

# THE USE OF MIND MAPPING STRATEGY TO IMPROVE STUDENTS' SPEAKING SKILL

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## ABSTRACT

*The research entitled “The Use of Mind Mapping Strategy to Improve Students’ Speaking Skill” (a pre-experimental study done in the second grade of junior high school). The aims are to test the effectiveness of mind mapping strategy in teaching English speaking and also to get students’ response toward the use mind mapping strategy. A pre-experimental design was employed in this research. The writer used test and questionnaires as the instruments. The population of the research was second grade of junior high school and the sample used one class, it was VIII-E consists of 30 students. In the research, the experimental group had given treatments of using mind mapping strategy for three times. In the data analysis, the writer computed the means of pre-test and post-test score using the t-test formula. The mean score in the pre-test was 42, while in the post-test was 66.83. After being analyzed, it showed that there was improvement after the treatments. The obtained t-observe was 8.445, whereas the t-table was 2.045. The t-test was bigger than t-table ( $8.445 > 2.045$ ). It showed that the use of mind mapping strategy is effective to improve students’ speaking ability. Based on the questionnaire result, the writer concluded that almost all of the students showed positive response toward the use of mind mapping. They liked studying English speaking by using mind mapping strategy. So, they got a lot of benefit and experience, it could increase their creativity and imagination, make them more focus in speaking, remember the vocabularies better and learn English more fun. In other words, the students responded positively in learning English speaking by using mind mapping strategy.*

*Keywords : Mind Mapping, strategy, Students’ Speaking Skill*

## I. BACKGROUND

Nowadays, having a good English language skill is highly important, especially is speaking. “Speaking is one of the most important skills to be developed and enhanced as a mean of effective communication” (Lai, 2017:34). The statement refers to speaking is one of English language skills that are asked to be able to do. It is as important as the others English three skills like reading, writing and listening. In this research the writer chooses speaking skill, it shows how the speakers talk. It is seen clearly someone’ grammar, pronunciation, vocabulary, and ability to delivering message through the ideas.

Speaking is the important skill in English language but it is one of difficult skill for the students, especially for the second language learners. They have trouble to speak with each other in the class or social interaction with the native speaker. For example many junior high school students find difficult to express themself in spoken English language. The students are rarely to speak English, because they are not interested in English and they are lazy to practice. As a case, when the writer was *PPL* in Junior High School. The writer had some troubles for some students. They had low speaking skill. When the writer taught the students using English, the students do not understand what the researcher mean and they are trouble to express their idea directly. Whenever the researcher asks them for doing something just some of them answer and understand. For example, the writer asks them to makes conversation in front of the class; they are afraid and they are just read of book. They are not speaking directly. It means that speaking learning process should change to get their interest in speaking. The way is the writer try to find out the effective strategy for them. It makes them change their mind and habit.

The process of improving speaking skill has many strategies. Based on the problems above, the writer chooses mind mapping strategy. Mind Mapping is one of many strategies in teaching and learning English. The teachers usually use the strategy for teaching Writing, Reading and Speaking. “Mind mapping is the easiest way to put information *into* your brain

and to take information *Out* of your brain – it’s a creative and effective mean of note taking that literary ‘Maps Out’ your thoughts” ( Buzan, 2005:13). From the statement of the expert, the researcher can define Mind mapping can call the simplest strategy to get ideas *Into* our brain and bring the ideas *Out* the brain – it likes creative, interest, and effective strategy that will ‘Maps Out’ the thoughts. It means that the students will be able to organize their creative ideas and it will help the students to speak directly in front of the class easily. In other words, mind mapping is the attractive and precise strategy to improve the students speaking skill.

Based on what is discussed above, the writer is in eager to investigate the phenomenon, by having a research entitled “*The Use of Mind Mapping Strategy to Improve Students’ Speaking skill*”. The writer hope mind mapping is the best way to improve the students speaking skill of Junior High School in speaking.

**II. THE LITERARY REVIEW**

**2.1 Speaking**

**2.1.1 The Definition of Speaking**

Speaking is common part in English. It is as a skill which is important in communication. It comes from the words “speak”. It has meaning to express opinion, ideas, or say something. Nakhalah (2016: 99) says that speaking is the way to consignment the language directly by the mouth. Moreover, speaking can be called productive skill in the spoken mode (Bashir, 2011:38). It means that speaking can produce the language when the people deliver the information and get much idea from the others spontaneously. Farma (2016:4) states that speaking is a way active spoken communication (speaking skill) that craves skill for expressing the ideas through free brimming communication.

Based on the experts’ statements above, speaking is the process of language delivery (speaking skill) in express all the emotions and ideas through the mouth spontaneously. It means that speaking has an important role in English language.

**2.1.2 The Importance of Speaking**

Speaking is an important skill to convey the communication (Mustajid, 2017:4). It means that teaching speaking aims to support communication skill. In line with this Efrizal (2012, cited in Leong 2017) says that “Speaking is a great significance for the people interaction where they speak everywhere and everyday”. Speaking habit in the society is a way to help students to speak English is better. It is related to the speaking goal achievement. The teachers should use real English. Communication in the class and create the good condition in order to make the students interested in asking or answers the question that is given by the teachers. So, the learning process will be communicative and it will improve the students speaking skill.

Speaking has many advantages in language elements and some others skills. Leong (2017:35) states that: “Speaking help the learners develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas; say stories; request; talk, discuss, and show the various functions of language. Speaking is of vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies.”

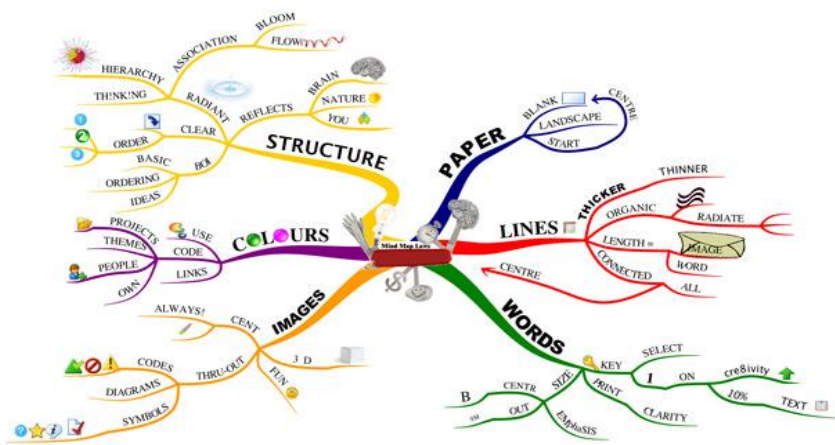
Those statements have been supported by Baker and Westrup (2003) cited in Leong (2017) who said that the students who speak English well have greater chance in the future for better education, finding good jobs, and getting promotion. This explains the final goal of students English speaking in the future. The short period makes the student’s success in the class room and in the long period helps them to get their future success. For example, the students who have good speaking skill will be easily follow English lesson in the class, they are always better than their friend in grammar, structure, writing, and their knowledge. They get higher score in the class than others and when they graduate from their school they will get the expected result and easily get a job.

