

**THE USE OF MIND MAPPING METHOD TO IMPROVE STUDENTS'  
FLUENCY IN SPEAKING SKILL**



**A Thesis**

**Submitted in Partial Fulfilment of the Requirements for the Degree of  
Sarjana Pendidikan (S.Pd) in English Education Study Program  
Tarbiyah and Teaching Training Department  
State Islamic College of Majene**

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**2022**

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## ACKNOWLEDGMENT

I would like to express my praise and gratitude to Allah SWT, for all His mercy and grace which has given health and endless enthusiasm so that the thesis entitled **“The Use of Mind Mapping Method to Improve Students' Fluency in Speaking Skills”** can be completed. Salam and Salawat may always be given to the Prophet Muhammad SAW, as Uswatun Hasanah who has given the light of purity and essential truth to all people, and may salvation be bestowed on all his family and friends as well as his loyal followers until the end of time.

I realize that writing this thesis could not have been completed without help by many people. Therefore, the researcher would like to express her deepest gratitude to my family, especially to my father **Ramli** who has provided all prayers, attention, and support both in material and non-material during my study, and to my mother **Ramadhana** (Almh) May Allah SWT place you in His Jannah. Also, to my adoptive parents **Harun** and **Hasnah**, who always support, love with full sincerity and blessings in completing study in STAIN Majene. The researcher would also like to express her gratitude and deepest appreciation to

1. **Dr. H. M. Napis DJ, M.A.** Rector of STAIN Majene Period 2016-2020.
2. **Prof. Dr. Wasilah Sahabuddin, ST., MT.** Rector of STAIN Majene
3. **Dr. Hamzah S. Fathani, S.Ag., M.Th.I.** as the head of the Tarbiyah and Teacher Training Department of STAIN Majene
4. **Rabiatul Adawiah, S.Pd., M.Hum.** the Head of English Program of Education.
5. **Nur Fadillah Nurchalis, M.Pd.** and **Syamsinar, S.Pd., M.Pd.** as the first and second adviser who has support, guidance, and direction to the researcher during completing the thesis.
6. **Rina Marlina, S.S., M.Hum.** and **Achmad Taqlidul Chair F, S.Pd., M.Pd.** as the first and second examiner who provide critic and suggestion to improve this thesis.

7. **Sahid, S.Pd.** Principal of MtsN 1 Majene and **Homeroom teacher of class XI D** who gave permission and assistance during the research.
8. All the lecturers in **English Education Program** that cannot be mention one by one, thank you for you education and knowledge.
9. All of her siblings and her foster sister who always help and accompany during completing this thesis
10. For special partner Rain, who has helped, accompanied, support, and provided motivation to make the researcher enthusiastic to complete this thesis. Thank you so much.
11. All beloved friend in **English Education Program (2018)**. Who has accompanied the researcher while study in STAIN Majene.
12. Last but not least for researcher, thank you so much for your enthusiasm, keep fighting even though you face many challenge and obstacle but never give up so you can complete this thesis as well as possible. You did it well.

The researcher realizes that this thesis there are still many shortcoming due to the researcher limitation. Therefore, researcher expect the critic and suggestion to improve further research. Finally, the researcher hopes that this thesis can be useful for researcher in particular and readers in general.

Majene, 11 September 2024  
Researcher

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## LIST OF CONTENTS

	<b>Page</b>
TITLE PAGE .....	i
PENGESAHAN SKRIPSI .....	ii
PERSETUJUAN PEMBIMBING.....	iii
PERNYATAAN KEASLIAN SKRIPSI.....	iv
ACKNOWLEDGMENT.....	v
LIST OF CONTENTS .....	vii
LIST OF TABLES .....	x
LIST OF APPENDICES.....	xi
ABSTRACT .....	xii
CHAPTER I .....	1
INTRODUCTION .....	1
A. Background of Study .....	1
B. Research Question.....	4
C. Research Objective.....	4
D. Research Significance .....	5
E. Research Scope .....	6
CHAPTER II.....	7
REVIEW OF RELATED LITERATURE .....	7
A. Previous Related Research Findings .....	7
B. Some Pertinent Ideas.....	10
1. Speaking.....	10
a.) Definition of Speaking .....	10

b.) Component of Speaking.....	11
c.) The Important of Speaking .....	14
d.) Purposes of Speaking.....	16
e.) Problem in Speaking Skill .....	18
f.) Teaching Speaking .....	19
2. Mind Mapping .....	21
a.) Definition of Mind Mapping.....	21
b.) Characteristics of Mind Mapping .....	23
c.) Technique of Making Mind Mapping .....	26
d.) Advantages and Disadvantages of Mind Mapping .....	27
C. Conceptual Framework .....	30
D. Hypotesis.....	32
CHAPTER III .....	33
RESEARCH METHODOLOGY .....	33
A. Research Design.....	33
B. Research Variables.....	34
C. Research Instrument.....	34
D. Population and Sample.....	34
E. Procedure of Collecting Data .....	35
F. Technique of Data Analysis.....	36
CHAPTER IV .....	38
FINDING AND DISCUSSION .....	38
A. Research Findings .....	38
B. Discussion .....	44
CHAPTER V.....	49

CONCLUSION AND SUGGESTION .....	49
A. Conclusion .....	49
B. Suggestion .....	49
BIBLIOGRAPHY .....	51
APPENDICES .....	54
CURRICULUMVITAE .....	79

## LIST OF TABLES

<i>Table 3.1 Rating Scale Classification .....</i>	<i>36</i>
<i>Table 4.1 The classification of students' pre-test.....</i>	<i>38</i>
<i>Table 4.2 The classification of students' post- test .....</i>	<i>39</i>
<i>Table 4.3 The mean score of students' test .....</i>	<i>40</i>
<i>Table 4.4 The normality test .....</i>	<i>41</i>
<i>Table 4.5 The result of homogeneity test .....</i>	<i>42</i>
<i>Table 4.6 The result of paired sample statistics.....</i>	<i>43</i>
<i>Table 4.7 The result of paired sample T- test.....</i>	<i>43</i>

## **LIST OF APPENDICES**

Appendix A Research Instrument .....	54
Appendix B Lesson Plan.....	55
Appendix C Students' Score of Pre-test.....	69
Appendix D Students' Score of Post- test.....	70
Appendix E Documentation .....	71
Appendix F Research Permission Letter.....	78

## ABSTRACT

**Title** : **The Use of Mind Mapping Method to Improve Students' Fluency in Speaking Skill**

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This research motivated by problem found in the field regarding students' ability to speak English at MTsN 1 Majene. When observation, The researcher found the students' lack of fluency in speaking English. Therefore, the researcher conducted research about the students' fluency in speaking skill and chose mind mapping as a method.

The aims of this study is to find out whether or not the mind mapping method improve students' fluency in speaking skill class IX D at MTsN 1 Majene. The form in this research was pre-experimental research with quantitative research method. The subjects of this research 29 students of class IX D at MTsN 1 Majene. The sampling technique used the cluster random technique. The research instrument conducted pre-test and post-test.

The results of this study indicated that the use of mind mapping can improve students' fluency in speaking skill. This can be seen from the results of the paired sample test T-test was.  $0.000 < 0.05$ . From the data, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. it means that the mind mapping method can improve students' fluency in speaking skill class IX D at MTsN 1 Majene.

Key words : *fluency, speaking, mind mapping, quantitative*

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents background of study, research questions, research objective, research significances, and research scope.

#### **A. Background of Study**

Speaking is one of the important skill in learning English (Kardiansyah & Qodriani, 2018), because with speaking skill students can express things related to learning, such as conveying ideas and asking questions about something that students have not understood. Speaking is often used as a measure for someone to judge whether someone is smart or not in learning English. Someone who can speak English is considered to have mastered the English language. According to Tahir (2015), success in learning English is when they have speaking skill. Then, Selani (2019) revealed that speaking skill can help teacher in measuring the success or failure of students in learning. Students can be said to be successful in learning English, when they can understand the material and can re-explain the lesson orally. Speaking skill is also the most important aspect of communicating because by speaking people can interact with other people verbally. Therefore mastery of speaking skill is needed.

Speaking skill is an activity to convey ideas or information to other. Tarigan (2008) explain that speaking is a persons' ability to pronounce a sound, articulation, or words to express, and convey thoughts, ideas, and feelings.

However, Haryadi & Zamzani (2000) argue that speaking is a transmission of ones' intentions to convey ideas, thoughts, and opinions directly to be understood by other. This skill is needed by students to be able to easily convey the ideas that are in their minds orally. Also, people who have speaking skill will make it easier for speaker and listener to communicate, speaker easily convey the aim and listener are also quick to catch the speakers' intent.

In fact, there are still many students who have the low ability in speaking skill. Tursini et al. (2016) found that the cause of the low speaking skill of students because the teacher only focused on working on assignments and teaching vocabulary translation, but rarely practice speaking. This is similar to the findings of Astuti (2012) that most students only focus on the ability to answer questions and translate difficult words, but the teacher does not give students the opportunity to practice speaking English. As a result, when the teacher ordered to speak, the students became awkward and could not convey their ideas. The teacher should also pay attention to students' speaking skill, considering that role speaking skill is very important in learning. Teacher have an important role in improving students learning outcomes.

This phenomenon also found in MTsN 1 Majene. The teacher only focuses on translating vocabulary then students are instructed to memorize the vocabulary and pay less attention to students' speaking skill, so that students have difficulty in arranging words in spoken form and seems unable to speak. Then, the method used by the teacher is the memorization method. In the earlier

observation conducted on Tuesday, April 19, 2022, at MTsN 1 Majene, the researcher found students' problem in learning speaking skill. The problem is students have difficulty in organizing what they want to convey, so the conversation is not structured. Students have difficulty speaking in a coherent manner and have difficulty regulating the flow of speech. One way to be skilled at speaking well is to prepare the flow of thinking and master the concept first.

