REFERENCES

Anderson Mark., and Anderson Kathy. (2003). *Text Type in English.* Malaysia: Macmillan Education Australia.

Ary, Donald., Lucy C. Jacobs., and AsgharRazavieh. (1985*). Intoduction to Research in Education third edition.*

Bailey, Kathleen M. (2005). *Practical English Language Teaching: Speaking.* Singapore: McGraw Hill.

Barkley, Elizabeth F. (2010). *Student Engagement Techniques.* USA: Jossey-Bass A Wiley Imprint.

Brown, H. Doughlas. (2004). *Language Assesment.Principle and Classroom Practices.*White Plains, NY: Pearson Education.

Brown, H. Doughlas. (1994). *Teaching by Principles*: an Interactive Approach to Language Pedagogy. New Jersey: Prentice Hall Regents.

Buzan, Tony. (2001). *Mind Map untukmeningkatkankreativitas*. Jakarta: PT. GramediaPustakaUtama.

Buzan, Tony. (2002*). Use your perfect memory*. Yogyakarta: IkonTeralitera.

Buzan, Tony. (2006).*How to mind map.*Jakarta*:* PT. GramediaPustakaUtama.

Casco, María A. (2007).*The Use of "Mind Maps" In the Teaching of Foreign Languages*.Paper presented at XXXIV FAAPI Conference, Spanyol.

Carter, C. joyce B, and Sarah. 2002. *Keys to effective learning*. London: pearsonEdu limited.

Depdiknas.2004a. *Kurikulum Mata PelajaranBahasaInggrisuntuk SMP dan Madrasah tsnawiyah.* Jakarta: Depdiknas.

Harmer, Jeremy. (2007). *The Practice of English Language Teaching.* Malaysia: Longman.

Harmer, Jeremy. (2002). *The Practice of English Language Teaching;third edition.* Malaysia: Longman.

Harmer, Jeremy. (2005). *How to Teach English*. Malaysia: Longman.

Kayi, Hayriye. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal, Vol. XII*(11).

Lestari, Eka F. (2011). *The Combination of Mind Mapping and Group Inverstigation as a technique in teaching speaking*.Unpublished S-1 Thesis, UniversitasNegeri Surabaya, Surabaya.

McKnight, Katherine S. (2010). *The Teacher's Big Book of Graphic Organizers*. USA: Jossey-Bass A Wiley Imprint.

Nation I. S. P., Newton J. (2009).*Teaching ESL/EFL listening and speaking*. New York: Routledge.

Nunan, David. (1994). *Language Teaching Methodology: A textbook for Teachers*. Herdfordshire: Prentice Hall.

Nunan, David. (1999). *Second Language Teaching and Learning*.Boston :Heinle and einle Publishers.

Nunan, David. (2003). *Practical English Language Teaching*.Singapore: Mc.Graw Hill.

Pardiyono. (2009). *PastiBisa Teaching Genre Based Speaking*. Yogyakarta: Andi.

Richard, Jack C. (2008). Developing classroom speaking Activities; From theory to Practice. Retrieved February 2011 from *www.professorjackrichards.com/pdfs/developing-classroom-speaking-activities.pdf*

Rivers, M. wilga. (1970). *Teaching Foreing Language Skill. Chicago*: University of Chicago Press.

Sari, F. Mustika. (2008). *Clustering Technique in Teaching Writing to the Students of Junior High School*. , UniversitasNegeri Surabaya, Surabaya.

Setiawan, Slamet. (2006). *Standard Isi Standard KompetensiLulusan Mata PelajaranBahasaInggris.*Surabaya: Surabaya University Press.

Sugiyono.(2009). *MemahamiPenelitianKualitatif*. Bandung: Alfabeta.

Wycoff, Joyce. (2002). *Menjadi Super KreatifMelaluiMetodePemetaan-Pikiran*. Bandung: Mizan Media Utama.

http://www.graphic.org/mind-mapping-software/#mind-mapping-and-teaching. Access in February 2011.

APPENDIX

The First Observation

Teacher's Explanation

The teacher asked the students what topic to be described. One of the students said about animal. The conversation between teacher and students as follows:

Teacher : *"ok guys, I will give you a paper, you must write down your nick name on those papers. If you have finished, please submit it on my table."*
Students : *"yes, sir…*
Teacher : *"ok, now, I would like to ask you…what topic which will be described today?"*
Students : *"animal, sir…"*
Teacher : *"animal? Ok, there are two kinds of animal. Those are wild and tame animal. I will draw a picture here (white board). Try to guess is. (Teacher drew a picture of a cat). What is it?"*
Students : *" Cat sir.."*
Teacher : *"Yes, right….now, we will describe a cat…"*

After getting the topic, the teacher gave the example of mind mapping. Here the teacher's statement:

Teacher : *"ok students, now we have an animal here…this is a cat. Now I will make branches. The first is physical appearance. The second is habitat, and the last is food. (The teacher made some branches on the white board). For the first one, we can add by ears, nose, moustache, claws, leg, tail, eyes, and skin. For the second, we can add by habitat (land animal). The last, is meal for its food."*

After drawing a mind map of a cat, the teacher describe it based on mind

map which has been made as follows:

> *"Ok students, I will describe a cat. It has medium body. It has whiskers. It has sharp claws. It can run fast. It has four legs. It has long tail. It has pointed ears. It is tame animal. Its favorite food is fish."*

Student's Performance Script

Student 1: Giraffe

"It is a tame animal. It has long neck. It has two small ears. It has four legs. Its favorite food is leaves. It has small tail. It has brown and black skin. It is a giraffe."

