THE EFFECT OF USING MIND MAPPING TECHNIQUE TOWARDS STUDENT'S SPEAKING SKILL AT GRADE X MA NU BATAHAN KAB. MANDAILING NATAL

A Thesis

Submitted to the English Educational Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fullfilment of the Requirement for the Graduate Degree of Educational (S.Pd.) in English

Written by:

PUTRI ASNI
Reg. Number 18 203 00056

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY

OF SYEKH ALI HASAN AHMAD ADDARY

PADANGSIDIMPUAN

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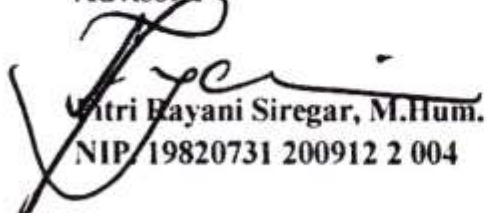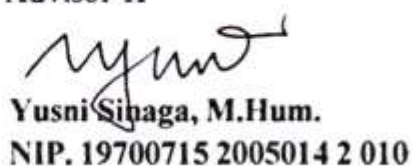
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PADANGSIDIMPUAN
2024

LETTER OF AGREEMENT

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Padangsidimpuan, 23 January 2024

To: **Dean**

Tarbiyah and Teacher Training Faculty

UIN Syekh Ali Ahmad Addary
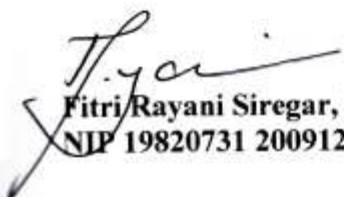
Padangsidimpuan

In-

Padangsidimpuan

Assalamu alaikum Warahmatullahi Wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Putri Asni**, entitled **"The Effect of Using Mind Mapping Technique Towards Student's Speaking Skill at Grade X MA NU Batahan Kab. Mandailing Natal".** We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalam alaikum Warahmatullahi Wabarakatuh

Advisor I   Advisor II

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DECLARATION OF THESIS COMPLETION

The name who signed here:

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I hereby declare that I have arranged and written the thesis by myself, without asking illegal help from others, except the guidance from advisors, and without plagiarism along with the ethic code of Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuanin article 12 verses 2.

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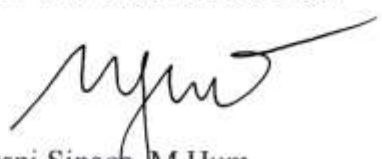
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Result/Mark : 62.25 (C)
IPK   : 2.84
Predicate   :Memuaskan

LEGALIZATION

Thesis	: **The Effect of Using Mind Mapping Technique Towards Students Speaking Skill at Grade X of MA NU Batahan Kab. Mandailing Natal**
Written By	: **Putri Asni**
Reg. No	: **18 203 00056**
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The Thesis had been accepted as a partial fulfillment of the Requirement for Graduate Degree of Education (S.Pd.)

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ABSTRACT

Name : Putri Asni

Reg. Number : 18 203 00056

Tittle of Thesis : The Effect of Using Mind Mapping Technique Towards Students   Speaking Skills at Grade X MA NU Batahan Kab. Mandailing Natal

The aim of this research is to find out whether effect of using mind mapping technique towards students speaking skills at grade X MA NU Batahan Kab. Mandailing Natal study uses a quantitative approach. The population of this study were all students of X MA NU Batahan, the sample was X-I as the experimental class with 30 students and X-2 as the control class with 30 students. This research uses tests. data was collected through pre-test and post-test in the speaking test and analyzed using the t-test formula to prove the hypothesis. The results showed that the average score in the experimental research was higher than the average score in the control group after using the mind map technique. The average value of experimental research after using the mind map technique is 55.00 and the average value of control research is 51.83. It can be concluded that the mind map technique is very useful for speaking skills with the addition of $t\_count > t\_table$ (2.940>1.67155). It means Ha is accepted and Is rejected. It can be concluded that there was significant Effect of Using Mind Mapping Techniques on the Speaking Skills of Class X MA NU Batahan Student's Mandailing Natal.

Key words : Mind Mapping, Speaking

ABSTRAK

Nama   : Putri Asni

NIM   : 1820300056

Judul   : Pengaruh Penggunaan Teknik Mind Mapping Terhadap Keterampilan Berbicara Siswa Kelas X MA NU Batahan Kab. Mandailing Natal.

  Tujuan dari penelitian ini adalah untuk mengeahui apakah penggunaan technique mind mapping dapat mempengaruhi kemampun berbicara siswa kelas X MA NU Batahan Kab. Mandailing natal. Penelitian ini menggunakan pendekatan kuantitatif. Populasi penelitian ini adalah seluruh siswa X MA NU Batahan, sampelnya adalah X-I sebagai kelas eksperimen berjumlah 30 siswa dan X-2 sebagai kelas kontrol berjumlah 30 siswa. Penelitian ini menggunakan tes. data dikumpulkn melalui pre-test dan post-test dalam tes berbicara dan dianalisis dengan menggunakan rumus uji-t untuk membuktikan hipotesis. Hasil penelitian menunjukkan bahwa rata-rata skor penelitian eksperimen lebih tinggi dibandingkan rata-rata skor kelompok kontrol setelah menggunakan teknik mind map. Nilai rata-rata penelitian eksperimen setelah menggunakan teknik mind map adalah 55,00 dan nilai rata-rata penelitian kontrol adalah 51,83. Dapat disimpulkan bahwa teknik mind map sangat bermanfaat pada keterampilan berbicara dengan tambahan $t_{hitung} > t_{tabel}$ (2,940>1,67155). Hal ini berarti Ha diterima dan Ho ditolak. Dapat disimulkan bahwa ada Pengaruh Penggunaan Teknik Mind Mapping Terhadap Keterampilan Berbicara Siswa Kelas X MA NU Batahan Kab. Mandailing Natal.

Kata Kunci : pemetaan pikiran, Berbicara.

ملخص البحث

الاسم: :الأميرة أسني

رقم التسجيل: :١٨٢٠٣٠٠٠٥٦

عنوان البحث: :تأثير تقنية رسم الخرائط الذهنية على مهارات التحدث لدى طلاب الصف العاشر في مدرسة نهضة العلماء في باتاهان ماندالاينج ناتال ريجنسي.

كان الغرض من هذه الدراسة هو معرفة ما إذا كان استخدام تقنية رسم الخرائط الذهنية يمكن أن يؤثر على قدرة التحدث لدى طلاب الصف العاشر ماجستير باتاهان في محافظة ماندالاينج ناتال. يستخدم هذا البحث منهجًا كميًا. يتألف مجتمع هذا البحث من جميع طلاب الصف العاشر ماجستير في جامعة باتاهان الوطنية، والعينة هي الصف العاشر–أول كصف تجريبي بمجموع ٣٠ طالباً والصف العاشر–٢ كصف ضابطة بمجموع ٣٠ طالباً. جُمعت البيانات من خلال الاختبار القبلي والبعدي في اختبار التحدث وتم تحليلها باستخدام صيغة اختبار التاء لإثبات الفرضية. أظهرت النتائج أن متوسط درجات البحث التجريبي كان أعلى من متوسط درجات المجموعة الضابطة بعد استخدام تقنية الخريطة الذهنية. حيث بلغ متوسط درجات البحث التجريبي بعد استخدام تقنية الخريطة الذهنية ٥٥.٠٠ درجة ومتوسط درجات البحث الضابطة ٥١.٨٣ درجة. يمكن أن نستنتج أن تقنية الخريطة الذهنية مفيدة جدًا في مهارات التحدث بمتوسط درجات إضافي ر–العدد< ر–جدول (٢،٩٤٠ <١،٦٧١٥٥. وهذا يعني قبول ها ورفض هو. يمكن استنتاج أن هناك تأثيراً لاستخدام تقنية رسم الخرائط الذهنية على مهارات التحدث لدى الصف العاشر في الصف العاشر في جامعة باتاهان ماندالاينج ماندالاينج ناتال ريجنسي.

الكلمات المفتاحية: رسم الخرائط الذهنية، التحدث.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

All praiseis to Allah, Lord of the worlds, because of His blessing, I am able to complete this "Thesis". Peace and blessing are upon Prophet Muhammad, his family, his relatives, and his followers.This thesis entitled is presented to The Effect of Using Mind Mapping Technique Towards Students Speaking Skills at Grade X MA NU Batahan Kab. Mandailing Natal.

the Department of English Education Faculty of Tarbiyah and Teacher Training UIN SyekhAli Hasan Ahmad Addary. I would like to:

1. Mrs. Fitri Rayani Siregar, M. Hum., as my first advisor who has been guided, supported, advised, and suggested me with great patience to finish this thesis.
2. UmmiYusni Sinaga, M. Hum.,as my second advisor who has been guided mepatiently and provided me with many ideas and helpful criticism throughout the writing process of this thesis.
3. Mr. Dr. H. Muhammad Darwis Dasopang, M.Ag., as the Rector of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
4. Mrs. Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty.
5. Thanks to Mrs. Fitri Rayani Siregar, M.Hum., as The Chief of English Education Department who gladly support and permit to research in English Education Department and counseled the researcher till finishing this thesis.
6. Mrs. Dr. Eka Sustri Harida, M.Pd., as my academic advisor who has been given me advice, suggestions, motivation, and guidance as long as I was a student in this University.
7. All lecturers and all the academic civities of the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan
8. The chief of the school, teachers and all respondents at X MA NU Batahan Kab. Mandailing Natal.
9. The exclusive thanks to My beloved Parents (Darsah and Aslimah), who always give me much love, prays, materials, motivation, and moral encouragement from the beginning of my study until to finish my studyand thenmy lovely young brothers (Putra Ahmad, Pahaddis, Narsah, and Ilham Syah putra) and my lovely young sister (Imatul Aliyah) for supporting and sending me a pray.
10. All my beloved especially for Big Nasution Family's for supporting and sending me a pray (Luhut Nst, Taslimah, Dona, Mahrani, Maydila Ulfah

iv

Nst, S.Kom, Khanza, Iyib, Ikwan, Soni Supriadi, S.E, Wizar, Heru)

11. All my beloved especially for Big Batubara Family's for supporting and sending me a pray (Hirsan Batubara, S.H, Coin Batubara, Hotnida, Nur Syahpitri Batubara, S.H)

12. All my beloved Friends for Siti Khodijah, Suri Wahyuni, Meidi, Husnul, Forma, Linda, Eti, Liza, Juni, Ame, Wita and also all friends in TBI 3 and all of my friends who helped me in finishing this thesis that I cannot mention the names. Thanks for everything. May Allah bless you.

13. Last but not least, I wanna thank me. I wanna thank me for believing in me to do this work and finish it.

I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, 13 Mei 2024
Researcher

Putri Asni
Reg.Num. 18 203 00056

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CHAPTER I

INTRODUCTION

A. The Background of Problems

Speaking is a productive skill in English that consists of two main focuses, which are fluency and accuracy.[1] Accuracy refers to the ability of the learners to produce grammaticallycorrect sentences, in this case the learners should not only know the correct grammatical rules of the language but also able to speak and write accurately.Fluency refers to a level of proficiency in communication. It is the ability toproduce written and spoken sentences with easy, efficiency without hesitation.People need to communicate with the other people to acquire their purpose in speaking. Therefore, people used the language as a device to express their thought.

Speaking is the process of communication which convey, express, inform and give the ideas, thoughts, feeling, opinions, and talking about perception by using words or sounds of articulation that can be learnt through teaching and studying process.[2] Then, to make the teaching speaking interesting a teacher may change the sequence of the topic or may change the technique or method in study speaking based on their ability and interest.

Speaking is one of the most important skills that must be mastered after listening. Someone can deliver a message of one topic to the other people

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[1] Willy A. Renandya and Jack C. Richards, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002), P.210.

[2] Zainuddin et al, "Improving Students' Speaking Ability through Problem Solving Technique at the 1st Group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidimpuan," *English Education : English Journal for Teaching and Learning* 5, no. 1 (2017): 101, https://doi.org/10.24952/ee.v5i1.1173.

through the process of sharing and exchanging the information.[3] Speaking process occurred in interaction, there are several features of speaking involved. Speaking skill is still dominated by the teacher and some invent students. Teaching speaking conventionally by asking and answering some questions to the students did not invited the whole students to speak up.[4] It can be interpreted that speaking is a way to communicate, share information, express idea, feeling, emotion to other people verbally.[5] Also during the teaching and learning process especially in speaking subject a couple of students were asked to memorize the dialogue on their text book and performed it in front of the classroom.[6]

The activity of this classroom was a teacher centred because mostly the teacher acted and controlled the students without giving the opportunity to express and give their opinions. Language is used by people to express their thoughts, opinions and ideas. Language is useful for human life, beside to keep the relationship with each other, it is also used to express their feeling. It is hard to imagine people communicate without language. Speaking is one of the four language skills which should be developed in teaching English. According the term of speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. For

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[3] Fitriana Amalia, "The Use of Mind Mapping Technique To Improve Students ' Speaking Ability∶ A N Experimental Study At Class Xi Ipa of Sman 6 Mataram," *A. Journal,English Education Of, Faculty Training, Teacher*, 2017.

[4] Erik Vilimec, "'Speaking Skills' Universitas Pardubice Faculty Arts And Philosophy" (Universitas Pardubice Faculty Arts And Philosophy, 2006).

[5] Fitri Rayani Siregar, "How to Enhance Lecturers' Speaking Skill?," *English Education : English Journal for Teaching and Learning* 7, no. 01 (2019): 18, https://doi.org/10.24952/ee.v7i01.1648.

[6] P. Antonius, *Psikolinguistik: Memahami Aspek Mental Dan Neurologis Berbahasa* (Gramedia Pustaka Utama, 2019).

many students, learning to speak in English is a priority. They may need this skill for a variety of reasons, such as to exchange the information or to persuade the other people to believe about what they said.

Based on the interview to the English teacher from MA Nu Batahan Kab. Mandailing Natal Syahbandi that the student sitting in the tenth grade now, had previously learned to speak for three years in MTS/junior high. But they still have problems learning English, especially speaking.[7]The students are less in speaking such as in vocabulary and pronunciation. The students who speak more will have larger vocabulary. As the result they do better on grammar tests, pronounce better and spell better. In other words,speaking ability affects the other skill. The success of learning English is by taking the power of speaking.