To overcome students' problem in organizing ideas and to make them easily understood by others, this study offer mind mapping method as a solution to the problem faced by students. Mind mapping will make easier for students to organize speaking material and develop words from ideas that have been designed. Mind mapping can help them arrange what they want to convey using the vocabulary they already have (Darmuki et al., 2020). According to DePorter et al. (2010) this mind mapping method can help students to remember the information through notes in each branch as keywords and improve the understanding of the subject matter, then easier for students to compile any ideas that will convey. The mind mapping method also helps students remember and understand lesson. Remembering and understanding will make learning material can be stored for a long time in the brain and can be issued when needed.

In addition, mind mapping provides stimuli for students to improve memory and maximize their creative thinking process (Rahayu, 2021). The research conducted by Sulfemi (2019) shows that the mind mapping method with visual aids has a positive influence on student activity during learning activities and

increases interest in learning, as well as better motivation and understanding of subject matter. From the explanation it stated that the mind mapping is a good method which can be used by the teacher to help students prepare the topic before it is delivered. In the application of mind mapping method, it is expected that students can improve their speaking skill, especially students in the first grade at MTsN 1 Majene.

Based on the problem above, the researcher interested in researching of the problem, as entitled : **“The Use of Mind Mapping Method to Improve Students’ Fluency in Speaking Skill”**.

#### **B. Research Question**

Based on the background of the study above, the researcher formulate a question :

“Does mind mapping method improve students’ fluency in speaking skill ?”

#### **C. Research Objective**

According to the research question above, this research aims at finding out :

“Whether or not mind mapping method improve students’ fluency in speaking skill”

## **D. Research Significances**

The result of this study aim to give some contributions about the use of mind mapping method to improve students' speaking skill for these parties :

### **1. Theoretical Significances**

- a. The result of this study is expected to be a basic knowledge for further research of mind mapping in speaking skill.
- b. The result of this study is expected as a reference to other researcher who wants to study more about speaking skill using mind mapping method.

### **2. Practical Significances**

- a. Future researcher
  - 1) This research can be used as reference in the future
  - 2) This research can be an insight for future
- b. Teachers
  - 1) This research can be used as input in English speaking classes
  - 2) This research can help teacher solve the problem in teaching speaking
- c. Students
  - 1) This can be a new references for students in learning speaking skill
  - 2) Students can apply this method to help them speak to others

## **E. Research Scope**

The scope of this research will be restricted to improve students' speaking skills using mind mapping developed by Tony Buzan in the first grade of MTsN 1 Majene. The teacher should be concerned to improve the accuracy, fluency, and comprehension of students. But in this case, the researcher will focus on the students' fluency in speaking skill.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents previous related research findings and some pertinent Ideas.

#### A. Previous Related Research Findings

1. This research was conducted by Amalia (2017). This research uses the quantitative method. This research use 2 classes, both class XI IPA I as the experimental group and XI IPA 2 as a control group, which consists of 39 and 40 students. The aim in this study to find out the effectiveness of the mind mapping technique in improving students' speaking ability. The result of this research is that the experimental group shows a better improvement than the control group. The Pre-test results conducted in the experimental group were 2.87 and the post-test was 7, 22 after receiving treatment. While the control group pre-test results were 3.22 to 4.76 in the post-test without treatment. So significantly, mind mapping techniques can improve the speaking ability of students in class XI IPA at SMAN 6 Mataram.
2. This research was conducted by Aprilia (2017). This study uses a mix of qualitative and quantitative methods which used one group pre- test and post- test design, and uses a purposive sampling technique. The aims of this research whether or not mind mapping improve students' writing, and to find out the students' constraint in learning writing descriptive text using mind mapping. The sample of this research is class VIII A which consists of 31 students at SMPN 1 Trimurjo. The result of this research is mind mapping can improve students'

writing of descriptive text. This increase can be seen from the pre-test of 1650 then to 1963 in the post-test and has an increase of 313 points. Then, vocabulary 2.46, organization 2.43, grammar 2.13, and mechanics 0.26. It can be concluded that mind mapping improves writing skill in descriptive text.

3. This research was conducted by Naiborhu (2019). This research uses the CAR method. This study aims to improve speaking skill through the role-playing method. The sample of this study is SMPN 1 Meranti with 32 people. Data collection methods used observation, test, and documentation. The result of this research is the students experience an increase in speaking skill using the role-playing method. This can be seen from the average pre-action score of 70.62 to 75.46, and the average completeness of the second cycle was 80.93 with a completeness percentage of 88%.
4. This research was conducted by Ramadhani (2020). This research uses quasi-experimental. This study at to determine whether the mind mapping method can improve students' speaking ability and determine students' perception of mind mapping. The sample of this research is XI MIA 1 and XI MIA 3 at SMAN 4 Wajo which uses a pre-test and post-test in collecting data. The result of this study is mind mapping technique can improve students speaking ability. It can be seen in the data found using the T-test and degree of freedom 60 at a significant level,  $\alpha=0.05$  showing that the score is 44.85. When the T-test is greater than T-table 1.68 > 44.85, it indicates that  $H_a$  is accepted. Also, The questionnaire showed that mind mapping was very effective in learning speaking skill.

5. This research was conducted by Khotimah (2020). This research uses CAR which consists of four sheets of stages, namely, planning, implementation, observation, and reflection. The aims of this study is to determine how much the use of flashcard learning media improve students' speaking skill. The focus of this research is speaking skill, especially to improve vocabulary so that students are able and confident to speak in English. The research instrument used were observation sheets and test sheets. The population in the study was class VII A SMPN 1 Karangobar with 33 students. The result of this research shows that the use of flashcard media can improve students' speaking ability. This can be seen from the results of the first cycle to the second cycle of 11%, then the second cycle to the third cycle of 21%. It can be concluded that the use of flashcard can make students more active and confidence in speak.

Based on the previous study, there are some similarities and differences between previous studies and this study. The similarity of this research with previous study is both using the mind mapping method. Meanwhile, the difference between this study and previous research is that the first is the research subject, Aprilia researches writing, while Amalia, Ramadhani, Naiborhu, and Khotimah and this research are Speaking. The second is the research method, Aprilia uses the mix-method, while Amalia, Khotimah, and Naiborhu uses CAR, Ramadhani uses Quasy-experimental, and this research use pre-experimental. The third is the research location. Amalia and Ramadhani conducted research at

the high school level, while Aprilia, Naiborhu, and Khotimah and this study at the junior high school level specifically at MTsN 1 Majene.

## **B. Some Pertinent Ideas**

### **1. Speaking**

#### **a. Definition of Speaking**

Speaking skill is considered as the most important aspect in learning a foreign language or a second language. Harmer (2001) declares that speaking is as much as literary skill in the first or second language. Speaking is the lively use of language to specific meanings, so that the other people can make sense of them. Speaking is attention to particular details of language is required to talk in foreign or second language in order to share understanding with other people. However, to be able to master a foreign language, students need to improve their speaking skill. Especially in today's era, technology is growing and the language used in programming is a foreign language, namely English.

Speaking is an activity that cannot be separated from human life, because speaking is one aspect of natural language skill possessed by human. According to Tarigan (1990), speaking is the ability to express a declaration, to think of ideas, emotion, and to pronounce the clarification of sounds and words. Speaking is an interactive process of inspiration that is related to the production, reception, and processing of information. Speaking skill as changing opinions and ideas between people. So, speaking is someone's

activity to convey something, with the aim that other people can understand what he or she is feeling.

Speaking is complex because it contains several aspects such as vocabulary, pronunciation, grammar, and fluency. Nunan (2006) stated that speaking is the use of language fluently without stuttering, proper pronunciation and intonation, and having good self-confidence. While Chaney & Burk (1998) defines speaking in various contexts, it is a story on the creation and sharing of meaning by using verbal and non-verbal so there is communication. Generally, speaking is used in everyday life to interact and communicate with other people. With communication, we can provide information and understanding from one person to another. The speaker and the listener must build up mutual communication in speaking activity to get the meaning or information submitted.

Based on the explanation above, the researcher concluded that speaking skill are needed in the ability to express ideas, messages, or emotions in conversation when two or more people communicate. So, to be able to master a foreign language or a second language, students need to improve their speaking skill.

#### **b. Component of Speaking**

Teaching speaking skill as language skill should be practiced such as pronouncing words correctly, being able to produce a correct sentence, and creating structured sentences. There are three components of speaking

according to Heaton (1988). They are accuracy (pronunciation, grammar, and vocabulary), fluency, and comprehension. The use of those components of speaking can affect the listener to comprehend, clear, and easy to understand messages produced by the speaker.

Here some components of speaking that need to be learned according to Heaton:

#### 1) Accuracy

Accuracy is all activities carried out in producing language sounds such as accuracy in sound pronunciation, the use of grammar, and mastery of vocabulary. Accuracy includes the ability to use pronunciation, vocabulary, and grammar.

#### a) Pronunciation

Pronunciation is a way of pronouncing a sound of a word. In other words, pronunciation is the way a word or language is pronounced. Having a good pronunciation will avoid miscommunication in interpreting a word, because the wrong pronunciation in English will change the meaning of the word.

#### b) Vocabulary

In learning speaking skill, the thing that should not be ignored is vocabulary, because to be able to speak fluently you need to have vocabulary to convey the material well. Vocabulary is a collection of words or phrases that are usually arranged in sequence (Kustanti, 2017). Someone

with a lot of vocabulary will more easily catch ideas or information conveyed by others, and increasingly fluent both in speaking and writing.

#### c) Grammar

Grammar is something that must be learned in speaking. Grammar is a set of rules that organize how every word in English can be combined into a standard sentence to explain a meaningful language (Payana et al., 2019). Mastery of the right principles and rules about grammar will be able to communicate in good and correct English, both in writing and orally.

