

CHAPTER I

INTRODUCTION

This chapter presents six topics related to this study. These topics cover background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation and definition of key terms.

1.1 Background of the Study

In this era globalization many languages that are used in every country especially English language, English as a language to communicate with each other people in daily activities because English as a language of International. In Indonesia, English is important for any people because English is used for education or career. The one important of communicate with each others through speaking. Speaking is one of four basic skills in learning foreign language except listening, reading, and writing. Tarigan (1981:15) in Kumaryati (2008:4) states that speaking ability is a skill to communicate and to deliver a message from an idea. It means that speaking is an activity used to communicate to deliver a message from an idea with others. According to Brown in Syafriyani (2004:172) The term of “speaking” is an interactive process of constructing meaning that involves producing, receiving and processing information. It takes place everywhere and has become part of our daily activities. When someone speaks, he or she will be interacts and uses the language to express his or her ideas from their mind, feeling and concept.

Louma (2004:1) states that speaking skills are an important part of curriculum in language teaching, and speaking become an important object of assessment as

well. It means that in language teaching learning process the teacher should improve students idea in speaking. There are six types of speaking, according to Brown (2000:271) Imitative, intensive, responsive, transactional, interpersonal, and extensive (monologue). However, in the real class, speaking activities do not work as expected because many factors of students from speaking learning in language teaching. According to Lestari in Prayogi (2000:27) the students are not able to communicate in English either orally or in written form although they have learned English for many years. However, Hetrakul (1995:1) says that the students have some problems in learning English especially in speaking. Such as the students are not confidence to speak English, they are afraid of making mistakes when they would to speak and sometimes they do not understand what they to say something.

In conveying and sharing ideas or opinions, it is good to understand the types of texts used by the writer. There are many kinds of text such as recount, procedure, report, explanation, descriptive, descriptive, news item, etc.

Descriptive is one of the texts that must be learned by students in Senior High School. Descriptive is a kind of text which is frequently used in the daily life to tell the things, place or people. In addition, descriptive pattern is used to convey someone's experience in his or her life and tell something which is real like a describe the people around them. Speaking descriptive could be easy because students describe based on their experience or their imagination, but some students still feel difficult in speaking a descriptive text.

There are some problems that often occur when students speak. For example they did not have idea what to speak when they began their speaking,

they were confused to organize their ideas and did not have motivation to speak due to their limited range of vocabulary. Moreover, those problems really give bad effect toward students' speaking result. Some students get a score which is under the minimum requirements. Their score are under seventy.

Some students of senior high school have difficulty to express their ideas in speaking, such as the previous study conducted by Dina Syarifah Nasution (2013) this research has a title "Improving students' speaking skill of Descriptive Texts through Mind mapping at grade X-1 computer and network technic program (TKJ) of SMK N 1 Panyabungan". This research is mainly aimed to find out whether mind mapping can improve students in speaking skill through descriptive text. The design in this research is was classroom action research. They have problems that most of students got difficulties of using English in speaking activities especially in the describing objects orally based on the given topic description. This previous have similarity and different in the research, the similarities of the researcher research that the research uses Mind Mapping method and the different is that the researcher focuses on Senior High School at Eleventh grade in SMA YPI Darussalam Cerme. Therefore, the researcher have been interviewed the teacher and the teacher said that in this school the teacher did not teaching English using technique of Mind Mapping the teacher just teaching used traditional method, when she teach the students still less effective in the class and the students do not understand about the topic given by the teacher. So therefore, the researcher wants to research this technique to make the students more active with their ideas that to speak up in the class and enjoy when they learn English lessons with use Mind mapping strategy with the given more

treatment for students eleventh grade at SMA YPI Darussalam Cerme.

In this case above, the students must study hard to master it and the teacher should create a good ambience, positive classroom environment and the teacher must create the situation that can convince real communication. Teaching learning process in the class should not only happen between teacher and students but also between students. Teachers should think of a technique which appropriates with types' of students. To reach good atmosphere, improve their skill, and make the students interest in the lesson, many activities could be used. One of them is mind mapping for descriptive texts. It was considered as an effective technique in learning and teaching process, because the students could learn English more excitedly by creating mind mapping to speaking descriptive texts. It could help them to understand the lesson and memorize new vocabulary more easily. It is appropriate method to give student speaking habit (Suprijono, 2010:109).