So, the writer hopes everyone has a desire to master speaking English to get communication well and good influence toward their real life. It will be achieved when they learn the speaking component than applied in real communication.

2.2 The Mind Mapping

2.2.1 The Definition of Mind Mapping

Nowadays mind mapping is defined in different opinion, Buzan (2005:13) states that "Mind mapping is the easiest way to put information your brain and to take information of your brain – it is a creative and effective mean of note taking that literary ‘Maps Out’ your thoughts". While Salai (2014:4) says that "Mind Mapping is a graphical tool for holistic thinking which supports all of the brain functions – mainly our memory, creativity, learning, and all additional thinking. It can define as a picture that describes our thinking (thinking tool) with a lot of words". Based on the statement above, mind mapping is an easy tool (picture) to support the brain work function to describe our thinking to get all information. Commonly a picture of mind mapping can look like as follows:



Picture 2.1 minds mapping with the structure (Salai, 2014:4).

Furthermore, Murley (2007, cited in Mirza, 2016) states that mind mapping is an effective tool to generate idea and draw it into a paper or express it orally. It refers to a tool for speaking. It helps the students to think orally through mind mapping picture.

Based on the experts’ statements above, mind mapping is an easy tool (picture) that supplies all the information from our thinking to help students communicate orally (speaking). It has many advantages to motivate students in speaking English.

2.2.2 The Advantages of Mind Mapping

These are some advantages of mind mapping from the experts. The fist The Advantages of mind mapping from Tondeur (2017:3) say that Mind Mapping help with communicating, creative thinking, essay writing, idea generating, note taking, organizing, planning, problem solving, reading, remembering, and understanding. The second advantages of mind mapping from Buzan (2005:17) says that “plan, communicate, be more creative, save time, solve problems, concentrate, remember be better, and study faster”. It describes as follows:

The first advantage is planning and saving time. Salai (2014:6) says that Mind mapping helps to make a plan or it used for time management. It refers to helps the

student to make daily schedule, lesson time, agenda and some plan and it makes efficient because everything has managed in mind map.

Besides, it is creative and communicative tools. Pramono (2013, cited in Mirza, 2016:19) explains that mind mapping strategy will help the students to improve their speaking ability in some aspects, such as pronunciation, vocabulary, clary and naturalness of speech, and task achievement and communication skill. It means that mind mapping is a tool to help students to communicate well. Furthermore, Gelb (2010:7) says that mind mapping is a creative tool in generating and thinking through ideas. It helps the student build their imagination in thinking something and it is as tool for concentration. It can help students to expand their ability to concentrate in using their ideas in speaking. So, mind mapping is a creative & communicate tools to help students in improving their speaking skill.

Finally, mind mapping can solve the problems and make the student be able to remember well. It makes the information become clear and detail. So the writer hopes mind mapping can be a good strategy for improving students' speaking skill.

**2.2.3 The Components of Mind Mapping**

Here are some components of mind mapping. According Booth & Swartz, (2004:49) they are images, lines, words, colors. They describe as follows:

1. Images

The mind map always has a central image that describes the main idea of mind mapping. It is usually in the middle of the paper. Image has worth a thousand words and helps the student's imagination (Salai, 2014:12). It refers to mind mapping image help the students to think with their imagination. Moreover, the image helps students to find much more words when they speak. An image position of mind mapping can be seen as follows:



Picture 2.6 image position of mind mapping

2. Lines

Mind mapping must have lines. It is like the branches that collect much information and it connected to the central topic that radiates from the central image (Booth & Swartz, 2004:49). It should be curves and in the same length and we can give colors in every line to give interesting experience.

3. Words

Main mapping use many words and must have key words. One or two words are usually written on the connector line in order to identify key concept or ideas (Booth & Swartz, 2004:49). The students will explore the words that they think.

4. Color

Color gives good memory for the children. It is the creative strategy to build students' anxiety in learning process. Booth & Swartz, (2004:49) says that "color can help organize the map and make it easier to read". Moreover it makes easier to comprehend and remember what the students learn in the class.

**2.2.4 The Procedure of Making Mind Mapping strategy**

There are some direction will help the students to make mind mapping in the classroom. Buzan, (2005:38) gives seven directions in making a mind map. It is as follows:

Step 1:

Start in the center of a blank page turned sideways. It is a best place to begin making mind mapping. It gives the students' brain freedom to spread out in all direction and to express itself more freely and naturally.

Step 2:

Use an image or picture for the central idea. An image is worth a thousand words and helps to use the imagination. A central image is more interesting, keep focused, helps concentrate and give the brain more bethinks.

Step 3:

Use colors throughout. Color makes images more beautiful and the mind map appears alive, adds great energy with creative thinking, and is fun for the students.

Step 4:

Connect the main branches to the central image and connect your second- and third-level branches to the first and second levels, etc. the brain works by association. It is like to link two (or three, or four) things together. If students connect the branches, the students will understand and remember a lot more easily.

Step 5:

Make the curved branches rather than straight lined.it is because straight lines are common line used and it is boring. Curved, organic branches, like the branches of trees are far more attractive and riveting to your eye.

Step 6:

Use one key word per line. It is because single key words give the mind map more powers and flexibility. Each single word or image is like a multiplier, generating its own special array of association and connections.

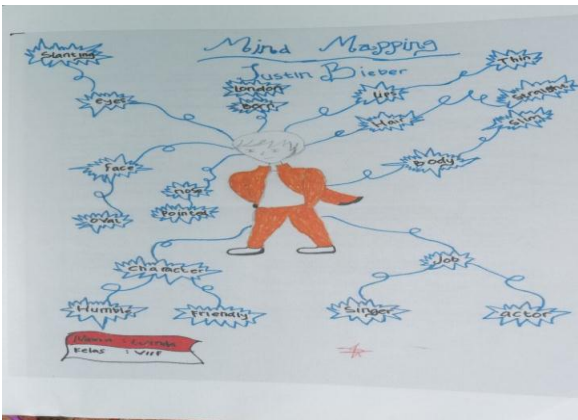
Step 7:

Use Image throughout. The reason why in my mapping uses of Image throughout because image describes a million words. If the students have 5 images in their mind maps, indirectly they have 500 – 1000 words that can be used. It makes the students be smart.

2.2.5 Teaching Speaking through Mind Mapping

Teaching speaking by using mind mapping will direct emphasize the students to think, draw, write, and finally the students emphasize to speak English. In this research, the writer focuses in speaking descriptive text. Descriptive text is a text that describes a particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinions (Anderson and Anderson, 2010:26). It refers to describes things through speaking and the aim is to mention identification and description the things.