#### 2) Fluency

Fluency is a persons' ability to speak fluently or how a person flows when conveying ideas or messages. Fluency is intended for someone who can convey speech clearly, can control the speed in speaking with only a few pauses, and seems easy in speaking. Fluency can only be obtained through a combination of rich vocabulary, grammar mastery, proper pronunciation, and self-confidence. Someone fluent in English will be able to practice speaking communicatively, accurately, and avoid misunderstanding between speaker and listener.

In addition, Fluency in speaking will make it easier for listener to catch the contents. While the speaker who speaks stammering can interfere with the listeners' capture. This usually happens because students are nervous and do not understand the topic being discussed. On the other hand, if the speaker speaks too quickly, it will be difficult for the listener to get what the

speaker wants to convey. Speakers must understand that the purpose of speaking is not to demonstrate ability but to provide an understanding of new information to others.

### 3) Comprehension

Comprehension is the ability to receive and interpret a series of communication activities. Comprehension in mastering a second language or a foreign language sometimes can be difficult. Practice communicating continuously and as much as possible using English is the best way to have a good mastery of comprehension.

Therefore, students need to learn these three components to develop their speaking, so that they can speak fluently and be easily understood by listener. Having these 3 components can also make students more confident when speaking, the message conveyed is clear, students are no longer afraid to make mistakes, and English sounds more natural. In this research, the researcher will focus on the fluency of students in speaking English.

#### **c. The Importance of Speaking**

Speaking skill are important to make it easier to communicate with other people. Limited speaking skill such as stammering will cause misunderstanding between speaker and listener. So, having speaking skill will make it easier for speaker to convey message and listener is able to receive message well (Naiborhu, 2019).

Speaking skill also can develop accuracy, pronunciation kata dengan benar, grammar, vocabulary, fluency, and comprehension (Ramadhani, 2020). Pronunciation refers to the ability to emphasize words in a sentence so as to produce the correct intonation. Gramatical accarcy relates to the use of accurate structures or the way students get the correct speech. Vocabulary relates to the ability to choose the right words. Then, fluecy refers to the ability to express ideas fluently without stammering and reduce the unnatural pauses while speaking. Comprehension refers to someones' ability to understand that delivered by speaker. In short, develop speaking skill, also develop five components.

In addition, the importance of speaking skill is stated by Farris (1993) that students' mastery of speaking skills is very important so that students can master various other language skill such as listening, reading, and writing, as well as improving students' language skills thinking. Students' thinking ability will increase if students can express their thoughts and feelings to other orally. In Faris' opinion, it can be concluded that speaking is a support for students to be able to master other language skill. Speaking skill also can improve students' ability to think, when students can convey their thoughts to others orally.

#### **d. Purposes of Speaking**

The main purpose of speaking is to communicate in order to convey the meaning to the listener with language media as a tool, so that the listener understand the meaning and purpose of the speaker.

According to Ilham & Wijati (2020) the objectives of speaking skill are:

##### 1) Speaking for Expressing Thoughts, Feelings, Imagination, Ideas, and Opinions

Expressing ideas, thoughts, or opinions is a form of speaking caused by the speakers' encouragement. This is influenced by the background and what the speaker feels or experiences when communicating. From this aspect, it encourages the speaker to convey what is in his mind that comes from what they see, hears, or feels to be communicated to other.

##### 2) Speaking for Give a Response or Meanings

Giving a response or meaning in speaking is very important as a response to what is conveyed by the speaker. Without a meaningful response, what you want to discuss may not go as expected. There are two forms of response, namely response to accept and rejection. The response is accepting, if the listener agree with what is conveyed and the ideas conveyed by the speaker get good feedback. While the response is rejected, when the listener does not want to respond to the ideas conveyed by the speaker and is rejected with ideas, both parties have contradictory ideas or pros and cons in providing ideas.

### 3) Speaking for Entertaining Other

Speaking to entertain is the speaker try to make happy the listener. Efforts to please the listener can be done with humor, spontaneity, excitement, and so on. Speaking that has the effect of creating a happy atmosphere for the listener is the main purpose of speaking to entertain.

### 4) Speaking to Convey an Information to Other

Speaking to inform is part of the purpose of speaking when someone wants to share some knowledge or information that the speaker think is important to convey. Speaking to inform is done when someone wants to explain a process, give knowledge, interpret something, and explain the relationship between objects, things, or an event.

### 5) Speaking to Persuade Other

Speaking to persuade is speaking to motivate or encourage the listener to do something the speaker wants. Speaking to persuade requires the speakers' ability to be smart in seducing, influencing, or convincing the listener. The purpose of speaking can be achieved if the speaker knows the wants and needs of the listener. Based on that information, the speaker can seduce or influence the listener, so that in the end the listener does what the speaker wants.

Based on the discussion above, it can be concluded that the main purpose of speaking is to communicate. While the general purpose of speaking is to inform or convey information to recipient, to convince or influence listener, to entertain, and to require reactions from listener or recipient the information.

### **e. Problems in Speaking Skill**

Students' speaking skill is very important in the learning process, but not all students have good speaking skill. Not all students can express their ideas or opinions in the learning process. There are several problems faced by students in speaking skill. Namaziandost & Nasri (2019) stated that four problems are often experienced by students in speaking skill, namely inhibition, lack of topical knowledge, low participation, and the mother tongue.

#### **1) Inhibition**

Students' speaking activities require the listener to give full attention to the speaker. This makes students who are speaking nervous, for fear of making mistakes. Silalahi & Naisa (2021) found that students are shy to speak because afraid of making mistakes. For example, when the student is asked to come forward to tell the learning activities that have been carried out, the student looks shy and his voice is so small that it cannot be heard by other students.

#### **2) Lack of Topical Knowledge**

Students do not understand the material being studied, so students do not know what to say. They do not have any ideas in their heads and when asked by the teacher to express their ideas the students just keep quiet. Also, it makes students have not motivation to express opinions. Good mastery of the topic will foster courage and fluency. So, mastery of the topic is important, even a major factor in speaking especially in public.

### 3) Low Participation

The speaker does not have the will to learn to speak English. Especially when in a class there are students who dominate, quiet students find it difficult to convey their ideas. The dominant student freely expresses his opinion, while the quiet student is quite happy to sit and just watch the lesson take place.

### 4) The Mother Tongue

Students have difficulty in speaking because they use mother tongue in habitual speaking (Damayanti & Listyani, 2020). Students are more casual and like to use their mother tongue when conversing with their friend. They do not use their time to speak English, because it is easier for them to use their mother tongue. They are not comfortable talking to each other in English.

The problems mentioned above, are also found in MTsN 1 Majene, especially in the knowledge of the topic. Students are still lacking in knowledge of the topics discussed because they are not able to understand the content of the lesson, so students do not know how to arrange words and finally it is difficult to convey their ideas.

### **f. Teaching Speaking**

The process of learning to speak will be easy if students are actively involved in communicating. Many people believe that having speaking skill means that the person has mastered the language. In this case, to improve

students' speaking skill, it is necessary to use the right strategy or method from the teacher. Therefore, in teaching speaking the teacher has an important role in improving or growing students' speaking skill. According to Selani (2019), there are things that teacher can do to improve students' speaking skill, including:

- 1) The teacher can familiarize students to speak alternately. The teacher appoints more students who have poor speaking skill in the learning process. When it is accustomed to like that, the students' fear and shame will slowly disappear, so students are able to express their opinions with confidence.
- 2) The teacher gives motivation and enthusiasm to students who are less active in speaking, so that they are brave and no longer ashamed to express their opinions in front of the teacher and their friends.
- 3) In learning, the teacher does not only explain the material but provides opportunities for students to speak for example, such as asking about what students have not understood and what has been understood. The teacher can also instruct students to introduce themselves in front of the class.

From the explanation above, it can be done by the teacher to improve and grow students' speaking skill. So that students want to convey their ideas in front of teacher and friends with confidence. Therefore, to improve students' speaking skill, the researcher will apply a learning flow that does not explain the material and provides more opportunities for students to speak. The

researcher will order students to make text based on the topic, then students presenting it in front of the class. To make it easier for students to formulate ideas, the researcher will teach how to use the mind mapping method. So, students will explain the material based on the mind mapping made by themselves.

## **2. Mind Mapping**

### **a. Definition of Mind Mapping**

Buzan (2010) explains that mind mapping is a method used with the aim of developing thinking activities for everyone which initially only leads from one direction, then develops into various directions, and to accept various kinds of ideas into various points of view. Mind mapping itself will develop the concept of thinking that is branched and more creative. Edward (2009) says that mind mapping is a method that combines the performance of the left and right brain in processing the information received. This method is effective to use because the performance is in sync with how the brain works. Brain cells consist of several parts, such as the center, and have branches that radiate in all directions, as well as mind mapping. Mind mapping has a shape like the main idea that is used as the center, then described using branches.

Rahayu (2021) argues that mind mapping is a creative, effective method to take notes, and makes it easier for students to understand lessons because they are made by themselves. The use of mind mapping is expected can make

students creative, confident, and suitable to master the material. Through the concept mind mapping technique, can be comforted a long list of information into colorful, organized, easy to remember that works in harmony with the brains' natural way of doing things. With mind mapping, students' creativity and remembering abilities will increase.

Windura (2016) Learning will be delightful when it involves the left and right brain because the two hemispheres of the brain have different performances. The right hemisphere of the brain is dominantly used to capture things that have color, and images that create imagination, while the dominant left hemisphere is used to capture words, numbers and is logical. Learning by using mind mapping makes students not bored, the subject matter is easy to remember, and improves learning outcomes. Mind mapping is one of the easiest ways to put information into the brain and take information out of the brain, which is a creative and effective way of note-taking. Mind mapping is a tool that helps the brain think regularly. All mind mappings have something in common, namely using colors, lines, symbols, words, pictures, and branches that radiate from the center according to how the brain works.

The researcher concludes that the mind mapping method which contains image media is one way to help students gain learning. Using mind mapping can also increase activity, creativity, and learning more efficiently and effectively because the mind mapping does not only show facts, but shows

concepts, principles, and procedures. Mind mapping activate the left and right brain equally.