So by speaking a lot the students can improve their English. But, in the three components of speaking just only some students can speak well based on the three components, it is caused by lack of motivation and anxiety. All this indicate the importance for student to help students reduce those enlings to maximize their learning to speak English such as in describing text.

The first problem, that most students faced in speaking was having a lack of vocabulary mots being confident to speak, not being used to talking in class, and difficulty expressing word or sentences.The cause of problems most students faced was being afraid of making errors. The students admit that they feel afraid to make mistake when speak English, they were afraid if

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[7]Private Interview, Syahbandi., English Teacher of MA Nu BatahanKab. Mandailing Natal Private Interview, on 10th Juny 2022, at 10.00 a.m

their pronunciation and grammar are wrong, because according to them same words pronounce the same but have different meaning, and it is difficult for them to memorize how to pronounce the correct vocabulary. Student also the fear arranging words when speaking English because of unfamiliar vocabulary, and fear of making grammar mistakes.

The second is lack of vocabulary, this is a major problem for students, and the majority of students realize that they were not good at English vocabulary, because according to them English is a foreign language that is rarely used in their daily activity, English vocabulary is too large that it is difficult to memorize, this make them felt difficult and could not arranging words when speaking English.

The third problem is lack of pronunciation, students had lack of pronunciation because they are really did not master the correct pronunciation, according to them the words in English are different when spoken. And the student agree if they did not know to pronounce English correctly is one of the problem they face in learning speaking Mind mapping has been used in a variety of language teaching.

Mind mapping has been used in a variety of language teaching. As in speaking mind mapping a teaching learning process as a visual media that allowed students to brainstorm, arrange, memorize new information and help students to stimulate their logic of thinking practices.Mind mapping could help the students alleviate their language anxiety. Explained how mind

mapping could be integrated in order to students to improve their pronunciation skills.

Mind maps is the whole-brain alternative to liner thinking. Reaches out in all directions and catches thoughts from any angle. A mind mapp is the easiest way to put information into your brain and to take information out of your brain-it's a creative and effective means of note-taking that literally maps out your thoughts.[8] Mind maps are also brilliant route-maps for the memory.

A mind mapping such a powerful brain-friendly tool. Mind maps engage both sides of the brain because they use image, colour, and imagination (realms of the right brain) in combination with words, number, and logic (realms of the left brain). All the ideas on a mind map are linked to each other,it helps your brain to make great leaps of understanding and imagination by association. Example if you had just drawn up a simple list of ideas about your holiday,it is highly unlikely that you would have come up with the same amount of ideas as you did on your mind maps. This is because the information on your list would not have been linked in a logical or organized way and this would have stifled yours brains synergetic way of thinking. whenever you are wanting to plain something, organize your thoughts, brainstorm/brain bloom an idea or unlock your imagination, always

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[8] Tony Buzan, *The Ultimate Book of Mind Maps* (London: HarperCollins Publishers, 2006), P. 13-14. http://books.google.com/books?id=v4-D6Pu_9bAC&pgis=1.

draw a mind map to develop your ideas.[9] Mind maps are the thinking tool to un clock your brain power: they reflect the internal mind maps of your brain.

A teacher should know the difference character of the students, when the teacher know the factor influence in learning the teacher can understand what the students is needed, demand, and what students want to achieve, so the teacher can provide service the individual for students who have difficulty. Moreover, the teachers can appreciate about the talent, motivation, and student interest. This research could become teacher reference in choose and use right method in teaching speaking and they can be providing guidance on the.Based on the abouve explanation, researchers are attracted to conducting research with a view to solving a student's problem of speaking according to the title **"**The effect of using mind mapping technique towards students speaking skill at grade x MA NU BatahanKab. Mandailing Natal **".**

B. The identification of Problems

The researcher found that the students at Grade X MA NU Batahan Kab. Mandailing Natal still have difficulties in speaking skill.

a. The students are lack of vocabulary

b. The teacher had never used mind mapping technique in teaching speaking

c. The students are less practice their speaking.

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[9] Buzan, P. 64.

C. The Limitation of Problems

Here the researcher focuses on technique to make students improve their speaking. There are so many techniques in teaching speaking but the researcher just focuses on the Mind Mapping technique in teaching describing text some things as in their curriculum.

D. The Formulations of Problems

The problem in this research can be formulated as follows bellow:

1) How is students speaking skill before learning using mind mapping technique.

2) How is students speaking skills after learning using mind mapping technique.

3) Is there any significant effect of mind mapping on students speaking skills.

E. The Objectives of Research

Based on the formulation above, the purpose of this research are :

1. To know the student's skill in speaking before learning using mind mapping technique at Grade X of MA NU Batahan Kab. Mandailing Natal.

2. To Know the student's skill in speaking after using mind mapping technique at Grade X of MA NU Batahan Kab. Mandailing Natal.

3. To know the whether there is a significant effect of learning using mind mapping technique on student's skill in speaking at Grade X of MA NU Batahan Kab. Mandailing Natal or not.

F.   The Significances of Research

The significances of the research are expected to be useful and valuable provided as follow:

1) Teacher

The teachers can use this technique to teach speaking English in their classes. The teaching way is not monotonous anymore and it makes the teacher are easier to reach the goals of teaching.

2) Students

The students can attract and feel enjoyed in learning speaking by using this technique. The students will be not think that speaking English is difficult to be learnt it is for learning.

3) Readers

Hoping this research can open readers minded that speaking English is not difficult. The result of this research inspires readers and provides them more information about teaching speaking ability.

4) Next Researchers

The result of this research is expected to be the useful information for the next researcher. It inspires them for the good idea and who wants to write a similar research. This research is expected to be able as one of references of research.

G.   The Definition of Operational Variables

This research consists of four variables that should be clarified are as follows:

1. Speaking skill

    Skill speaking as a skill that express someone understanding, tell intended meaning that can be understood by others, use language in an appropriate context, and fluent in interaction.

2. Mind mapping

    Mind mapping is the whole brain alternative that can reach out in all direction and catch thoughts from any angle to linear thinking.

3. Mind mapping technique

    Mind mapping technique is technique in teaching which can assist students to associate their ideas, be creative in thinking meaning full connection among idea.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Speaking Skill

a. The Definition of Speaking

Speaking is one of the language skills that students use to communicate in their target language. The process of creating and disseminating meaning through verbal and symbol form in given context is known as speaking. To communicate an idea is to speak. Speaking is one method of communication that is utilized frequently and is easier to comprehend.[1] It is common practice to talk about and share our feeling, opinion, desires, and thoughts.

The average person produces tens of thousands of words a way, although some people like auctioneers of politicians may produce even more than that. So natural and integral is speaking that learners forget how the learners one struggled to achieve this ability-until, that have to learn how to do it all over again in foreign language.[2] So everyone has different abilities in speaking, and it must try as much as possible in speaking.

According to Kayi, "speaking is also a well develop tool in communication and sharing ideas between speakers and listeners to

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[1] Zainuddin, et al, ""Students Speaking Ability Through Number Heads Together Strategy At Grade XI SMA N 1 BatangAngkola"," *English Education* 5 (2017): 71.

[2] Scott Thornbury, *How To Teach Speaking* (London: Longman, 2005).p.54.

fulfill their needs".[3]A speaker has to encode the massage and listener has to decide or interprets the message which contains information. Definition of speaking "speaking is the action of conveying information or expressing ones' thoughts and feelings in spoken languages " In short, the speaking skill is the ability to perform linguistics knowledge in actual communication.

Based on the definitions of some experts above, can be conclude that speaking skill is an important skill to be mastered by language learners, because it relates communication and interaction skill. By some of the above definitions, can conclude that speaking skills are an important skill for people who learn language, since those skills relate to communication and social skills. And some experts believe that there are certain components speech that can be deduced as well as vocabulary, pronunciation, and grammar**.**

From the several definitions of speaking, the research can take the conclusion that speaking is the productive skill or the way for someone to communication that involve expressing ideas and opinion and that can be used to daily conversation and socialize with other person.

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[3]Hayriye Kayi, "Speaking Activities to Promote Speaking in a Second Language, The Intemet TESL," *Nevada* XIL, no. 11 (2006): 1. http://www.scrip.org/reference/referencespapers?Referenceid=2633464.

b. The Natural of Teaching Speaking

There are many technique to teach speaking. Theachers sould do some of the technique to make students more understand about the lesson. In this research, the researcher showed the teaching speaking in senior high school focused on the teaching describing text something. In teaching speaking generally should be known also about types of speaking so that the target of the teaching speaking can be reached.

c. The Components of Speaking

According to Haris there five components in speaking skill, there are   Pronunciation,   Grammar,   Vocabulary,   Fluency,   and Comprehension. For this reason, the researcher would explain each of items one by one:

1. Pronunciation

The way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sound used in speaking a given word or language in specific dialect or simply the way a particular individual speaks a word or language.

2. Grammar

A conversation will be good look when the speaker using grammar in those situations. A point out that grammar of a language is the description of the way in which words can change their from and can be combined into sentences in that language. From the statement above, it can be summed up that by having

good grammar, the speaker can convey/ produce the words or sharing information correctly.[4]

3. Vocabulary

Vocabulary is the knowledge of words and word meanings. Vocabulary is essential for learning English and connects to other abilities. Without it, one cannot communicate effectively.[5] Having limited vocabulary is also a barrier that precludes learners from learning a language.

In other side, having a large vocabulary to call upon will help our verbal communication flow and allow us to star eliminating noise such as, umm and uhh. Furthermore, vocabulary, are group of words to make sentence structure in conveying idea or message to the listener what word means is often defined by its relationship to other words.[6]

4. Fluency

Fluency as the way of someone speaks with normal speed like the native speaker or the man who the language because the one who own the language can disapose the language well. Fluency can be defines as the ability to speak. It is one of the main elements

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[4] Haris, *Testing English as a Second Language* (Washington DC: George Town University, 1969), P.81-82 https://books.google.co.id/books/about/Testing_English_as_a_Second_Language.html?id=nKRas wEACAAJ&redir_esc=y.

[5] Fitri Rayani Siregar and Eka Sustri Harida, *Building A Better Vocabulary By Word Formation Process*, 2021, P.4.

[6] Penny Ur, *A Course in Language Teaching Practice and Theory* (New York: Cambridge University Press, 2009), P.60 https://doi.org/10.9790/0837-19664456.

of speaking ability in order to make interlocutor understand well about ideas or massages which deliver by speaker.[7]

5. Comprehension

Comprehension is the ability to understand completely and be familiar with a situation or facts. Moreover, comprehension can also means the capacity of the main to perceive and understand: power to grasp the ideas: ability to know. In short, comprehension is important to avoid misunderstanding between a speaker and a listener.[8]

The researcher listen the several components in speaking because the ability to speak is an important ability to communicate in English.

d.The Kinds of Speaking

There are five basics type of speaking performance as explained in the following.[9]

1. Imitative

The first of the types of speaking performance is the ability to simply parrot back or imitate a word, a phrase, or a complete sentence.The focus of this type of speaking performance is on the

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[7] Rivers, *Teaching Foreing Langguage Skills*, 2nd ed. (London, n.d.), P. 270-271 https://books.google.co.id/books/about/Teaching_foreign_language_skills.html?hl=id&id=mz1Lq yPf4YAC&redir_esc=y.

[8] Arthur Huge, *Assessing Speaking*, *Handbook of Second Language Assessment* (UK: Cambridge University Press, 2004), p. 131-146. https://doi.org/10.1017/s0267190500003548.

[9] H.Douglas Brown, *Language Assessment Principle and ClassroomPractice* (USA: Longman, 2004), P. 141-142.

pronunciation.No inferences are made to understand or convey the meaning or to participate in an interactive conversation.The speaker should retain the short stretch of language that must imitated.

In psycholinguistic theory peoplegenerally do not feel that the use of language is very difficult. Language usage can be done easily because they are habit and done repeatedly. A baby at the age of one and a half years will imitate the word heard by him without knowing the meaning that is spoken.[10] The utterances of one word that imitated grow into utterances of two words and then eventually become complex sentences.Furthermore, learners should often listen from native speaker speech by tape recorder, videos, or other and then practice it. This is done to try an intonation counter or to pinpoint a certain vowel sound.

2. Intensive

Intensive is different from imitative. Imitative emphasizes on pronunciation or phonological aspect, while intensive not only stressed on pronunciation or phonological aspect but also learners should know the meaning to respond certain tasks. Intensive speaking goes one step beyond imitative to include any speaking

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[10] Rob Stewart et al, *A Pocket Guide to Public Speaking*, 3rd ed. (New York, 2010), https://doi.org/10.1017/9781108552493.001.

performance that is designed to practice some phonological or grammatical aspect of language.

3. Responsive

  This type of speaking includes interaction and comprehension at a limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. Responsive is very important in conversation because it can stimulate learners how to respond properly and correctly when someone gives a question or comment. A small example, when teacher asks "how are you today?" learners can respond with answer "pretty good, very well, fine or other" and can ask again the interlocutor like "how about you?". Therefore, speakers are stimulated to speak promptly. Usually this is done in response to a short conversation, making a simple request comment, and other.

4. Interactive

  Interactive is almost the same like responsive. From two types of speaking these, both of them have the purpose to respond to the conversation from the interlocutor, whether a question or comment. The difference between responsive and interactive is the number of people in the conversation. in interactive the number of the speakers also matter as sometimes it need more than two people in conversation.

5. Extensive

Extensive is the highest level of speaking or it can be said that extensive is the most difficult types of speaking performance because it is a process of broadening the ability to speak. It is not just like answering in a short conversation, but in the extensive speaker should develop his speaking skill.Usually extensive is done by monologue by doing activities such as oral report, speech, summaries, storytelling, and other. Furthermore, extensive speaking can be said as the ultimate speaking skill that requires strong language components.

Based on explanation above, there are some types of speaking namely: imitative, intensive, responsive, interactive, and extensive. These types are really essential in teaching speaking especially for the teacher to select or use for teaching and learning process.

e. The Teaching of Speaking

Teaching speaking is the way for the students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. [11]For the reason, in teaching speaking skill it is necessary to have to clear understanding involved in speech. Teaching speaking is enables the students to construct an effective oral interaction to make communication, express ideas, and the way for the use the language fluently. The goal of teaching speaking skill is to communicate efficiency**.**

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[11] David," *Second Language Teaching and Speaking*",(Baston: of America,1999),p.228.