Student 2: Elephant

"Elephant is tame animal. It is big animal. It has wide ears. It has long nose. It has big body. It has gray skin. It has long and small tail. It has two horns. Its favorite food is grass."

Student 3: Tiger

"I will describe a tiger. It is wild animal. It has strong body. It has whiskers. It has sharp claws. It can run fast. It has four legs. It has long tail. It has pointed ears."

Student 4: Fish

"I will describe fish. Fish usually has a tail and two or more fins. The grills are located at the side of the head and are used for breathing. It can swim well. It has different color. It is sea animal".

Student 5: Bird

"I have a pet. My pet is bird. My bird has two wings. It has two legs. It has beak. It has short tongue. Its favorite food is corn. It has feather. Its feather is so beautiful. I like my pet."

The Second Observation

Student's Performance Script

Student 1: Rabbit

"Hello my friends, now I describe about animal.
I have a pet. My pet is rabbit. I buy it from Malang. It is a tame animal. It has two long white ears. It has round eyes. It has fat body. It has black and white skin. It has short tail. It has four feet. It's favorite food is carrot and grass. I like it very much."

Student 2: Zebra

"Zebra is a tame animal. It has four legs. It has white and black skin. Its favorite food is grass. It has black nose. It has tail. We can see in a zoo. I like it because very funny."

Student 3: dog

"This is a dog. It is tame animal. It has strong body. It has whiskers. It has sharp claws. Sometimes, it can swim. It has four legs. It has short tail. It has pointed ears. It has two round eyes. It has black nose. Its favorite food is meal."

After having student's performance about animals, the teacher continued the next topic. As the same strategy, the teacher gave the different example. He describe about his house. The teacher made a mind mapping and branches on the whiteboard. Here the teacher's explanation:

Teacher : *"well, pay attention! Now I will make a mind map of my house. The first is location. After that, make a branch about living room, dining room, bedroom, kitchen, bathroom, and garden. If you have a car, you may add by garage. You can also add by color and size of your house. After making a mind mapping like this, then describe it. As the example, I will describe my house. Ok guys, I have a house. My house is on Jl. Sunan Giri Klangonan Gresik. It has medium living room. It has one dining room. It has two bed rooms. Behind there are a kitchen and a bathroom. It has a beautiful garden in front of my house."*

Student's Performance Script

Student 1:

"Hello friends, I want to describe my house. My house is big. It is on Jl. Veteran Gresik. It has four bedrooms. It has two bathrooms. It has a big living room. It has garage beside my house. My house is clean."

Student 2:

"This is my house. My house is medium. My house is at Jl. Sindujoyo Gresik. My house is white and black. It has a beautiful garden. My house has two bedrooms. It has one bathroom, one living room, and one kitchen."

Student 3:

"Hello, I want to describe my house. My house is small. It has white skin. It is on Kedanyang. It has two bedrooms. It has one living room. It has one bed room. It has one bathroom. It has one kitchen. I like it very much."

Student 4:

> *"Hello my friends…. I will tell you about my house. My house is big. It has black and gray color. It has four bedrooms. It has one living room. It has one dining room. It has one kitchen. It has a big garden. My garden has many flowers. It is on Jl. Jawa GKB Gresik."*

The Third Observation

In the third observation, the teacher took the topic about "My beloved family". Here, the teacher gave the example about his wife. He described his wife started from her profession and physical appearance. He gave the same way in his strategy by drawing mind mapping and describing in front of the students. Here the teacher's explanation:

> *"I have a wife in my family. She is beautiful and kind. She has round black eyes. She has flat nose. She has long and black hair. She usually wears a veil. She has brown skin. She has thin body. She is a housewife. I love her very much."*

Student's Performance Script

Student 1:
> *"Hello my friends…I will tell you about my father. He is tall and fat. He has curly black hair. He has pointed nose. He has two children. He is black skin. He works in Petrokimia. I love my father very much."*

Student 2:

　　"Hay my friends, this is my old brother. He is very kind. He has pointed nose. He has black and short hair. He has brown skin. He is as a student in SMAN 1 Gresik. He goes to school by motorcycle."

Student 3:

　　"Hello my friends, I have beautiful mother. She is a housewife. She has long and curly hair. She has pointed nose. She has thin body. She is tall. She has white skin. I love my mother very much."

Student 4:

　　"Hello friends…my name is Echa. I will tell you about my father. He is a teacher at SMP YIMI Gresik. He is tall and he has fat body. He has short and black hair. He has pointed nose. He has brown skin. He is very handsome and kind. I love my father very much."

Teacher Depth Interview Script

The researcher asked the teacher why the teacher used mind mapping as a strategy to teach speaking at SMP YIMI "Full Day School" Gresik. As the teacher stated:

　　"Saya menggunakan mind mapping sebagai strategi dalam pembelajaran bahasa inggris karena strategi ini sudah diterapkan disekolah ini dari dulu dan mampu mengangkat motivasi siswa dalam berbagai skil khususnya kemampuan berbicara siswa."
　　(Wawancara dengan guru pada tanggal 2 Agustus 2012)

The researcher also asked the teacher how he handled the class if there were

the students still get the difficulties in speaking, especially in pronouncing the

words. As teacher stated:

> *"jika ada siswa yang kesulitan dengan pronunciation atau grammar,*
> *saya membantu dengan menggunakan direct method yang mana*
> *memberi penjelasan langsung ke siswa dan nantinya akan saya review*
> *ulang pada saat siswa sudah perform. "*
> *(Wawancara dengan guru pada tanggal 2 Agustus 2012)*