### **b. Characteristics of Mind Mapping**

Mind mapping is a learning method developed by Tony Buzan in 1974. Mind mapping is a creative note-taking technique that is shaped like brain performance, and makes it easier for students to remember any new information (Buzan, 2006). The following classify the characteristics of mind mapping according to Buzan:

#### 1) Central Idea



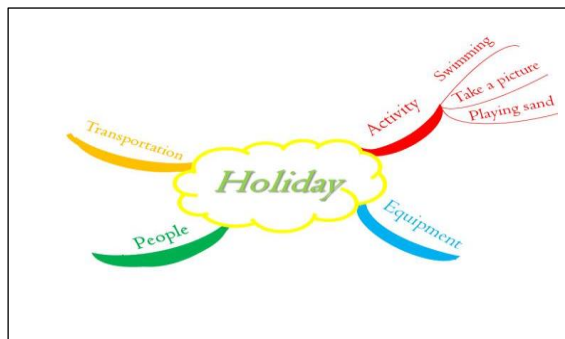
A central idea is a central focus that contains an image, symbol of the problem or information to be mapped. Furthermore, the main idea to be mapped is determined first. Usually, the main idea based on the book title or topic, after that it is determined and then placed in the middle as the central idea. Mind mapping must have a main idea. To make a mind mapping, the most important thing to do is to determine the main idea or topic of the mind mapping.

## 2) Mind Mapping have Sub Idea



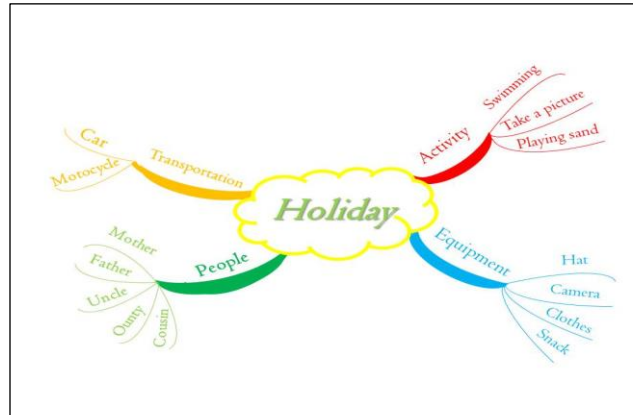
After creating the main idea, the next step is to create sub-ideas using branches. These branches will help to link from the main idea to the sub-ideas which are allowed to flow freely without judgment to other sub-ideas. Thus forming interrelated ideas.

## 3) Using Key Word



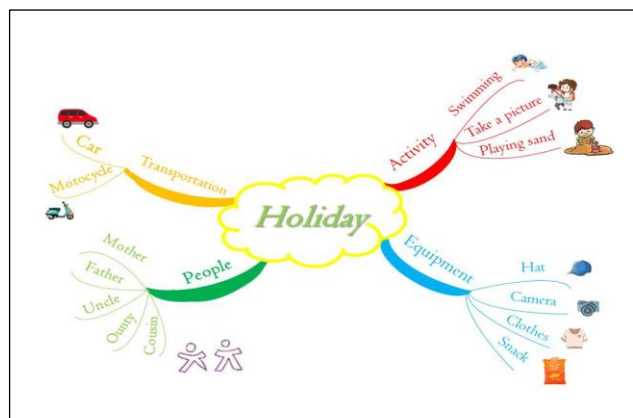
After the idea is determined, then one keyword is given to make it easier to remember the ideas that have been mapped. Each branch created contains keywords. These keywords represent the message that students want to convey.

#### 4) Color



The color is used to brighten and emphasize the importance of idea. Giving color can use about 2-7 markers, so each branch has a different color. The use of this color aims to make students interested in the mind-mapping method and have the desire to learn.

#### 5) Images and Symbols



The images are used to highlight ideas and stimulate the brain to help with associations and then link them to other. Students can use pictures they like and match with the topic.

Based on the characteristics above, the researcher concludes that mind mapping has a quite unique form, because its creation start from the middle of the paper, then developed in all directions with sub-ideas using branches. Mind mapping also uses keywords, colors, images, and symbols that will make easier for students to understand the contents of the mind mapping.

### **c. Technique of Making Mind Mapping**

In making mind mapping, the main thing that needs to be done is to determine the main topic that is placed in the middle of the paper. Then, it spreads to sub-topics so that they are related to each other by using branches and using different colors in each branch. For more details, Rahayu (2021) suggests the steps in making mind mapping, the steps are as follows:

- 1) Take a piece of paper and some color pencils or markers
- 2) Draw a picture in the middle of the paper. Starting from the middle and giving the brain the freedom to be creative in describing mind mapping.
- 3) Use colors, symbols, codes, and dimensions. color have same important using pictures to attract students. Color makes mind mapping come alive, adds energy, and is fun.
- 4) Select the keyword in each branch that is developed, and write it using capital letters
- 5) Each picture and word must stand alone on each branch
- 6) The line should be connected with the main topic in the middle of the paper

- 7) Make the line the same length as the words
- 8) Use multiple colors according to their wishes
- 9) Develop your style of mind mapping
- 10) Use the association rules on the mind mapping
- 11) Create a detailed and clear mind mapping by using an orderly and clear hierarchy to the very end of the branch
- 12) Leave room for the next theme

The steps in making mind mapping are strongly influenced by students' ideas. The difference in each idea will cause the mind mapping made by each student to be different. This proves that each student has their idea in making mind mapping.

#### **d. Advantages and Disadvantages of Mind Mapping**

As with other learning methods, the mind mapping method also has advantages and disadvantages. The advantages and disadvantages of mind mapping stated by Rahayu (2021) include the following :

##### 1) Advantages

- a) It is an easy way to get information from and to the brains of students.

The Notes made in the form of mind mapping will make it easier for the author to better understand.

- b) Students can express opinions freely because students can make creative ideas based on their ideas and use their language which of course will be easier for them to understand.

- c) Notes made by students focus more on the point of the topic. In making mind mapping, students only need to pay attention to the important points, then record them into the mind mapping. After that, the mind mapping is presented on one sheet of paper which makes it easier to review the notes.
- d) Individual and group creativity will increase. Mind mapping allows students to put their ideas into the form of creative visualization. The use of images, symbols, and related keywords will trigger and stimulate students' creative thinking patterns.
- e) Make it easier for students to remember. This is because the notes in mind mapping were made by students specifically and have special meanings for them. Students only need to summarize using keywords, then they are written on a piece of paper and given colors and pictures that match the topic. To learn mind mapping, students only need to look at the keywords from the branches that are connected.
- f) Mind mapping is Served with fun colors and images. Mind mapping is created using color components, images, and lines that can please students. So, when the classroom atmosphere is pleasant, learning will also run well and learning objectives can be achieved.
- g) Activate all parts of the brain. In the preparation of mind mapping, the use of both hemispheres of the brain will be maximized. Students not only use the left hemisphere of the brain associated with logical

thinking, but also use the right hemisphere by using their feelings and emotions in certain colors and symbols.

Another opinion, The advantages of mind mapping are formulated by Tenriawaru (2014) which include the following:

- a) Mind mapping can Stimulate left and right brain work synergistically
- b) Mind mapping can help someone express ideas freely
- c) Students can draw up plans or story outlines
- d) Students can develop an idea
- e) Flexible. If someone forgets to add a sub-idea, students can add it in an empty place in the mind mapping without getting confused and no need to repeat the existing mind mapping.
- f) Mind mapping can focus attention. Students do not need to catch every word spoken. On the other hand, students can concentrate on their ideas.
- g) Mind mapping can develop the students' understanding.
- h) Fun. The use of colors and pictures in learning will make students happy and increase interest in learning.

## 2) Disadvantages

- a) The amount of detailed information received by students is unknown. This is because mind mapping can contain a lot of information depending on what students want to convey.

- b) Creating a mind map Takes a long time. For beginners and students who are not yet proficient in writing and drawing, they will feel doubtful, create a fear of being wrong, and feel inadequate.
- c) It takes a long time to check the students' mind mapping. The teacher takes a long time to check the students' mind mapping one by one because the mind mapping of each student varies.
- d) Making is relatively difficult, because it must be coherent from the main ideas to sub ideas.

In accordance with the expert opinion above, the researcher concluded that mind mapping is useful for students in increasing creativity, increasing interest in learning, and the ability to organize ideas. However, mind mapping also have disadvantages. The disadvantages can be overcome if the teacher really understands how to make mind mapping and always provides support to students.

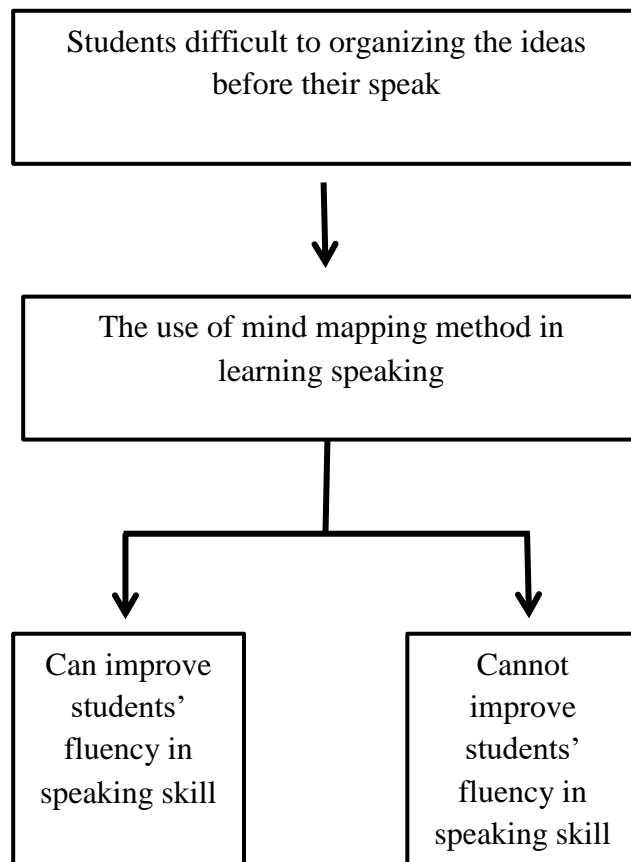
### **C. Conceptual Framework**

Speaking skills are needed in the ability to express ideas, messages, or emotions in conversation when two or more people communicate. So, to be able to master a foreign language or a second language, students need to improve their speaking skill.