Teaching speaking is a process where is the teacher helps and provide, facilitate and obtain the goal in learning speaking to improve students' speaking ability. The learners should be given opportunities to speak, because speaking skills can be developed only through engaging the learners in the act of speaking and interacting only. The teacher should give more opportunity to interact only in English language not mother tongue and make certain interventions such as making the students practice to speak English and giving them feedback on it. Teaching Speaking means that the teachers teach the listeners to:

1) Produce the English speech sound and sound pattern

2) Use word and sentence, stress intonation pattern and rhythm of the second language.

3) Select appropriate word sentences according to the paper social setting, audience, situation and subject matter.

4) Organize their thoughts in a meaningful and logical sequence.

5) Use language as a means of expressing, values and judgments.

6) Use the language quickly and confidently with few un-natural pauses which is called fluency.[12]

Based on explanation above, teaching speaking is the process to provide, facilitate and help the students to obtain the goal and feedback in process learning speaking. Therefore, the

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[12] Sri Rahmadhani Siregar, "Using Direct Method in Teaching Speaking," *English Education* 4, no. 2 (2016): 466, https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/1294.

teacher needs to apply some principles for designing in teaching and learning speaking.

f. The Assessment of Speaking

Speaking is the most difficult skill to assess accurately. Assessing speaking is difficult because there are many factors that influence impressions of how well someone can speak a langguage, expecting an accurate score appropriate to the purpose of assessment.[13]

Rubric can be used for scoring in performance assessment. Evaluative criteria than factors for determining the quality of students response of the quality for all evaluative criteria, and indicator of wheather a holistic oranalityc scoring approach is tube used.

Table II.1

Rubric of Scoring Speaking in Performance Assessments[14]

Aspects	Score 4	Score 3	Score 2	Score 1
Pronunciation	Pronunciation can be event with a certain accent	There is the a problem pronuncation so it makes lisreners have to be focused and sometimes causes misunderstandings.	Dificult to understand and because there are problem in pronuncation and the frequency is frequent	Often wrong in pronunciation so it cant be understood

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[13] Wilga M. Rivers, *Teaching Foreign-Language Skills* (London: University of Chicago Press, 1968),P. 270-271. https://books.google.co.id/books?id=mz1LqyPf4YAC.

[14] J.B Heaton, "Writing English Language Tests," *RELC Journal* (USA: Longman, 1976), https://doi.org/10.1177/003368827600700219.

Aspects	Score 4	Score 3	Score 2	Score 1
Grammar	Almost not grammar mistakes	There are some grammatic al errors but it does not meaning	There are many grammatical errors that affect the meaning and often hav to rearrange the conversatio n sentences	Grammar is really bad, so the conversatio ns are very difficult to understand
Vocabulary	Sometimes the pronociatio ns is not right and requires further explanation due toinappropri ate vocabulary.	Often uses inappropriate vocabulary so that the dialogue becomes limited due to limited vocabulary	Using the wrong vocabulary so it can be not understood	The vocabulary is so unlimited that it does not allow dialogue
Fluency	Smooth dialogue, less of dificulties	The fluency is not really good because of the language problems	Often hesitate and stop because of langguage limitations	Often stop and be silent while talking,so that no dialogue is created
Comprehension	The entire content of the conversatio n can be understood even though there are	Most of the content of the conversation is understand able altough there is some repetition	It is difficult to follow he dialougue excep in the general dialogue section with slow conversatio n and lots of repetition	Incompre hensible even in the form of a short dialogue

g. The Difficulties of Speaking

Speaking is one of the important skills that students should be master in English. Generally speaking is more difficult than the other skill, students have many difficulties in speaking ability such as lack of vocabulary, afraid of making mistake, nothing to say, etc. Generally problem in senior high school in East Lombok is student's fright of making mistake and lack of vocabulary. Actually students in senior high school are active because they are interested in studying English because English is an international language, but when the teachers ask them to speak in front of their friend they are reluctant want because they are afraid of making mistake and they lack of vocabulary. Therefore, the researcher is interested in knowing efforts of the teacher to overcome the problem and the researcher would like to give some efforts to overcome that problem.[15]

According to Hasanah and Basiar, There were eight difficulties of speaking, they are:

a. Clustering, Fluent speech is phrasal, not word by word. Learner can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy, the speaker has an opportunity to make meaning clearer through the redundancy of language. Learner can capitalize on this feature of spoken language.

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[15] Hafni Zuraida Ihsan and Nurul Wahidah, "Teacher's Efforts to Overcome the Students' Difficulties in Speaking Ability," *VELES Voices of English Language Education Society* 3, no. 2 (2019): 62, https://doi.org/10.29408/veles.v2i1.1273.

c. Reduced form, contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop stilted, bookish quality of speaking that in turn stigmatizes them.

d. Performance variable, one of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our " thinking time" is not silent we insert certain "fillers" such us ub, um, well, you know, I mean, like, etc., one of the most silent differences between native and non-native speakers of a language is in their hesitation phenomena.

e. Colloquial language, make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

f. Rate of delivery, another silent characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes on fluency.

g. Stress, rhythm, and intention, this is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intention patterns convey important massages.

h. Interaction, as note in the previous section, learning to produce waves of language in the vacuum-without interlocutors-would rob speaking skill of its richest component: the activity of conversation negotiation.[16]

From all of the difficulties of speaking, actually these difficulties make the learners hard to speak in English, and these difficulties are often found in learners in speaking. Students also do not learn about the difficulties that in turn in speaking process.

h. Principles for Teaching Speaking

There are several principles of teaching speaking that the teacher can use in classroom, the principles as follows:[17]

1) Be aware of the difference between second language and foreign language learning circumstances, teacher should see the variance second language and foreign language, which second language is a language other than the mother tongue that the person used in daily life and foreign language is any language that is not native to specific faith or person.

2) Give students practice with both fluency and accuracy. Fluency and accuracy is the indicator of speaking, so teacher should teach it to the students.

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[16] Nurhasanah and Mahrukh Bashir, *Bahasa Inggris Bahasa Inggris Stop Bullying Now SMA/MA/SMKMAK KLS XI*, Edisi Revisi 2017. (Jakarta: Kementerian Pendidikan dan Kebudayaan., 2021), https://doi.org/10.31104/jsab.v5i1.194.

[17] David Nunan, *Practical English Teaching*, 1st ed. (Singapure: McGraw-Hill Companies, 2003),P. 45-46.

3) Provide opportunities for students to talk by using work or pair work and limiting teacher talk.

4) Plan speaking tasks that involve negotiation for meaning, before teach speaking for the students, teacher should prepare the material or task for the students.

5) Design activities that involve guidance and practice in both transactional and interaction speaking.

6) From the explanations of principles for teaching speaking, the teacher can follow or use these principles to make the learning process more enjoyable.

From all of the difficulties of speaking, actually these difficulties make the learners hard to speak in English, and these difficulties are often found in learners in speaking. Students also do not learn about the difficulties that in turn in speaking process.

i. **Material of Speaking**

Figure II.1
The Material about Speaking
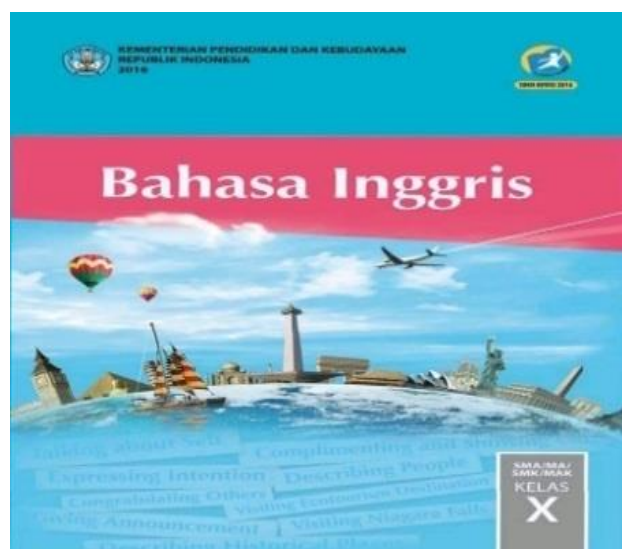
Figure II.2
The Material about Speaking

Figure II.3
The Material about Speaking

This is an example about information reportsource : English Book "

My Idol"[18]

Lionel Messi

Lionel Messi was an argentine football player born on June 24,

1987. Lionel Messi stands 169 cm tall and weighs 67 kg. Lionel Messi had

a forward position on football and his career started to rise high when he

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[18] Utami Widiati et al, *Buku Bahasa Inggris SMA/MA/SMK Kelas X*, Revisi 201 (Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud., 2017).

was in Barcelona. Now, Lionel Messi is said to be one of the best football players of all time.

j. Theories of Speaking

Speaking is one of the central elements of communication. It is an aspect that needs special attention. In other to provide effective interaction, it is necessary for teacher to be care full to examine the factors, conditions and components that underlie speaking effectiveness. Effective interaction derived from the careful analysis of this area thought with sufficient language input and speech promotion activities gradually help learners speak English fluently and appropriately.[19]

Speaking is especially difficult for foreign language learner because effective oral communication requires the ability to use the language appropriately in social interaction.[20]To learn a second language on foreign language is difficult as we learned our native language.

The theory of speaking had a purpose to expand the concepts of language into more comprehensive and holistic. The concept of speaking indicates that language not only served asa communication device but also asa means of forming identity and expressing values.

2. Mind Mapping

a. Definitions of Mind Mapping

Mind mapping is a diagram used to represent words, ideas, tasks, or other items linked to and arranged in radial around a central key word

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[19] Richards, *Methodology in Language Teaching, P 67*.
[20] Richards, P.80.

or idea. It is used to generate, visualize, organize, and classify ideas. It is an image-centered diagram that represents meaning or other connections between portions of information.[21] Mind mapping is an effective tool to generate idea and draw it into a paper or express it orally.

Mind mapping is a graphic organizer in which main idea and sub-idea are represented as branches from larger branches. It is a visual tool that can be used to generate ideas, take notes, organize thinking, and develop concepts.[22] In order to create a mind-map, people usually start in the middle of the page to draw the central theme or main idea. Then, draw wider in all directions to create a growing diagram composed of keywords, concepts, facts, and information.[23] Furthermore, mind-map graphically show ideas in a relational framework, with the main topic at the center of the paper, major subtopics on branches derive from the main topic, and sub-subtopics around each major sub-topic. Mind map can be created using paper and pens or using one of several computer applications on the explanation above, mind mapping can ease the students to generate their mind. Besides, teacher can use mind mapping as a strategy in teaching.[24]Mind map is easy to create, students can create

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[21] Andri Saleh, *Mind Mapping* (Bogor: Regina, 2009), P.100.

[22]Asrifal Mirza, "The Use of Mind Mapping Strattegy to Improve Students Speaking Ability",(Banda Aceh: UIN Ar-Raniry Darussalam Banda Aceh)," 2018, 54. http//repository:ar-ramiry.ac.id/826/1/asrifal mirza.pdf.Accessed on Sunday, January 21st 2024.

[23]Sudjana, "*Mind-Maps*", (Bandung; Tarsito Bandung,1992),p.73.

[24]Lukita Octavia lukman Putri, "Mind Mapping Sebagai Model Pembelajaran Menilai Penguasaan Konsep Dan Alat Evaluasi Menilai Kemampuan Berpikir Kreatif Siswa", (Seminar Nasional Pendidikan Dan Saintek)" 2 (2016): 630, https://www.researchgate.net/publication/314183176-Min-Map-Sebagai-Model-Pembelajaran-Menilai-Penguasaan-Konsep-Dan-Alat-Evaluasi-Menilai-Ke-Mampuan-Berpikir-Kreatif-Siswa.Accessed on 7th september2023.

it on a blank of paper using pen or pencil. What is more, they can use computer to draw a mind map.

Research can conclude when learning to exercise the mind mapping just by looking at concepts, by using the mind mapping can helps students to sequence and organize their ideas visually and organizationally their ideas visually and organizationally, thus enabling them to memorize connections formed between one concept and another.

b . Type of Mind Maping

Mind maps can be divided into 3 categories according to the objective of using: library mind maps, presentation mind maps, and tunnel timeline mind maps. We will elaborate on them in the following article.

1. Library Mind Maps

Library mind maps can also be called reference maps. This type of mind maps is mainly used to organize information, so that you can have a clear and visual understanding of the subject without missing anything out. The purpose of library mind maps is to sort and organize the collected information for a better understanding of the subject. When creating a library mind map, first step is to put all the information together and organize it in a map tree. The map will show how each information linked to each other and how they can serve the main idea. This type of mind map can be used for organizing it in a map tree. The map will show how

each information linked to each other and how they can serve the main idea.

2. Presentation Mind Maps

This type pf mind map is used to present the process of an idea to the audience. Presentation mind maps illustrate the way that the project goes in order to track the steps. There fore the focus of a presentation mind map is the audience instead of the topic. How the information should be positioned in the map depends on whether the audience can understand it or not. If the audience can follow with the way you are presenting, then the map is well structured. Thus, you presentation can be well accepted by the audience.

3. Tunnel Timeline Mind Maps

This type of mind maps are also simplified as planning mind maps, they are mainly used for project strategy, program plan, or problem solving. Tunnel timeline mind maps are designed to achieve a goal. The purpose of this type of mind maps is to visualize success. The center(main topic) of the mind map is the outcome that you pursuit, and each sub-topic represents a path to achieve that outcome. You can follow the map to make progress towards the success.[25]

Mind maps can be a very powerful tool to analysis ideas, build project plans and solve problems. The 3 types of mind maps

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[25] Jennifer, *"Mind Maps"* (BlackWell: Oxford UK, 1993), P.103.

mentioned above can cover almost all the mind map types. Knowing the features and purposes of each type can help you achieve the outcome required with mind maps. "There are three types of mind mapping. The first, library mind map is to organize the information about a specific topic visually.[26] The second, presentation mind map is used to present the process of an idea to the audience. The third, tunnel timeline mind map is to arrange the planning such as project strategy, program plan, or problem-solving to achieve the goal."

Based on the three types of mind mapping above, the writer used presentation mind maps type because this type is used to present the process of an idea to the audience and how the information should be positioned on the map depends on whether the audience understand it or not. So that the writer will ask students to present the materials by these types.

c. The Procedurs of Mind Mapping Technique

The steps in activity of mind mapping technique according to Knight:

1) Prepare for the lesson

2) Get started. Materials and explain mind mapping briefly without getting into detail. Mind mapping are a tool for organizing your

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[26] Rusdiana Junaid, *Fundamental English Dasar Dasar Penguasaan Bahasa Inggris* (Malang: intimedia, 2014),P 26.

thoughts, or mind mapping are a way to explore an idea keep it simple and relevant

3) Pull out a piece of paper and pick a pen or pencil with which to write explain that every mind map is built around a main topic or main idea

4) Use the mind mapping. Application is everything[27]

Based on the above explanation, researchers use the procedure in the mind mapping technique.

d. Teaching Speaking by Using Mind Mapping Technique

There are many technique teach speaking. Teachers should dothe model to make student's more understand about the lesson. In this research, mind mapping technique is the way to teach speaking in experimental. The material that wiil be teach by using mind mapping technique.

