CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer describes some literatures used in the research. The writer wants to explain the previous studies connecting with increasing the studentss speaking skill by using Mind Mapping Strategy. In this part, the writer presents the concept of Definition of Speaking, The Principle of Speaking, The Understanding of IdeaThe Definition of Descriptive text, The Purpose of Descriptive text, The Generic Structure of Descriptive text, Types of Descriptive text, The definition of Mind mapping, The types of Mind Mapping.

2.1 Speaking

2.1.1   Definition of Speaking

Speaking is one of important skill that should be mastered for students besides listening, reading and writing as the curriculum of learning English. In order in speaking, students are not only can do conversation with teachers, friends or others but also can speak to deliver massage orally or speak in monologue text. There are some definitions and perspectives of speaking proposed by some experts. To start with, Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of them. While, Chaney (1998) in Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is the effort to feeling or to interact with others through communication between the speakers to the hearer. In every speaking activity, each speaker and hearer have meanings or ideas to express and to

understand. We can develop our speaking proficiency using conversation, for example we share or giving opinion to some others, it express our idea, so our speaking proficiency will developed directly.

Speaking is a productive skill, like writing. It involves using speech to express meanings to other people (Spratt, et.al, 2005: 34). However, speaking is different from writing in some aspects. Brown (1994) in Weigle (2002) mentions a list of characteristics which differentiates written language from the spoken one. The characteristics are permanence, production time, distance, orthography, complexity, formalty, and vocabulary. According to Harris (2011) there are five components that are generally recognized in analysize of the speaking process: pronounciation, grammar, vocabulary, fluency and comprehension.

2.1.2 The Principles of Speaking

Several key principles should be applied to teaching a speaking class. The first principle is that, to make sure the teaching takes place in an intended way, it is critical to create a high level of motivation. That is the key consideration in the determining the preparedness of learners to communicate. Motivation is the combination of effort plus desire to achieve the goal of learning plus favorable attitudes toward learning the language. So effort alone does not signify motivation but it is the desire and the satisfaction in the activity that count (Nunan, 1999: 233). In order to make students feel satisfied and have the desire to get involved in the lesson, teachers should do the following things. First, teachers use the instinct or experience, depending on the teachers qualification, to choose interesting topics in order to draw students attention and make inspiration.

Productive skills cannot be develop beyond meaningful contexts. In addition, unreal contexts cannot help students get involved in such real life activities as job and academic settings (Green, 1995). Second, teachers can create interest in the topic by talking about the topic and by communicating enthusiasm. Teachers can ask if anyone knows about the topic and can therefore tell the others about it before the activities start. In this way, students have chances to express their ideas meaningfully and teachers can exploit their previous knowledge to get them into the lesson. Also, teachers can ask students to make guesses about the content and to discuss what happens which inspire students curiosity and their wanting to find out the truth. So, they have a reason to attend to the lesson and to talk for themselves. Additionally, teachers can ask several guiding questions before the activity and provide necessary information without telling what students have already known to create stronger motivation. (Harmer, 2002: 253). Third, motivation is raised in a lesson also by the fact that teachers help to create a relaxed, nonanxious atmosphere which helps even weak and reluctant students. This can be done through some activities such as playing guessing games, doing the rehearsal in small groups before speaking in front of many people, or practicing speaking under the guidance of the teachers through drills, repetition, mechanical exercises first (Harmer, 1999: 234,235). In the case students feel fear of mistakes, teachers can encourage them to take risk and focus on content rather than form. Fourth, teachers should give appropriate level of difficulty, not too difficult nor too easy for students may feel bored. And finally, teachers had better employ meaningful learning with meaningful activities relevant to the real life to get students to talk about themselves.

The second principle is, when students are motivated enough to get involved in the lesson, teachers should give them the maximum number of opportunities possible to practice the target language in meaningful contexts and situations which helps to facilities acquisition for all learners rather than grammatical explanation or linguistics analysis (Nunan, 1999: 241). It is because learners must learn to develop the ideas to use language to get things done in real life.