Mind mapping method which contains image media is one way to help students gain learning. Using mind mapping can also increase activity, creativity,

and learning more efficiently and effectively because the mind mapping does not only show facts, but shows concepts, principles, and procedures. Mind mapping activate the left and right brain equally. Mind mapping can help students to organizing their ideas and to help students arrange the words before convey their ideas to other.

### *Conceptual Framework*



#### **D. Hypotesis**

1.  $H_0$  = Mind mapping cannot improve students' fluency in speaking skill
2.  $H_a$  = Mind mapping can improve students' fluency in speaking skill

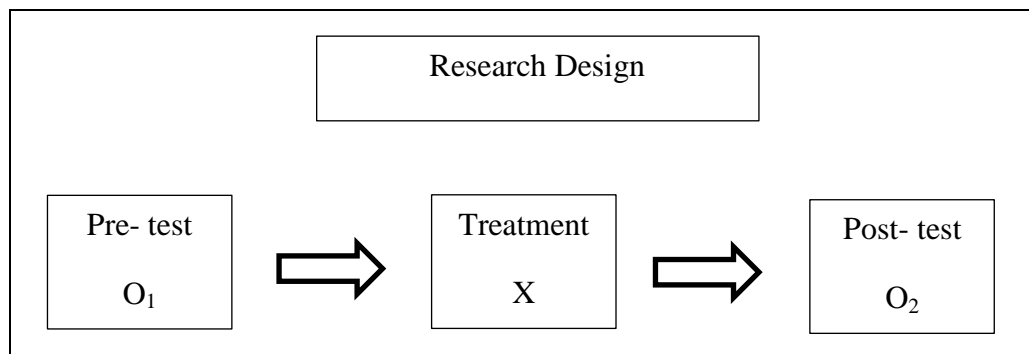
## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents the method of the research, namely Research Design, Research variable, Research Instrument, population and sample, Procedure of Collecting Data, and Technique of Data Analysis.

#### A. Research Design

This research conducted by using Pre-experimental research design. The pre-experimental used one group pre-test and post-test design. The results of the treatment can be known by comparing the condition before applied treatment (pre- test) and after applied the treatment (post-test) (Sugiyono, 2015).



Where :

O<sub>1</sub> = Pre- test

X = Treatment

O<sub>2</sub> = Post- test

(Sugiyono, 2015)

## **B. Research Variables**

### 1 Independent Variable

The Independent variable in this study is mind mapping method.

### 2. Dependent Variable

In this study the dependent variable is improving students' fluency in speaking skill.

## **C. Research Instrument**

In this research, the researcher used the speaking test in the pre-test and post-test as an instrument to collect all information and data during the research. In this case, the intended test was an oral test to ascertain and to know the ability of students' fluency in speaking skill. The students explained 1 topic, and the researcher used a handphone to record students' voices when they were speaking.

## **D. Population and Sample**

### 1. Population

The population of this research was the Third-grade students of MTsN 1 Majene in the academic year 2022/2023, the students divided into five classes IX A, IX B, IX C, IX D, and IX E.

### 2. Sample

The researcher chose one class from five classes, namely IX D at Third-grade students of MTsN 1 Majene by using a cluster random technique.

## **E. Procedure of Collecting Data**

### **1. Pre-Test**

At the first meeting, the researcher conducted a pre-test in the form of a test. The test was a speaking skill test. The students explained 1 topic, namely "About Me". Students explained themselves such as year of birth, hobbies, favorite food, and others. Then, the researcher recorded the students' speaking ability. The time to present the material 2 minutes for each person.

### **2. Treatment**

At the next meeting was a treatment. The treatment explained using mind mapping. This treatment conducted in 4 meetings.

- a. First treatment, the material about "Describing People"
- b. Second treatments, the material about "Describing place"
- c. Third treatments, the material about "Describing Thing"
- d. Fourth treatments, the material about "Unforgettable Moment"

### **3. Post-Test**

At the last meeting, the researcher conducted a post-test. The aims to find out whether or not the treatment appropriated or can improve students' speaking skill. The post-test conducted a final test with an oral test. The topic same in the pre- test, but in this post- test students explained using mind mapping method. The time to presented the material 2 minutes for each person. In this post-test, the researcher recorded the students' speaking skill.

## F. Technique of Data Analysis

In this research, the researcher used Statistical Package for Social Sciences (SPSS) to analyze the different score in students' fluency in speaking skill before and after using mind mapping method in class IX D at MTsN 1 Majene. The data from pre- test and post- test analyzed by using the follow step.

1. Speaking test
  - a. Scoring students' fluency in speaking test

$$\text{Score} = \frac{\text{Acquisition Score}}{\text{Maximum Score}} \times 100$$

- b. Rating Scale Classification

***Table 3.1 Scale Classification***

<b>Classification</b>	<b>Scale</b>
Excellent	90- 100
Very good	80- 89
Good	70- 79
Fair	56- 69
Poor	41- 55
Very poor	≤ 40

(Source: Kemendikbud 2013)

c. Calculating Mean Score

$$\bar{x} = \frac{\sum X}{\sum N}$$

Where :

$\bar{x}$  : Mean

$\sum X$  : Sum score

$\sum N$  : Total number of sample

(Arsyad & Sulfemi, 2018)

d. Finding the percentage of students' test score

$$P = \frac{F}{N} \times 100\%$$

Where :

P : Percentage

F : Frequency

N : The total number of sample

(Arsyad & Sulfemi, 2018)

e. T- test

In this research, researcher obtain the data from pre- test and post- test that analyze using T- test by SPSS. It means that the researcher did not use manual computation. All the data accounted by using SPSS program to find out there is difference between pre- test and post- test value after applied the treatment, and to compare the t- test and t- table result.

t- table < t- test = effective

t- table > t- test = not effective

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion

#### A. Research Findings

This result and discussion describe the results of the data that has been analyzed. The researcher used quantitative technique and presented the data obtained in table. This study compare the results' of students pre-test and post-tests using SPSS.

##### 1. The result of students' pre-test

This section shows the results of fluency in speaking skill before applied the treatment or a pre-test. The result of students pre- test presented in a table and used SPSS 26 to calculated the students' score. The subjects of this study study were 29 students.

*Table 4.1 The classification of students' pre-test*

No	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	-	0%
2	Very Good	80 – 89	-	0%
3	Good	70 – 79	-	0%
4	Fair	56 – 69	1	3%
5	Poor	41 – 55	9	31%
6	Very Poor	≤ 40	19	66%
<b>Total</b>			29	100%

The table showed that 19 students (66%) got a score categorized as very poor. Then, 9 students (31%) got a score categorized poor, and 1 student (3%) got a score categorized fair. There is no student who achieve a score in category good, very good and excellent. It means that the fluency of students in speaking skill still categorized as low.

## 2. The result of students' post-test

This section show the results of students' fluency in speaking after applied the treatment using the mind mapping method. The results are shown in the table below :

*Table 4.2 The classification of students' post-test*

No	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	-	0%
2	Very Good	80 – 89	5	17,2%
3	Good	70 – 79	10	34,4%
4	Fair	56 – 69	13	45%
5	Poor	41 – 55	1	3,4%
6	Very Poor	≤ 40	-	0%
<b>Total</b>			29	100%

The table post-test above, show that there 17,2% got very good category, 34,4% students got good category, 45% students got fair category, and 1% students got poor category. There is not students who got category very poor and excellent. It can be seen from the results of the post-test, that there was an increase experienced by students after receiving treatment.

### 3. Mean score of students' test

*Table 4.3 The mean score of students' test*

<b>Name</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>
<b>Pre-test</b>	37.00	57.00	41.7586
<b>Post-test</b>	47.00	87.00	68.7931

Based on the table above, the mean score of students pre-test was 41.7586, while the mean score in the post-test 68.7931. So, the mean score post-test greater than the mean score students in the pre-test. It can be concluded there is improvement before applied the treatment (pre-test) and after applied the treatment (post-test).

### 4. Normality test

The normality test accounted by One-Sample Kolmogorov-Smirnov Test (Asymp. Sig. 2 tailed). The results of normality test of this research can be seen in the table below:

**Table 4.4 The normality of test**

<b>One-Sample Kolmogorov-Smirnov Test</b>		Unstandardized Residual
N		29
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	7,38143007
Most Extreme Differences	Absolute	,141
	Positive	,075
	Negative	-,141
Test Statistic		,141
Asymp. Sig. (2-tailed)		,145 <sup>c</sup>

a. Test distribution is Normal.

From the table of normality test above, it can be seen the Asymp. Sig. (2-tailed) in the experimental class was 0.145, and it was greater than 0.05. It can be concluded the data distributed normally. So that the homogeneity test can be continued.

## **5. Homogeneity test**

The aims of homogeneity test to find out whether or not the data homogeneity. This test was carried out as prerequisite before conducting the T-test. A distribution said to be homogeneity if the significance level  $> 0.05$ , while if the significance level  $< 0.05$  it can be said inhomogeneity.

**Table 4.5 The result of homogeneity test**

		Levene Statistic	df1	df2	Sig.
Students,	Based on Mean	1,350	3	22	,284
Fluency in	Based on Median	1,194	3	22	,335
Speaking	Based on Median and with	1,194	3	17,0	,342
Skill	adjusted df			74	
	Based on trimmed mean	1,360	3	22	,281

From the table of homogeneity, the value of significant 0.284. So the value  $0.284 > 0.05$ . It can be concluded the data was homogeneity.