The writer thinks that speaking descriptive text will improve students speaking skill, if the learning process use mind mapping strategy. The teaching procedure that adapted from the previous research, it is teaching English by using mind mapping to improve students' vocabulary (Warnendah, 2013:26). This is the example of mind mapping strategy to improve students' vocabulary, it looks as follows:



Picture 2.7 the example of mind mapping to improve vocabulary

Justine Drew Bieber

Justine Drew Bieber is a handsome young Canadian (1) singer, composer, musician and actor. He was born in Ontario, (2) London, and 1 March 1994. He is the only child of Jeremy Jack Bieber and Patricia Lynn Malette. During his childhood, Justin was interested in hockey, (3) soccer, chess, and music. Justin has straight blonde (4) \_\_\_\_\_ he seem so handsome with his (5) \_\_\_\_\_ face, (6) white skin and (7) \_\_\_\_\_ blue eyes. His body is slim and (8) tall. He has (9) \_\_\_\_\_ nose and thin lips. He is friendly, smart and \_\_\_\_\_

Warnendah (2013:26)

Based on explains above, the procedure of teaching speaking by using mind mapping as follows:

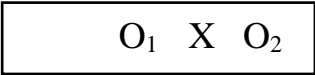
- Step 1 : the teacher explains about descriptive text.
- Step 2 : the teacher introduce how to make mind mapping.
- Step 3 : the teacher ask the students to make mind mapping.
- Step 4 : the teacher explains to the students how to use mind mapping in speaking descriptive text
- Step 5 : the students use their mind mapping in speaking descriptive text.

III. THE RESEARCH METHODOLOGY

3.1 The Research Design

This research uses quantitative research studies. According to Newman and Benz (1998:10) quantitative research is the category of empirical studies, or statistical studies. These studies include the more traditional ways in which psychology and behavioral science have carried out investigation. It includes pre-experimental, quasi- experimental and non-experimental research (Salkind, 2010: 1167). Every kind has different function so that many researchers often use it in their research.

In this research the writer takes Pre – Experimental designs. “Pre-experimental designs is a single group of participants or multiple groups are observed after some invention or treatment presumed to cause change” (Salkind, 2010: 1081). It refers to the simple form of design which uses one group pre-test, some treatments, and post-test. There is not control group. However, pre-experimental researches designs are cost effective ways to explore whether the potential intervention merits further investigation (Salkind, 2010: 1082). It refers to the result could still be investigated to the true research. It design is typically represented as follows:



Where O1 is pre-test, X represents some treatments, and O2 represent the post test (Salkind, 2010: 1086).

The writer chooses pre-experimental research because it is the simplest type of experimental research and convenient to conduct this study in natural setting especially in teaching English, the most suitable design for beginners in the field of experimental research and it can be a cost-effective way to discern whether a potential explanation is worthy of further instigation.

3.2 The Population and Sample

3.2.1 The Population

Population is the collections of all the possible observation of interest (Quinn & Keough, 2002:15). It refers to the complete of individuals and object that is observed in the research.

Regarding to the problem of observed, the writer has chosen all the students in the second grade of SMP KP 1 Baleendah as the population of the research. It is having seventh classes. Each has 30 students, so the total is 7 x 30 = 210 students.

The writer chooses this population because she has known characteristic and problems of the students in SMP KP Baleendah and the school is not far from the writers’ house.

3.2.2 The Sample

A Sample is a subset of population (Chartburn, 2010, p. 59). It refers to the object of the research. The research uses one class as the sample of the research. The class is VIII-E consists of 30 students. So, the total samples of this research are 30 students.

3.3 The Research Procedure

In collecting data, the writer follows the steps below:

- The writer gives a pre test before the treatments to the students. It is carried out to get the data onto the students’ score of speaking skill. In the pre-test the writer takes the title “My Best Friend” in speaking descriptive people directly.
- The writer gives the students treatments by using Mind Mapping to enhance students’ speaking descriptive. The treatments, those are:
  - The first, the writer gives example to makes mind mapping in front of the class. The first treatment takes title “Me”.

The teacher teaches the students to describe them self. Then, the students try to learn speak use mind mapping.
  - The second, the students makes their mind mapping with the title my mother, they can explore their idea to image their mother through the mind mapping. Then the students try to speaking using mind mapping with their friend.

- The third, the students makes mind mapping with the title my pet, they choose one the animals, and then they can explore their idea to image their pet through the mind mapping. Then, the students try to speaking using mind mapping with their friend.
- The researcher gives the Students Post Test. It means to measure the effects of the treatments and the writer take title “My Family” for the post test.
- Analyzing the result of the test.
- The researcher gives the students questionnaire
- Analyzing the result of student questionnaire.
- Interpreting the result of questionnaire.
- Answering the research questions and testing the hypotheses.
- Interpreting the result of the research questions
- Concluding the result.

### 3.4 The Implementation of the Research

The writer will conduct the research in SMP KP Baleendah at Adipati Agung Street, No 23, Baleendah, Bandung, 40375. The experimental group gives the treatments three times. It is Tuesday, Wednesday, and Thursday. The students give a pre-test in the first meeting on the Monday, and then in the second until third meeting the researcher give them some treatments and finally the researcher gives a post test. The schedule listed as follows:

**Table 3.1**  
**The Schedule List of the Research**

No	Date	Activities	Object
1	April 30 <sup>th</sup> 2018	Pre – Test	Experimental Group
2	Mei 2 <sup>th</sup> 2018	Treatment 1	Experimental Group
3	Mei 3 <sup>th</sup> 2018	Treatment 2	Experimental Group
4	Mei 4 <sup>th</sup> 2018	Treatment 3	Experimental Group
5	Mei 5 <sup>th</sup> 2018	Post-Test	Experimental Group
6	Mei 5 <sup>th</sup> 2018	Questionnaire	Experimental Group

### 3.5 The Instruments

The research uses two instruments to collect the data. It is test and questionnaires. The first is test instruments; it is divided into pre-test and post-test. The second is questionnaires; it is some questions for students. The instruments describes as follows:

#### The Pre-Test

“Pre-Test is the simple a test before the main survey and will often represent sent a test for a single element of the survey, such as the specific question wording or instrument layout” (Stopher, 1996: 24). It refers to a test which is given to the students before the treatments. The implementation of the pre-test is conducted in the class by using speaking test. Pre-test is given to know the student speaking skill before being taught by mind mapping to improve student’s speaking skill. In the pre-test the writer will choose the theme “my best friend”. The students describe their best friends orally for two minutes and the teacher take record their speaking.

