instrument** : Laptop and Viewer
- **Learning resource:** Students' English Book, Internet, etc.

## VII. Teaching and Learning Activities

The Experimental Class	Time	The Control Class	Time
Activities		Activities	
<b><i>Set Induction</i></b>	<b>10'</b>	<b><i>Set Induction</i></b>	<b>10'</b>
1. Greeting the students and checking their attendance.	3'	1. Greeting the students and checking their attendance.	3'
2. Asking the students to guess the topic by giving leading questions about Monas to the students.	4'	2. Asking the students to guess the topic by giving leading questions about Monas to the students.	4'
3. Stating the topic and the learning objective.	3'	3. Stating the topic and the learning objective.	3'
<b><i>Observing</i></b>	<b>13'</b>	<b><i>Observing</i></b>	<b>13'</b>
1. Providing the definition, generic structure, language features and examples of descriptive text.	4'	1. Providing the definition, generic structure, language features and examples of descriptive text.	4'
2. Providing an example of the mind map.	4'	2. Providing some phrases in relation to the topic.	4'
3. Asking the students to read the example of descriptive text entitled "Monas"	5'	3. Asking the students to read the example of descriptive text entitled "Monas"	5'
<b><i>Questioning</i></b>	<b>5'</b>	<b><i>Questioning</i></b>	<b>5'</b>
1. Asking the students to ask some questions related to the descriptive text and the mind map provided.	5'	1. Asking the students to ask some questions related to the descriptive text and some phrases provided.	5'
<b><i>Experimenting</i></b>	<b>17'</b>	<b><i>Experimenting</i></b>	<b>17'</b>
1. Asking the students to make group which consists of 4-5 students.	2'	1. Asking the students to make a group which consist of 4-5 students.	2'
2. Asking the students to study the blank mind map provided based on text entitled "Monas" in group.	15'	2. Asking the students to study the phrases provided based on text entitled "Monas" in group.	15'
3. Asking the students to fill the blank mind map based on text entitled "Monas" in group.			
<b><i>Associating</i></b>	<b>35'</b>	<b><i>Associating</i></b>	<b>35'</b>

1. Asking some of the students to perform in front of the class about Monas based on the mind map provided.	35'	1. Asking some of the students to perform in front of the class about Monas based on the phrases provided.	35'
<b><i>Communicating</i></b>	<b>5'</b>	<b><i>Communicating</i></b>	<b>5'</b>
1. Asking the students to give a comment about the performance to the other representative student.	5'	1. Asking the students to give a comment about the performance to the other representative student.	5'
<b><i>Closing</i></b>	<b>5'</b>	<b><i>Closing</i></b>	<b>5'</b>
1. Guiding the students to make a conclusion of what they have learned.	5'	1. Guiding the students to make a conclusion of what they have learned.	5'

### VIII. Materials

#### 1. Pre-Activities

Giving some leading questions about the topic entitled “Monas” that will be learnt

- 1) What is the name of the monument near Gambir Railway Station in Jakarta?
- 2) What is the name of the monument coated with gold?
- 3) What is the first monument built by President Soekarno?

#### 2. Main Activities

##### a) The Definition of Descriptive Text

A descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing

##### b) The Generic Structure of Descriptive Text

###### – Identification

Contains the introduction of a person, a place, an animal or a object that will be described.

###### – Description

Contains a description of something such as an animal, a thing, a place or a person by describing its features, forms, colors, or anything related to what the writer describes.

**c) The Purpose of Descriptive Text**

To describe a person, a thing or a place.

**d) The Language Features of Descriptive Text**

In a descriptive text, the language features are as follows:

- Specific participant: has a certain object, for examples: Bandengan beach, my house, Borobudur Temple, uncle Jim, etc.
- The use of adjectives to clarify nouns, for example: a beautiful beach, a handsome man, the famous place in Jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the readers the fact of the object described.
- Action verbs: verbs that show activities, for examples: run, sleep, walk, cut, etc.

**e) The Example of Descriptive Text**

**MONAS**



The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Soekarno era.