2.2 Idea

2.2.1   The Understanding of Idea

According to Bell (2001) Idea is a suggestion or plan for doing something that to deliver a message for others. It means that the idea appear by their mind to inform that their mind is consideration by their think. Students come to classes with prior ideas, formed through their interaction with the around them. It involves coming up with many ideas in a group discussion, sellecting the best idea or ideas, working to create a plan to implement the idea and then actually taking that idea and putting it into practice in speaking idea. According to Michelle Mazur (2016) states that speaking idea is what you want to be know for, think about of the most successful speakers out ther, they're all known for something. Tiberghien (2002) These ideas may arise from their personal observations and interpretations of everyday natural or be communicated to them through the media and talking with other people. While it is useful for students to have some knowledge about a science topic before learning it formally in school, some of their ideas may be misconceptions. If teachers are aware of the ideas their students

bring to class, they can use these ideas as starting points and address them more effectively. This means that teachers need to take into account students' thinking and teach with their ideas in mind. The students should find out the ideas, beliefs, and opinions that bring to a lesson, find out the meanings that students construct during the lesson actually in the class when the teacher teach speaking class, and assess the change and growth in these ideas.

2.3 Descriptive text

2.3.1   Definition of Descriptive text

According to Canavan (1975), "Description is a form of discourse by which awriter presents a word of picture of a person, place, object, or happening. Besides, descriptive text is a kind of factual description as Mark Anderson stated in his book that a factual description describes a particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. A factual description differs from an information report because it describes a specific subject rather than a general group (Mark Anderson: 2000).

While Angela (1998) stated that descriptive text focuses on factual phenomena (persons, objects, relations). Linguistically, the descriptive text focuses on factual phenomena (persons, objects, relations). The descriptive text is characterized by stative verbs, typically in present tense, presentative there and other means of introducing new entities, adjectives or noun phrases which either identify or characterize the referent .

2.3.2 The Purpose of Descriptive text

In descriptive text there are some purpose of descriptive text according to Randall and Katharine (2008), descriptive essay is to enable a reader to experience whatever you're describing with the same sensory vividness that you,as the spoker, experienced it.Which means that another purpose of descriptivetext is make the readers explore what the spoker spoke.

According to Cindy Barden (2003) The main purpose of a description is to enable the reader to picture what you are describing.Which means the purpose of descriptive of a text is make the readers have the understanding of the spoker's explanation about something like description of a place, description of a person, or description of things.

From some definitions stated above can be concluded that the purposes of descriptive text are to recreate the writer's thoughts and visual images, to enable a reader to experience whatever being described, and to enable the reader to picture what being described.

2.3.3 The Generic Structure of Descriptive Text

According to Kistono (2009) Generic structures are the special characteristic of language in the text. There are probably two of generic structure in descriptive text, they are:

a. Identification

It is part of paragraph which introduces or identifies the character to be described. It can be called general description of the subject. Usually it contains object's name, kind of the object, etc.

b. Description

It is part of paragraph which describes parts, qualities, characteristics, etc.

2.3.4 The Types and Example of Descriptive Text

There are three categories of descriptive text, they are:

a. Description of Place

To describe about place, students should describe the scene vividly so that the readers can imagine every single part of the place being described and not merely give the details but also smell the smells and hear the sound that involved in it. To make clearer, the example is as follow:

Borobudur Temple

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world.

After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its wall.

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b. Description of Object

In describing the object, students can describe as a whole and include its purpose or significance. By describing the object as real as possible, readers are interested in imagine the object in front of them.

Example of descriptive text in describing an object:

My laptop

I have a laptop. My father bouht it for me last month. It is a nice laptop with black color. It has a 14 inch screen. This is the latest product from Asus.

The performance of this laptop is also great. I can play games that require high specification using it. I can also play music, watch movies and draw using it. And the most important thing is that I can typing using it. So, if I have the assignment from my teacher, it will help me. I also can find many references from internet using my laptop. I really like this new laptop. Because it always be helpful to me in various situations.

In describing people usually uses statistical information, for instance height, weight and age. Furthermore, the writers can describe people from the person's style of clothing, way of walking, color and style of hair, facial appearance, body shape, expression, and also the way of talking. The spoker can describe about everyone, it can be started by describing the parents, brothers, sisters, teachers, friends, etc. Here is the example of descriptive text in describing people:

Isyana Saraswati

Isyana Saraswati is my favorite artist. She is very beautiful and smart. Isyana has a long and black hair, she has a light skin and she has pointed nose. She make me fall in love with her. She is a one of the best singer of Indonesia. Her voice is wonderful.

I like the song since the first time I heard it. I hope she make a songs soon. I really like her.

2.4 Mind Mapping Strategy

2.4.1 The Definition of Mind Mapping

Mind mapping is a highly effective way of getting information in out our brain. It is a creative and logical means of note-taking and note-making that literally "maps out" our ideas. It is the external mirror of radiant thinking facilitated by a powerful graphic process which provides the universal key to unlock the dynamic potential of the brain. Mind mapping method is a new method to record the operation adapted to the operation of the two sides of the brain (the left brain and right brain).