#### The Post-Test

“A post-test to determine the effect of the study” (Mertens, 2005: 129). It refers to final test given for students after the treatments activities are over. Post-test and the pre-test score will compare to know whether there are differences or not between both of them or another words the test will be used to know the effectiveness of Mind mapping to improve students’ speaking skill. In the post - test the writer will choose the theme “My family”. The students describe their father orally for two minutes and the teacher take record their speaking.

The scoring scales of speaking post-test and pre-test is the same. It taken from Haris in book Testing English as A Second Language (2007, cited in Mirza, 2016:31) and modified by the writer based on the aim of the research. It describes as follows:

**Table 3.2**  
**Scoring scales of speaking**

The scoring scale is used to measure the student's achievement in their speaking in pre-test and post-test in order to know students speaking ability. The high score is 100 point if students can speak English correctly and the lowest score is 0 point if they cannot speak English. Based on scoring above, there are five criteria's that are calculated as final speaking score.

**Table 3.3**  
**Criteria scales of final speaking score**

Score	Category	
90 – 100	A	Excellent
80 – 89	B	Good
70 – 79	C	Fair
60 – 69	D	Poor
Below 60	E	Fall

### 3.5.1 The Questionnaires

The questionnaire has become one of the most used to collect the information. “A questionnaire is a good way to sharpen what you really want to know, and if done thoroughly, it will greatly facilitate the data analysis phase of the research” (Anderson & Arsenault, 1998:170). After the treatments are completed, a questionnaire is given to the students. It is used to identify the students’ response to the use of mind mapping to improve speaking. It describes as follows:

**Table 3.4**  
**The questionnaires**

No	Question	Answers	
		Yes	No
1	Do you like speaking English? ( <i>Apakah anda senang berbicara bahasa inggris?</i> )		
2	Is speaking English difficult? ( <i>Apakah berbicara bahasa inggris sulit?</i> )		
3	Do you like learning English by using mind mapping strategy? ( <i>Apakah anda senang belajar bahasa inggris menggunakan strategi pemetaan pikiran?</i> )		
4	Can the use of mind mapping strategy help you make a plan for speaking English ( <i>dapatkah penggunaan strategy pemetaan pikiran membantu membuat rencana dalam berbicara bahasa inggris?</i> )		
5	Can the use of mind mapping strategy increase your creativity and imagination? ( <i>Dapatkah strategy pemetaan pikiran meningkatkan kreativitas dan imajinasi anda?</i> )		
6	Is mind mapping strategy a creative tool in generating and thinking through ideas when you speak English ? ( <i>Apakah</i>		



	<i>strategy pemetaan pikiran merupakan strategy yang kreatif dalam mengungkapkan ide-ide ketika anda berbicara bahasa inggris?)</i>		
7	Can the use mind mapping strategy solve your poblems in speaking ? ( <i>dapatkah penggunaan strategy pemetaan membantu memecahkan masalah-masalah yang anda hadapi ketika berbicara?</i> )		
8	Can the use of mind mapping strategy help you concentrate in speaking? ( <i>Dapatkah penggunaan pemetaan pikiran membantu anda berkonsentrasi dalam berbicara?</i> )		
9	does the use mind of mapping strategy help you remember the vocabulary better when you speak English ? ( <i>apakah penggunaan strategi pemetaan pikiran membantu anda mengingat kosakata lebih baik ketika berbicara bahasa inggris?</i> )		
10	Can the use mind mapping strategy increase your pronunciation, vocabulary, clary and naturalness of speech? ( <i>Dapatkah strategy pemetaan pikiran meningkatkan pelapalan, kosakata, kejelasan dan kenaturalan berbicara?</i> )		
11	does the mind mapping strategy help you study faster? ( <i>Dapatkah penggunaan strategi pemikiran membantu kamu belajar lebih cepat?</i> )		
12	Does mind mapping strategy make learning English more fun? ( <i>Apakah strategi pemetaan membuat pembelajaran bahasa Inggris lebih menyenangkan?</i> )		
13	Does mind mapping strategy help you to improve your speaking ability? ( <i>Apakah metode pemetaan pikiran dapat membantu anda untuk meningkatkan kemampuan berbicara bahasa inggris?</i> )		

### 3.6 The Technique for Analysis Data Use Test and Questionnaire

#### 3.6.1 Data Analysis on Test

The analyzing the data after the researcher get the data from some test. The data from some the test will be analyzed using t-test for dependent group. Coolidge (2000, cited in Wizaksani, 2017:31) says that the T-Test formula describes as follow:

$$t = \frac{(\bar{x}^1 - \bar{x}^2)}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D^2}{N}\right)}{N - (N - 1)}}$$

- $\bar{x}^1$  : The mean of Pre-Test Score
- $\bar{x}^2$  : The mean of post test score
- $\sum D^2$  : The SUM of the squares of the differences between pre – test and post – test score.
- $(\sum D^2)$  : The square of the sum of the of the differences between the pre- test

score and post test scores.

- N : The number of pairs of scores
- DF : The degree of Freedom
- DF : N-1

The steps to analysis data explains as follows:

Step 1: Subtract the pairs of scores from each other in following manner:

Subject	Pre-test score (X <sup>1</sup> )	Post-test score (X <sup>2</sup> )	D score	D <sup>2</sup>
1				
2				
3				
...				
20				
N = 20	$\bar{x}^1 = \dots$	$\bar{x}^2 = \dots$	$\sum D = \dots$	$\sum D^2 = \dots$

Step 2 : Calculate the mean of the pre-test scores ( $\bar{x}_1$ )

$$\bar{x}_1 = \frac{\sum \bar{x}^1}{N}$$

Step 3 : Calculate the mean of the post-test scores ( $\bar{x}^2$ )

$$\bar{x}^2 = \frac{\sum \bar{x}^2}{N}$$

Step 4 : Enter the values obtained from step 1-3 into the formula for the dependent t-test

Step 5 : Interpret the result of the computation

3.6.2 Data Analysis on Questionnaire

The writer uses questionnaire to get the data toward the student's responses of the use of mind mapping in teaching speaking descriptive text. In the bellow are the criteria and formula of percentage categories described as Ningrat (2000, cited in Novarida, 2014:34), those are:

Table 3.6  
Criteria Percentage of categories

Percentage of Student	Criteria
1 – 25 %	Small number of the students
25 – 49 %	Nearly half of the students
50 %	Half of the students
51 – 75 %	More than half of the students
76 – 99 %	Almost all of the students
100 %	All of students

The formula of percentage is used to analyze the questionnaire. The data are interpreted based on the frequency of the students’ answers. The formula is described as follows:

$$P = \frac{F0}{N} \times 100 \%$$

- P : Percentage
- F0 : Amount of each response for certain question
- N : Amount of all response for certain question