## **6. Paired samples T-test**

The hypothesis testing conducted to find out the improvement fluency in speaking skill using mind mapping method. The aims t-test at this stage to know whether or not the pre-test and post-test scores are effective. The statistical hypothesis tested in this study as follow:

$H_0$  = Mind mapping cannot improve students' fluency in speaking skill

$H_a$  = Mind mapping can improve students' fluency in speaking skill

To facilitate the calculation, the researcher using SPSS 26 as follows:

**Table 4.6 The result of paired samples statistics**

**Paired Samples Statistics**

<b>Pair 1</b>	<b>Mean</b>	<b>N</b>
Pre-test	41.7586	29
Post-test	68.7931	29

Based on paired samples statistics, shows that the mean score of the pre-test before applied the Mind Mapping method to 29 students was 41.7586, while the mean score of the post-test after applied mind mapping method 68.7931.

**Table 4.7 The result of paired sample T-test**

**Paired Samples T-test**

<b>Pair 1</b>	<b>T</b>	<b>Sig. (2-tailed)</b>
Pre_test – post_test	-19.586	.000

Based on the table of paired samples T-test, the significance value of symp.sig. 2-tailed  $0.000 < 0.05$ . This indicated there is a difference between the pre-test and post-test. Therefore, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted.

## **B. Discussion**

Based on analysis data, the research finding showed important points to answered the research question “Does mind mapping method improve students fluency in speaking skill?”. the subject of this research was 29 students class IX D in MtsN 1 Majene. The researcher collected the data used pre-test and post-test. The pre-test conducted before applied the treatment. The aims to determined students’ initial fluency in speaking skill before an action. Post-test conducted after applied the treatment or action. The aims to determined the final ability of students after applied treatment or after used the mind mapping method. Based on the Null hypothesis  $H_0$  "mind mapping is not effective to improve students' fluency in speaking skill" is rejected, and the alternate Hypothesis ( $H_a$ ) : "mind mapping is effective to improve students' fluency in speaking skill" is accepted.

The results obtained from this research indicate an increase in students' speaking abilities from pre-test to post-test. The increase in students from pre-test to post-test cannot be separated from using the mind-mapping learning method. Learning using mind mapping can provide more opportunities for students to create student creations and imaginations expressed in notes. This method also frees each student to explore creative abilities and improve memory. Mind mapping is a learning method that is carried out through the process of mapping main ideas or thought concepts into mapping branches

which then form interrelated relationships. In line with the statement by Rahayu (2021), mind mapping is an effective method to take notes and make it easier for students to understand lessons because mind mapping was created by themselves.

The results of this research align with previous studies which also revealed that using the mind-mapping method to improve students' fluency in speaking skill is effective. One of them is Ghonsooly & Hosienpour (2009), the research results obtained by them show that mind mapping has an impact on speaking fluency. According to research results, the more vocabulary students have, the more fluent they can speak and less use their first language. When mind mapping gives students more vocabulary, they can increase the duration of speaking to be longer and reduce pauses. Also, mind mapping presents organized information to help students direct their thoughts, ideas, or notions when speaking. In general, learning using mind mapping method make students more active, creative, effective, and have better and maximum learning outcomes.

Then, several research results are in line with the results of this research, namely the effectiveness of mind mapping as a method used to improve students' speaking. First, Nasution (2020) in her research succeeded in improving students' speaking skill, especially in students' pronunciation, vocabulary, and fluency. She believed that fun classroom learning activities

and interesting teacher strategies can increase students' interest in learning speaking. One of the interesting strategies used by researcher to attract students' attention in this research, used of mind mapping accompanied by pictures related to the material. According to Episiasi et al., (2015), the use of images in learning is effective in increasing students' interest in learning. This is proven by the increase in students from pre-test to post-test, so that in this research the results show that mind mapping increased student fluency. So, using the mind mapping method has a positive effect on student learning outcomes.

Second, Wahyudi & Irawati (2020) said that mind mapping helps students when they have lost ideas or have difficulty conveying their opinions. By the advantages of mind mapping which were listed in chapter II, mind mapping makes it easier for students to remember, because the notes in mind mapping made by students specifically, have meaning for them. Students only need to summarize using keywords, then they are written on a piece of paper and given colors and pictures that match the topic. Also, the notes made by students focus on the point of the topic, so that students only need to pay attention to the important points and not stray from the predetermined topic. This mind mapping is presented in one sheet, making it easier for students to review learning. This is why mind mapping is considered very effective to apply in learning.

Third, Mirza (2016) stated that the mind mapping method improves students' speaking skill, and makes it easier to organize the ideas in students' brain. The effect of mind mapping is that students gain new vocab and speak more fluently. Trough mind mapping, students know the main point of discussion and know the flow of material. Using mind mapping help students to plan and deliver a speech. This makes student not stammer in speaking, but fluent in conveying the conversation. So, the mind mapping method helped them to improve their speaking ability.

In addition, it is important to use learning media in the teaching and learning process so that students can easily understand the material. Also, it can make the learning process run smoothly and interestingly. On the other hand, if teachers do not use learning media or only rely on lecture methods, students will easily get bored and sleepy, the quality of learning will decrease, the quality of education will decrease, and students will have difficulty understanding the material. According to Wahid (2018), the use of media in learning has positive power and synergy which can change students' attitudes and behavior in a creative and dynamic direction. Then, he said that the role of media is very much needed in learning, where in its development media is no longer seen as a tool, but is an integral part of the education and learning system. Therefore, teachers, as one of the components in learning activities that determine the success of learning, need to sort and choose the right

learning materials, methods, and media to be presented to students.

Based on the results of this research which are supported by the results of previous research, it can be seen that the use of the mind mapping method can significantly improve students' speaking abilities. Therefore, mind mapping can improve students' fluency in speaking skill class IX D at MTsN 1 Majene. For the next researchers, they can use mind mapping as a medium to help students increase their interest in learning reading.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents Conclusion and Suggestion

#### A. Conclusion

Based on the results of research and discussion, the use of mind mapping method to improve students' fluency in speaking skill class IX D at MTsN 1 Majene can be categorized as good because there is improvement from pre-test to post-test.. the results of data analysis showed the mean score of the pre-test was 41.7586 with the highest score 57 and the lowest 37. Meanwhile, the mean score of the post-test was 68.7931 with the highest score 87 and the lowest score 47. The mean score in the post-test greater than pre-test. The results of hypothesis testing using the paired Samples T-test, the researcher obtained sig.(2-tailed) was 0.000 with  $\alpha = 0.05$ . It can be concluded that sig. (2-tailed)  $0.000 < \alpha = 0.05$  indicated a difference between the pre-test and post-test. It means that the hypotesis  $H_0$  is rejected and hypotesis  $H_a$  is accepted. So, there is an improve the students' fluency in speaking skill by using mind mapping method.

#### B. Suggestion

Based on the conclusion explained, the researcher can provide some suggestions from various parties, both for teachers, students and for those who

interested using mind mapping method in teaching speaking. The suggestions as follows :

1. For teachers, it is useful to provide new insight by using mind mapping method in learning process to improve the students' creativities.
2. For students, it is useful for debriefing themselves in understanding and applying knowledge in the real world to face the competitive era.
3. For researchers, it is useful to enrich knowledge and experience to improve quality as professional in the field of education.
4. For readers or future researchers, it is useful to add insight and enrich information about mind mapping learning method as a method in learning.

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*APPENDIX A Research instrument*

**RESEARCH INSTRUMENT  
(PRE- TEST AND POST- TEST)**

1. The researcher will give one topic “About Me”
  - a. Students can explain about their name, date of birth, address, hobbies, favorite movies, favorite foods, favorite places, sfavorite colors, and the future goals.

**RESEARCH INSTRUMENT  
(TREATMENT)**

- a. First treatment, the students will make mind mapping about “Describing People”
- b. Second treatments, the students will make mind mapping about “Describing place”
- c. Third treatments, the students will make mind mapping about “Describing Thing”
- d. Fourth treatments, the students will make mind mapping about “Unforgettable Moment”

*APPENDIX B Lesson Plan*

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

Nama Sekolah : MTsN 1 Majene	Kelas/Semester : IX D/ 1 (Satu)
Nama Mapel : Bahasa Inggris	Alokasi Waktu : 2 x 40 Menit
Tema : Speaking	Sub Tema : Describing People

**Kompetensi Dasar**

<b>No.</b>	<b>Kompetensi dasar (KD)</b>	<b>Indikator</b>
1	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"><li>a. Menentukan informasi tersirat teks deskriptif terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</li><li>b. Menentukan informasi rinci dari teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya</li><li>c. Menentukan ide pokok dari teks deskriptif terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</li><li>d. Mengidentifikasi struktur teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</li><li>e. Menyebutkan fungsi sosial teks</li></ul>

		deskriptif terkait orang, benda, dan tempat sesuai dengan konteks penggunaannya.
2	Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda, dan tempat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.	a. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana terkait orang, benda dan tempat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### Kegiatan Pembelajaran

<b>Kegiatan</b>	<b>Waktu : 2 x 40 Menit</b>
Pendahuluan :	
1.Guru menyapa peserta didik 2.Doa bersama	
Kegiatan Inti :	
1.Siswa mengamati gambar yang diberikan terkait teks deskriptif tentang “describing people” 2.Siswa mengemukakan pendapatnya tentang gambar teks deskriptif 3.Siswa menggunakan mind mapping untuk membuat teks deskriptif 4.Siswa memaparkan hasil kerjanya di depan kelas sesuai dengan mind mapping yang dibuat	
Penutup :	
1.Guru dan siswa merefleksikan pelajaran yang dilakukan 2.Mengagendakan materi untuk pertemuan selanjutnya 3.Menutup proses pembelajaran	

## Metode dan Media Pembelajaran





















1. Metode : Mind Mapping
2. Media : Gambar

## Materi Pokok







Descriptive text is the kind of the text which list characteristic of the person place or things, or describing living and non living things such as plant, animals, plane, etc.