1. Pre-Teaching

Kegiatan Guru	Kegiatan Siswa
• The teacher entered the class with a greeting	• Leaners respond to greetings
• The teacher asked one of the learners to lead the pray	• One of the learners led the study prayer
Kegiatan Guru	**Kegiatan Siswa**
• The teacher examines the readiness and checks the presence of the learner	• Learners respond to teachers
• Teachers convey material coverage and activity descriptions and explain the purpose of learning to be accomplished	• Students listen and understand

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[27] Kam Knight, *Mind Mapping*, 2012, P. 144-148.

2.While-Teaching

Guru	Procedure	Siswa
• Asking students knowledge of describing	• Prepare for the lesson	• Answering the teacher question
• Explain describing material using the mind mapping	• Get started. Materials and explain mind mapping briefly without getting into detail. Mind mapping are a tool for organizing your thoughts, or mind mapping are a way to explore an idea keep it simple and relevant	• Watching and listening carefully to the material which the teacher will deliver
• The teacher gave an example of how to make the mind mapping on the basis of a topic	• Pull out a piece of paper and pick a pen or pencil with which to write explain that every mind map is built around a main topic or main idea	• Take note of the example the teacher set
• Instruct students to write the outline of the discussion to be presented and ask students readiness to perform each one in front of the class	• Use the mind mapping. Application is everything	• Do as the teacher tells you and prepare your self
• Allow students to perform in front of the class in shifts	• Guide students in activities carried out • Master do the assessment	• Reading describing positively in front of the class in turn

3.Post-Teaching

Guru	Siswa
• The teacher invites students to conclude learning together	• Students conclude the learning briefly, clearly, and compactly
• Teachers and students conclude the study with prayer	• Teachers and students conclude the study with prayer
• The teacher saygreeting	• Students answer the teachers greeting together

e. Teaching Speaking by Using Teacher's Technique

The research is taken in MA NU Batahan Kab. Mandailing Natal at the X is class. The X2 is the control class. The class uses teachers model to teach speaking. Here are some ways ways to teach speaking by using teacher's technique.

1. Pre-Teaching

Kegiatan Guru	Kegiatan Siswa
• The teacher opens learner with greetings	• Learners respond to greetings
• The teacher asked one of the learners to lead the prayer	• One of the learners led the study prayer
• The teacher examines the readiness and checks the presence of the learner	• Learners respond to teachers
• Teachers convey material coverage and activity descriptions and explain the purpose of learning that will be accomplished	• Students listen and understand

2.While-Teaching

Guru	Procedure	Siswa
• The teacher asks the students to open the material in the book about describing	• The teacher explained the material to be studied	• Students do what the teacher tells them and listen to and be active in learning
• Teacher explained the material about describing people	• The teacher asked the students to pay attention to the material embedded in the book	• Listen to the teachers explanation
• The teacher gave an example about describing people	• The teacher asked students to watch describing and demand that the same students read the book	• To heed and follow the teacher direction
• Assign a students the assignment to write describing about the students favourite item and tell it in front of the class		• Make describing about the students favourite object and tell her in front of the class

3.Post-Teaching

Guru	Siswa
• The teacher invites students to conclude learning together	• Students conclude the learning is briefly clear and concise
• Teachers and students conclude the study with prayer	• Teachers and students close the study with prayer
• The teacher say greeting	• Students answer the teachers greeting together

B. Review of Related Findings

The first research conducted byPaharuddin, Speaking is one of skill in english and also one of the important elements in studying english. Without speaking we cannot express our idea and communicate with the people who use english as their language.[28]The research uses narative text and english test as the instrument. The data in her research are mainly gathered through pre-test and post-test. After the data collected, the research calculated uses t-test polled variance to calculate and to test hypothesis proposal. The result showed that thes was higher than table (7.409>2.034). So, H_1 (alternative Hipothesis) was accepted and H_O (Null Hypothesis) was rejected.Also, the mean score of post-testis 66.18 than the pre-test is 55.00 so than the post test is higher than the pre-test. Thus, there was a significant influence.

The second related journal is from sari, social class 5 (XI IS 5) SMA YLPI Pekanbaru in the 2019 academic. the result of the researcher found that mind mapping could improve students ability in speaking a report. It could be seen from their achievement improve from cycle and their test result.[29] The improvement got was 71 % in the first cycle and 81% in the second cycle.

The third researched by mirza, mind mapping technique can improve students speaking ability for grade students at UIN Ar-Raniry Darussalam Banda Aceh. He found that students' score which post-test scores in

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[28]Nurazisah Paharuddin, "'The Effectiveness of Mind Mapping Method to Build Students Speaking Skill'" (Makassar; Universitas of Makassar, http://eprints.unm.ac.id./228/1/Nurazizah dan Paharuddin.docx.

[29] Nilam Sari, "The Effect of Using Mind Mapping Strategy Towards Students Speaking Skills of the Second Year Students at SMA YLPI Pekanbaru" (University Islam Riau Pekanbaru, 2019), http://universitas-islam-riau-pekanbaru.ac.id/Nilam-Sar=3A=3A.html.

experiment class were higher (69.05) than post-test in control class (57.11). It means that using mind mapping as a technique in teaching English speaking can improve students' speaking ability.[30] Different from the research above, the writer uses quasi-experimental technique whereas this research using sequential explanatory mixed-technique which combine quantitative and qualitative technique, to strengthen the data. This research also using quasi-experimental technique to answer the first research question and interview to answer the second research question.

The last related journal is from Heinzs research. In this journal, she discovering that the speech of most students was mind mapping skill.[31]She found that the researcher had applied impromptu speech technique in teaching speaking well and there is a significant effect of speech technique on students speaking ability at the eleventh grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic year. From all of these related findings, the researcher found the material. This research is talk about using mind mapping, and all of the related findings also used mind mapping technique towards the students speaking skill.

C. Conceptual Framework

The researcher wants to show the framework in this research. The conceptual framework can be seen in the following figure:

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[30]Mirza, "The Use of Mind Mapping Strattegy to Improve Students Speaking Ability",(Banda Aceh: UIN Ar-Raniry Darussalam Banda Aceh)."
[31]Heinzs, "Speech and Interpretation Studies: A Preliminary Study'" 2013, 28.

Figure II.4
The Conceptual Framework

```
┌─────────────────────────────────────────────────────────────┐
│  The Effect of Using Mind Mapping Technique Towards Students │
│                       Speaking Skill                         │
└─────────────────────────────────────────────────────────────┘
                              │
                              ▼
              ┌──────────────────────────────┐
              │    Mind Mapping Technique    │
              └──────────────────────────────┘
                              │
                              ▼
                  ┌────────────────────┐
                  │      Pre test      │
                  └────────────────────┘
                     ╱              ╲
                    ▼                ▼
  ┌──────────────────────────┐  ┌──────────────────────────┐
  │ Experimental class with  │  │ Control class with        │
  │ mind mapping technique   │  │ conventional strategy     │
  └──────────────────────────┘  └──────────────────────────┘
                    ╲              ╱
                     ▼            ▼
                  ┌────────────────────┐
                  │     Hypothesis     │
                  └────────────────────┘
                           │
                           ▼
                  ┌────────────────────┐
                  │     Post-test      │
                  └────────────────────┘
                     ╱          ╲
                    ▼            ▼
              ┌────────┐    ┌────────┐
              │   Ha   │    │   Ho   │
              └────────┘    └────────┘
```
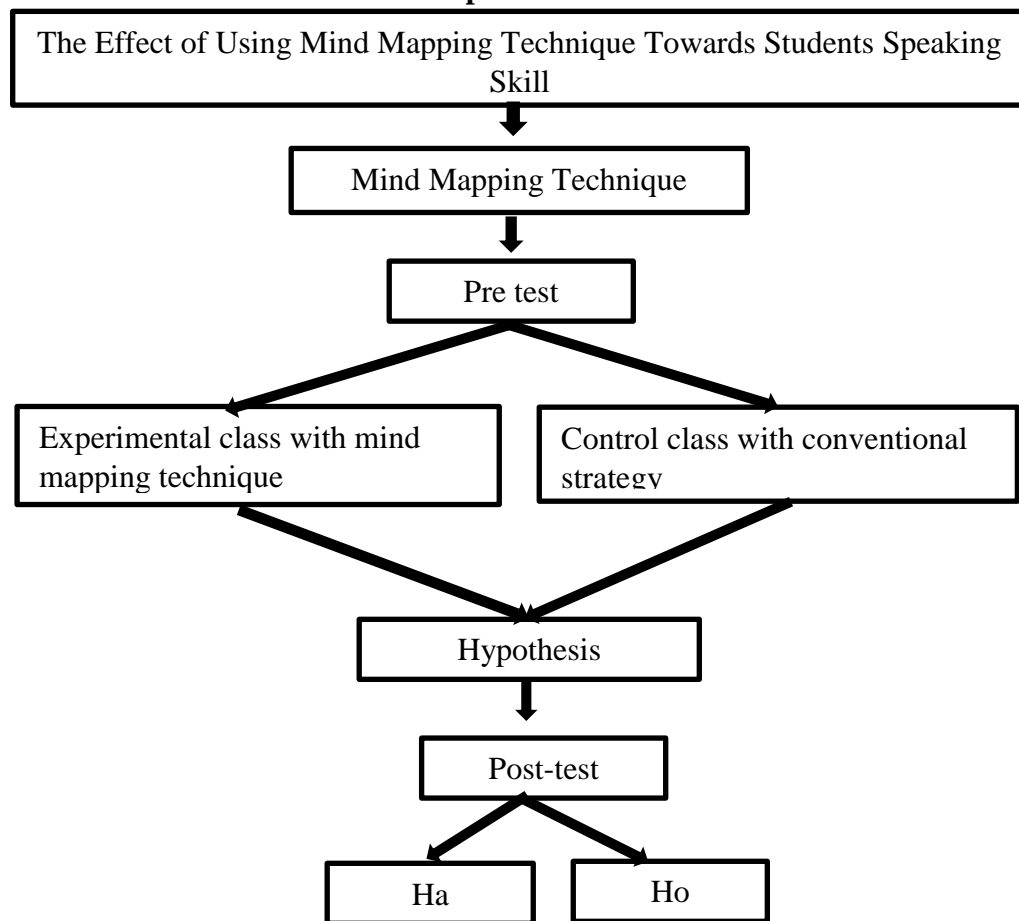
D. Hypothesis

The researcher formulated the hypothesis of this research as follows:

Ha: There is a significantThe Effect of Using Mind Mapping Technique Towards

Students Speaking Skill at Grade X MA NU Batahan Kab. Mandailing Natal

H_0: There is no significant The Effect of Using Mind Mapping Technique

Towards Students Speaking Skill at Grade X MA NU Batahan Kab.

Mandailing Natal.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The kind of the research is quantitative research with experimental technique.[1] Experimental used in this research with pre test and post test control. Design in this research used two classes in this MANU Batahan Kab. Mandailing Natal, frist is experimental class and the second is control class in this research. Both classes conducted pre test and post test the experimental class was given mind mapping and control class was given teacher teaching technique.

It could illustrate in the table below :

Table III.1

Table of Collecting Data Design

Class	Pre- Test	Treatment	Post- Test
Experimental Class	√	Mind Mapping	√
Control Class	√	Teaching Technique	√

B. Place and Time of the Research

This research took place in MA NU Batahan Kab. Mandailing Natal.This located At JL. KH. Ahmad Dahlan, Kubangan Pandan Sari, Kec.Batahan, Kabupaten Mandailing Natal, North Sumatera. This research was done carried out in October 2022.

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[1] Sugiono, *MetodePenelitianKuantitatif, KuantitatifdanKombinasi* (Bandung, 2014).

C. Population and Sample

3. Population

Population is refers to the all elements that become the areas of the research.[2] The population of this research is the tenth grade students of MA NU Batahan. They consists of 2 classes with 60 students. It can be seen from the table follow:

Table III.2
The population of the grade X of MANU
Batahan Kab. Mandailing Natal

No	Class	Total Student
1	X-1	30 Students
2	X-2	30 Students
	Total	60 Students

4. Sample

That sample is a limited number of elements from a population to be representative of the population.[3] There are two classes of the first year's students at MA NUBatahan Kab. Mandailing Natal. a sample was selected based on the teacher's recommendation to take X-1 as experimental class and X-2 as control class. For the reason, they have been studying speaking English in MA NU Batahan Kab. Mandailing Natal

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[2]L.R. Gay, *Research Competencies for Analysis and Application* (USA: New Jersey, 2000),P.34.https://books.google.co.id/books/about/Educational_Research.html?id=J5eJVwEACA AJ&redir_esc=y.
[3]Rosadi Ruslan, *Metode Pendidikan Public Relations Dan Komunikasi* (Jakarta: Pt. Raja Grafindo Persada, 2004),P.14. https://www.rajagrafindo.co.id/produk/metode-penelitian-public-relations-dan-komunikasi/.

since junior high school until now. Therefore, the sample of this study was the students in class X-1 that consist of 30 students and X-2 which consists of 30 students.

Table III.3
Sample of the research

No	Class	Total Student
1.	Experimental Class /X-1	30 Students
2.	Control Class /X-2	30 Students
	Total	60 Students

D. Research Instrument

Instrument is one of the significant steps in conducting this reasearch. Therefore, the researcher must choose an instrument in the process of collecting data. Reasearch instrument is tool of collecting data that should be valid and reliable. The instrument of this research are tes.

Tes was given to the students in order to find out whether mind mapping increase students speaking ability. In this research, tes was divided into two catagories, pre-test and post test. The aimed of pre test was to find out the students ability toward their speaking skill before the treatment was conducted. On the other hand, post - tes was to find out whethere their speaking ability increase or not after the treatment.The test was conducted by using mind mapping to collect the data of pre-test and post – test, the researcher applied oral proficiencey test. There are indicators of speaking to be scored: pronoun, grammar, vocabulary, fluency, and comprehension.