Originated in the late 2005 by Tony Buzan mind maps are now used by millions of people around the world – from the very young to the very old – whenever they wish to use their minds more effectively. A mind map is a

powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills – word, image, number, logic, rhythm, colors and spatial awareness – in a single, uniquely powerful manner. The mind map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance.

From this opinion we can make conclusion that when we use mind mapping by making a keyword or main topic we can also produce other ideas related to. Moreover, we can free our mind to generate everything in our brain so that lots of ideas will be automatically more and more improved. Therefore it would make us easier in constructing a text from those related ideas. Mind mapping (or concept mapping) involves creating a central idea andsearch new and related ideas which radiate out from the centre. From the central idea that is made, and then finding connections between ideas, you are mapping knowledge in a manner that helped you understand and remember new information.

Specifically, in Buzan (2007:15-16) he points out that there are seven steps for making mind mapping, namely;

1. Start in the center of a blank page turned sideways.

    Starting in the center gives your Brain freedom to spread out in all directionsand to express the mind more freely and naturally.

2. Use an image or picture for your central idea.

    It is because an image is worth a thousand words and helps you use yourImagination. A central image is more interesting, keeps you focused, helpsyou concentrate, and gives your brain more of a buzz.

3. Use colors throughout

Colors are as exciting to your Brain as are images. Color adds extra vibrancyand life to your mind map, adds tremendous energy to your creative thinking, and is fun.

4. Connect your main branches into the other branches

    It is needed since your brain works by association. It likes to link two (or three, or four) things together. If you connect the branches, you will understand and remember a lot more easily.

5. Make your branches curved rather than straight-lined

    Using straight lines is not only having nothing but also boring to your Brain.

6. Use one key word for every line

    Single key words will give your mind map more power and flexibility.

7. Use images throughout

    Each image, like the central image, is also worth a thousand words. So if youhave only 10 images in your mind map, it's already the equal of 10,000 wordsof notes.

In this teaching method, students are ordered to make a main topic which is appropriate with the material studied in the form of noun phrase into a box. From the main topic made, then students should be able to find other related ideas. Firstly, the main topic will be specified as a title of the story then it will be divided into three parts based on the generic structure of the descriptive text (Identification, Description).When doing this activity, students are free to explore everything on their brain related to the topic they have discussed. Moreover it will help them to solvetheir problem in looking for appropriate words because when

searching for the related ideas. For the details, it is illustrated by the diagram of mind mapping bellow:
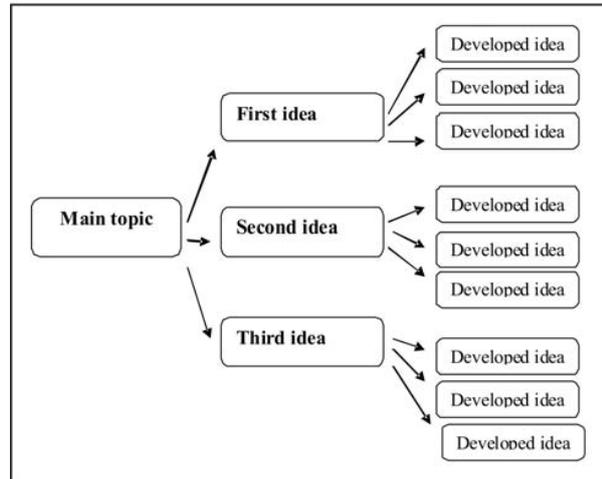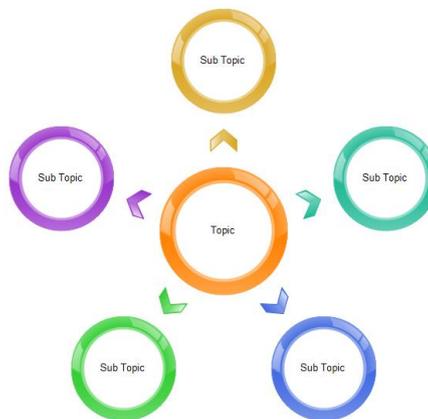

(Figure 2.3.1.1 Basic rules of Mind Mapping)