IV THE FINDINGS AND DISCUSSION

4.1 The Research Findings

4.1.1 The Pre-Test Data Analysis

The pre-test was done on 30<sup>th</sup> April 2018. It is used to measure students’ scores on speaking before the treatments. It was done about 60 minutes for thirty students of second grade junior high school SMP KP I Baleendah class VIII-E. In the pre-test, every student had 2 minutes for speaking in front of the class about their best friends. The students describe their best friends orally for two minutes and the teacher recorded their speaking. When the writer conducted pre-test, the students looked confused to speak in front of the class. Most of the students mixed between Indonesian and English language. Even, there were some students who cannot speak English and used full Indonesian. The subject of the research was taken from the second grade students of junior high school at SMP KP 1 Baleendah class VIII-E. The result of pre-test is reported as follows:

Table 4.1  
The Pre-Test Scores

No	Subject	Oral Rating Sheet					
		Fluency	Vocabulary	Grammar	Pronunciation	Comprehension	Pre-test score (X <sub>1</sub> )
1	Student 1	15	10	10	15	15	65
2	Student 2	10	10	10	10	15	55
3	Student 3	10	5	10	10	10	45
4	Student 4	5	5	5	5	0	20
5	Student 5	15	10	15	10	15	65
6	Student 6	5	5	5	5	10	30
7	Student 7	5	5	0	0	5	15
8	Student 8	10	10	10	10	15	55
9	Student 9	15	15	10	15	15	70
10	Student 10	10	15	10	10	15	60
11	Student 11	15	15	10	15	15	70
12	Student 12	5	5	5	5	5	25
13	Student 13	5	5	5	5	5	25
14	Student 14	5	5	5	5	5	25
15	Student 15	5	5	5	0	5	20
16	Student 16	0	5	5	0	5	15
17	Student 17	5	10	5	5	5	30
18	Student 18	10	10	5	5	5	35
19	Student 19	0	5	0	0	5	10

20	Student 20	5	5	5	5	5	25
21	Student 21	0	5	0	0	15	20
22	Student 22	10	10	10	10	15	55
23	Student 23	10	15	15	10	15	65
24	Student 24	10	15	10	10	15	60
25	Student 25	10	10	10	10	15	55
26	Student 26	10	15	10	15	10	60
27	Student 27	15	10	10	5	0	40
28	Student 28	5	10	5	5	5	30
29	Student 29	15	15	10	10	15	65
30	Student 30	10	10	5	10	15	50
TOTAL SCORE ( $\sum X_i$ )							1260
AVERAGE ( $X_1$ )							42

The table above explained the result of the students’ scores in the pre-test. It showed that the lowest score was 10 which was got by 1 student, while the highest scores was 70 which was got by 2 students. The standard of English speaking subject maximum scores was 100 and the minimum score was 70. There were 28 students who got scores under the criteria of minimum score. The mean of pre-test is as follows:

$$\bar{x}_1 = \frac{1260}{30} = 42$$

It means that students’ score of pre-test was under the criteria of minimum score of English subject. In other words, the students’ speaking skill at the second grade of SMP KP Baleendah was needed to be improved. So, the writer gave the treatments.

#### 4.1.2 The Treatments

The result of pre-test showed the students had low score in speaking skill. Most of the second grade of the students SMP KP I Baleendah VIII-E got scores less than 70. To solve the problem the writer gave the treatment by using mind mapping strategy. The treatment was carried out to get good impact on students to improve their ability about describing people and animals. It was implemented three times. It was started from 2<sup>nd</sup> May 2018 until 4<sup>th</sup> of May 2018. In this part, the writer wanted to test the effectiveness of mind mapping strategy in describing people and animal. The process of treatments given was reported as follows:

##### 4.1.2.1 The First Treatment

The first treatment was held on Tuesday, May 2<sup>nd</sup> 2018. At first, the writer explained about descriptive text consisting of the definition, the generic structure, the language features and the example of descriptive text. It had purpose to help students remember the descriptive text before they were asked to speak in front of the class. Next, the writer explained about mind mapping. It was the definition of mind mapping, the part of mind mapping, how to make mind mapping and the example of mind mapping. The writer divided the students to some group. Each group consisted of 2 or 3 students. Each group was asked to make mind mapping about themselves.While, the teacher was monitoring and helping the students’ activities. At first, some of the the students difficult to make mind maping , but after the researcher reexplain, they almost all of the students were very interested in doing that, they use their imagination and drew the mind mapping (Appendix 7). Next, the writer gave the example of speaking English by using mind mapping. Finally the writer motivated the students to speak English by using their mind mapping with the other members of the group. In the last section, each group presented their mind maping in front of the class. When the presentation, many students confusing how to use mind mapping when they describing their mind mapping. But the researcher guided them to use it.

##### 4.1.2.2 The Second Treatment

The second treatment was held on Thursday, May 3<sup>th</sup> 2018. At first, the writer explained about descriptive text consisting of the definition, the generic structure, the language features and the example of descriptive text. It had purpose to

help students remember the descriptive text before they were asked to speak in front of the class. Next, the writer explained about mind mapping. It was the definition of mind mapping, the part of mind mapping, how to make mind mapping and the example of mind mapping. The writer divided the students to some group. Each group consisted of 2 or 3 students. Each group was asked to make mind mapping about their mother (appendix 8). While, the teacher was monitoring and helping the students' activities . Many students were very interested in doing that, they used their imagination and drew the mind mapping. Next, the writer gave the example of speaking English by using mind mapping. Finally, the writer motivated the students to speak English by using their mind mapping with the other members of the group. In the second meeting, some of the students looks easy to get vocabulary when they speak English but some of the students did some mistake in gramar and pronunciation. In the last section, each group presented their mind mapping in front of the class without the teacher guided them.

**4.1.2.3 The Third Treatment**

The third treatment was held on Friday, May 4<sup>th</sup> 2018. At first, the writer explained about descriptive text. Consisting of the definition, the generic structure, the language features and the example of descriptive text. It had purpose to help students remember the descriptive text before they were asked to speak in front of the class. Next, the writer explained about mind mapping. It was the definition of mind mapping, the part of mind mapping, how to make mind mapping and the example of mind mapping. The writer divided the students to some group. Each group consisted of 2 or 3 students. Each group was asked to make mind mapping about the animals that they had in their house. While, the teacher was monitoring and helping the students' activities. They used their imagination and drew the mind mapping. Next, the writer gave the example of speaking English by using mind mapping. Finally, the writer motivated the students to speak English by using their mind mapping with the other members of the group. In the last section, each group presented their mind mapping in front of the class. In the third meeting, almost of the students looks easy to speak English. they can speak English better, like they use many vocabulary, correct grammar and pronunciation. Event, there were some of the students have good fluency.