Table III.4
Indicator of Speaking[4]

Aspects	Score 4	Score 3	Score 2	Score 1
Pronunciation	Pronunciation can be event with a certain accent	There is the a problem pronuncation so it makes lisreners have to be focused and sometimes causes misunderstandings.	Dificult to understand and because there are problem in pronuncation and the frequency is frequent	Often wrong in pronunciation so it cant be understood
Grammar	lmost not grammar mistakes	There are some grammatic al errors but it does not meaning	There are many grammatic all errors that affect the meaning and often hav to rearrange the conversation sentences	Grammar is really bad, so the conversations are very difficult to understand
Vocabulary	Sometimes the pronociations is not right and requires further explanation due toinappropriate vocabulary.	Often uses inappropriate vocabulary so that the dialogue becomes limited due to limited vocabulary	Using the wrong vocabulary so it can be not understood	The vocabulary is so unlimited that it does not allow dialogue

[4] Rusdiana Junaid, *Fundamental English Dasar Dasar Penguasaan Bahasa Inggris*.

Aspects	Score 4	Score 3	Score 2	Score 1
Fluency	Smooth dialogue, less of dificulties	The fluency is not really good because of the language problems	Often hesitate and stop because of langguage limitations	Often stop and be silent while talking,so that no dialogue is created
Conversation	The entire content of the conversation can be understood even though there are	Most of the content of the conversation is understandable altough there is some repetition	It is difficult to follow he dialougue excep in the general dialogue section with slow conversation and lots of repetition	Incomprehensible even in the form of a short dialogue

E. Validity and Reliability of The Test

A good must have validity so the test can measure the aspects that will be measured. In this case, the research use construct validity to measure whether the test has good validity or not. The result of research must be also reliable. Reliability instrument is requirement for getting the of research reliability.

Validity and reliability are a test validity. In this research, criteria of score is based on five of aspects of speaking assessment, they are pronunciation, grammar, vocabulary, fluency, and comprehension. To make it sure, the researcher consult to the English teacher of MA NU Batahan Kab. Mandailing Natal.

F. Procedure of Collecting Data

In the research, The researcher gave the test and treatment to get the data from the students it was used to see the effect of the technique was given.

Procedure of the research were:

1. Pre-Test

   This test gives before treatment to figure out the normality and sample homogeneity. The researcher used some steps in giving you a pre-test, they were:

   a. The researcher prepared an oral test to test the students speaking skills.

   b. The researcher handed out the test to both group: experimental and control classes.

   c. The researcher explained what the students needed to do.

   d. The researcher listen to the result of a students answers.

   e. The researcher examines and values the students answers.

2. Treatment

   After giving the exam, the next students gives treatment. An experimental class taught using mind mapping, while for the control class was taught using conventional technique. While undergoing treatment, the researcher has several steps to do so:

   a. To begin with, the teacher opens the study activity by saying greeting.

b. The researcher explains the study material by using the mind mapping technique.

c. The researcher is monitoring the students.

d. The researcher draws a summary or conclusion on an important lesson.

3. Post-test

After administering the treatment, the researcher gives the students a preliminary examination. In these tests, researcher quantify wither there is an effect on the performance and tell the students the technique of speech. Researcher use this technique in several stages:

a. The researcher handed out the test to both groups: experimental and control classes.

b. The researcher explained what the students needed to do.

c. The researcher gives the students time to do as directed.

d. The seer told the students to take turns forward.

G. Technique of Data Analysis

a. Requirement test

1. Normality Test

Nomality test is way to know whether the data of the research in this research was been conducted by SPSS v.21. The data was calculated by Shapiro wilk. If number of sample in the study is less than 100 students, the significances level of test 5% or 0.05.

2. Homogeneity Test

Homogeneity test was used to see the data from to classes whether the data class same or different in variant case. They are control class and experimental class. The research used SPSS v.21.based on the criteria for testing data homogeneity used SPSSv.21 obtained a value significance based on mean >0.05.

3. Hypothesis Test

Hypothesis is the provisional research. The research needs to analyze the data which have been divide into two groups, experimental class and control class.

THE RESULT OF RESEARCH

As mentioned in previous chapter, in order to evaluate the effect of Using Mind Mapping Technique Towards Students Speaking Skill at thegrade X of MA NU Batahan Kab. Mandailing Natal. The researcher has calculated the data using pre-test and post-test. The researcher used the formulation of T-test to test the hypothesis. It is done to know the effect of show and tell method on the student's speaking ability. So, the researcher described the data as followed:

A. **Description of Data**

1. **Data Description of Pre-Test in Experimental Class**

The researcher took class X-1 as experimental class. Based on the students' performance in pre-test the researcher has calculated the students' score as the table below:

Table IV.1
The score of Experimental Class in Pre-test

NO	Description	Pre-Test
1.	Total Score	1.280
2.	Highest score	65
3.	Lowest score	30
4.	Mean	42.67
5.	Median	40.00
6.	Modus	35
7.	Range	35
8.	Standard deviation	9.260
9.	Interval	6

Total score is the total of points that is got by students, it is1.280 total of score in pre-test experimental class. The reseacrher also got the highest score, the highest score is the largest value in the data.

The highesscore in this experimental pre-test was 65. While the lowest score, the smallest value in a data sequence. For the lowest score was 30. Next, mean can be said to be representative of the data set. Mean in this data was 42.67. Then, median is the middle of value after all the data is sorted, the researcher got 40.00 of median after calculating using SPSS v.21. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test was 35. Range is the differences between the minimum and maximum in the data, in this data it was 35. Distance between classes is understanding of interval,it was 6 in this data. Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 9.260.

Table IV.2
Frequency Distribution of Experimental Class in Pre-test

No	Interval Class	Frequency	Percentages
1	30-35	11	36.66%
2	36-41	7	23.33%
3	42-47	4	13.33%
4	48-53	3	10%
5	54-59	2	6.66%
6	60-65	3	10%
	$i = 6$	30	99.98%

Clear description of the data is presented in histogram. Based onfigure below, the frequency of students' score from 30 up to 35 was 11 .36 up to41 was7. 42 up to47 was4. 48 up to 53 was3. 54 up to59 was2and 60 up to 65 was 3. The histogram shows that the highestinterval(30-35)was11 and thelowest interval(54-59) was 2.

Figure IV.1
Pre-test Histogram of Experimental Class
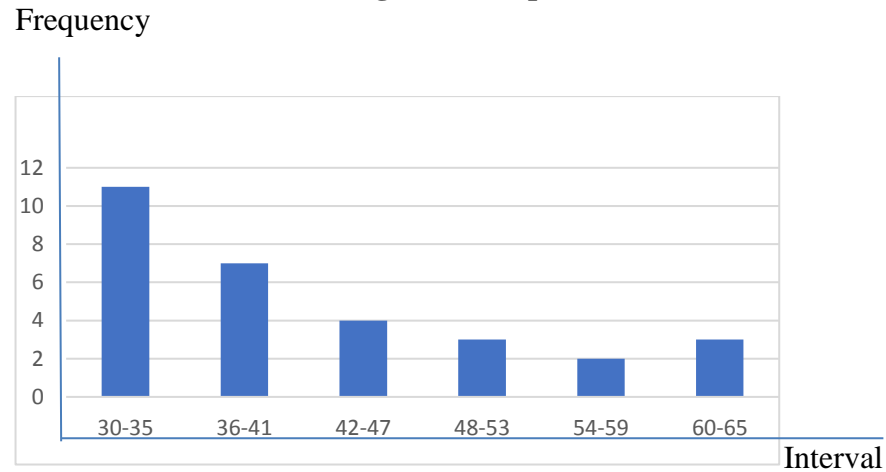
Frequency

From the table frequency above, it shows that the students' score is in class interval 30-35 was 11 students (36.66%). Class interval 36-41 was 7 students (23.33%). Next, class interval 42-47 was 4 students (13.33%). Then, class interval 48-53 was 3 students (10%). Class interval 54-59 was 2 students (6.66%). The last, class interval 60-65 was 3 students (10%).

2. **Data Description of Pre-Test in Control Class**

In pre-test of control class, the researcher calculated the result that had gotten by the students as table below.

Table IV.3
The score of Control Class in Pre-test

NO	Description	Pre-Test
1.	Total Score	1.285
2.	Highest score	65
3.	Lowest score	30
4.	Mean	42.83
5.	Median	40.00
6.	Modus	35
7.	Range	35
8.	Standard deviation	8.777
9.	Interval	6

Total score is the total of points that is got by students, it is1.285 total of score in pre-test control class. The reseacrher also got the highest score, the highest score is the largest value in the data. The highest score in this control pre-test was 65. While the lowest score, the smallest value in a data sequence. For the lowest score was 30.

Next, mean can be said to be representative of the data set. Mean in this data was 42.83. Then, median is the middle of value after all the data is sorted, the researcher got 40.00 of median after calculating using SPSS v.21. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test was 35. Range is the differences between the minimum and maximum in the data, in this data it was 35. Distance between classes is understanding of interval,it was 6 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 8.777. For frequency distribution of control class in pre-test can be seen in the table below.

Table IV.4

Frequency Distribution of Control Class in Pre-test

No	Interval Class	Frequency	Percentages
1	30-35	10	33.33%
2	36-41	8	26.66%
3	42-47	4	13.33%
4	48-53	4	13.33%
5	54-59	1	3.33%
6	60-65	3	10%
	$i = 6$	30	99.98%

Clear description of the data is presented in histogram. Based on figure below, the frequency of students' score from 30 up to 35 was 10. 36 up to41 was8.42 up to47 was4.48 up to 53 was 4. 54 up to 59 was 1. and 60 up to 65 was 3. The histogram shows that the highest interval (30-35) was10 and the lowest interval (54-59) was 1.

Figure IV.2
Pre-test Histogram of Control Class
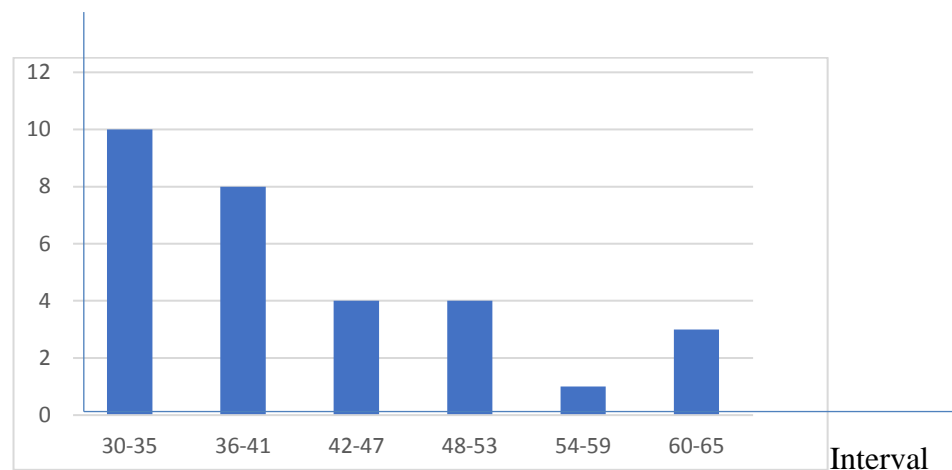
Frequency

Interval

From the table frequency above, it shows that the students' score is in class interval 30-35 was 10 students (33.33%). Class interval 36-41 was 8 students (26.66%). Next, class interval 42-47 was 4 students (13.33%). Then, class interval 48-53 was 4 students (13.33%). Class interval 54-59 was 1 student's (3.33%). The last, class interval 60-65 was 3 students (10%).

3. **Data Description of Post-Test in Experimental Class**

The calculation of the result that had been gotten by the students in doing the test after the researcher did the treatment by mind mapping technique. It can be seen in table 4.5.

Table IV.5
The score of Experimental Class in Post-test

NO	Description	Post-Test
1.	Total Score	1670
2.	Highest score	70
3.	Lowest score	35
4.	Mean	55.00
5.	Median	55.00
6.	Modus	50
7.	Range	40
8.	Interval	6
9.	Standard deviation	10.615

Total score is the total of points that is got by students, it is 1670 total of score in post-test experimental class. The researcher also got the highest score, the highest score is the largest value in the data. The highest score in this experimental post-test was about 70. While the lowest score, the smallest value in a data sequence. For the lowest score was 35. Next, mean can be said to be representative of the data set. Mean in this data was up to 55.00 Then, median is the middle of value after all the data is sorted, the researcher got 55.00 of median after calculating using SPSS v.21.

Next, modus is the value that appears most often in a statistical data, the modus in this post-test was 50. Range is the differences between the minimum and maximum in the data, in this data it was 40. Distance between classes is understanding of interval,it was 6 in this data. Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 10.615. For frequency distribution of experimental class in post-test can be seen in the table below.

Table IV.6

Frequency Distribution of Experimental Class in Post-test

No	Interval Class	Frequency	Percentages
1	35-40	4	13.33%
2	41-46	2	6.66%
3	47-52	8	26.66%
4	53-58	3	10%
5	59-64	4	13.33%
6	65-70	9	23.33%
7	$i=6$	30	30%

Clear description of the data is presented in histogram. Based onfigure below, the frequency of students' score from 35 up to 40 was 4. 41 up to46 was2.47 up to52 was8, 53 up to 58 was3, 59 up to 64 was 4, and 65 up to 70 was 7. 71 up to 76 was 2.

Figure IV.3
Post-test Histogram of Experimental Class
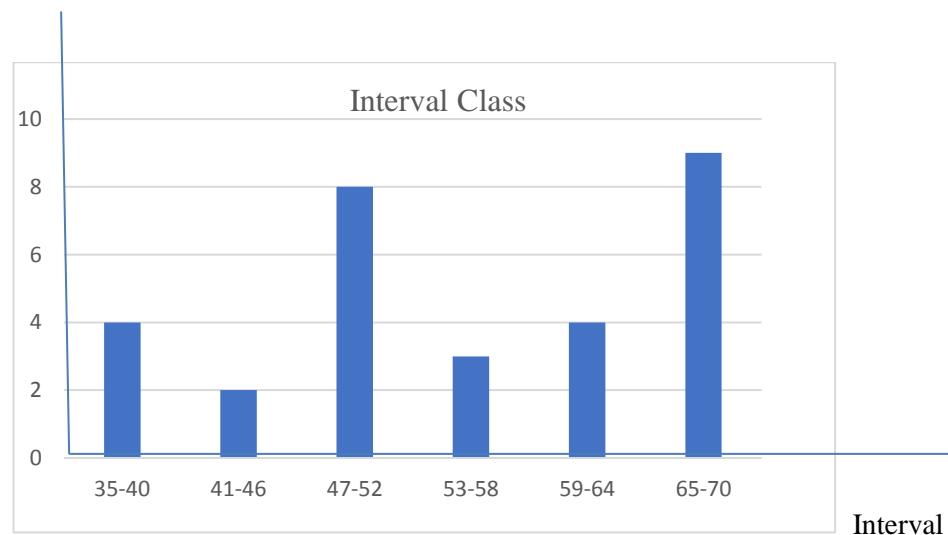
Frequency

From the table frequency above, it shows that the students' score is in class interval 35-40 was 4 students (13.33%). Class interval 41-46 was 2 students (6.66%). Next, class interval 47-52 was 8 students (26.66%). Then, class interval 53-58 was 3 students (10%). Class interval 59-64 was 4 students (13.33%). Next class interval 65-70 was 9 students (30%).

4. **Data Description of Post-Test in Control Class**

The calculated of result that have gotten from students in control class in practicing the test.

Table IV.7
The score of Control Class in Post-test

NO	Description	Post-Test
1.	Total Score	1555
2.	Highest score	70
3.	Lowest score	35
4.	Mean	51.83
5.	Median	50.00
6.	Modus	50
7.	Range	35
8.	Interval	6
9.	Standard deviation	8.659

Total score is the total of points that is got by students, it is 1555 total of score in post-test control class. The researcher also got the highest score, the highest score is the largest value in the data. The highest score in this control post-test was about 70. While the lowest score, the smallest value in a data sequence. For the lowest score was under 35. Next, mean can be said to be representative of the data set. Mean in this data was 51.83.

Then, median is the middle of value after all the data is sorted, the researcher got 50.00 of median after calculating using SPSS v.21. Next, modus is the value that appears most often in a statistical data, the modus in this post-test was 50. Range is the differences between the minimum and maximum in the data, in this data it was 35. Distance between classes is understanding of interval,it was 6 in this data. Next, standard deviation is a value used in determining the distribution of data in a sample and

seeing how close the data is to the mean value, it was 8.659. For frequency distribution of experimental class in post-test can be seen in the table below.

Table IV.8
Frequency Distribution of Control Class in Post-test

No	Interval Class	Frequency	Percentages
1	35-40	3	10%
2	41-46	7	23.33%
3	47-52	8	26.66%
4	53-58	5	16.66%
5	59-64	3	10%
6	65-70	4	13.33%
	$i = 6$	30	99.98%

Clear description of the data is presented in histogram. Based onfigure below, the frequency of students' score from 30 up to 40 was 3, 41 up to46 was7, 47 up to52 was8, 53 up to 58 was5, 59 up to 64 was 3, and 65 up to 70 was 4.

Figure IV.4
Post-test Histogram of Control Class
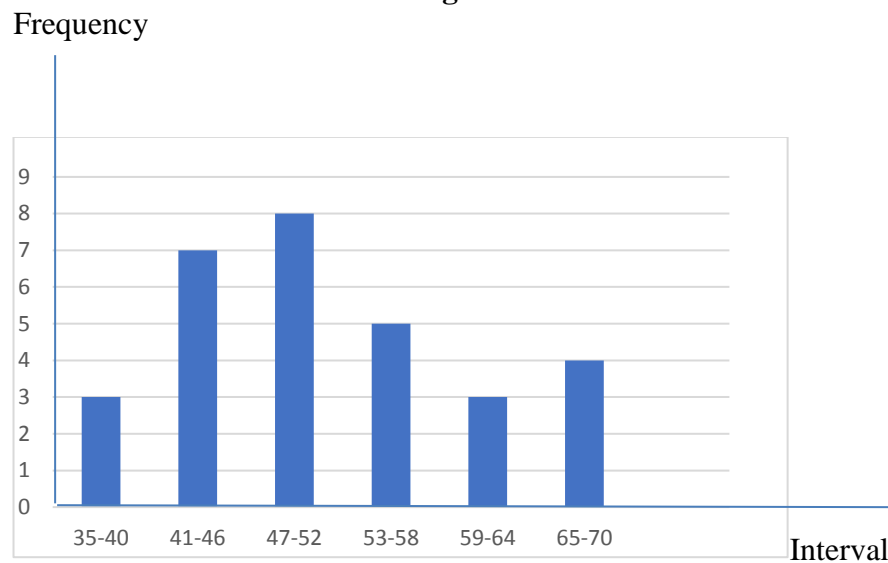
Frequency

From the table frequency above, it shows that the students' score is in class interval 35-40 was 3 students (10%). Class interval 41-46 was 7 students (23.33%). Next, class interval 47-52 was 8 students (26.66%). Then, class interval 53-58 was 5 students (16.66%). Class interval 59-64 was 3 students (10%). The last, class interval 65-70 was 4 students (13.33%).

B. Data Analysis

1. Requirement Test

Requirement test is the test to find out mean score of the data and also to prove whether the data is normality and homogenous or not.

a) Normality TestNormality

Normality in Experimental class and control class in post – test.

Table IV.9
Normality in Post-Test

Tests of Normality

	CLASS	Shapiro-Wilk		
		Statistic	df	Sig.
RESULT	Experimental Class in Post-Test	.165	30	.265
	Control Class in Post-Test	.184	30	.156
a. Lilliefors Significance Correction				

Based on the test criteria obtained a significant value (sig) *Shapiro Wilk*> 0.05 so it can be concluded that post-test in experimental class and controll class were normally distributed.Data normality of the calculated using SPSS v.21 using *Shapiro Wilk* test because the number of samples in the study was less than 100 students, the significance level of test was 5% or 0.05. The hyphothesis that was tested in normality test as follows:

H_0 : The students are not distributed normally. H_0 is accepted when the shapiro-wilk<0.05.

H_a : The students are distributed normally. H_a is accepted when the shapiro-wilk > 0.05.

Based on the analysis of normality of the pre-test data with *Shapiro Wilk* test using SPSS v.22 the experimental class was 0.265 and the controll class was 0.156. In other word, 0.265>0.05 in experimental class and 0.156>0.05 in control class.

b) **Homogeneity Test**

The homogeneity of variance test aims to determine whether the iniatial value (post-test) of the sample has a homogeneous variance.

$Ho : \sigma_1^2 = \sigma_2^2$ (Homogeneous variance)

$Ha : \sigma_2^2 \neq \sigma_2^2$ (Heterogeneous Variance)

Based on the results of analysis of homogeneity of variance analysis of the initial value data (post-test) using SPSS v.21a sinificance value (sig) was 0.119. Based on criteria for testing data homogeneity using SPSS v.21 obtained a value significance (sig) based on mean>0.05, or 0.119>0.05 it means the post-test value of the sample has a homogeneous variance.

Table IV.10
Homogeneity of Post-test

Test of Homogeneity of Variances

Result

Levene Statistic	df1	df2	Sig.
2.501	1	58	.119

C. **Hyphothesis Test**

From the results of the data analysis requirements test, it can be seen that the two classes after treatment are normal and have homogeneous variance, so to test the hyphothesis using Independent Sampletest using SPSS v.21.

The hyphothesis that has been tested as follows:

If $H_a : \mu_1 \neq \mu_2$ means there is significant effect of using mind mapping speaking skill at grade X MA NU Batahan Kab. Mandailing Natal.

Table IV.11
The result of T-test

Result	
t_{count}	t_{table}
2.940	1.67155

Based on the calculation in Post-Test by using Independent Sample T-test,it was found that $t_{count} > t_{table}$ or 2.940>1.67155. Based on the test criteria,H_a is accepted. It means that the students' speaking skills in experimental class using technique mind mapping. So that is why $H_a : \mu_1 \neq \mu_2$, it can be concluded that "Mind Mapping" significantly affects on students speaking skills at grade X MA NU Batahan Kab. Mandailig Natal.

D. Discussion

The result of this researcher found that mind mapping technique gave the significant effect for students in grade X. It can be seen from the calculation of the data and test hypothesis using T-test formula. Researchers proved that Burzon theory which using mind mapping technique for teaching speaking was a good technique to increase students speaking skills.[1] It proved by hypothesis that showed T-test which shows that *t-count* = 2.940, significant value (sig)α = 0.05 and dk = $n_1 + n_2 - 2 = 30 + 30 - 2 = 58$ with *t-table*=1.67155,> *t-table* Ha was accepted. It can be concluded that mind mapping technique significant effect students speaking skills at grade X MA NU Batahan Kab. Mandailing Natal.

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[1] Toni Burzon, *Toni Burzon, The Ultimate Book Of Mind Maps* (London: Turson, 2005).

The researcher provided the similar cases with this researcher. The first research conducted by Paharuddin, found that trials using pre-test and post-test after the data were collected, and the results showed that it was higher than the label 7.409>2.034.[2] So, Hi (alternative hypothesis) was accepted and Ho (hypothesis null) is rejected.

The third researched by Mirza, mind mapping technique can improve students speaking ability for grade students at UIN Ar-Raniry Darussalam Banda Aceh. He found that students' score which posttest scores in experiment class were higher (69.05) than post-test in control class (57.11). It means that using mind mapping as a technique in teaching English speaking can improve students' speaking ability.[3]

Based on the two studies above, this research has similarities with those studies using mind mapping as a measuring material for students speaking. Mind mapping has a significant impact on students in class X. The research hypothesis shows that there is a significant effect of mind mapping on students who speak or present in front class X MA NU Batahan Kab. Mandailing Natal with a population of 60 and sample 30 experimental in the class X-1 and sample 30 sample control in the class X-2.

E. Threats of The Research

In conducting of this research, the researcher realized that there were many threats in this research, it started from the title until the technique of

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[2] Paharuddin, "'The Effectiveness of Mind Mapping Method to Build Students Speaking Skill.'"

[3] Asrifa l mirza "Makassar Universitas of Makassar, "the use of mind mapping strategi to improve student speaking ability" (banda Aceh: UIN Raniry Darussalam banda Aceh, 2018. 4

analyzing the data,and from arranging proposal until finishing thesis, so the research knew that is was far from the excellent thesis.

The researcher found the threats of this research as follow:

1. Students lack vocabulary so severely when speaking or presentation in front of the class, so they to master the vocabulary.

2. The students were lack of experience in processing data or lack of knowledge about it.

CHAPTER V

CLOSING

A. Conclusions

Based on quantitative research result with experimental method, the researcher took some points as below:

1. Before using Mind Mapping, students' speaking skill was enough. The mean score of pre-test for the experimental class was 42.67.

2. After using Mind Mapping, the mean score of experimental class was higher than before using Mind Mapping. The students' speaking ability is good.

3. The researcher found the result of the research that there is significant effect of mind mapping technique on students' speaking skill at Grade X MA NU Batahan Kab. Mandailing Natal. It is because performing T-test which shows that $t_{count} = 2.940$, significance value (sig)$\alpha = 0.05$ anddk $=n_1 + n_2 - 2 = 30 + 30 - 2 = 58$with$t_{table}$=1.67155., t_{count}>t_{table}, $H_a$was accepted. It means that the mean score of students' speaking by using mind mapping is better than teacher's teaching.

It can be concluded that mind mapping significantly affects on students' speaking skill at Grade X MA NU Batahan Kab. Mandailing Natal.

B. Suggestions

Based on the conclusion above, the researcher gives some suggestions:

1. To English teachers, especially an English teacher in MA NU Batahan Kab. Mandailing Natal are hoped to use mind mapping in teaching speaking to increase the students' ability.

2. To students, hoped to become more active and master the lexicons.

3. To head master, to pay attention to the facilities needed by educators for the sake of progress and increasing the ability to support learning so that learning can improve students' learning outcomes.

4. To next researchers, to conduct more in depth research by studying different theories, populations or other English competencies.

C. Implication

The implication was a direct result of research findings. The result of this study of teaching teachers to speak in the classroom.

Based on the results of this study, it is know that teaching by using mind mapping technique make students more enthusiastic about learning to speak. A research that has been done within the educational environment, drawn conclusions certainly has implications in education as well as advanced research. In regarding this, the implication is this:

1. Based on the results of research that the technique used by teacher was very meaning full to the enthusiasm of students learning when learning

speaking in classroom. Therefore, teacher tried to provided in each lesson so that the technique used were not monotonous and varied.

2. Based on the theory that researchers have formulated, it can be seen that selection of mind mapping technique has meaning to effect the students enthusiasm as they learn to speak for the students.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA NU Batahan
Mata Pelajaran : Bahasa Inggris
Kelas : X-1
Materi Pokok : Describing
Alokasi Waktu : 1 x 45 Menit

A. KOMPETENSI INTI

KI -1 dan KI -2 : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan Mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong kerja sama toleran damai) bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI-3: Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan faktual, konseptual, prosedural, budaya, dan humaniora dengan wawasan kemanusiaan, kebebasan, kenegaraan, dan peradaba terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan proosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

K1 -4: Mengolah, menalar, dan menyaji dalam ranah konkrit dan abstrak terkait denagan pengembangan dari yang dipelajarinyan disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode susai kaidah keilmuan.

B. KOMPETENSI DASAR

Membedakan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks, lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

C. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa mampu mempersentasikan orang hanya dengan melihat kata kunci dengan menggunakan technique mind mapping dalam bahasa inggris.
2. Siswa mampu meningkatkan mental mereka dengan berbicara di depan teman – temannya.