2.4.2 The types of Mind Mapping

According Sarah M (2013) there are many kinds of mind mapping; they are radial mind maps, right-columnar mind maps, and left-columnar mind maps.
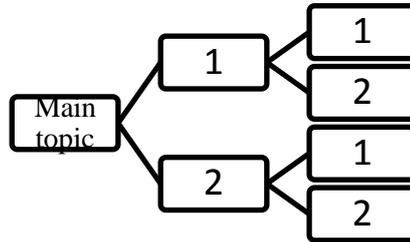
1) Radial Mind Maps

Radial mind maps arrange topics from a central topic out radially in both theleft and right directions:

(Figure 2.3.2.1: Radial Mind Maps)
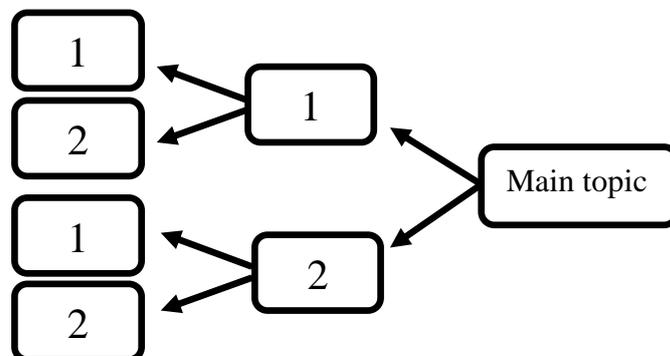
2) Right-Columnar Mind Maps

   Right-columnar mind maps arrange topics from top to bottom on the

   right side of the central topic:

(Figure 2.3.2.2: Right-Columnar Mind Maps)

3) Left

   Left-columnar mind maps arrange topics from top to bottom on the left

   side of the central topic:

(Figure 2.3.2.3: Left-Columnar Mind Maps)

2.4.3   The Procedure of Using Mind Mapping

This study used procedure adapted from Susan (2014) study with some

modifications in implementing descriptive speaking task. First, the teacher show

an example of descriptive text, explained the genre of descriptive text, explain the

definition of descriptive text, generic structure of descriptive text, language

features of descriptive text, making choice in speaking the keywords, the timing

for speaking the keywords and speaking descriptive text, and the aspects of

speaking would be assessed. It is intended to build students' understanding in the task. Then the teacher tell the students how to choose the keywords for making a good idea of speaking from the maps. Second, the students are making decision in finding the keywords for speaking descriptive text. Next, students begin speaking descriptive text.

Furthermore, the students adapted the mind mapping technique in arranging paragraph based on keywords for descriptive text with the certain topic, that is about a place, a person, animals, or an object.

2.5   Previous Study

The researcher relates this study with the previous researches in order to avoid replication. The first previous study, Dina Syarifah Nasution (2013) did a research which as "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 know whether Mind mapping technique can increase students skill in speaking through descriptive text, as well as there is factor that affect the improvement of skill. This research is a classroom action research. The methods of collecting data are observation, interview English teacher, test instrument and field notes. The similarities of the researcher research that the study uses Mind mapping technique, speaking idea, and descriptive text. The different is that the researcher focuses on Senior High School and used descriptive text as a topic, the subject is eleventh grade and the researcher uses Quantitative research .

The second study, Ulia Rahmah (2017) conducted a research"The Effectiveness of Using Mind Mapping Technique on students' Writing Skill InDescriptive Textat the Eighth Grade of MTs Negeri 1 Kota Tangerang Selatan in Academic Year 2016/2017". This research is in the area of experiment where the writer uses pre test-post test design. The result of the research shows that there was a positive effect of the result of students descriptive text after using the mind mapping technique. It means that the students' score is increasing. The similarities of the researcher research that the study has effect uses Mind mapping as a method, uses speaking idea in the research and used descriptive text. The difference is that the researcher focuses on senior high school at eleventh grade.

Indah Puspita S (2016) also conducted research "Improving Students' Writing Skills of Analytical Exposition Texts Through Mind Mapping Strategy atThe Second Grade of SMAN 9 Bandar Lampung". This research was quantitative research with the experimental design. The aimed of the study was to find out the effect of using mind mapping on students writing analytical exposition at the second grade of SMAN 09 Bandar Lampung. The result of the research showed that there was a statistically significant effect of mind mapping on students' analytical exposition text writing skill (0.00<0.05) with the significant level 0.05 from pretest to posttest after they were taught through mind mapping strategy. The result of the speaking ability by using mind mapping technique type of cooperative learning showed that there was a significant influence on students' idea in speaking. The similarities of the researcher research that the study has effect uses Mind mapping as a method and uses speaking idea

in the research. The difference that the focuses on the subject of eleventh grade and the researcher used descriptive text as a topic.