**4.1.3 The Post-test**

The post-test was done on Saturday, May 5<sup>th</sup> 2018. It was conducted to know the effect of the treatment. It was to measure students' scores on speaking after the treatments. In this section, every student had to make mind mapping about their family. After that, they had 2 minutes to speak in front of the class of their family. The students describe their family orally for two minutes and the teacher recorded it. When the writer was conducted post-test, the students looked enthusiastic, they were brave to speak in front of the class, and most of the students tried to speak English better, they did not use their mother tongue a lot. The result of post-test computation is shown in the following table:

**Table 4.2**  
**The Post-Test Scores**

No	Subject	Oral Rating Sheet
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		Fluency	Vocabulary	Grammar	Pronunciation	Comprehension	Post –test score
1	Student 1	15	15	15	15	20	80
2	Student 2	15	15	15	10	15	70
3	Student 3	10	15	15	10	20	70
4	Student 4	5	10	10	10	15	50
5	Student 5	15	15	15	15	20	80
6	Student 6	10	10	15	15	15	65
7	Student 7	10	15	10	5	15	55
8	Student 8	15	15	15	15	20	80
9	Student 9	15	20	15	15	20	85
10	Student 10	10	15	15	15	15	70
11	Student 11	20	15	15	15	20	85
12	Student 12	10	10	15	10	20	65
13	Student 13	10	15	15	10	20	70
14	Student 14	10	10	15	10	15	55
15	Student 15	10	15	15	10	15	65
16	Student 16	10	15	15	10	20	70
17	Student 17	10	15	15	10	15	65
18	Student 18	15	15	15	10	15	70
19	Student 19	10	15	10	10	15	60
20	Student 20	10	5	5	5	5	30
21	Student 21	10	15	15	10	20	70
22	Student 22	10	15	15	10	15	65
23	Student 23	10	15	15	15	15	70
24	Student 24	10	15	10	10	15	60
25	Student 25	10	15	15	15	20	75
26	Student 26	10	15	10	15	10	60
27	Student 27	15	15	15	5	15	60
28	Student 28	10	15	15	10	20	70
29	Student 29	15	15	15	10	15	70
30	Student 30	15	15	10	10	15	65
TOTAL SCORE (ΣX <sub>i</sub> )							2005
AVERAGE ( X <sub>i</sub> )							66.83

The table above showed the result of the students’ scores in the post-test. It showed that the lowest score was 30 which was got by 1 the students, while the highest scores was 85 which was got by 1 students. The mean of post-test was as follows:

$$\bar{x}_2 = \frac{2005}{30} = 66.83$$

It means that the students’ score of post-test was still less than the criteria of minimum score. However, the score of the post-test was better than the score in the pre-test. In other words the students’ speaking skill is improved.

#### 4.1.4 The Computation of the Pre-test and the Post-test

The steps of the tests and the treatments were done but it has not finish. In this section, the writer had to calculate the result of pre-test and post-test score. The table below showed the range of pre-test and post test score. It was reported as follows:

**Table 4.3**  
**The Result of Pre-test and Post-test**

No	Name	The Pre-test Scores (X <sub>1</sub> )	The Post-test Scores (X <sub>2</sub> )	D Scores	D <sup>2</sup>
1	Student 1	65	80	-15	225
2	Student 2	55	70	-15	225
3	Student 3	45	70	-25	625
4	Student 4	20	50	-30	900
5	Student 5	65	80	-15	225
6	Student 6	30	65	-35	1225
7	Student 7	15	55	-40	1600
8	Student 8	55	80	-25	625
9	Student 9	70	85	-15	225
10	Student 10	60	70	-10	100
11	Student 11	70	85	-15	225
12	Student 12	25	65	-40	1600
13	Student 13	25	70	-45	2025
14	Student 14	25	55	-30	900
15	Student 15	20	65	-45	2025
16	Student 16	15	70	-55	3025
17	Student 17	30	65	-35	1225
18	Student 18	35	70	-35	1225
19	Student 19	10	60	-50	2500
20	Student 20	25	30	-5	25
21	Student 21	20	70	-50	2500
22	Student 22	55	65	-10	100
23	Student 23	65	70	-5	25
24	Student 24	60	60	0	0
25	Student 25	55	75	-20	400
26	Student 26	60	60	0	0
27	Student 27	40	60	-20	400
28	Student 28	30	70	-40	1600
29	Student 29	65	70	-5	25
30	Student 30	50	65	-15	225
	N=30	ΣX <sub>1</sub> =1260	ΣX <sub>2</sub> =2005	ΣD= - 745 (ΣD) <sup>2</sup> =555025	ΣD <sup>2</sup> =26025

From the table above, the researcher got:

- $\sum D : 745$
- The score of pre-test  $\sum X_1=1260$
- The score of post-test  $\sum X_2=2005$
- The mean of pre-test scores :

$$\bar{x}_1 = \frac{\sum X_1}{N} = \frac{1260}{30} = 42$$

- The mean of post-test scores :

$$\bar{x}_2 = \frac{\sum X_2}{N} = \frac{2005}{30} = 66.83$$

- The differences between the mean score of the post-test and the mean pre-test :

$$\sum D = \sum X_2 - \sum X_1$$

$$\sum D = 2005 - 1260$$

$$\sum D = 745$$

- The sum of differences between the pre-test score and the post test score :

$$\sum D^2=26025$$

$$N = 30$$

- The degree of freedom (DF)

$$DF = N - 1$$

$$= 30 - 1$$

$$= 29$$

From the data above, the researcher computed out the dependent t-test using formula as follows:

$$t = \frac{(\bar{x}^1 - \bar{x}^2)}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N - (N - 1)}}$$

The writer computed the data by using some step are as follow:

**Step 1 : Substance the pair of scores from pre-test and post-test (see table 4.3)**

**Step 2 : Calculate the mean of pre-test score (X<sub>1</sub>)**

$$\bar{x}_1 = \frac{\sum X_1}{N} = \frac{1260}{30} = 42$$

**Step 3 : Calculate the mean of post-test score (X<sub>2</sub>)**

$$\bar{x}_2 = \frac{\sum X_2}{N} = \frac{2005}{30} = 66.83$$

**Step 4 : Enter the value obtained from step 1-3 into the formula for the dependent group**

$$t = \frac{(\bar{x}^1 - \bar{x}^2)}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N (N - 1)}}$$

$$t = \frac{(42 - 66.83)}{\sqrt{\frac{26025 - \frac{(-745)^2}{30}}{30 (30 - 1)}}$$

$$t = \frac{(-24.83)}{\sqrt{\frac{26025 - \frac{555025}{30}}{30 (29)}}$$



t =  $\frac{(-24.83)}{\sqrt{\frac{26025 - 18500.83}{870}}}$

t =  $\frac{(-24.83)}{\sqrt{\frac{7524.17}{870}}}$

t =  $\frac{(-24.83)}{\sqrt{8.648}}$

t =  $\frac{(-24.83)}{2.940}$

t = 8.445

Step 4 : Interpret the Result of the Computation

From the calculation above the t-observe was 8.445. The writer was took the value of t-table from degree of freedom (DF) with the formula  $DF = N - 1$  (N was the total of all the students). So, DF was  $30 - 1 = 29$ . So, the level of significance 0.5 was 2.045. If t-observe value and t-table value are compared, t-observe higher ( $8.445 > 2.045$ ). In other words, t-observe is higher than t-table. Therefore, Null Hypothesis (Ho) is rejected and Alternative hypothesis (Ha) is accepted. This means that teaching speaking by using mind mapping strategy to second grade of SMP KP Baleendah is effective.