D. Materi Pembelajaran

Describing

E. Metode Pelajaran

Technique Mind Mapping

F. Sumber Pembelajaran

a. Buku

b. Internet

G. Langkah – Langkah Pembelajaran

1. Kegiatan Pendahuluan

Kegiatan Guru	Kegiatan Siswa
• Guru membuka pembelajaran dengan mengucapkan salam	• Peserta didik menjawab salam
• Guru meminta salah satu peserta didik untuk memimpin doa	• Salah satu peserta didik memimpin doa belajar
• Guru memeriksa kesiapan dan menacek kehadiran peserta didik	• Peserta didik merespon guru
• Guru menyampaikan cakupan materi dan uraian kegiatan dan menelaskan tujuan pembelajaran yang akan dicapai	• Siswa mendengarkan serta memahami

2. Kegiatan Inti

Guru	Procedure	Siswa
4. Guru meminta siswa untuk membuka materi di dalam buku tentang describing	5. Guru menjelaskan materi yang akan dipelajari	6. Siswa melakukan apa yang diperintahkan oleh guru dan menyimak serta aktif dalam pembelajaran
7. Guru menjelaskan materi tentang describing people	8. Guru meminta siswa memerhatikan materi yang terpampar pada buku	9. Mendengarkan penjelasan guru
10. Guru memberikan	11. Guru menuntut	12. Menyimak

sebuah contoh describing people	siswa memerhatikan describing dan menuntut siswa agar sama sama membaca yang tertera pada buku	dan mengikuti arahan guru
13. Memberikan tugas kepada siswa untuk menulis describing sederhana tentang benda favorite siswa dan menceritakan nya di depan kelas		14. Membuat describing sederhana tentang benda favorite siswa dan menceritakan nya di depan kelas

3. Kegiatan Penutup

Guru	Siswa
• Guru mengajak siswa untuk menyimpulkan pembelajaran Bersama sama	• Siswa mennyimpulkan pembelajaran secara singkat, jelas, dan padat
• Guru dan siswa menutup pembelajaran dengan doa	• Guru dan siswa menutup pembelajaran dengan doa
• Guru memberi salam	• Siswa menjawab salam guru bersama sama

H. PENILAIAN HASIL PEMBELAJARAN

Aspects	Score 4	Score 3	Score 2	Score 1
Pronounction	Pronunciation can be anderstood event with a certain accent	There is the a problem pronuncation so it makes lisreners have to be focused and sometimes causes misunderstandings	Dificult to understand and because there are problem in pronuncation and the frequency is frequent	Often wrong in pronunciation so it cant be understood
Grammar	Almost not grammar mistakes	There are some grammatical errors but it does not meaning	There are many grammatical errors that affect the meaning	Grammar is really bad, so the conversations are very

			and often hav to rearrange the conversation sentences	difficult to understand
Vocabulary	Sametimes the pronociations is not right and requires further explanation due to inappropriate vocabulary	Often uses inappropriate vocabulary so that the dialogue becomes limited due to limited vocabulary	Using the wrong vocabulary so it can be not understood	The vocabulary is so unlimited that it does not allow dialogue
Fluency	Smooth dialogue, less of dificulties	The fluency is not really good because of the language problems	Often hesitate and stop because of langguage limitations	Often stop and be silent while talking,so that no dialogue is created
Comprehension	The entire content of the conversation can be understood even though there are occasioanal repetitions in certain parts	Most of the content of the conversation is understandable altough there is some repetition	It is difficult to follow he dialougue excep in the general dialogue section with slow conversation and lots of repetition	Incomprehensible even in the form of a short dialogue

Mengetahui:

Batahan, 15 Januari 2024

English Teacher   Peneliti,

Syahbandi, S. Pd   Putri Asni
                                             Nim 18 203 00056

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : MA NU Batahan
Mata Pelajaran   : Bahasa Inggris
Kelas   : X-1
Materi Pokok   : Describing
Alokasi Waktu   : 1 x 45 Menit

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K1 -4: Mengolah, menalar, dan menyaji dalam ranah konkrit dan abstrak terkait denagan pengembangan dari yang dipelajarinyan disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode susai kaidah keilmuan.

B. KOMPETENSI DASAR

Membedakan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks, lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

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• Guru menyampaikan cakupan materi dan uraian kegiatan dan menelaskan tujuan pembelajaran yang akan dicapai	• Siswa mendengarkan serta memahami

2. Kegiatan Inti

Guru	Procedure	Siswa
15. Menanyakan pengetahuan siswa terhadap describing	16. Mempersiapkan pembelajaran	17. Menjawab pertanyaan guru
18. Menjelaskan materi terkait Describing menggunakan mind mapping	19. Mulailah dan menjelaskan mind mapping cascara singkat detail. mind mapping adalah alat untuk mengorganisasi pikiran atau mengeksplorasi ide tetap sederhana	20. Memperhatikan dan menyimak dengan seksama materi yang disampaikan guru
21. Guru memberikan contoh	22. Ambil sehelai kertas dan pilih	23. Memerhatikan contoh yang

bagaimana membuat mind mapping berdasarkan sebuah topik dengan menggunakan describing	sebuah penah atau pensil untuk menuliskan menjelaskan bahwa setiap peta pikiran dibangun disekitar topic utama atau gagasan utama	diberikan guru
24. Memerintahkan siswa untuk menulis kerangka pembahasan yang akan di presentasekan dan menanyakan kesiapan siswa untuk tampil masing masing di depan kelas	25. Menggunakan mind mapping dan megaplikasikannya	26. Melakukan apa yang di perintahkan oleh guru dan menyiapkan diri
27. Memberikan kesempatan kepada siswa untuk tampil di depan kelas secara bergiliran		28. Membacakan describing di depan kelas secara bergiliran

3. Kegiatan Penutup

Guru	Siswa
• Guru mengajak siswa untuk menyimpulkan pembelajaran Bersama sama	• Siswa mennyimpulkan pembelajaran secara singkat, jelas, dan padat
• Guru dan siswa menutup pembelajaran dengan doa	• Guru dan siswa menutup pembelajaran dengan doa
• Guru memberi salam	• Siswa menjawab salam guru bersama sama

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		sometimes causes misunderst andings	frequency is frequent	
Grammar	Almost not grammar mistakes	There are some grammatic al errors but it does not meaning	There are many grammaticall errors that affect the meaning and often hav to rearrange the conversation sentences	Grammar is really bad, so the conversations are very difficult to understand
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Mengetahui:

Batahan, 15 Januari 2024

English Teacher   Peneliti,

Syahbandi, S.Pd   Putri Asni
                                              Nim 18 203 00056

Appendices III

Pre – Test

Intructions !!

1. The teacher directs the students to describing about the family and choose one of the family members.
    a) Father
    b) Mother
    c) Grandparents
    d) daughter
    e) Sister
    f) brother
2. The teacher gives the students time to work it out.
3. After that the students will presentation the class front in turn.
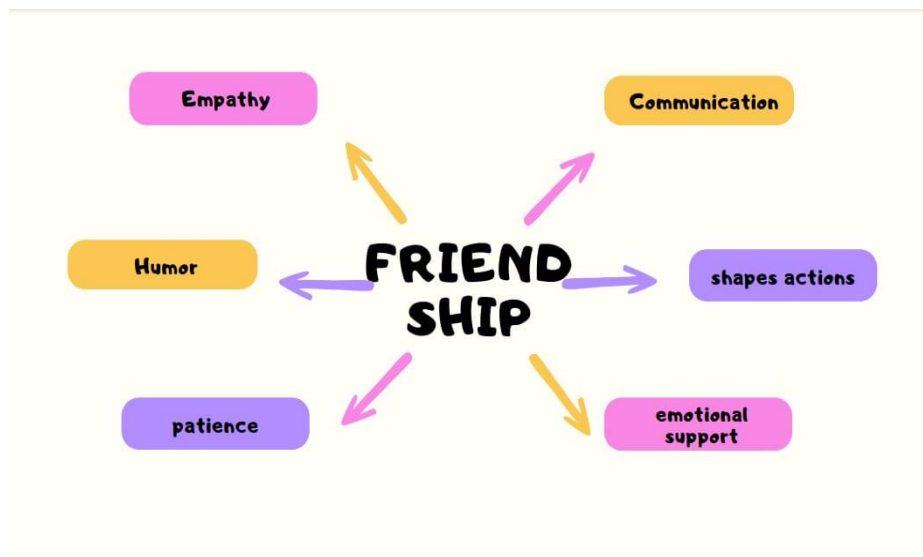
Validator

Syahbandi, S. Pd

Appendices IV

<div align="center">

Post – Test

</div>

Look at the pictures below and work on the directions

2. The teacher would share pictures (mind mapping)
3. After the mind mapping paper is on the hands of students, students are instructed to work on elaborate on the draw

<div align="center">

Describing about Friendship

</div>

Validator

Syahbandi, S. Pd

Appendices V

The Score of Pre-Test at Experimental Class

NO.	Initial of The Students	P	G	V	F	C	Score	5x Total Score
1.	AA	2	2	2	2	2	10	50
2.	A	1	2	1	1	2	7	35
3.	BY	3	2	3	3	2	13	65
4.	DY	2	1	2	2	3	10	50
5.	FA	2	1	3	1	1	8	40
6.	FN	2	2	2	1	1	8	40
7.	FS	1	1	2	1	1	6	30
8.	GA	2	3	2	1	1	9	45
9.	GR	3	3	3	2	2	12	60
10.	H	2	2	2	1	1	8	40
11.	HI	3	3	2	3	3	12	60
12.	HS	3	1	1	3	1	9	45
13.	IA	3	1	1	1	1	7	35
14.	IS	1	2	2	1	1	7	35
15.	IY	1	1	1	3	3	9	45
16.	JA	3	2	1	1	1	8	40
17.	JKH	2	3	1	2	1	9	45
18.	LM	1	1	1	3	1	7	35
19.	LP	2	2	2	2	2	10	50
20.	MA	3	2	2	2	2	11	55

21	MI	2	1	1	1	2	7	35
22.	MN	1	1	2	2	2	8	40
23.	OKY	1	1	3	1	1	7	35
24.	PA	2	1	1	1	1	6	30
25.	PU	2	1	1	1	2	7	35
26.	RM	3	2	1	1	1	8	40
27.	TA	3	2	2	2	2	11	55
28.	TT	2	2	1	1	1	7	35
29.	U	1	3	1	1	2	8	40
30.	YA	2	1	1	1	2	7	35
TOTAL								1.280

The Score of Post-Test at Experimental Class

NO	Initial of The Students	P	G	V	F	C	Score	5x Total Score
1.	AA	2	2	2	2	2	10	50
2.	A	1	1	1	2	2	7	35
3.	BY	3	3	3	3	1	13	65
4.	DY	2	2	2	2	2	10	50
5.	FA	2	2	1	2	1	8	40
6.	FN	1	1	1	2	3	8	40
7.	FS	1	1	2	1	1	6	30
8.	GA	2	2	2	3	3	12	60
9.	GR	1	3	3	3	3	13	65
10.	H	2	2	2	2	2	10	50
11.	HI	2	3	2	3	3	13	65
12.	HS	2	2	2	2	2	10	50
13.	IA	2	3	1	2	2	10	50
14.	IS	1	3	2	1	1	8	40
15.	IY	1	3	1	2	1	8	50
16.	JA	1	3	1	3	1	9	45
17.	JKH	2	2	2	2	2	10	50
18.	LM	2	2	2	1	1	8	40
19.	LP	1	3	3	3	3	13	65
20.	MA	1	3	2	3	3	12	60
21	MI	1	2	1	2	2	8	40
22.	MN	2	2	2	2	2	10	50

23.	OKY	2	3	3	3	3	14	70
24.	PA	2	2	2	2	2	10	50
25.	PU	1	3	1	1	1	7	35
26.	RM	2	3	2	1	1	9	45
27.	TA	3	3	2	2	2	12	60
28.	TT	3	3	3	3	2	14	70
29.	U	3	3	2	2	3	13	65
30.	YA	3	3	3	2	3	14	70
TOTAL								1.670

Appendices VI

The Score of Pre-Test at Control Class

NO	Initial of The Students	P	G	V	F	C	Score	5x Total Score
1.	AA	2	2	2	2	1	9	45
2.	ATJ	1	1	3	1	1	7	35
3.	B	1	3	1	1	1	7	35
4.	BD	1	3	1	1	2	8	40
5.	BSU	3	1	1	1	2	8	40
6.	CL	1	1	2	1	3	8	40
7.	CN	1	1	3	1	1	7	35
8.	CLW	2	2	2	2	2	10	50
9.	D	2	2	3	3	2	12	60
10.	DC	2	3	3	3	2	13	65
11.	FS	2	2	2	1	1	8	40
12.	FYH	2	1	2	1	1	7	35
13.	G	1	2	1	1	1	6	30
14.	GYU	1	2	2	1	1	7	35
15.	H	2	1	2	1	1	7	35
16.	HIA	2	2	2	2	2	10	50
17.	IIP	2	2	2	2	2	10	50
18.	IY	2	2	2	2	1	9	45
19.	J	2	2	2	2	2	10	50
20.	JL	2	2	3	3	2	12	60

21	JN	1	1	2	2	2	8	40
22.	KH	2	1	2	2	2	9	45
23.	KHL	2	2	2	2	1	9	45
24.	NNN	2	2	3	2	2	11	55
25.	PAS	2	2	2	1	1	8	40
26.	PI	1	2	2	1	1	7	35
27.	SK	1	2	3	1	1	8	40
28.	SY	1	1	3	1	1	7	35
29.	T	1	1	3	1	1	7	35
30.	VA	2	2	2	1	1	8	40
TOTAL								1.285

The Score of Post-Test at Control Class

NO	Initial of The Students	P	G	V	F	C	Score	5x Total Score
1.	AA	2	2	3	2	2	11	55
2.	ATJ	2	2	2	2	1	9	45
3.	B	2	2	2	2	1	9	45
4.	BD	2	2	2	2	2	10	50
5.	BSU	2	2	2	2	2	10	50
6.	CL	2	2	3	2	2	11	55
7.	CN	2	2	3	2	2	11	55
8.	CLW	3	2	3	2	2	12	60
9.	D	3	3	3	2	2	13	65
10.	DC	3	3	3	2	3	14	70
11.	FS	1	2	2	2	2	9	45
12.	FYH	2	2	2	2	1	9	45
13.	G	1	1	3	1	1	7	35
14.	GYU	2	2	2	2	1	9	45
15.	H	2	2	2	2	2	10	50
16.	HIA	2	2	3	2	2	11	55
17.	IIP	3	2	3	2	2	12	60
18.	IY	2	2	2	2	2	10	50
19.	J	2	3	3	3	3	14	70
20.	JL	1	3	3	3	3	13	65
21	JN	2	2	2	2	2	10	50
22.	KH	2	2	2	2	2	10	50

23.	KHL	2	2	2	2	3	11	55
24.	NNN	2	2	3	2	3	12	60
25.	PAS	2	2	2	2	1	9	45
26.	PI	1	2	2	2	2	9	45
27.	SK	2	2	2	2	2	10	50
28.	SY	2	2	2	2	2	10	50
29.	T	1	2	2	1	2	8	40
30.	VA	1	2	2	1	2	8	40
TOTAL								1.555

Appendix VII

Result of Normality and Homogeneity in Post-Test

1. Experimental Class

High   :70

Low   :35

Range (R) = high score-low score

 = 70-35

=35

Total of Classes (k)   =1+3.3 log (30)

                =1+3.3 log (30)

                =1+3.3 (1.477)

                =1+4.87

                =5.87

                =6

Length of Classes $= \dfrac{range}{total\ of\ score}$ $= \dfrac{35}{6}$ = 5.83 = 6.