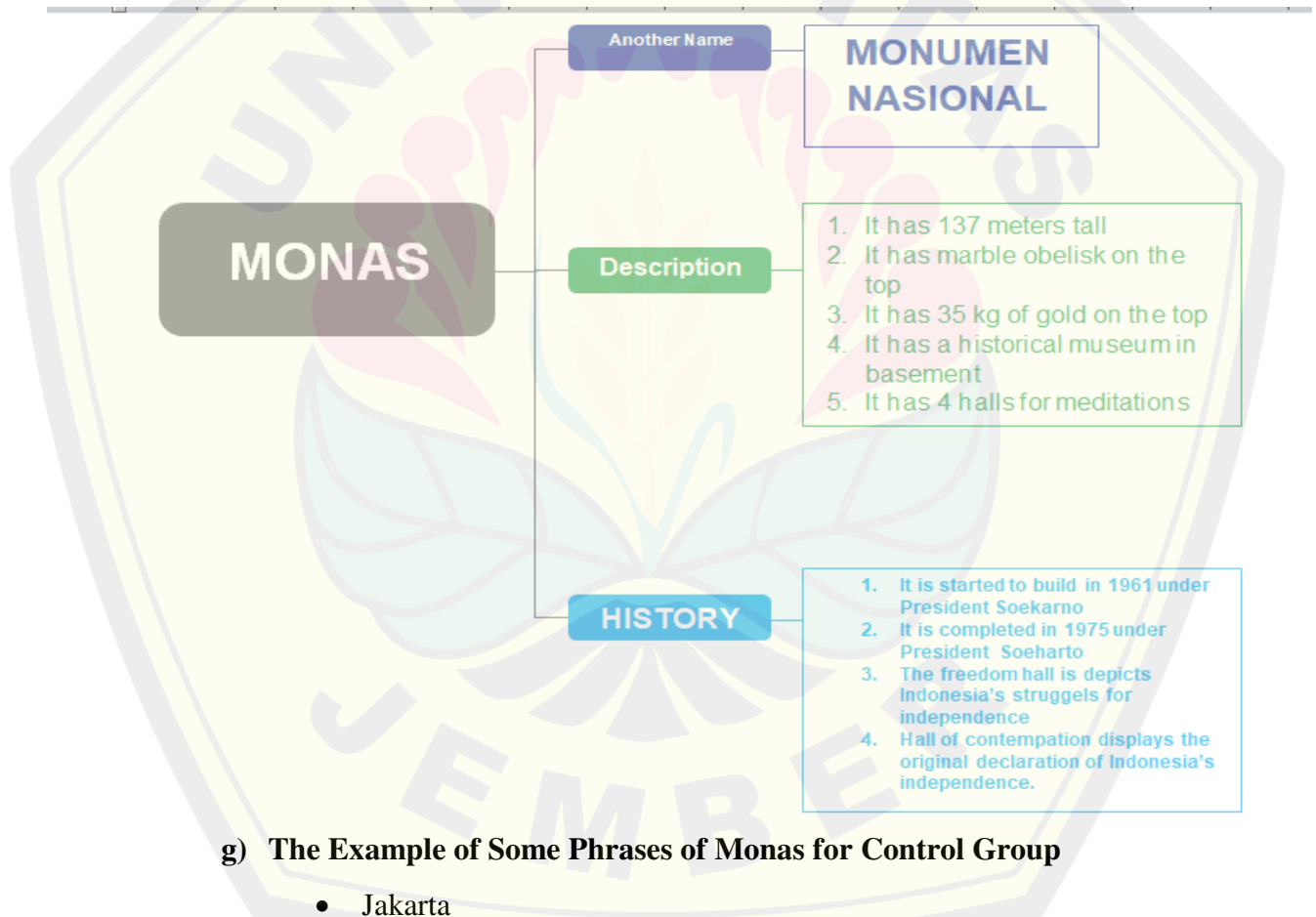
The National Monument (Monas) has 137-meter tall and marble obelisk is topped with a flame coated with 35 kg of gold. It has base houses as a historical museum and a hall for meditations. The diorama exhibition in the basement gives such a distorted view of Indonesian history. The Freedom Hall depicts Indonesia's struggle for independence through a series of

dioramas, whereas the Hall of Contemplation displays the original Declaration of Independence document and a recording of the speech. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.