4.1.5 The Questionnaires

The last section, the writer gave the questionnaire. It was done on May 5<sup>th</sup> 2018. After the students finished the post-test, the teacher distributed the questionnaire consisted of 13 questions to them. It was about 10 minutes. It was conducted to know students' response, motivation, and opinion toward the use of mind mapping strategy in teaching speaking to describe people and animals. The students had to answer 13 questions. It was yes or no question. The results of questionnaires are reported as follows:

Table 4.4  
The Result of the Questionnaires

No	Questions	Answers			
		Yes		No	
		Frequency	Percentage	Frequency	Percentage
1	Do you like speaking English? (Apakah anda senang berbicara bahasa inggris?)	27	90 %	3	10 %
2	Is speaking English difficult? (Apakah berbicara bahasa inggris sulit?)	12	40 %	18	60 %
3	Do you like learning English by using mind mapping strategy? (Apakah anda senang belajar bahasa inggris menggunakan	23	76.6 %	7	23.3 %

	<i>strategi pemetaan pikiran?)</i>				
4	Can the use of mind mapping strategy help you make a plan for speaking English ( <i>dapatkah penggunaan strategy pemetaan pikiran membantu membuat rencana dalam berbicara bahasa inggris?</i> )	14	46.66 %	16	53.33 %
5	Can the use of mind mapping strategy increase your creativity and imagination? ( <i>Dapatkah strategy pemetaan pikiran meningkatkan kreativitas dan imajinasi anda?</i> )	21	70 %	9	30 %
6	Is mind mapping strategy a creative tool in generating and thinking through ideas when you speak English? ( <i>Apakah strategy pemetaan pikiran merupakan strategy yang kreatif dalam mengungkapkan ide-ide ketika anda berbicara bahasa inggris?</i> )	17	56 %	13	43.33 %
7	Can the use mind mapping strategy solve your poblems in speaking? ( <i>dapatkah penggunaan strategy pemetaan membantu memecahkan masalah-masalah yang anda hadapi ketika berbicara?</i> )	22	73.33%	8	26.66%
8	Can the use of mind mapping strategy help you concentrate in speaking? ( <i>Dapatkah penggunaan pemetaan pikiran membantu anda berkonsentrasi dalam berbicara?</i> )	21	70%	9	30%
9	Does the use mind of mapping strategy help you remember the vocabulary better when you speak English? ( <i>Apakah penggunaan strategi pemetaan pikiran membantu anda mengingat kosakata lebih baik ketika</i>	26	86.6 %	4	13.33 %

	<i>berbicara bahasa inggris?)</i>				
10	Can the use mind mapping strategy increase your pronunciation, vocabulary, clarity and naturalness of speaking? <i>(Dapatkah strategy pemetaan pikiran meningkatkan pelafalan, kosakata, kejelasan dan kenaturalan berbicara?)</i>	19	63.33 %	11	36.66 %
11	Does the mind mapping strategy help you study faster? <i>(dapatkah penggunaan strategi pemikiran membantu kamu belajar lebih cepat?)</i>	22	73.33 %	8	26.66 %
12	Does mind mapping strategy make learning English more fun? <i>(Apakah strategi pemetaan membuat pembelajaran bahasa Inggris lebih menyenangkan?)</i>	25	83.3 %	5	16.6 %
13	Does mind mapping strategy help you to improve your speaking skill? <i>(Apakah metode pemetaan pikiran dapat membantu anda untuk meningkatkan kemampuan berbicara bahasa inggris?)</i>	24	80 %	6	20 %

Based on the result of questionnaires above, the first question showed that almost all of the students (90%) liked to speak English. Probably, they felt modern and cool if they were able to speak English and they realized that English was important to their future life. While, there were small number of the students (10 %) who still did not like to speak English because they perhaps had difficulties in pronunciation, and grammar mastery. From the fact above, the writer concluded that almost all of students of SMP KP I Baleendah liked to speak English.

The second question showed that nearly half of the students (40%) got difficulty in speaking English. Perhaps, they were confused and scared because English is not their mother-tongue, it was difficult to read, difficult to translate, and it was seldom used in daily life. While, there were more than half of the students (60%) who did not think that speaking English was difficult. Perhaps it is because there was of a lot of technology that help them improve their English outside the class like online games, and digital English books. They found the interesting strategies that make them enjoy speaking English. From the result above, the writer concluded that more than half of the students of SMP KP I Baleendah did not think that English speaking was difficult in English class.

The third question showed that almost all of the students (76.6%) liked learning English by using mind mapping strategy. Perhaps it was more interesting, and simple. It was helping them in speaking English. In fact, when the treatments implemented they said that mind mapping was new and unique for them because it was the first time for them learning using mind mapping. On the other hand, there was small number of the students (23.3 %) who did not like learning English by using mind mapping strategy because they thought that it was difficult to read and it was confusing when they speak English.

From the result above, the writer concluded that almost all of the students of SMP KP I Baleendah like learning English by using mind mapping strategy.

The fourth question showed that more than half of the students (53.33 %) disagreed that mind mapping strategy helped them make a plan for speaking English. Probably. It made them confused as there are many branches that they had made in mind mapping. But there were nearly half of the students (46.66 %) who agreed that it helped them. Mind mapping help them remember the picture, and the words. From the result above, the students thought that Mind mapping was not effective to help students made a plan.

The fifth question showed that almost all of students (70 %) agreed that mind mapping strategy increased their creativity and imagination. It made them free to express the words and the pictures that they wanted in their mind, and then they gave many colors to their mind mapping. While, there were nearly half of the students (30%) who had different opinion. Probably, mind mapping made them tired because they had to make picture and give color. From the result above, the writer concluded that almost all of students of SMP KP I Baleendah agreed that mind mapping strategy increased their creativity and imagination.

The sixth question showed that more than half of the students (56 %) agreed that mind mapping strategy was a creative tool for generating and thinking through ideas when they speak English. It made them easy to remember the words they had written and it helped them in making concept before they speak English. However, there were nearly half of the students (43.33%) who disagreed that it was a creative tool for generating and thinking through ideas. They thought that mind mapping did not really help them in making concept before they speak English. From the result of the sixth question, it is concluded that more than half of students of SMP KP I Baleendah agreed that mind mapping strategy was a creative tool for generating and thinking through ideas.