No	Interval Class	Frequency	Percentages
1	35-40	4	13.33%
2	41-46	2	6.66%
3	47-52	8	26.66%
4	53-58	3	10%
5	59-64	4	13.33%
6	65-70	9	23.33%
7	$i{=}6$	30	30%

2. Control Class

High   :70

Low   :35

Range (R) = high score-low score

 = 70-35

=40

Total of Classes (k)   =1+3.3 log (30)

=1+3.3 log (30)

=1+3.3 (1.477)

=1+4.87

=5.87

=6

Length of Classes $= \dfrac{range}{total\ of\ score}$ $= \dfrac{30}{6}$ = 5.83 =6

No	Interval Class	Frequency	Percentages
1	35-40	4	13.33%
2	41-46	2	6.66%
3	47-52	8	26.66%
4	53-58	3	10%
5	59-64	4	13.33%
6	65-70	7	23.33%
7	71-76	2	6.66%
	i=6	30	99.97%

Tests of Normality

	CLASS	Shapiro-Wilk		
		Statistic	df	Sig.
RESULT	Experimental Class in Post-Test	.165	30	.265
	Control Class in Post-Test	.184	30	.156

Test of Homogeneity of Variances

result

Levene Statistic	df1	df2	Sig.
2.501	1	58	.119

ANOVA

result

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	220.417	1	220.417	2.278	.137
Within Groups	5610.833	58	96.739		
Total	5831.250	59			

Appendix VIII

The Result of T-Test

Independent Sample Test

	Levene's Test for Equality of Variances		t- test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tai e d)	Mean Difference	Std. Error Differen ce	95% Confidence Interval of the Difference	
								Lower	Upper
Assial Equal arianc aesass usmed	.12 5	.72 5	.072	58	.000	.16667	2.32943	-4.49619	4.82953
Asual varian ces not assum ed			.072	57.835	.000	.16667	2.32943	-4.49619	4.82953

Appendices IX

TRANSCRIPTION OF STUDENTS SPEAKING IN TEST

1. Script of Pre-Test In Experimental Class

NO	The Initial Name of Students	Transcription
1.	AA	I have mother she is the first my teacher and she is beautiful.
2.	A	I have mother she is the first loved and she is beautiful.
3.	BY	I have mother, my had a white skin and long nose.
4.	DY	I have mother, my mother like to cooking.
5.	FA	I have sister, my sister like to cooking but she is not a foodie.
6.	FN	I have mother, my mother always brings my sports every afternoon.
7.	FS	I have sister, my sister humble and beautiful.
8.	GA	I have brother, he likes to fight but I love him so much and he has a snub nose.
9.	GR	I have sister, my sister have long hair and beautiful person.
10.	H	I have sister she is humor and good public speaking.
11.	HI	I have father, my father always give tome many.
12.	HS	I have mother, my mother is a teacher in the school. My mother beautiful and humble
13.	IA	I have father, my father is good person and humor.
14.	IS	I have mother, father, and sister the are the best my family.
15.	IY	I have daughter she is good and beautiful.
16.	JA	I have sister she is like read book.
17.	JKH	I have mother she is beautiful and humble.
18.	LM	I have siter she is humor, and humble.
19.	LP	I have sister she is a black women but and humor.
20.	MA	I have sister she is angry but she is beautiful.
21	MI	I have mother, my mother have long hair.
22.	MN	I have father, my father first loved for me.
23.	OKY	I have mother, my mother beautiful and good person.
24.	PA	I have sister, my sister good and always humor.
25.	PU	I have father, my dad is handsome and like a coffee.
26.	RM	I have sister, my sister is beautiful and like a meat ball .
27.	TA	I have sister and my sister is humble and hobby

		traveling.
28.	**TT**	I have sister, she is humor and humble.
29.	**U**	I have his brother so handsome and friendly.
30.	**YA**	I have a young sister, she is cute and obese.

2. Script of Post-Test In Experimental Class

NO	The Initial Name of Students	Transcription
1.	AA	My mother is wonderful person, she is kind, loving and always there for me.
2.	A	My mother is beautiful person, she is brown eyes that sparkle with warmth and kindness.
3.	BY	My mother is also very smart she is help me with me home work and teacher me new things every day.
4.	DY	I need to let you now about my mom. Her name is Suri. She is exceptionally lovely however she is not tall she has brow and light skin.
5.	FA	For my dad, my family is everything he cant live without my family and he is my dad the best.
6.	FN	My father is a remarkable person. He is strong, caring, and always there to support me.
7.	FS	My father is very smart he know a lot about many things and teacher me new things every day.
8.	GA	My father is my hero he work and to provide for our family and he always put us first.
9.	GR	My father is very great man he can be a father and best friend for his children.
10.	H	My father name is Adi. He is a food seller her hair is black.
11.	HI	My father name is Ilham. He is the best father for me.
12.	HS	My father name is Agues. My father favorite food is friend rice and fried noodle.
13.	IA	My father name is Salim. My father is take a longest time to take a bath between us.
14.	IS	I have a sister her full name is Khania but I usually call her Ninia she is long hair and humble.
15.	IY	I have a sister Putri she is smart and hungry.
16.	JA	My sister name is Tasya she is the best for me.
17.	JKH	I have sister she is Lala. My sister is very smart and beautiful.
18.	LM	I have my brother he is Anggy. My brother is very smart and naughty.
19.	LP	I have brother. He is name Agung he is 24

		years old and he is handsome.
20.	MA	Evan is my brother he is 10 years old. Evan good and humble at everyone.
21	MI	My daughter is very smart he know a lot about many things and teacher for me.
22.	MN	My father is the best, my dad good and handsome.
23.	OKY	I have sister Anna. She is the best and have big ayes.
24.	PA	My sister is beautiful. She is Ida and my sister good person.
25.	PU	My mother is the best and beautiful.
26.	RM	My sister angry person she is Tara and my sister beautiful.
27.	TA	My grandparent is the best and good for me.
28.	TT	My sister is humble and teacher for me.
29.	U	My mother is the best and she is the most beautiful woman.
30.	YA	I have brother he has round face, big eyes.

3. Script of Pre Test In Control Class

NO	The Initial Name of Students	Transcription
1.	AA	I have friend she is Rara. Rara is beautiful dan humor.
2.	ATJ	I have friend she is emotional support and good communication.
3.	B	I have friend she is humor and good communication.
4.	BD	I have best friend he is Muan but he is less talking.
5.	BSU	I have best friend Ilham, he is perfectly good eater.
6.	CL	I have best friend Uti, she is fat and bloated.
7.	CN	I have best friend she is Nina, Nina don't like to eat but a hobby of cooking.
8.	CLW	I have best friend Mirna, she is good person and humor.
9.	D	I have best friend he is Alwan and he is a cuddly, fat guy.
10.	DC	I have best friend she is Tiara.Tiara is the best in communication and

		she is beautiful.
11.	FS	I have best friend Mutia he is humble but grumpy.
12.	FYH	I have best friend she is Puja. Puja likes to read book.
13.	G	I have best friend Maya, she is hotheaded but not stingy.
14.	GYU	I have best friend Santi. She is beautiful and and bookworm.
15.	H	I have best friend Mei. She is hobby traveling and shopping.
16.	HIA	I have best friend Mulkan. He is fat and seldom shower.
17.	IIP	She is Anna. Anna is my best friend when l was in the village and she was a fat lady shopping for the market.
18.	IY	I have best friend Ila. She is fat, but aet a tittle and she is humor.
19.	J	I have best friend Nana. She is beautiful and a light build.
20.	JL	I have best friend Jamal. He is not humor but humble.
21	JN	I have best friend she is Jana. She likes read, cook and swimming in tiny bodies.
22.	KH	I have best friend she is Kaira. Ara vey humor and beautiful than her sister.
23.	KHL	I have friend Karmila. She is beautiful, humor, and like a new atmosphere.
24.	NNN	I have friend Ninin, she is the best friend in my class and beautiful.
25.	PAS	I have friend Piara. She is beautiful and likes to ice cream.
26.	PI	I have friend Piara, she is humor and like to eat durian.
27.	SK	I have best friend Sana, she is beautiful and we always go to school together.
28.	SY	I have best friend Sandi, he is fat and likes to eat chicken porridge.
29.	T	I have friend Tanti. She is beautiful and fat.
30.	VA	I have best friend Vandi, he is a slight build and like to play soccer together.

4. Script of Post-Test In Control Class

NO	The Initial Name of Students	Transcription
1.	AA	My best friend is Aty. She has long straight black hair and always smile at other, kindly person which is why everyone loves her.
2.	ATJ	I have a close friend name Ana. She is really smart and beautiful.
3.	B	I have a friend name is Budi. He is in the same division and almost every day we have discussion about work.
4.	BD	I have friend, her name is Dara. Sarah is an extraordinary friend who I am fortunate to have in my live
5.	BSU	Let me introduce my friend name is Balex. Balex is one of friend who brings sunshine to my life.
6.	CL	I have a good friend Cici who likes to walk every Sunday.
7.	CN	I have friend she is Cekar, now there is friend who has always supported me in my life she is been very good.
8.	CLW	His name is Cevin. Cevin is my classmate he has tall body and he is humor.
9.	D	I have best friend she is Damira she is humor and beautiful person.
10.	DC	I have best friend he is humble but grumpy she is Dei.
11.	FS	I have my friend she is Fara. Fara is beautiful and good in the cooking.
12.	FYH	I have best friend he is Fais but he is less talking and a cynical face.
13.	G	I have best friend he is Gilham. He is fat bloated.
14.	GYU	I have best friend she is Uja. Uja like to read novels and cooking tutors.
15.	H	I have best friend, she is best friend don't like cooking but like eating.
16.	HIA	I have best friend she is hanifa and Ila they are very beautiful and humble.
17.	IIP	I have best friend she is Ilmi. Ilmi very fat and humor.
18.	IY	I have best friend he is Ildi. Ildi likes to play football every day.

19.	J	I have best friend she is Jeri and my friend always helps me.
20.	JL	I have best friend she is Meme. She is not stingy and likes to do me a favor.
21	JN	I have best friend she is Laila. She is likes sleep and a music.
22.	KH	I have best friend he is Andi. Andi handsome and humor.
23.	KHL	I have best friend her she is Kanza she is emotional support but good communication.
24.	NNN	I have best friend her she is Yola. She is beautiful and humor.
25.	PA	I have best friend him he is Aldi. He is not good communication but very smart.
26.	PI	I have best friend her she is Elsa. She is good and extravagant.
27.	SK	I have best friend him he is Mora. He is not good communication but expert in football
28.	SY	I have best friend him he is Anan. He is emotional support but he is very affectionate.
29.	T	I have best fiend her she is Lana. She is a white woman and has a high brow.
30.	VA	I have best friend her she is Siska. She is beautiful and prim.

Appendices X

Pre-test Experimental Class

The students focuses about describing family

Pre-test Control Class

The students presentation about describing family

Treatment In Exprimental Class

Teacher explaint about mind mapping

Teacher explaint about mind mapping

Post-test Experimental Class

The teacher is passing out the paper the students'share going to do

Post-test Control Class

The teacher listens to student's while speaking in front ofthe class in shifts

CURRICULUM VITAE

A. **Identity**

Name : Putri Asni
Reg. Number : 18 203 00056
Place/ Birth : Desa Kubangan Tompek, 18 April 1999
Gender : Female
Religion : Islam
Address : Jl. Lintas Batahan - Natal Desa Kubangan
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B. **Parents**

Father's Name : Darsah
Mother's Name : Aslimah

C. **Educational Background**

d. Elementary School : SD Negeri 343, 2012
e. Junior High School : MTs NU Batahan, 2015.
f. Senior High School : MAS NU Batahan, 2018.
g. University : UIN Syekh Ali Hasan Ahmad Addary
Padangsidimpuan, 2018- 2024

Nomor : B 3709/Un.28/E.1/PP.00.9/11/2022   **23 November 2022**

Lamp : -

Perihal : **Pengesahan Judul dan Penunjukan Pembimbing Skripsi**

Yth.

1. **Fitri Rayani Siregar, M.Hum.**   **(Pembimbing I)**
2. **Yusni Sinaga, M.Hum.**   **(Pembimbing II)**

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Putri Asni
NIM	: 18 203 00056
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Using Mind Mapping Technique Towards Student's Speaking Skill at Grade X MA NU Batahan Kab. Mandailing Natal

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik
dan Kelembagaan

                                                Ketua Program Studi
                                                Tadris Bahasa Inggris

Dr. Lis Yulianti Syafrida Siregar, S.Psi.,M.A   **Fitri Rayani Siregar, M.Hum.**
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Lampiran : -
Hal   : **Izin Riset**
       Penyelesaian Skripsi.

Yth. Kepala MA NU Batahan Kab. Mandailing Natal

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Putri Asni

NIM   : 1820300056

Fakultas   : Tarbiyah dan Ilmu Keguruan

Program Studi   : Tadris Bahasa Inggris

Alamat   : Kubangan Tompek Kec. Batahan Kab. Mandailing Natal

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Using Mind Mapping Technique Towards Students Speaking Skill at Grade X MA NU Batahan Kab. Mandailing Natal".**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

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SURAT KETERANGAN
Nomor : Ma.005/SP/I/2024

Sehubungan dengan surat dari Fakultas Tarbiyah dan ilmu Keguruan UIN Syahada Padangsidimpuan, Nomor B-0013/Un.28/E.1/TL.00.8/01/2024, hal izin mengadakan penelitian tertanggal 11 Januari 2024, maka Kepala MA NU Batahan menerangkan nama Mahasiswa di bawah ini :

Nama   : PUTRI ASNI
Nim   : 182030056
Fakultas   : Tarbiyah dan Ilmu Keguruan
Program studi : Tadris Bahasa Inggris
Alamat   : Kubangan Tompek Kec. Batahan Kab. Mandailing Natal

Benar telah mengadakan penelitian di MA NU Batahan pada tanggal 14 Januari 2024 s/d 15 Januari 2024 guna melengkapi data pada penyusunan Skripsi yang berjudul " **The Effect of Using Mind Mapping Technique Towards Student's Speaking Skill at Grade X MA NU Batahan Kab. Mandailing Natal**"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Batahan, 16 Januari 2024
Kepala Madrasah

MULKAN AHMAD, S.HI