This imposing obelisk is Jakarta's most famous landmark. Construction started in 1961 under President Soekarno but was not completed until 1975, under President Soeharto.

(<https://www.jagoanbahasainggris.com/2017/11/contoh-descriptive-text-tentang-tempat-wisata.html>)

#### f) The Completed Mind Map of Monas



#### g) The Example of Some Phrases of Monas for Control Group

- Jakarta
- 137 meters tall
- 35 kg of gold on the top
- It has 2 museums
- Fisrt built by President Soekarno



**3. Post Activity**

Asking the students to make a conclusion of what they have learned.



**APPENDIX G****LESSON PLAN (Meeting 2)**

Subject	: English
Grade/ Semester	: XI / 1
Language Skill	: Speaking
Theme	: Famous Places
Topic	: Way Kambas National Park
Time Allocation	: 2 x 45 minutes

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**I. CORE COMPETENCE**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## II. BASIC COMPETENCE AND INDICATORS

Basic Competence	Indicators
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.4.1 Mentioning the definition, generic structure, language features of descriptive text.
4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	<p>4.4.1 Studying the mind map provided of descriptive text about Way Kambas National Park</p> <p>4.4.2 Writing the descriptive text about Way Kambas National Park</p> <p>4.4.3 Performing the descriptive text orally.</p>

## III. LEARNING OBJECTIVES

1. The students are able to mention the definition, generic structure, language features of descriptive text.
4.
  - a) The students are able to speak a descriptive text about Way Kambas National Park by looking at mind map provided (Experimental Class)
  - b) The students are able to write a descriptive text about Way Kambas National Park by looking at the phrases provided (Control Class)
5. The students are able to perform the descriptive text orally.

#### IV. LEARNING MATERIALS

- **The Definition of Descriptive Text**

A descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing

- **The Generic Structure of Descriptive Text**

- **Identification**

Contains about the introduction of a person, a place, an animal or a object that will be described.

- **Description**

Contains a description of something such as an animal, a thing, a place or a person by describing its features, forms, colors, or anything related to what the writer describes.

- **The Purpose of Descriptive Text**

- To describe a person, a thing or a place.

- **The Language Features of Descriptive Text**

In a descriptive text, the language features are as follows:

- Specific participant: has a certain object, for examples: Kuta beach, my room, Juanda Airport, Krisna, etc.

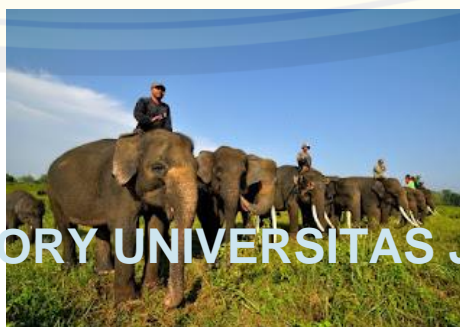
- The use of adjectives to clarify nouns, for example: a big palace, a clever kid, the famous place in Jepara, etc.

- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.

- Action verbs: verbs that show activities, for example: buy, write, speak, drive, etc.

- **The Example of Descriptive Text**

**Way Kambas National Park**



Way Kambas National Park is a national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia.

Way Kambas National Park, established in 1985, is the first school for elephant in Indonesia. In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / Pusat Latihan Gajah (PLG), but in the last few years this name was changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG), which is expected to become a center for elephant conservation in taming, training, breeding and conserving elephants.

Now Way Kambas has trained for about 300 elephants which have been deployed to all over the country. In Way Kambas National Park, there are some endangered animals such as *Sumatran Rhinos*, *Sumatran elephant*, *Sumatran tiger*, *Mentok Rimba*, and *Buaya sepi*. There are also some plants there such as *Api-api*, *Pidada*, *Nipah*, and *Pandan*. On the marshy coasts of Way Kambas National Park is often found various species of birds, such as, *Lesser Adjutant*, *Pheasant Blue*, *Kuau Raja*, *Pependang Timur*, and some other birds.

<https://www.jagoanbahasainggris.com/2017/11/contoh-descriptive-text-tentang-tempat-wisata.html>

## V. TEACHING METHOD

<b>Approach</b>	<b>Scientific Approach</b>
<b>Technique</b>	Mind Mapping Technique

## VI. Media, Instrument, and Learning Resources

- **Media** : Power Point, Mind Map.
- **Instrument** : Laptop and Viewer
- **Learning resource:** Students' English Book, Internet, etc.

## VII. Teaching and Learning Activities

The Experimental Class	Time	The Control Class	Time
Activities		Activities	
<b><i>Set Induction</i></b>	<b>10'</b>	<b><i>Set Induction</i></b>	<b>10'</b>
1. Greeting the students and checking their attendance.	3'	1. Greeting the students and checking their attendance.	3'
2. Asking the students to guess the topic by giving leading questions about Way Kambas National Park to the students.	4' 3'	2. Asking the students to guess the topic by giving leading questions about Way Kambas National Park to the students.	4' 3'
3. Stating the topic and the learning objective.		3. Stating the topic and the learning objective.	
<b><i>Observing</i></b>	<b>13'</b>	<b><i>Observing</i></b>	<b>13'</b>
4. Providing the definition, generic structure, language features and examples of descriptive text.	4'	4. Providing the definition, generic structure, language features and examples of descriptive text.	4'
5. Providing an example of mind map.	4'	5. Providing some phrases in relation to the topic.	4'
6. Asking the students to read the example of descriptive text entitled "Way Kambas National Park"	5'	6. Asking the students to read the example of descriptive text entitled "Way Kambas National Park"	5'
<b><i>Questioning</i></b>	<b>5'</b>	<b><i>Questioning</i></b>	<b>5'</b>
1. Asking the students to ask some questions related to the descriptive text and the mind map provided.	5'	1. Asking the students to ask some questions related to the descriptive text and some phrases provided.	5'
<b><i>Experimenting</i></b>	<b>17'</b>	<b><i>Experimenting</i></b>	<b>17'</b>
1. Asking the students to make group which consists of 4-5 students.	2'	1. Asking the students to make group which consist of 4-5 students.	2'
2. Asking the students to study the blank mind map provided based on text entitled "Way Kambas National Park" in group.	15'	2. Asking the students to study the phrases provided based on text entitled "Way Kambas National Park" in group.	15'
3. Asking the students to filled the blank mind map based on text entitled "Way Kambas National Park" in group.			



<b><i>Associating</i></b>	<b>35'</b>	<b><i>Associating</i></b>	<b>35'</b>
1. Asking some of the students to perform in front of the class about Way Kambas National Park based on the mind map provided.	35'	2. Asking some of the students to perform in front of the class about Way Kambas National Park based on the phrases provided.	35'
<b><i>Communicating</i></b>	<b>5'</b>	<b><i>Communicating</i></b>	<b>5'</b>
1. Asking the students to give a comment about the performance to the other representative student.	5'	1. Asking the students to give a comment about the performance to the other representative student.	5'
<b><i>Closing</i></b>	<b>5'</b>	<b><i>Closing</i></b>	<b>5'</b>
1. Guiding the students to make a conclusion of what they have learned.	5'	1. Guiding the students to make a conclusion of what they have learned.	5'

## 6. MATERIALS

### 1. Pre-Activities

Giving some leading questions about the topic that will be learnt

- 1) What is the name of the elephant sanctuary that located in Lampung?
- 2) What is the name of the first elephant conservation in Indonesia?
- 3) What is the name of the first school of elephant in Indonesia?

### 2. Main Activities

#### a) The Definition of Descriptive Text

A descriptive text is a text which says what a person or a thing is like.

Its purpose is to describe and reveal a particular person, place, or thing

#### b) The Generic Structure of Descriptive Text

##### – Identification

Identification contains the introduction of a person, a place, an animal or a object that will be described.

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To describe a person, a thing or a place.

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- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verbs: verbs that show activities, for example: buy, write, speak, drive, etc.