Buzan (2005) says that mind mapping is an extremely effective method of taking notes. Mind maps show not only facts, but also the overall structure of a subject and relative importance of individual part of it. The teachers' assumption that using mind mapping technique also could reduce the less confidence of the students and also made easy to remember and recall descriptive text parts, because the students still could use their mind mapping notes when they should practice the material of descriptive text in front of the class. He also states that mind mapping makes the students have a good imagination if they remembered something that full of colors and made the students more creative, and the students are not only easy to remember the description, but they can also learn the

visual image of the characteristic. Besides, the students will be easy to remember something by using their own color, symbol, picture, and key words in their mind mapping, and if the students had their own mind mapping it will be easy to the learners to recall their memory when they needed. By using mind mapping, the students are not only can recall their memory but also can learn visual memory. The students can recall their memory and visual memory easily if the use mind mapping. It is supported by buttress and colanders (2010) that visual memory is the ability to recall information that has been presented visually. This method creates an ideal condition because teacher explains the materials by fun learning activities in classes. Furthermore, there are feedback and interaction between teacher and the students. Thus, the goals of education are easy to be reach.

Based on the problem above, the researcher wants to a research entitled: The Effect of Using Mind Mapping toward the Students Idea in Speaking Descriptive Text for Eleventh Grade Senior High School of YPI Darussalam Cerme.

1.2 Statement of the Problem

As stated in the background, the researcher finds the problem to be solved as follows;

1. Is there any significant effect of using mind mapping toward the students idea in speaking Descriptive text for eleventh grade in first semester at SMA YPI Darussalam Cerme?

1.3 Purpose of the Study

In this research, the researcher has some purpose according to the statement of the problem

1. The purpose of this study is to know the significant effect of using mind mapping toward the students idea in speaking Descriptive text for eleventh grade in first semester at SMA YPI Darussalam Cerme.

1.4 Significance of the Study

From the explanation above, the researcher can get advantages from this study, the advantages is theoretically and practically.

1.4.1 Theoretical Significance

1. For other researchers, hopefully, this research can give a contribution to other researchers related to English teaching to increase speaking idea for the Senior High School which has the same major in other school. This research hopefully can be a reference to their research.

1.4.2 Practical Significance

1. For the students, they will get an enjoyable situation and fun learning activities through Mind mapping strategy.
2. For the teacher, Mind Mapping strategy enriches teacher's technique to teach speaking in the classroom. So, teacher expands the ability to create innovation, effective strategies, and interesting teaching.
3. For the researcher, this research adds the researcher's knowledge and experience in teaching speaking idea especially in applying mind mapping strategy.

1.5 Scope and Limitation

The target of research was to investigate the effect of students speaking achievement through Mind mapping strategy. Properly, students speaking idea for eleventh grade at SMA YPI Darussalam Cerme. Furthermore, this research focused on students idea. Where the scope and limitation of the research were limited to the subject and object research.

1. Subject

The subject of the research was limited for eleventh grade in first semester at SMA YPI Darussalam Cerme.

2. Object

The research of object was limited on the students speaking idea in descriptive text, the researcher using descriptive text because in the syllabus of eleventh grade have some topic actually descriptive text so the researcher choose descriptive text and it is appropriate with the strategy through Mind mapping strategy for eleventh grade in first semester at SMA YPI Darussalam Cerme.

1.6 Hypothesis

Based on the problem presented above, the hypothesis is formulated as follow:

There is a significant effect of using Mind mapping strategy toward students speaking idea in descriptive text for eleventh grade at SMA YPI Darussalam Cerme

1.7 Definition of Key Term

1.7.1 Speaking

Speaking is when the students talk about their ideas, their opinions by using the words orally to communicate the others through teaching and learning process. In the learning process, the teacher delivers the material about the way of oral communication to the students under study.

1.7.2 Idea

Ideas are at the heart of the message and the main theme, together with all the details that enrich and develop that theme. When the ideas are strong, the message is clear and the story line is easy to follow. Things make sense.

1.7.3 Descriptive text

Descriptive text is a text to describe something, such as persons, places, or things.

1.7.4 Mind Mapping Strategy

Mind mapping is a diagram used to represent concepts, ideas, tasks or other items linked to a central theme.