### Describing people

Match the sentences with the pictures.

	She's got a ponytail.	
	She's got long hair.	
	He's got glasses.	
	He's got a beard.	
	He's got a moustache.	
	She's got dark hair.	
	She's got fair hair.	
	She's got curly hair.	
	She's got short hair.	
	She's got straight hair.	

### Let's describe people

<b>HEIGHT</b>  TALL MEDIUM SHORT	<b>WEIGHT</b>  FAT SLIM
<b>AGE</b>  OLD MIDDLE-AGED YOUNG	<b>EYES - COLOR</b>  BLUE BROWN GREEN
<b>HAIR</b>  BLOND - LONG BROWN - SHORT BLACK - CURLY	<b>GENERAL FEATURES</b>  UGLY HANDSOME BEAUTIFUL

LIVEWORKSHEETS ©2016 All rights reserved. ©2016 All rights reserved.

## Penilaian

1. Penilaian keterampilan
  - a. Teknik penilaian: tes praktek (berbicara)
  - b. Bentuk instrument: tugas keterampilan

## Rubrik Penilaian

### 1. Kriteria penilaian kelancaran

Tabel Kriteria Penilaian Menurut J.B Heaton (1988)

<b>Rating</b>	<b>Fluency</b>
<b>6</b>	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
<b>5</b>	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
<b>4</b>	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly, occasionally fragmentary but succeeds in conveying the general meaning, Fair range of expression.
<b>3</b>	Has to make an effort for much of the time. Often has to search for the desired meaning, Rather halting delivery and fragmentary range of expression often limited.
<b>2</b>	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.
<b>1</b>	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

$$\text{Score} = \frac{\text{skor perolehan}}{\text{skor maksimum}} \times 100$$

Majene, November 2022

Researcher

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Nama Sekolah: MTsN 1 Majene	Kelas/Semester: IX D/ 1 (Satu)
Nama Mapel: Bahasa Inggris	Alokasi Waktu: 2 x 40 Menit
Tema: Speaking	Sub Tema: Describing Place

### Kompetensi Dasar

No.	Kompetensi dasar (KD)	Indikator
1	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"><li>f. Menentukan informasi tersirat teks deskriptif terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</li><li>g. Menentukan informasi rinci dari teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya</li><li>h. Menentukan ide pokok dari teks deskriptif terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</li><li>i. Mengidentifikasi struktur teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</li><li>j. Menyebutkan fungsi sosial teks deskriptif terkait orang, benda, dan</li></ul>

		tempat sesuai dengan konteks penggunaannya.
2	Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda, dan tempat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.	b. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana terkait orang, benda dan tempat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### Kegiatan Pembelajaran

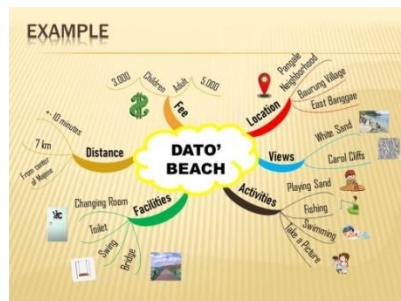
<b>Kegiatan</b>	<b>Waktu : 2 x 40 Menit</b>
Pendahuluan :	
1.Guru menyapa peserta didik 2.Doa bersama	
Kegiatan Inti :	
1.Siswa mengamati gambar yang diberikan 2.Siswa mengemukakan contoh tempat wisata 3.Siswa menggunakan mind mapping untuk membuat teks deskriptif tentang “describing place” 4.Siswa memaparkan hasil kerjanya didepan kelas sesuai dengan mind mapping yang dibuat	
Penutup :	
1.Guru dan siswa merefleksikan pelajaran yang dilakukan 2.Mengagendakan materi untuk pertemuan selanjutnya 3.Menutup proses pembelajaran	

## Metode dan Media Pembelajaran

1. Metode : Mind Mapping
2. Media : Gambar

## Materi Pokok

- Boring = membosankan  
Exciting = menyenangkan  
Huge = besar/ luas  
Historic = bersejarah  
Noisy = berisik  
Calm = tenang  
Creepy = menyeramkan  
Fresh = segar  
Bustling = ramai  
Clean= bersih



## Penilaian

1. Penilaian keterampilan
  - a. Teknik penilaian: tes praktek (berbicara)
  - b. Bentuk instrument: tugas keterampilan

## Rubrik Penilaian

### 1. Kriteria penilaian kelancaran

Tabel Kriteria Penilaian Menurut J.B Heaton (1988)

Rating	Fluency
6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly, occasionally fragmentary but succeeds in conveying the general meaning, Fair range of expression.
3	Has to make an effort for much of the time. Often has to search for the desired meaning, Rather halting delivery and fragmentary range of expression often limited.
2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.
1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

$$\text{Score} = \frac{\text{skor perolehan}}{\text{skor maksimum}} \times 100$$

Majene, November 2022

Researcher

Nur Ani

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Nama Sekolah: MTsN 1 Majene	Kelas/Semester: IX D/ 1 (Satu)
Nama Mapel: Bahasa Inggris	Alokasi Waktu: 2 x 40 Menit
Tema: Speaking	Sub Tema: Describing Thing

### Kompetensi Dasar

No.	Kompetensi dasar (KD)	Indikator
1	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.	<p>k. Menentukan informasi tersirat teks deskriptif terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</p> <p>l. Menentukan informasi rinci dari teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya</p> <p>m. Menentukan ide pokok dari teks deskriptif terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</p> <p>n. Mengidentifikasi struktur teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</p> <p>o. Menyebutkan fungsi sosial teks deskriptif terkait orang, benda, dan</p>

		tempat sesuai dengan konteks penggunaannya.
2	Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda, dan tempat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.	c. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana terkait orang, benda dan tempat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### Kegiatan Pembelajaran

<b>Kegiatan</b>	<b>Waktu : 2 x 40 Menit</b>
Pendahuluan :	
1.Guru menyapa peserta didik 2.Doa bersama	
Kegiatan Inti :	
1.Siswa mengamati gambar yang diberikan tentang “ describing thing’ 2.Siswa mengemukakan pendapatnya tentang gambar yang dilihat 3.Siswa menganalisis gambar yang diberikan 4.Siswa membuat teks deskriptif menggunakan mind mapping	
Penutup :	
1.Guru dan siswa merefleksikan pelajaran yang dilakukan 2.Mengagendakan materi untuk pertemuan selanjutnya 3.Menutup proses pembelajaran	

## **Metode dan Media Pembelajaran**

1. Metode : Mind Mapping
2. Media : Gambar

## **Materi pokok**

<b>Material</b>	<b>Shape</b>
Paper = Kertas	Flat = datar
Wood = kayu	Circular = lingkaran
Glass = kaca	Rectangular = persegi panjang
Plastic = plastik	Square = persegi
Metal = logam	
Water = air	

## **Penilaian**

2. Penilaian keterampilan
  - c. Teknik penilaian: tes praktek (berbicara)
  - d. Bentuk instrument: tugas keterampilan

Majene, November 2022

Researcher

Nur Ani

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Nama Sekolah: MTsN 1 Majene	Kelas/Semester: IX D/ 1 (Satu)
Nama Mapel: Bahasa Inggris	Alokasi Waktu: 2 x 40 Menit
Tema: Speaking	Sub Tema: Unforgettable Moment

### Kompetensi Dasar

No.	Kompetensi dasar (KD)	Indikator
1	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.	<p>p. Menentukan informasi tersirat teks deskriptif terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</p> <p>q. Menentukan informasi rinci dari teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya</p> <p>r. Menentukan ide pokok dari teks deskriptif terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</p> <p>s. Mengidentifikasi struktur teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</p> <p>t. Menyebutkan fungsi sosial teks deskriptif terkait orang, benda, dan</p>

		tempat sesuai dengan konteks penggunaannya.
2	Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda, dan tempat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.	d. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana terkait orang, benda dan tempat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### Kegiatan Pembelajaran

<b>Kegiatan</b>	<b>Waktu :</b> <b>2 x 40 Menit</b>
Pendahuluan :	
1.Guru menyapa peserta didik 2.Doa bersama	
Kegiatan Inti :	
1.Siswa mengamati gambar yang diberikan 2.Siswa mengemukakan contoh tempat wisata 3.Siswa menggunakan mind mapping untuk membuat teks deskriptif tentang “describing place” 4.Siswa memaparkan hasil kerjanya didepan kelas sesuai dengan mind mapping yang dibuat	
Penutup :	
1.Guru dan siswa merefleksikan pelajaran yang dilakukan 2.Mengagendakan materi untuk pertemuan selanjutnya 3.Menutup proses pembelajaran	

## **Metode dan Media Pembelajaran**

1. Metode : Mind Mapping

2. Media : Gambar

## **Materi Pokok**

Unforgettable moment adalah kejadian yang pernah dialami oleh seseorang yang tidak dapat dilupakan, baik itu kejadian yang berkesan baik maupun buruk.