**e) The Example of Descriptive Text**

**Way Kambas National Park**



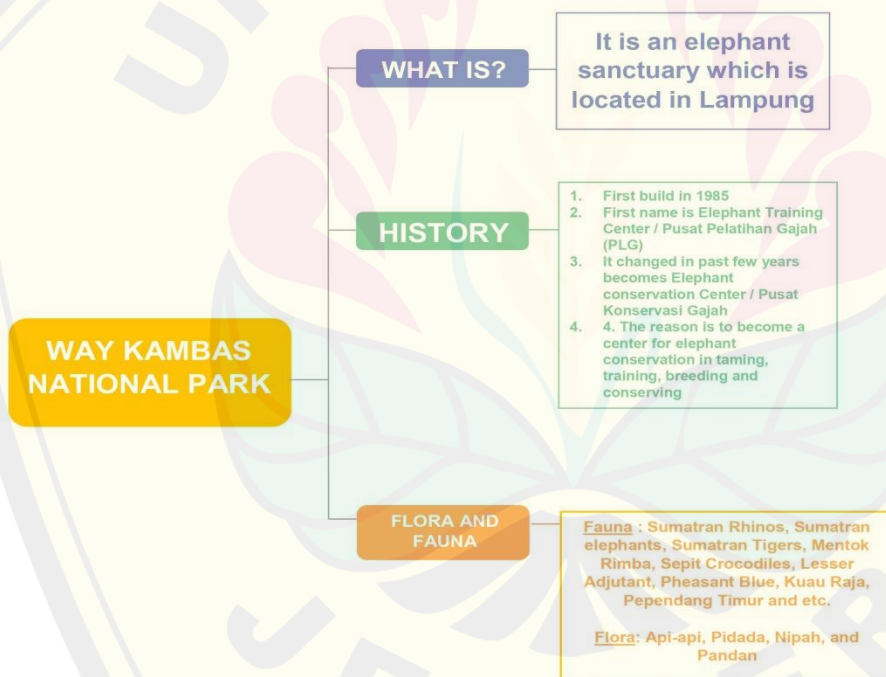
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Way Kambas National Park, established in 1985, is the first school for elephant in Indonesia. In the beginning of its establishment, it was named the Elephant Training Center / Pusat Latihan Gajah (PLG), but in the last few years this name was changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG), which is expected to become a center for elephant conservation in taming, training, breeding and conserving.

Now Way Kambas has trained for about 300 elephants which have been deployed to all over the country. In Way Kambas National Park, there are some endangered animals such as *Sumatran Rhinos*, *Sumatran elephant*, *Sumatran tiger*, *Mentok Rimba*, and *Buaya septit*. There are also some plants there such as *Api-api*, *Pidada*, *Nipah*, and *Pandan*. On the marshy coasts of Way Kambas National Park is often found various species of birds, such as, *Lesser Adjutant*, *Pheasant Blue*, *Kuau Raja*, *Pependang Timur*, and some other birds.

<https://www.jagoanbahasainggris.com/2017/11/contoh-descriptive-text-tentang-tempat-wisata.html>

#### f) The Complete Mind Map of Way Kambas National Park



#### g) The Example of Some Phrases of Way Kambas National Park

- Lampung
- Elephant Training Centre
- First built in 1985

- 300 elephants
- Taming, training and breeding

3. **Post – Activity**

Asking the students to make a conclusion of what they have learned.



**APPENDIX H**  
**TABEL SCORE OF EXPERIMENTAL CLASS**

<b>NO</b>	<b>NAME</b>	<b>PRONUNCIATION</b>	<b>VOCBULARY</b>	<b>GRAMMAR</b>	<b>FLUENCY</b>	<b>COMPREHENSION</b>
1	AFA	4	4	3	3	5
2	ADPL	4	5	4	4	4
3	AFK	2	2	2	2	2
4	ASJ	5	4	4	5	5
5	ANP	3	3	3	3	3
6	AT	4	4	4	3	5
7	ABF	5	4	4	5	5
8	DGP	3	3	4	2	2
9	DATA	4	3	4	4	4
10	DA	4	4	4	4	4
11	EUN	4	4	4	4	4
12	FA	3	4	4	3	4
13	FNI	4	4	4	4	5
14	FH	5	5	5	5	5
15	FDG	2	2	2	2	2
16	FAP	5	5	5	5	5
17	FDH	3	4	4	3	5
18	FFI	4	3	4	4	4
19	FES	2	4	4	2	3
20	IN	4	4	4	4	5
21	LH	3	4	3	3	4
22	LKP	2	4	4	2	3
23	MRA	2	4	4	2	2
24	MRI	4	4	4	4	5
25	MWT	3	3	3	3	3
26	NIF	5	5	5	5	5