The seventh questions showed that more than half of the students (73.33%) agreed that mind mapping was a strategy that solves the problems of speaking. Perhaps the student could be brave to speak English without worries. Furthermore, it could help the students to get the ideas. However, there were nearly half of the students (26.66%) who disagreed that it a strategy that solves the problems of speaking. They thought that mind mapping did not help some their speaking problem because it made them confused. From the result above, the writer concluded that most all of the students of SMP KP I Baleendah agreed that mind mapping was a strategy that could solve the speaking problem.

The eighth questions showed that more than half of the students (70%) agreed that mind mapping strategy could help them to be more focus in speaking. The students thought that mind mapping made them remember vocabulary easily. While, there were nearly half of the students (30 %) who disagreed that it helped them to be more focus. Perhaps, mind mapping made them confused. So, in this question more than half of the students agreed that mind mapping strategy helped them concentrate in speaking.

The next question showed that almost all of the students (86.6 %) agreed that mind mapping strategy helped them to remember the vocabularies better when they speak English. It could help them easily to remember vocabularies. However, there were small number of the students (13.33%) who disagreed that it helped them to remember the vocabularies better. They thought that mind mapping was complicated.

The tenth question results showed that more than half of the students (63.33 %) agreed that mind mapping strategy increased their vocabulary in speaking. It perhaps helped them to find the appropriate word they need. While, there were nearly half of the students (36.66%) who disagreed that mind mapping strategy increased their vocabulary in speaking.

The eleventh question result showed that almost all of the students (73.33 %) agreed that the mind mapping strategy could help them to study faster because it helped them to get many ideas and to memorize better. But, there were nearly half of the students (26.66 %) who disagreed that it could help them to study faster. They thought that mind mapping made them confused as it was complicated.

The twelfth question showed that almost all of students (90%) agreed that mind mapping strategy could make learning English more fun. The students thought that they got many experience, like drawing pictures, using color, describing their imaginations, and practicing to speak English in front of the class. While, there were small number of the students (16.6%) who disagreed that it made learning English more fun. It perhaps made them stressed out. From the twelfth question,

the writer concluded that almost all of students of SMP KP I Baleendah agreed that mind mapping made learning English more fun.

The last question result showed that almost all of the students (80%) agreed that mind mapping strategy helped them to improve speaking skill. It could add their vocabulary mastery, describing people and animals. But, there were small number of the students (20%) who disagreed that it helped them to improve speaking skill. Mind mapping perhaps made them confused and tired. From the last question, it can be concluded that almost all the students agreed that mind mapping strategy help them to improve their speaking skill.

From explanation above, it could be concluded that most of all the students showed positive response toward the use of mind mapping. In other words, they liked studying English speaking by using mind mapping strategy. Mind mapping strategy could help the students to increase their creativity and imagination. Moreover, it helped them to be focus in speaking, and it helped them remembering the vocabulary better which made learning English more fun. While, less students gave negative response. They thought that mind mapping was difficult to read, it was complicated and it made them confused when they speak English.

**4.2 The Discussion**

In the implementation of analysis, the writer computed the mean of pre-test and post-test score using t-test formula. The means score was 42 in the pre-test and 66.83 in the post-test. After being analyzed, it showed that there was improvement after the treatments. The obtained t-observe was 8.445, whereas the t-table was 2.045. In other words, the t-test was bigger than t-table ( $8.445 > 2.045$ ). So, Null Hypothesis ( $H_0$ ) is rejected and Alternative hypothesis ( $H_a$ ) is accepted. This means that teaching speaking by using mind mapping strategy to second grade of SMP KP I Baleendah is effective.

Moreover, the result of the questionnaires above showed that most of the students were enthusiastic and interested in speaking English using mind mapping strategy. The students agreed that mind mapping could help the students to increase their creativity and imagination. Moreover, it helped them to be focus in speaking, and it helped them remembering the vocabularies better which made learning English more fun. It made speaking English more fun because it was unique as it has many pictures and colors and also helped them in making concept before they speak English. So, they got a lot of benefit and experience. In other words, the students responded positively in learning English speaking by using mind mapping strategy. These findings were in line with Buzan (2005:17) said that Mind Mapping help with communicating, be more creative, solve problems, concentrate, remember be better, and study faster. Moreover, it was also in line with Gelb (2010:7) stated that mind mapping is a creative tool in generating and thinking through ideas.

**V THE CONCLUSION AND SUGGESTION**

**5.1 The Conclusion**

There are some strategies which could be applied by the teacher to help students improve their speaking skill. One of them is mind mapping strategy. So, in this research focused on teaching speaking by using mind mapping strategy that applied pre-experimental designed. In the implementation, the writer used two instruments consisting of test and questionnaires. The test used pre-test and post-test and the treatments applied mind mapping strategy in learning English speaking describing people and animals. The aim was to test the effectiveness of mind mapping strategy to improve students' speaking skill of the second grade students of SMP KP I Baleendah and got their response toward the strategy.

From the data analysis and the data interpretation of the previous chapter, it showed that the value of " $t_o$ " (t-observe) was higher than " $t_t$ " (t-table). So, the null hypothesis ( $H_0$ ) was rejected and the Alternative hypothesis ( $H_a$ ) was accepted. It could be said that mind mapping was effective strategies in teaching speaking to second grade students of SMP KP I Baleendah class VIII-E. This was in line with the statement of Pramono (2013, cited in Mirza, 2016:19) explained that mind mapping strategy would help the students to improve their speaking ability in some aspects, such as pronunciation, vocabulary, clarity and naturalness of speech, and task achievement and communication skill. Based on the explanation above, it is concluded that teaching speaking English by using mind mapping is effective.

Moreover, the questionnaires result showed that most all of the students were enthusiastic and interested in speaking English by using mind mapping strategy. The students agreed that Mind mapping strategy could help the students to increase their creativity and imagination. Moreover, it helped them to be focus in speaking, and it helped them remembering the vocabularies better which made learning English more fun. It made speaking English more fun because it was unique as it has many pictures and colors and also helped them in making concept before they speak English. So, they got a lot of benefit and experience. In other words, the students responded positively toward teaching and learning speaking English by using mind mapping strategy.

5.2 The Suggestion

In line with the finding above, the writer gave some suggestions to make the teaching and learning process more effective. The suggestions were as follows:

- **For English Teacher**

Teacher of English is expected to do the following things:

- a. The use of mind mapping strategy in teaching and learning English speaking in the classroom is a good choice for the teacher to make the lesson more easy and fun.
- a. Ask the students to practice speak English every day, because it would make perfect result.

- **For the Other Researcher**

Other researchers who are interested in doing the same topic could have more samples. Futhermore, the students level could also be changed. The number of the treatments also could be added to make the result more valid and applicable.

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