## **Penilaian**

1. Penilaian keterampilan

- a. Teknik penilaian: tes praktek (berbicara)
- b. Bentuk instrument: tugas keterampilan

Majene, November 2022

Researcher

Nur Ani

APPENDIX C Students' score in pre- test

<b>No</b>	<b>Respondent</b>	<b>Pre- Test</b>	<b>Classification</b>
1	R1	57	Fair
2	R2	40	Very Poor
3	R3	40	Very Poor
4	R4	43	Poor
5	R5	40	Very Poor
6	R6	37	Very Poor
7	R7	50	Poor
8	R8	53	Poor
9	R9	40	Very Poor
10	R10	37	Very Poor
11	R11	37	Very Poor
12	R12	40	Very Poor
13	R13	37	Very Poor
14	R14	40	Very Poor
15	R15	40	Very Poor
16	R16	37	Very Poor
17	R17	40	Very Poor
18	R18	40	Very Poor
19	R19	43	Poor
20	R20	43	Poor
21	R21	47	Poor
22	R22	40	Very Poor
23	R23	40	Very Poor
24	R24	43	Poor
25	R25	40	Very Poor
26	R26	47	Very Poor
27	R27	37	Very Poor
28	R28	40	Very Poor
29	R29	43	Poor
Rata- rata		41,7586	

*APPENDIX D Students' score in post- test*

<b>No</b>	<b>Respondent</b>	<b>Post- Test</b>	<b>Classification</b>
1	R1	87	Very Good
2	R2	77	Good
3	R3	77	Good
4	R4	60	Fair
5	R5	63	Fair
6	R6	70	Good
7	R7	80	Very Good
8	R8	83	Very Good
9	R9	73	Good
10	R10	67	Fair
11	R11	60	Fair
12	R12	73	Good
13	R13	57	Fair
14	R14	77	Good
15	R15	60	Fair
16	R16	60	Fair
17	R17	67	Fair
18	R18	60	Fair
19	R19	83	Very Good
20	R20	70	Good
21	R21	80	Very Good
22	R22	63	Fair
23	R23	67	Fair
24	R24	70	Good
25	R25	67	Fair
26	R26	57	Fair
27	R27	47	Poor
28	R28	70	Good
29	R29	70	Good
Rata- rata		68.7931	

*APPENDIX E Documentation of Pre- test, Treatment, and Post- test*

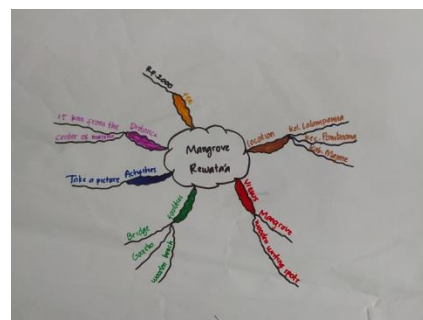
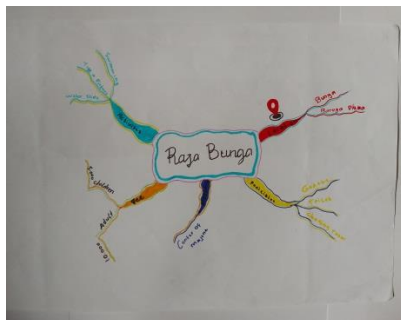
**DOCUMENTATION**

**1. Pre-test**

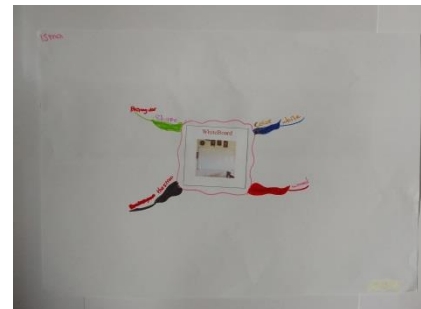
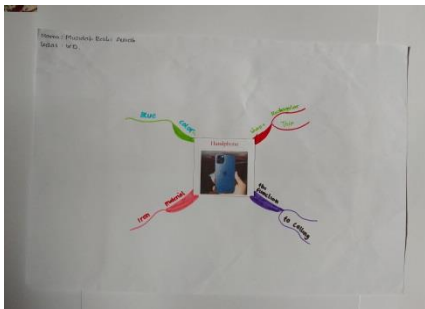
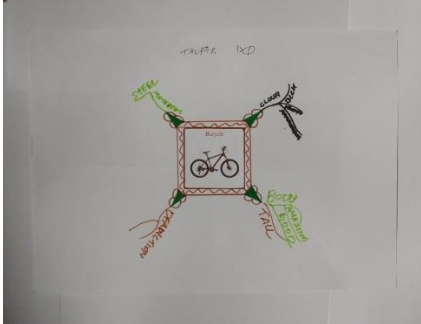




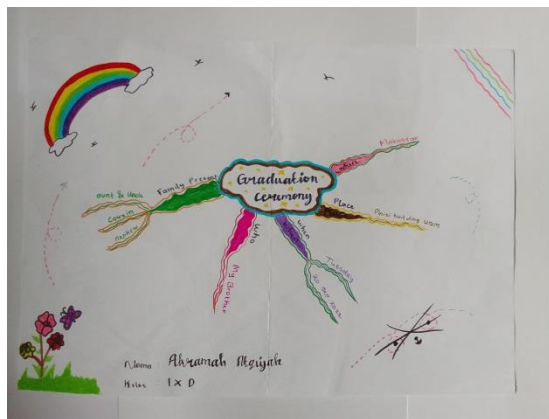
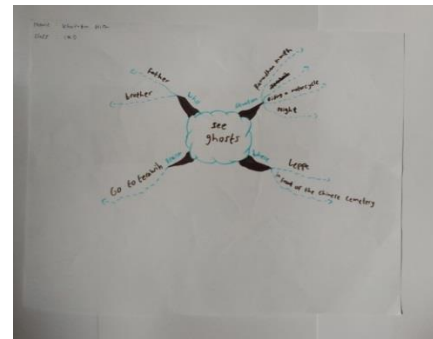
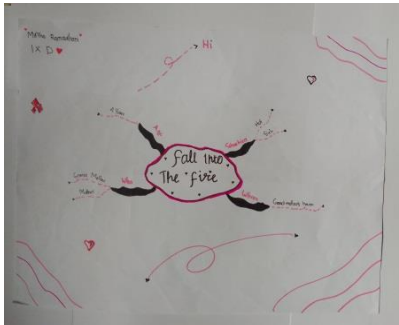
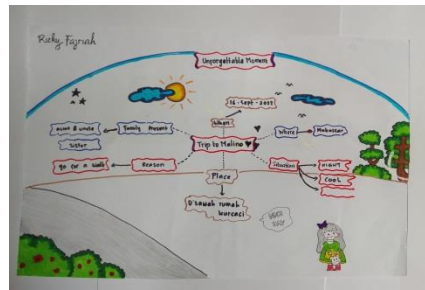
**b. Treatment 2**



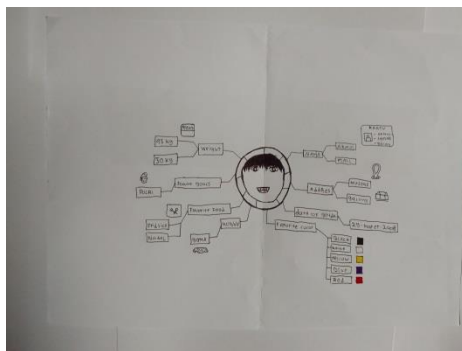
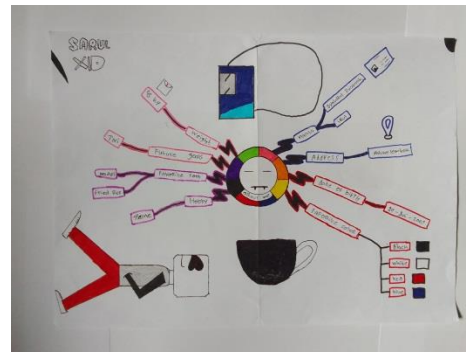
c. Treatment 3

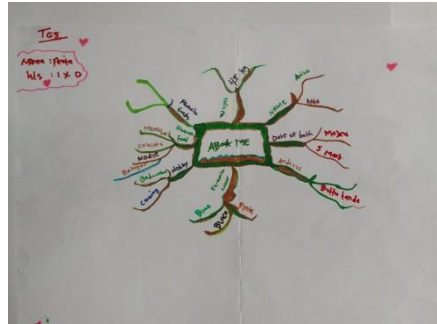


d. Treatment 4



### 3. Post-test





## APPENDIX F *Research Permission Letter*



**PEMERINTAH KABUPATEN MAJENE**  
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU  
(DPM-PTSP)  
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar



### IZIN PENELITIAN

Nomor : 0524/IP/DPM-PTSP/MM/XI/2022

Berdasarkan Peraturan Bupati nomor : 53 Tahun 2018 tentang Pelimpahan Kewenangan Penandatanganan Perizinan dan Non Perizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene,serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/547/XI/2022 Tanggal 10 November 2022 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

N a m a : NUR ANI  
Pekerjaan : Mahasiswa  
N I M : 10256118001  
Program Study/Jurusan : S1 Tarbiah dan Keguruan  
Universitas : STAIN Majene  
Alamat : Simullu, Kel. Baruga, Kec. Banggae Timur

Untuk melaksanakan Penelitian di MTs Negeri 1 Majene dengan Judul "THE USE OF MIND MAPPING METHOD TO IMPROVE STUDENTS' FLUENCY IN SPEAKING SKILL" dengan ketentuan:

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exemplar fotocopy hasil Penelitian kepada Bupati Majene Cq.Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab.Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene  
Pada Tanggal : 11-11-2022  
Kepala DPM-PTSP Kab. Majene

**Hi. Lies Hirawati Thahir S.Sos, M.AP**  
Pangkat : Pembina Tingkat I  
NIP : 19680928 199203 2 011

## **CURRICULUMVITAE**



**Nur Ani** was born on January 27<sup>th</sup> 2000 in Tappalang. She is the youngest child from three children, from her beloved parents mr. Ramli and Mrs. Ramadhana. She has two sisters ( Pasmauni and Nurwahida ). She started her education as a student of kinder garden Tk. Akhsan Simullu, and graduated in 2006. She continued her study in Min 1 Majene and graduation in 2012. Then, she continued her study in MtsN 1 Majene and graduated in 2015. She continued her study in Man 1 Majene and graduated in 2018. In following academic years, She continued her study in State Islamic College of Majene at Tarbiyah and Teaching Training of English Education Program S.1 degree and graduated in 2022. In 2021 she carried out PPL at SMKN 2 Majene on 30 September 2021 – 19 November 2021. She carried out KKN in Katumbangan Lemo village on 2 February 2022 – 18 March 2022.