**APPENDIX H**  
**TABEL SCORE OF EXPERIMENTAL CLASS**

27	NKES	4	4	4	4	4
28	OW	3	3	3	3	4
29	RBA	4	5	4	3	4
30	RCS	2	4	4	2	3
31	SR	5	4	4	4	5
32	SAR	4	4	4	4	5
33	SNS	3	3	3	3	3
34	SNA	3	3	3	3	3
35	VRH	3	3	3	3	3
36	WD	4	4	5	4	4



**APPENDIX I**  
**TABLE SCORE OF CONTROL CLASS**

<b>NO</b>	<b>NAME</b>	<b>PRONUNCIATION</b>	<b>VOCBULARY</b>	<b>GRAMMAR</b>	<b>FLUENCY</b>	<b>COMPREHENSION</b>
1	ABA					
2	AWMS	3	3	4	3	4
3	BRD	5	5	5	5	5
4	CDA	3	3	4	3	4
5	DAAWA	2	3	4	2	4
6	DDJ	4	4	4	4	4
7	DDS	4	4	4	4	4
8	FOF	3	3	3	2	2
9	FNA	2	2	2	2	2
10	FYAK					
11	GTNY	2	3	3	2	4
12	GDPW	1	2	3	1	2
13	GAM	1	1	1	1	1
14	GRS					
15	HMR	4	4	4	4	4
16	IS	2	3	4	2	3
17	JS	2	4	4	2	3
18	JRP	2	3	4	2	3
19	KDBP	2	2	3	2	3
20	LA	2	2	2	2	3
21	MNG	4	4	4	3	4
22	MES	2	2	2	2	2
23	MFN	1	3	3	2	2
24	NAMA	2	2	2	2	1
25	NA	2	2	3	2	2
26	PR	1	1	2	1	2

**APPENDIX I**  
**DIGITAL REPOSITORY UNIVERSITAS JEMBER**  
**TABLE SCORE OF CONTROL CLASS**

27	RCP					
28	REPL	2	2	2	2	3
29	RAVW	1	2	1	2	2
30	RRG	1	1	1	1	1
31	SMS					
32	SARS	4	4	4	4	3
33	SPP	1	1	1	1	2
34	UAQP	3	2	3	3	3
35	VTA	1	1	1	1	2
36	VAUM	1	2	2	1	2

## APPENDIX J



PEMERINTAH PROVINSI JAWA TIMUR  
DINAS PENDIDIKAN  
**SMA NEGERI AMBULU**

Jln. Candradimuka No. 42 Ambulu – Jember 68172  
Telp (0336) 881260 Email : ambulu.sman@yahoo.co.id

**SURAT KETERANGAN**  
No : 489/ 066 /101.6.5.9/2022

Yang bertanda tangan di bawah ini :

Nama : Drs. MOCHAMMAD IRFAN, M.Pd  
NIP : 19630407 199003 1 014  
Pangkat/Golongan : Pembina Tk. I, IV/b  
Jabatan : Kepala Sekolah  
Unit Kerja : SMA Negeri Ambulu - Jember

Menerangkan bahwa :

Nama : Exanty Safiera Secioria Asjhari  
NIM : 160210401071  
Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian/riset , mengenai

**“The Effect Of Using Mind Mapping Technique On Senior High School Students’  
Speaking Achievement.**

Demikian, keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Ambulu, 17 Maret 2022  
Kepala SMA Negeri Ambulu



**Drs. MOCHAMMAD IRFAN, M.Pd**  
Pembina Tingkat I  
NIP. 19630407 199003 1 014