

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language has several functions, and one of them is as a tool of communication and interaction. One of the languages that are used by most people in the world is English. As supported by Harmer (2002:13) that English is used for communication broadly of the world community or a language of communication between two people who do not use same language at the first language, which is why called English as Lingua Franca. It is also used as a fundamental linguistic device for lots of people in the job area, academic, tourists, and citizens who want to communicate easily. Therefore, English is importance need for today world even in academic purposes, especially education world.

In Indonesia, English is a Foreign Language that must be mastered by students from Elementary up to University. Therefore, English is very important needed neither communication nor education, especially in Junior High school to prepare and succeed the graduates in the next level of education.

English is as a compulsory subject in Junior High School. The aim of learning English is the ability to comprehend or produce utterance in an oral and written text to be realized in the four language skills, especially listening, speaking, reading and writing. The four language skills are used to respond or create a discourse in public life (Setiawan, 2006). Therefore, the students should be able to communicate and improve those skills in English certain level of literacy.

One of language skills that should be mastered by students is speaking. According to Bailey (2005:5), speaking is a language skill that could help the students develops linguistic competence – that is helping the learners capable in producing sounds, words, and structure system of English. Thus, the aimed of teaching speaking should be able to increase students' communicative skills.

Speaking is one of skills that the teacher expects the students to acquire (Brown, 2004). However, many students are still passive when the teacher does learning process in speaking class. Most of students are still get ashamed and difficulties in speaking class because they seldom to get chance to practice. Based on Yorkey (1990:4), speaking skill is an important ability like other skill should be practiced continuously. As a result, the teacher should motivate the students, in order to be more active to express their idea orally.

However, the students have difficulties to express their idea orally in the speaking class. To solve the problems in speaking activity, teacher should know the students learning style at first. According to Bailey (2005:170), there are two kinds of learning style found mostly in speaking class; first, reflective learners are learner who think deeper and more silently about their answer or comment during the class. Second, the opposite of reflective is impulsive learners who engaged the speaking class inclined to speak more without thinking deeper their comprehensive idea. Mostly in Junior High School, the learner's style is a reflective learner than impulsive.

Because of those reason, the teacher should increase the students' motivation in speaking, the teacher needs to encourage the students and should

create an effective strategy for the teaching of speaking. So, the teacher can easily to attract the students' attention in the speaking class.

Moreover, the teacher should ask the students to take a note about what they want to say before they speak. It kinds of preparation before they give a talk in front of the class. Here, the reflective learners is given the time to prepare and make an organizer about what they want to say before speaking point out of in the class. On the contrary, impulsive learners must concern and focus on accuracy to produce utterance as well. In order to help those learners, they better write down all of their thinking, re-arrange and recall the idea, and then speak more easily (Lestari, 2011). So, both of them can already to prepare a note taking about what they want to say before they speak. Therefore, as a teacher who has a big responsibility to make a classroom atmosphere more interesting and fully motivated. It can help the reflective learners to give opportunities into oral participation. Ironically, many students use note taking before they prepare in speaking activity by using standard system stored, such as sentence, phrase, diagram, number and line. That means that these systems only use the function of right brain which is related to series, order or sequence, and number (Buzan, 2002:39).

Based on those problems, the researcher wants to know the use of Mind Mapping for the speaking activity. Here, Mind Mapping can be used as a note taking to re-arrange the ideas of information. Hence, students are suggested to use both side of the brain with the principle of memory by using imagination, association, exaggeration, humor or positive image, color, symbolism, and

sensuality. Moreover, Mind Map is an effective strategy to help the learners receive information from their memory and also can help the students get outcome for what they learn. It is because this strategy show material through visual and spatial intelligence to create powerfully material that is taught in the classroom. Besides that, the students can speak well in front of the class when the teacher asks them to perform.

Meanwhile, there are some reasons that the researcher attracted and wants to know the Mind Mapping as a strategy to teach speaking to the students of junior high school especially in the eighth graders at the first semester. The first reason is this strategy can help students in speaking activity; they can look at the ideas that will be presented through Mind Mapping. Because of that the learners need to get practice in preparing notes and speaking from brief notes. Based on Buzan (2004:34) adds that Mind Mapping has one advantage in oral presentation based on. He urges that, our thought will always be aware about “The Whole Sketch” therefore, it can be easy to increase or decrease information if the times need to do presentation will be over. Thus, Mind-mapping is used as a strategy in teaching speaking to accommodate students of Junior high School to speak better.

Second reason is Mind Mapping as strategy to teach speaking caused that it can use for creative learning both teacher and students. For the teacher, it can use for strategy to teach the student how the way associate the idea toward good organization and for the student; it can help them to increase recalling the idea which can be practiced into speaking activity. Here, Mind-mapping helps students of Junior High School to understand the concept; show the relation between their

topic idea and sub-branches, and also help student to store information and remembering idea.

The third reason is based on SI (Standard Isi) - SKL (Standard Kompetensi Lulusan) had cited in Setiawan 2006; that is students are expected to express the meaning orally, accurately and smoothly to interact in daily life context in short simple monolog. Therefore, the students are expected to be able to express meaning or produce short simple monolog orally.

Based on those reason, the researcher will conduct on the use of Mind Mapping as an alternative strategy to teach speaking for the eighth grade students of SMP YIMI Full Day School Gresik. The researcher expects that it will help students to speak easily without obstacles and encourage students to speak better.

1.2 Research Problem

Based on the background above, the researcher has a research problem. The research problem is “How is the implementation of Mind Mapping to teach speaking to the eighth graders of SMP YIMI “Full Day School” Gresik?”

1.3 Objectives of the Study

Related to the statement of problem above, the writer formulates the purpose of the study as follows:

1. To describe implementation of “Mind Mapping” as an alternative strategy

2. To teach speaking to the eight graders of SMP YIMI “Full Day School” Gresik

1.4 Significance of the Study

The researcher expects this study will be useful and give contribution in the variation:

1.4.1 The English Teacher

It will help the teacher to teach speaking skill easily and can convince them to use Mind-Mapping as an appropriate strategy to teach the students in speaking.

1.4.2 The Students

It will help students in preparing talks before they perform. Thus, they can easily understand by looking the Mind-Mapping to express their idea orally. It can encourage the students in speaking class and also help the certain learning style problem in speaking.

1.4.3 Other Researcher

It is suggested for the other researchers to conduct the similar study in different aspect and find out other effectiveness of this strategy.

1.5 Scope and Limitation of the Study

The scope of this study is the eighth grader students (VIII-B) of SMP YIMI “Full Day School” Gresik who are in the first semester.

This study is limited on applying of Mind-Mapping as strategy to teach speaking, to help the students for creating or producing which are presented in speaking class.

1.6 Definition of Key Terms

To avoid the ambiguity and misunderstanding, the researcher thinks that it is important to define some keywords:

Speaking is an action of expressing verbal sentences in giving speeches to produce statements.

Mind-Mapping is a graphic organizer which contains a central key word or image and sub-ideas that radiate from the central idea as branches. It describes a variety strategy designed to show the keyword of topic report text are related to one another and helps students to organize ideas about certain topic (Buzan, 2001)

Descriptive text is a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing.