

**IMPLEMENTATION OF MIND MAPPING TECHNIQUE
TO IMPROVE STUDENTS SPEAKING SKILL
AT THE EIGHT CLASS OF SMPN 2 JENGGAWAH
IN ACADEMIC YEAR 2021/2022**

THESIS

Presented to State Islamic university of Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirements for
Bachelor Degree (S.Pd)
Tarbiyah and Teacher Training Faculty
English Education Department



BY

**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER**

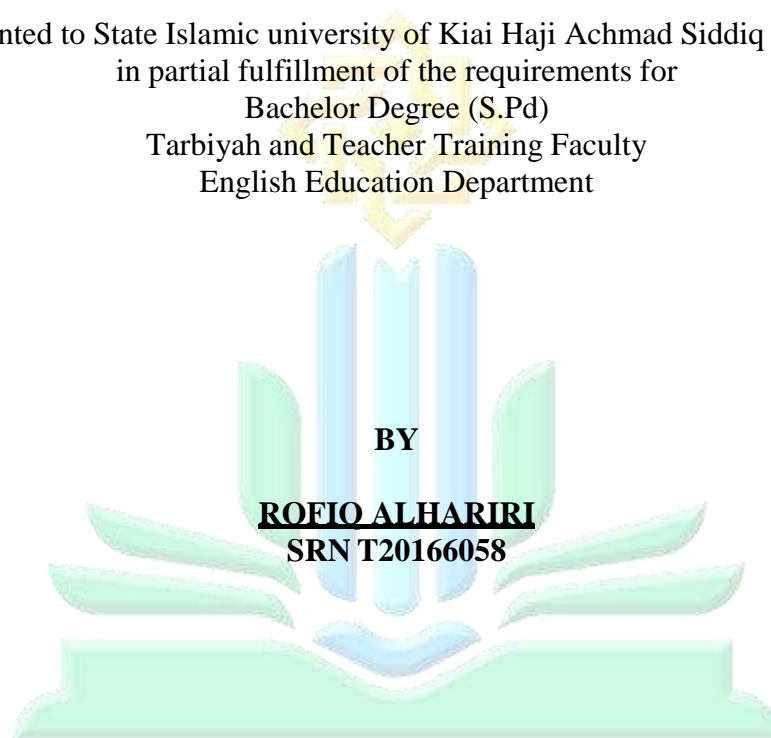
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**STATE ISLAMIC UNIVERSITY
KIAI HAJI ACHMAD SIDDIQ JEMBER
TARBIYAH AND TEACHER TRAINING FACULTY
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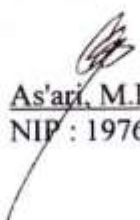
THESIS

It has been examined and approved by the board of examiners in partial fulfillment of the requirements for the bachelor degree of education (S.Pd)
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English Education Department


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

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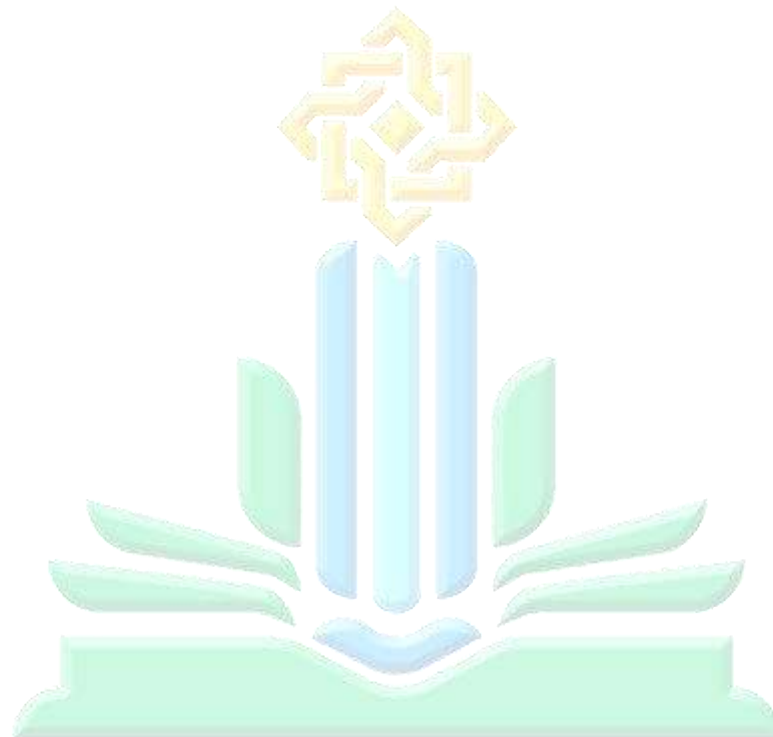



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MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

Meaning : “Truly Allah will not change the fate of a people until they change what is in themselves”..... (QS Ar-Ra’d: 11)¹



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¹ Kemenag RI dan Al Jalalain Indonesia, *Al-Quran dan Terjemahnya* (Bandung: Jabal, 2018), 250.

DEDICATION

I dedicate this thesis to:

1. My family, my mother Wiwik Ernawati, my father Isman Mariyono, my sisters Elok Faiqoh, and I'am who have become my first motivation and inspiration to finish this study as soon as possible, and always give the best prayer for me and my family who always encourage me to do the best.
2. My grandfathers Budin (Alm), my grandmothers Suparti who have never forgotten to pray for all my ways during the process.
3. My dearest inspiration who has been giving me a motivation to live better that the words he say is just like magic, one of special person that always motivated me to do my thesis as soon as possible, but it is more than enough to say "Thank You" as he has ever been in the cycle of my life
4. The big family of the Persaudaraan Setia Hati Terate (PSHT), thank you for giving me a process space to be a better human
5. Last but not least, for all big family of My Class TBI2-2016, thank you for always giving me spirit in living every phases of life, to train how to humanize the human.

By all those, I am being as I am today; Thanks very Much, May Allah fulfill all of your needs and your hope.

ABSTRACT

Rofiq Alhariri, NIM. T20166058.2022 *Implementation Of Mind Mapping Technique To Improve Students Speaking Skill At The Eight Class Of SMPN 2 Jenggawah In Academic Year 2021/2022*

Keywords: Implementation, Mind Mapping, Speaking Skill.

Language is a tool of communication. Through the language, human can do interaction and communication among others. Only human, Allah SWT Creature who can communicate orally or in written form through language. Language is social aspect of human life, a fundamental part of human in society and a form of behavior. One of the functions of language is as an instrument of communication. Beside to maintain relationship with others, it is also considered a symbol of social identify and an emblem of social group membership and solidarity. Without using language, it is hard to imagine how people can cooperate with one another. Communication can be analyzed in term of the person involved and the social context, as well as the language used

There was a research question in this research, that was How is the utilization of mind mapping technique for the improvement of students speaking skill? The objective research was is to To investigate the utilization of mind mapping technique for the improvement of students speaking skill

This research was classified as Classroom Action Research (CAR) of Kemmish and Teggart which endwise of four procedures. Those are planning the action, implementing the action, observing and, reflecting. In this research the researcher, the researcher conducted one cycle. The cycle applied on December 2022 which consists of four meetings, three meetings to implement the action and, one meeting to students' speaking test that consists of 20 students. The researcher and the English teacher decided the criterion of success score that was 73.

After implementing the action, the result of the implementation of the Mind Mapping Technique indicated that there were improvements in students' speaking ability. It was proven by the data from the preliminary study that the pre-test score was 40% (67, 33) as the average score. After implementing the Mind Mapping Technique, the mean post-test 1 was 77% with 81, 0 as the average score. There were improvements after the implementation of the Mind Mapping.

ACKNOWLEDGE

The day and Night are always beautiful as the mercies and blessing of Allah the Almighty one God has been being given and felt by all entire human beings in the universe. No other proper words to express it except “*Alhamdulillah*” for all things we feel healthy and spirit till today.

The *Shalawat* and *Saalam* may always be given to the best creatures ever, the most amazing human, and the wonderful figure of human being, Prophet Muhammad S.A.W, the existence of him can cause the world of stupidity to be smart, the dark to be light, and *Jahiliyyah* Era to be the Islamic Era. All praises to Allah the almighty for all his mercies and guidance to the author can complete such thesis entitled “*Implementation Of Mind Mapping Technique To Improve Students Speaking Skill At The Eight Class Of SMPN 2 Jenggawah In Academic Year 2021/2022*” to achieve the undergraduate degree of English Education Department, Faculty of Tarbiyah and Teacher Training, State of the Islamic University of KH.Ahmad Siddiq Jember.

The author is aware that this thesis has never finished without any helps and supports from other during the process. Therefore in, this opportunity, the author like to be thankful for:

1. Prof. Babun Suharto, S.E, M.M as the Rector of State of the Islamic University of Kh. Ahmad Siddiq Jember r who has facilitated me during this undergraduate study
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7. And all the people who participated in this research.
8. However, the writer understands that this thesis is far from perfect, but hopefully, it will be useful for readers and future researchers

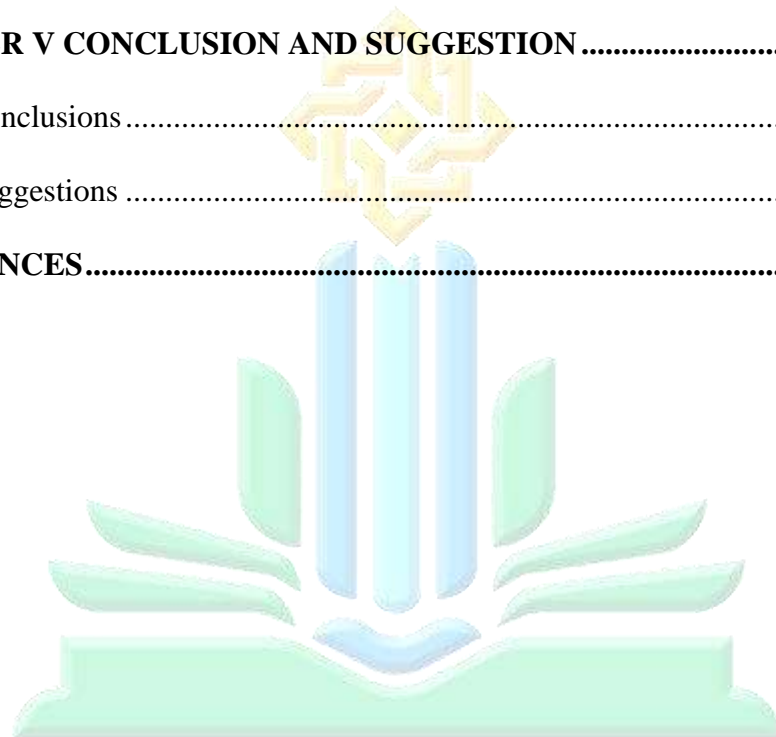


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CHAPTER I

INTRODUCTION

This section presents an introduction to the research. The parts of this chapter are research background, research question, research objective, the significance of the research, limitation of the research and, the definition of key terms.

A. Background Of Study

Language is a tool of communication. Through the language, human can do interaction and communication among others. Only human, Allah SWT Creature who can communicate orally or in written form through language.²

Language is social aspect of human life, a fundamental part of human in society and a form of behavior. One of the functions of language is as an instrument of communication. Beside to maintain relationship with others, it is also considered a symbol of social identify and an emblem of social group membership and solidarity. Without using language, it is hard to imagine how people can cooperate with one another. Communication can be analyzed in term of the person involved and the social context, as well as the language used.

Language is a means of communication. By using language, people can express ideas, thoughts, opinions and their minds. Language in the world is the most important means in life because it is impossible for people to

²IlzamudinMa'mur, "*MembangunBudayaLiterasiMeretasKomunikasi Global* ", (IAIN, Suhada Press), P.49

communicate with other and carry on their daily activities without using language. English has been regarded as an international language for a long time. As an international language, English has been used as a medium of communication both orally and written communication. In order to be able to communicate in English, people have to acquire it informally or learn it formally, in English courses or in schools. Seeing the fact, the government has imposed that English should be taught as compulsory subject in secondary school and tertiary schools. The aim of English teaching at school is to assist students to acquire the four language skills: listening, speaking, reading and writing.

Talking about English, it has four skills, they are speaking, writing, listening, and reading. One of the skill that will discuss in this paper is speaking. Speaking is one of the skill that is learn by the students. Speaking has many different aspect including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and, fluency, considered to be ‘the ability to keep going when speaking spontaneously’. This is, however, rather a superficial view of the skill.³

In speaking, the students usually reflect the language they use at home. In social life, it can be seen when they speak by using different intonation, vocabularies, and structure. So, to make the students practice in class, first, the teacher needs to adopt and vary of techniques of teaching. They include mind

³ Erik Vilimec , “*Developing Speaking Skills*”,(Universitas Pardubice Faculty Arts And Philosophy America : 2006)

map, group discussions, and feedback. Secondly, the teacher needs to get involved in the class because it is very important for the teacher. Teachers not only take a role as facilitator in the activities that encourage the students to speak in the language, but also should present themselves as good models of oral language users and give examples of a good performance in the language.

To have speaking well and speaking ability it is not easy, because English is not our second language, English is our foreign language so that, it is really difficult to applied especially for the students which using mother language in their habitual speaking. Many teachers have tried various methods and technique to improve students speaking skill, but its still cannot work effectively. It is not only about the procedure of technique and method done, but how the teacher in the classroom situation is more fun and comfort for the students, the relationship between students an teacher. It can impact the students more openness to their teacher.

Teacher also must understand the situation and condition of their students in the class and the students' problem in mastering speaking skill. Based on the research in seventh grade of At-toyibah junior high school, most of the students had no courage to speak, lack of vocabulary, and have noencourageto learn English especially in speaking ability. In addition,students problem are not only from the classroom environments but also from the student themselves. They are lack of self –confidence to build their confidence. English learning problems can take place both at home and at school. At school,the problemsmy appear when the class consists of a big

number of student. The noisy class does not only disturb the student who really wants to study, but also influence the student's to the subject given in the class.

From these mostly problem, the researcher will research the students in order to make students speak up, and enlarge their vocabularies which does not make the students anxious and shy to speak. The atmosphere of the class must be comfort to express the topic and close with the teacher and their friends. In order to they will not feel afraid and shy again to speak. Fun activities and enjoyable is needed to make students more interesting in language learning. To create good situation for the students, the teacher must have appropriate technique and method in teaching language. Teacher also must have good interaction and make sense with the students, it is need for the teacher to make an easier when applied the technique and method in taching. Students need more practice so that teachers are suggested to create and use interesting technique.

The researcher uses topic about Implementation of Mind Mapping Technique to Improve Students Speaking Skill based on many reasons that has been founded. By using mind mapping as a technique of teaching speaking in SMPN 2 Jenggawah students, it will be an alternative way which is used by teacher when they teaching speaking. It can be made the students more interesting when they are studying English speaking as our foreign language. The goal of language is communication and the aim of speaking in language context is to promote communicative efficiency. Speaking is one of skills

which are very essential for each student. Speaking is crucial part of second language or foreign language learning and teaching. The mastery of speaking skill in English is a priority for many second-language or foreign-language learners.

Hence, the teaching and learning process in junior high school need special technique in order to achieve the necessary competencies for the students. That children must be able to express their ideas and thought orally in the base used. They also have to be good in English as an international language.

Based on that problems, the researcher interested in researching of the problem, as entitled: “Implementation of Mind Mapping Technique to Improve Students Speaking Skill at the Eight Class of SMPN 2 Jenggawah”.

B. Research Question

The question formulated based on the research background above is “How is the utilization of mind mapping technique for the improvement of students speaking skill?”

C. Research Objectives

Related to the question formulated, the objective of this research is to know and describe the utilization of mind mapping technique for the improvement of students speaking skill

D. Research Significances

1. Theoretically

This research is expected to be a useful reference for the implementation

of the students speaking skill for others who others who want to research the topic. And the finding of this research will enrich the research of students' speaking skill.

2. Practically

a. For English teachers

The result of this research is expected to provide them with such information about an alternative technique to teach speaking. It is also expected to motivate the teachers to be more creative so the students will be more enthusiastic in learning English

b. For students

This research can be used to improve their speaking skill through mind mapping technique

c. For the next researcher

This research is expected to be a useful reference and inspire them to conduct the research issues which are related to the Implementation of Mind Mapping Technique to Improve Students Speaking Skill. In addition, further research is also expected to have a better instrument than had been used by the researcher in this current research

E. Definition of Key-Term

1. Mind Mapping

Mind mapping is develop as an effective method for generating ideas by association. In order to create a mind map, you usually start in the middle of the page with the central theme/main idea and from that point

you work outward in all directions to create a growing diagram composed of keywords, phrases, concepts, facts and figures. It can be used for assignments and essay writing especially in the initial stages, where it is an ideal strategy to use for your 'thinking'. Mind mapping can be used for generating, visualising, organising, note-taking, problem-solving, decision-making, revising and clarifying your university topic, so that you can get started with assessment tasks. Essentially, a mind map is used to 'brainstorm' a topic and is a great strategy for students

2. Speaking

Speaking is the act of saying something orally with the target of language containing accuracy, fluency, grammar, vocabulary, pronunciation, and comprehension. It is one of the important skills that have to be mastered by students in learning English. According to Harmer, he stated that Speaking is a process to convey and share ideas and feelings orally. Speaking involves some elements such as accuracy, appropriateness, fluency and, vocabulary building

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature. It consists of relevant previous studies, theoretical and conceptual frameworks

A. Previous Research

To ensure the original idea of this research, the researcher presents the relevant previous research written by other researchers which explain the similarities and the differences, these are;

1. The first research was conducted by dina syarifah nasution (2019) entitled “ improving students speaking skill of mind mapping” this study the implementation mind mapping technique to can help students ability in speaking skill, the research the signed used was classroom action research (CAR) on grade X-1 computer and network technic program (TKJ) of SMKN 1 Panyabungan. The result of this research that mind mapping technique can improve students speaking skill.⁴
2. The second research was conducted by Aditia Pratama (2018), entitled “ Improving students writing skill using mind mapping technique on writing skill” this research was classroom action research (CAR) of sevengrade at SMPN 2 Gondang rejo. The result of the research that mind mapping technique are effective on speaking skill and writing skill.
3. The third research was conducted by Putri Susanto (2017), description of determining the application of mind mapping method in teaching

⁴ [Http://www.google.co.id](http://www.google.co.id)

descriptive writing for the second grade students of SMA N 1 Takalar. He found some advantages by using mind mapping in his research. Consist of the students can make a chart like a tree diagrams that make students easily to understand, memorize and remember their idea.

Tabel 2.1
The Similarities and Differences

No	Name/Title of Research	Similarities	Differences
1	A thesis written by Dina Syarifah Nasution 2019, Improving Students Speaking Skill of Mind Mapping at SMKN 1Panyabungan	The similarity both of research used the same method Mind Mapping Technique but research used speaking skill	The differences between this research and the previous research were, his research employed quantitative, the researcher use Classroom action research
2	A thesis written by Adhitha Pratama 2018, Improving Students Writing skill using mind mapping technique on writing skill at the seven grade of SMPN 2 gondangrejo	The similarity both of thesis is the researcher using mind mapping technique teaching english	The differences between of the thesis is the the research of Improving Students writing skill using mind mapping technique on writing skill, the researcher focus on speaking skill
3	A thesis written by Putri Susanto, The application of mind mapping method in teaching descriptive writing for the second grade students of SMAN 1 Takalar	The similarity both of thesis is researcher using mind mapping	The differences is located at title of research

Based on the description above, the researcher assumed that there were similarities and differences between the researcher's research and the previous research. The similarity of previous research and this research is all research

use the same method that is Mind Mapping Technique. The differences are previous research used an experimental design in quantitative approach while this research used Classroom Action Research (CAR) and one of previous research's focused on the influence of the method, not the teaching and learning process

B. Theoretical Framework

1. Mind Mapping

a. Definition of Mind Mapping

Mind mapping is an extremely effective method of taking notes. Mind Map not only show facts, it also show the overall structure of a subject and the relative importance of individual parts of it. It help you to associate ideas, think creatively, and make connections that you might not otherwise make. Mind Maps are useful for summarizing information, for making connections, and for creative problem solving

According to Tony Buzan: "The mind map harnesses the full range or cortical skill-word, image number, logic, rhythm, colour and spatial awareness- in a single, uniquely powerful technique. In so doing, it gives you freedom to roam the infinite expanse of your brain",⁵ other definition, Mind map is a comprehensive picture of a material that is made in the form of a simple⁶. The mind map is an expression of the human mind. It is a powerful grafhictechnique which

⁵ Tony Buzan with Barry Buzan, *The Mind Book: How to Use Radiant Thinking to Maximize Your Brain's Potential* (New York: Peguin, 1993), 84

⁶AndriSaleh, *KreatifMengajardengan Mind Map*, (Bogor : Regina,2009), 100

provides a universal key to unlocking the potential of the brain.⁷

Based on the definition above, that mind mapping is one of technique can help the student' to creative thinking learning, because mind mapping use key word and branches in teaching learning. So the student get easy to understand and memorize the material. Mind mapping can be called a memory map of the route used, allows us to compile the facts and thoughts in such a way that our brains work that want naturally by involved from the beginning so that the information given would be easier and than using the usual techniques noted

b. The Art of Mind Mapping

Mind maps provide the ideal opportunity to improve your hand/eye coordination and to develop and refine your visual skills. With a little more practice, the image making skills you have already developed can be used to take your mind maps into the realms of art. Such mind map enable your brain to express it's own artistic and creative personality. In developing your own personal style it is especially useful to apply the guiding principles of image, colour dimension, and spacing.

Benefit of creating artistic mind maps:

- 1) Development of artistic skills and visual perception, which in turn and enhance memory, creative thinking and self-confidence.
- 2) Stress-reduction, relaxation and self exploration.

⁷ Toni Buzan with Barry Buzan, *The Mind Map Book.*, 59

- 3) Pleasure.
- 4) Providing good 'role models' for other mind mappers.
- 5) Achieving a greater understanding of work of great artists.
- 6) Commercial.⁸

c. Step of Mind Mapping

Making mind map is easy than ordinary notes. A good Mind Map shows the “shape” of the subject, the relative importance of individual points, and the way in which facts relate to one another. This means that is very quick to review, as you can often refresh information in your mind.

Buzan suggests the following guidelines for creating mind maps:

- 1) Start in the center with an image of the topic, using at least 3 color.
- 2) Use images, symbol, codes, and dimensions throughout your mind map.
- 3) Select key word and print using upper or lower case letters.
- 4) Each word/image is best alone and sitting on its own line.
- 5) The lines should be connected, starting from the central image.

The central lines are thicker, organic and thinner as they radiate out from the centre.

- 6) Make the lines the same length as the word/image they support.

⁸ Toni Buzan with Barry Buzan, *The Mind Map Book.*, 115-116.

- 7) Use multiple colors throughout the mind map, for visual stimulation and also to encode or group.
- 8) Develop your own personal style of mind map.
- 9) Keep the mind map clear by using radial hierarchy, numerical order or outlines to embrace your branches.⁹

This list is itself more concise than a prose version of the same information and the mind map of these guidelines is itself intended to be more memorable and quicker to scan than either the prose or the list.

d. The Advantage of Mind Mapping

Mind mapping is potentially infinite. In view of its radiant nature, every key word or image added to a mind map itself adds the possibility of a new and greater range associative and creative nature of every normal human brain. The advantages of mind mapping according to Tony Buzan are:

- 1) They automatically inspire interest in the student, thus making them more receptive and co-operative in the classroom.
- 2) They make lessons and presentation more spontaneous, creative and enjoyable, both for the teacher and the students.

Rather than remaining relatively rigid as the years go by, the teacher's notes are flexible and adaptable. In these times of rapid change and development, the teacher need to be able to alter and add to

⁹ http://en.wikipedia.org/wiki/Mind_map

teaching notes quickly and easily

- 3) Because mind maps present only relevant material in a clear and memorable form, the student tends to get better marks in examinations.
- 4) Unlike linear text, mind maps show not just the facts but the relationships between those facts, thus giving the student a deeper understanding of the subject.
- 5) The physical volume of lecture notes is dramatically reduced.¹⁰

While, according to Jarrard and Jennifer, the advantages of mind mapping are :

- 1) The relative importance of each idea is clearly indicated by how near it is to the centre, which clearly features the main idea.
- 2) The links between key concepts will be immediately obvious from their proximity and connection to one another. The brain works primarily with key concepts that it links and integrates. Mind maps work in the same way, meaning that recall and review will be faster and more effective.
- 3) The nature of mind map structure allows for the easy addition of new information.
- 4) Each mind map has its own unique pattern, which further aids recall.

¹⁰ Tony Buzan with Barry Buzan, *The Mind Map Book.*, P. 232-233

- 5) The open-ended nature of the mind map is a great aid to creativity, allowing the brain to make new and exciting connections with ease.
- 6) With practice, you will find mind maps help you to be your best I every thinking situation.¹¹

e. How to Implement Mind Mapping Technique

A complete Mind Mapping may have mind topic lines radiating in all directions from the center, sub-topic and facts will branch of these, like branch and twigs from the trunk of a tree. Learners do not need to worry about the structure produced, as this will evolve as learn to develop their Mind Mapping. Here are the steps and purpose to draw mind mapping provided below.¹²

- 1) Write the topic in the middle of paper, and use single word or simple phrase for information it gives freedom of brain to explore our mind.
- 2) Use picture (symbol) from the central idea, because use a picture can help us in appear an imagination to open our mind.
- 3) Use colors, the color make mind mapping life, add creative brain, and enjoyable.
- 4) Connect the branch of mind to the central picture, make cross-linkages continuously. It can help us understand and memorable, on part of the subject connect to others.

¹¹ Bill Jarrad and Jennifer, “Benefit about Mind Maps”, <http://www.Buzan.Com.au/learning/benefits.html>, (1 March 2000)

¹² (Buzan, 2004:21-23) in *Mind Map untuk Meningkatkan Kreativitas Book*:

- 5) Make curved lines because the straight line make bored brain, a cured branch likes tree move attractive.
- 6) Use key for every line because single key word given the power and flexible for mind mapping.
- 7) Use picture, picture can help or remember information more effectively than word.

After reading the steps above, the researcher gets the conclusion that the map must be interesting, colorful, and enjoyable to learn. So, the students can make mind map more creative.¹³

2. Speaking

a. Definition of Speaking

Speaking is very important activity in many language classes, by speaking someone, by speaking someone can inform, persuade, and also expressing an idea to other people. Speaking is basic type of communication in our daily life. Through speaking human being exchange most of their ideas and express their desires and emotions.

Speaking is an active process and one which is difficult to dissociate from listening in many ways.¹⁴ Another experts baily and savage said that “Speaking is in a second language of foreign language has often been viewed as the most demanding of the four skills”.¹⁵ This approach produces tests that must range over a variety

¹³Buzan, 2004:21-23) in *Mind Map untuk Meningkatkan Kreativitas Book*:

¹⁴Jo Mc.Donought and Christopher Shaw, *Materials and Method in ELT*, (Blackwell: Oxford UK & Cambridge USA, 1993), 152.

¹⁵Marianne Celce, 103.

of situation to achieve validity, and then there is no assurance that the language elements of speaking have been adequately sampled.¹⁶

Based on definition above, speaking is mutual communication process of transferring message to other people that involves articulation sounds in the form of utterances. Speaking is a complex skill meaningful words, phrases and sentences in the right order based on rules-govern system.

b. The purpose of Speaking

One of the most useful schemes for analyzing interaction from a functional perspective is that by Martin Bygate. Bygate saddest that conversation can be analyzed in terms of routines. Routines are conversation (and therefore predictable) ways of presenting information. He discussed two types of routines:

- 1) Information routines
- 2) Interactional routines¹⁷

Student need to feel that there is a real reason for speaking. This is oftenreferred to as the communicative element. Make sure there is a reason for speaking; I,e. that the st udent are communicating something the others don't know or that the other would like to hear about. Exsamples of tasks involving reel communication include: information dap, tasks involving an element of persuasion, problem solving and role play (see example below). Finally as with all aspects

¹⁶Robert Lado, *Language Testing*, (United States of America, 1964), 240.

¹⁷ David Nunan, *Second language Teaching & Learning*, (Boston, Heinle&Heinle, 1994), 228.

of teaching, it is important to introduce variety and to choose topics that you think will interest your student, in addition, the purpose of speaking the student can speak English Well, because most of the student cannot speak English although they have been studying English a long time

c. The element of Speaking

Like writing, speaking is complex skill requiring the simultaneous use of a number of a number of different ability which often develops at different rather. Either four of five components are generally recognized in analyzed in analysis of the speech process:¹⁸

1) Pronunciation

In speaking, the speaker's pronunciation must be clear and easy to understand. Including the segmental features vowel consonant and the stress in intonation patterns.

2) Grammar

In defining grammar, H. Douglas brown states "Grammar is a system of rules governing the conventional arrangement and relationship of word in a sentence".¹⁹

3) Vocabulary

Vocabulary is defined as the "word" in foreign language.

Words are perceived as the building blocks upon which knowledge

¹⁸ David p Haris, *Testing English as a Second Language*, (Washington DC: George Town University, 1969), P.81-82

¹⁹ H. Doughlas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (San Francisco State University: Addison Wesley Longman, Inc, 2001), second Edition, p. 347

of a second language can be built. However, a new item of vocabulary may be more than a single word. For example police office and father-in-law, which are, made up two or three words but express a single idea. They are also multi-word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of the word component.²⁰

4) Fluency

Fluency is the ability to talk freely, without too much, stopping or hesitating. To keep going more than that, it can also requires that the listener understand what is being said, so there must be intelligibility and meaning with accuracy the emphasis is on correct English they right grammar, the right vocabulary.

In order for learners to become fluent users of the language, they need time to develop their language ability.

5) Comprehension

The last speaking element that becomes a prerequisite in making a conversation possible is idea comprehension what is state and discussed by both speakers. Comrehension is defines as the ability to understand something by reasonable. Comprehension of the subject or as the knowledge of what a situation is really like.

When researcher refer to a student' skill in speaking a second language, our fundamental concern is with their ability to

²⁰ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (London: Cambridge University Press, 1996), p.75

communicative informally on everyday subject with sufficient and fluency to hold this listener.²¹

d. The problem of teaching Speaking

The problems have come across in teaching speaking are :

- 1) Inhibition. Worried about making mistakes, fearful of criticism or losing face, or simply shy of attention that their speech attracts.
- 2) Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking
- 3) Low of uneven participation. This problem is compounded by the tendency of some learners to dominate, while others speak very little or no at all.
- 4) Mother-Tongue use. Inclasses where all, or a number of, the learnes share the same mother tongue, they may tend to use it: because it easier feels exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes. Particularly the less disciplined or motivated ones-to keep to the target language.²²

e. Teaching Speaking

The teaching of English is very important. Whereas today English is the words widely studied foreign language. It is focused on

²¹ David P. Haris, *Loc.cit.*

²² Penny Ur, *A Course language Teaching*. (New York: Cambridge University Press, 1991)P. 121

the communicative proficiency rather than on more material of structure. Here, speaking becomes the objectives of English teaching. To make the students speak fluently in English, a teacher has a big role in determining the student's mastery of English speaking.

The greater problem is how to build up the motivation of the students in learning language. In general, the students are highly motivated, but it is primarily motivation toward practical use of the language.²³ suggests that integrative motivation of the students is more powerful than instrumental motivation in learning foreign language. Some students study a foreign language because they want to know more about the people who speak English very well and success in using foreign language. This will depend on a large extent on understanding of the culture and the people, and the empathy with them.

Speaking skill is playing a very important role in language learning, including foreign language learning. Because speaking is a process of building and sharing meaning through the use of verbal and non verbal symbol, in a variety contexts, beside the ability to speak a second of foreign language well is very complex task, because speaking is used for many different purposes, and each purpose involves different skill. For example when people use casual conversation, their purposes may be to establish social contact with

²³ Harmer (1998:8)

other or to establish rapport or to engage in the harmless chitchat that occupies most of the time learners spend with friends.

When teaching an intermediate level the following speaking skills might be seen as significant:

- 1) The ability to agree and disagree.
- 2) The ability to identify people and places.
- 3) The capability to express preference.
- 4) The skill to express opinions.
- 5) The ability to ask for and give suggestions.
- 6) The ability to report and people are asking and saying.
- 7) The ability to summarize a conversation.

Also of importance are interaction activities which can be used in a speaking class. For example, the processing of information by engaging in problem solving tasks. Such an activity may include placing items in a hierarchy of importance, deciding itineraries, deciding a price range to spend on gifts, developing a story from random picture cues. Problem may arise from the restricted cooperation because of the students' limited vocabulary. However, as students move towards a monologue (or one person speaking, as learners they may begin by not speaking smoothly). The teacher must focus on having students use language in order to complete a task rather than practicing language for its own sake.

In discussion with someone, the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information. In some situation, people use speaking to give instructions to get things done, to describe things, to complain about people's behavior, or to make polite request etc. Each of these different purposes of spoken language reflects the contexts or situation in which speech occurs. This implies that whenever communications take place it involves speaking, and whenever speaking occurred, it uses the language certainly.

f. Characteristic of Successful of Speaking Activities

To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

According to Harmer Speaking activities can give students enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study. So, good speaking can and should be highly motivating. Many speaking tasks (role-playing, discussion, problem-solving, etc) are intrinsically enjoyable in themselves. Again, sometimes spoken language is easy to perform, but in some cases it is difficult. The statement is supported by Munjayanah, that when people want to speak fluently, sometimes they get difficulties to do it. In order that they can carry out the successful

speaking, they have to fulfill some characteristics of successful speaking activity such as:

- 1) Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
- 2) Participant is even. Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.
- 3) Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- 4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

From the explanation above, the success of speaking activity can be done that the students' talk a lot, they are active, high motivation, and they are comprehensible to each other.

g. The Importance of Speaking

It is also important that the development of spoken language is not simply matter of learning skills such as pronouncing English sounds or being able to produce single utterances or phrases. Quite on the contrary, the development of speaking is an ongoing and complex

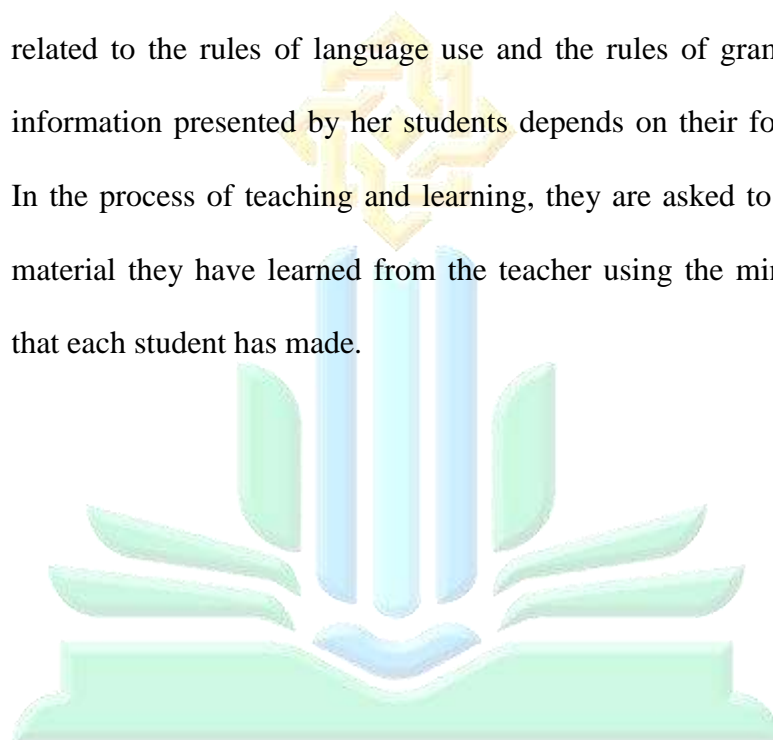
process of acquiring knowledge and developing skills and strategies to interact with people in social interactions. From the very beginning levels of language learning students need to: (1) experiences various kinds of spoken texts, (2) develop knowledge about how social and cultural contexts affect the type of spoken language used, (3) learn how participate in different spoken interactions, (4) expand their knowledge resources and learn to use a range of spoken language strategies, (5) learn how different spoken texts are constructed, (6) develop greater control of the systems of vocabulary, grammar, phonology and intonation, (7) develop skills which will enable them to predict what will occur in a conversation, (8) improve their accuracy and fluency

Theoretically, developing speaking skills means developing the pronunciation of individual sounds, grammatical accuracy, vocabulary (word choice), fluency and interactive communication. The pronunciation covers the individual sounds and word in sentences. The latest refers to the ability to stress words sentences and produce correct intonations. Grammatical accuracy deals with the accurate use of the structure, or how the learner gets his/her utterance correct. Vocabulary deals with the ability of choosing appropriate words. Fluency refers to the ability to express ideas smoothly without hesitation, repetition, or inappropriate pause. Interactive communication concerns with the ability to get the meaning across hears and the ability to keep the

conversation going. In short, developing speaking skills means developing all of five components.

h. Improving Students Speaking Skill

Improving the speaking skill of the students may be difficult. Speaking is one of productive skill. The skill of communication is related to the rules of language use and the rules of grammar. More information presented by her students depends on their folklore story. In the process of teaching and learning, they are asked to present the material they have learned from the teacher using the mind mapping that each student has made.



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CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research methodology that consists of research design and procedure, research settings, data collection technique, data analysis technique, and achievement indicator (criteria of success).

A. Research Design

The design of this research is CAR (Classroom Action Research). It is called CAR because the research focuses on a problem and a group of students in a classroom. According to Michael J. Wallace, CAR is a type of classroom research carried out by the teacher to solve the problems or to find the answer to context-specific issues.²⁴ From that explanation, we can assume that CAR is the strategy to solve the students' speaking problems in the classroom and, to collect the data, the researcher has to do an observation and interview with the English teacher and the specific class that has the lowest speaking skill. The strategy of the action depends on the reflection done by the researcher and the collaborator (the teacher) and then the researcher and the collaborator to make a note. The researcher and the collaborator make the strategy to solve the problems in the classroom.

The Classroom Action Research design used in this research is collaborative classroom action research. It means that the researcher collaborates with the English teacher of SMPN 2 Jenggawah as an observer and collaborator. In conducting the research, the researcher's role is as an

²⁴ Michael J. Wallace, *Action Research for Language Teachers* (Cambridge: Cambridge University Press, 2006), 5

2	Treatment 1 (cycle 1)																	
3	Treatment 2 (cycle 1)																	
4	Treatment 3 (cycle 1)																	
5	Post-test 1 (cycle 1)																	
6	Report																	

- 1). Preparing lesson plan
 - 2). Preparing media and material
 - 3). Preparing the guidance of observation
 - 4). Establishing criteria of success
 - 5). Establishing analytical scoring rubrics
2. Implementing

The acting phase is a realization from an act that has been planned before, such as the method to be used, what material to be taught, and others.²⁵ In this phase, the researcher with the collaborator did some steps as follows:

- a. The researcher explains the material.
- b. The researcher and the collaborator tell the rule of the PPP method as a strategy.
- c. The students practice making a sentence then present the material with their ideas with a new vocabulary that they have been learned.

²⁵ Suharsini Arikunto, *Penelitian Tindakan Kelas* (Jakarta: Bumi Aksara, 2009), 21-23

3. Observing

In this step, the researcher collaborates with the teacher as the collaborator to observe the classroom activity while implementing the action in each cycle (it will be done 3 times in each cycle) and they observe the class situation, the students' speaking activities, the student's responses to the materials in the teaching-learning process, the student's interaction, the students' enthusiastic participation in discussion, and while the students doing exercise and other activities. They make some notes during observation by using an observation checklist

4. Reflecting

This phase is aimed to reflect or evaluate from the phase before. It was done by looking at the data that had been collected. In this phase, the researcher analyzes the result of students' speaking test scores based on the formula about the average score and the class percentage which pass the minimal mastery level criterion in part of data analysis and based on criteria of success on page 42.

The benefit of evaluation is to decide what the researcher will do in the next cycle and it will be used for better understanding of knowing improvement on the next planning or action. This step is analyzing the whole action that had been done by the researcher.

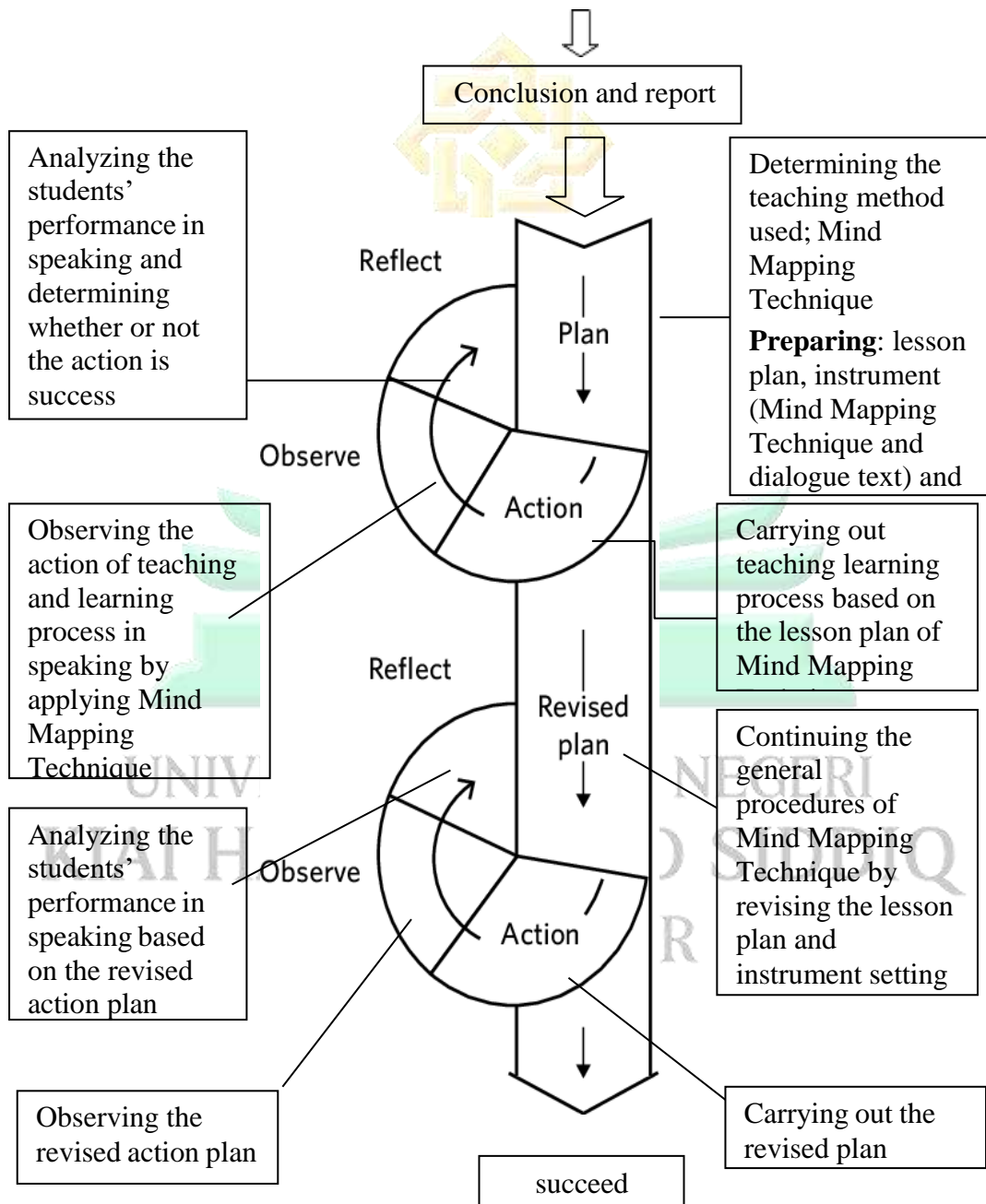
5. Revised the plan

Revised the plan is needed when the action in each cycle does not improve on students' speaking skills. It means that the revised plan is

conditional.

To make sure the explanation of CAR and the stages, the researcher adopted the Classroom Action Research procedure by Kemmi.

Preliminary study: finding the students difficulties in speaking, showed by 67,33 as the student's average score in their final test (previous semester).



Adopted from Kemmis and Taggart model

B. Research Location

This research is conducted at SMPN 2 Jenggawah Jember which is located at Jl. Flamboyan, Kertonegoro, Jenggawah, Jember, Postal Code, ; 68171. The reason why the researcher choose this school is that the mind mapping technique has never been applied by the English teacher of SMPN 2 Jenggawah and the headmaster had to permitted to conduct this research.

C. Research Subject

The subject of this research is the Eight grade students of SMPN 2 Jenggawah. It has consisted of 20 students. They are 9 females and 11 males. The researcher chooses this school because according to the teacher, this class is the class that has some problems in speaking, so they need the right treatment to improve their speaking skill.

The data shows that only a few students passed the target. They have some problems such as some of the students have weak speaking, lack confidence, some of them were not serious, they are noisy and disturb the other students during teaching and learning process.

D. Data Collection

In this classroom action research, the researcher collects data by using some techniques of collecting data, those are:

1. Observation

The observation was done by the researcher toward students of Eight grade of SMPN 2 Jenggawah academic year 2021/2022 directly during the teaching and learning process. Here, the researcher is a teacher, and the

English teacher is a collaborator who observes the students' behavior in the classroom. For example, how students participate and achieve speaking skills.

2. Interview

The interview was used to get the data about students' speaking problems in the classroom. The researcher asked the English teacher about students' speaking problems, students' condition involved in English class activity, and students' scores in speaking skills. Besides, the researcher also asked the students to know the problem of speaking that made their score in speaking was still low. So, from the interview with the English teacher and the students, the researcher got the data about students' speaking skills.

3. Test

To get the result of research and students' activity in the teaching and learning process, the researcher gave the speaking tests to the students.

The test that is used in this research is the oral test. The researcher gives the test to the students at the end of the cycle. The test is about speaking and it was done individually. The material is about asking and giving opinions text. The researcher explains about basic types of speaking before and this research focuses on intensive speaking. So, there are some ways for designing assessment tasks in intensive speaking such as world repetition, imitative speaking, etc. To support the test, the researcher used this strategy (learning while practicing). The researcher shows some

pictures to the students. Then, the students have to describe what the picture talked about. To test their speaking skill, the researcher prepares the question related to the picture. The students have to answer it orally by using grammar rules of asking and giving an opinion. From this activity, the researcher took their score with the collaborator to check the improvement of students' speaking skills. In this test, the aspects of speaking that are evaluated are pronunciation, vocabulary, grammar, fluency, and comprehension. The researcher checks the content to determine students' understanding of the material. If they have understood it, they will speak and answer the question by using the rule of asking and giving an opinion as well as possible. It means that the content is right. The researcher checks the pronunciation and vocabulary to know how the students pronounce the word and their knowledge about the word. The researcher also checks their fluency, grammar, and their comprehension in speaking. It is related to what Brown stated that some components that are scored in speaking test. The components that had to be scored are pronunciation, vocabulary, fluency, and comprehension.²⁶ Then, the criteria of speaking assessment were adapted from Brown's speaking rubrics. The components of the score were illustrated as below:

²⁶ H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (United States of America: San Francisco State University, 2003), 172-173

Table 3.2
Speaking Scoring Rubrics

No	Criteria	Scale	Description
1	Pronunciation	5	Easy to understand and has native speaker's accent
		4	Easy to understand with a certain accent
		3	There are some problems in pronunciation that made the listener should more be concentrated and sometimes there is a misunderstanding.
		2	Difficult to understand because there is a problem in pronunciation, asked to Repeat
		1	Pronunciation is so bad and it cannot be understood.
2	Grammar	5	There is no or little mistake in grammar
		4	Sometimes makes mistakes in grammar but it does not influence the meaning
		3	Often makes mistakes in the grammar and it influences the meaning
		2	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence
		1	The grammar mistake is so bad and it is difficult to be understood
3	Vocabulary	5	Using a variety of vocabulary
		4	Sometimes using vocabulary which is not appropriate
		3	Using vocabulary which is not appropriate, the conversation becomes limited because the vocabulary is limited
		2	Using the wrong vocabulary is limited it is difficult to understand
		1	Vocabulary is so limited that conversation is impossible to occur
4	Fluency	5	Speaks fluently and with little hesitation
		4	Speak with some hesitations
		3	Speech is frequently hesitant and jerky, sentence may be left uncompleted
		2	Speak frequent confused and unwell
		1	Speech is so halting and fragmentary that conversation is virtually impossible
5	Comprehension	5	Understand all without any difficulties
		4	Understand almost all, although there is

			repetition in a certain part
		3	Understand most of what she/he talks in slow speaking
		2	Difficult to understand what she/he talks
		1	Cannot understand although in simple Conversation

4. Document review

The researcher used document review to collect data such as students' attendance list, the data of school profile which include the background of the school, vision, and missions, the number of teachers, and the data related with the researcher need in this research.

E. The technique of Data Analysis

The analysis data used in this research is the observation of students' activities during the teaching and learning process and also the result of an interview before and after implementing Classroom Action Research. In analyzing the data, the researcher tries to get the average of students' speaking test scores. It is used to know how well students score in speaking skills. It uses the formula:

$$\bar{X} = \frac{\sum x}{N}$$

Notes:

X= mean

Σ = total score of students

N= Number of students

Second, the researcher tries to get the class percentage that passes the minimal mastery level criterion (73) which is adapted from the school agreement at SMPN2 Jenggawah, it uses the formula:²⁷

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

Notes:

P: the class percentage

F: score achieved

N: number of students

F. Validity of Data

Validity is the most requirement for an instrument of evaluation. It means that a test can be said valid if the test measures what it will be measured. It means that every test and data can be said valid if it can be proven. Validity should be determined by the purpose will being reached by using tests. Therefore, validity refers to the result of an evaluation procedure that uses for which they are intended. There are some types of validity such as content validity, face validity, construct validity, empirical validity, and consequential validity. In this research, the researcher uses content validity. Brown stated that a test samples the subject matter about which conclusions are to be drawn, and if requires the test taker to perform the behavior that is being measured, it can claim content-related evidence of validity, often popularly referred to as content validity.²⁸ Simply, content validity is talking

²⁷ Sudjana, *Metode Statistika* (Bandung: PT. Tarsito, 2002), 67

²⁸ H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (New York:

about the content of the test. The test that will be given to the students must be made by people who expert or understand about the test and then the test will be suitable with the curriculum and the material.

G. The Criterion of Success

Classroom Action Research (CAR) is considered to be called successful if it can exceed the criteria which have been determined. The researcher and English teacher hold collaboration for determining the criteria that will be used in the success of the learning process. In this study, the research will be successful when there is 70% of students can pass the testscore that is 70 based on the agreement of the researcher and the collaborator teacher, and the mastery level criterion (KKM) is 73 (seventy-three).



CHAPTER IV

RESEARCH FINDINGS AND ANALYSIS

This chapter presents the research finding and discussion based on the result of the analysis of collected data and data description

A. Research Findings

Before conducting the research, the researcher had gained the data about students score of speaking. Based on the data, the students speaking skill was still low. It can be seen from the average score of students pre-Cycle score. Before starting a Classroom Action Research, in order to measure the real situation of the students speaking skill, the researcher give the test to them. The test was held 07 April 2018 at 07.15- 08.45 am.

Table 4.1
Students' Pre-Cycle 1

No	Name	Criteria					Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1.	AB	3	25	12	16	12	68
2.	A	3	21	12	16	16	68
3.	AS	2	18	8	12	16	56
4.	BG	3	17	4	16	12	52
5.	E	3	21	12	12	12	60
6.	J	3	21	12	12	12	60
7.	J	5	23	16	8	12	60
8.	JM	3	21	12	16	16	68
9.	LQ	3	21	12	16	16	68
10.	M	3	21	4	8	16	52
11.	M	3	21	4	16	8	52
12.	O	3	21	12	12	12	60
13.	R	3	21	12	12	12	60
14.	RM	3	27	12	16	12	72
15.	RS	5	27	16	12	16	86
16.	R	5	21	12	12	12	60
17.	SA	3	11	4	12	4	32

18.	SH	1	15	8	12	16	52
19.	SR	1	21	12	16	16	68
20.	SR	3	21	12	16	16	68
21.	S	3	21	12	16	16	68
22.	S	3	21	12	16	16	68
23.	TM	3	21	4	12	12	52
24.	S	3	21	12	12	12	60
25.	WA	3	21	12	12	12	60
26.	YA	3	11	4	12	4	32
27.	RSQ	1	27	8	12	12	64
28.	A	5	18	8	12	8	62
29.	J	2	21	12	12	12	60
30.	JJ	3	21	12	16	16	68
31.	MAC	3	21	4	12	12	52
	Total Score						1868

M_x = mean score

f_x = the students' score

Σ = the sum of score

F = the number of students'

Graphic 4.1 Students' Pre-Cycle score

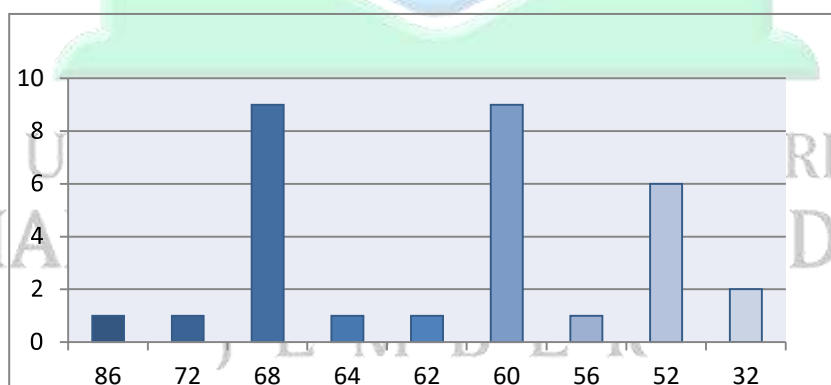


Table 4.2
Students' percentage score pre-cycle

No	Score	Students	Percentage
1.	86	1	3,2%
2.	72	1	3,2 %
3.	68	9	29 %
4.	64	1	3,2 %
5.	62	1	3,2 %
6.	60	9	29 %
7.	56	1	3,2 %
8.	52	6	19,3 %
9.	32	2	6,4 %
	Total	31	100%

The score of the students' speaking skill was still low. The average score is 60,25, below the minimal standard criteria (KKM). From the observation while Pre-Cycle, the researcher found that the students seemed nervous and doubtful when they want to start speak. They asked what should they do. The data score become basic foundation to do a Classroom Action Research and gave material in a teaching English especially speaking using mind mapping technique to improve students speaking skill.

1. Cycle 1

First meeting

a. Plan

The research made lesson plan for two meetings. Each meeting was 2x40 minutes. In this case the topic was about introducing yourself and our people. In preparing the lesson plan, the researcher choose the material about introducing yourself and our people. It was based on the syllabus on the first semester.

b. Action

In this stage, the researcher started implementation of activities.

1). Opening the lesson

The research asked them to come into the class to begin the lesson. After all student were come into the class, the researcher started checked their attendance and signed the agenda of that day.

2). Main Activity

After checking the students' attendance list, the researcher started the lesson. To begin learning researcher provide a stimulus about the material to be taught. Then the researcher given example mind mapping about the material. Then the students make mind mapping about the material.

Picture 4.1

After they did their work, the student presented it in front of the class.



3). Closing the lesson

After the students collecting their work, then the researcher asked them how was the teaching learning process on that day. The researcher also asked what part was difficult to be understood by them. They answered that was a fun, they liked mind mapping because it was full of color. The students prayed together and greeted to the researcher.

Second meeting

a. Opening the lesson

The second meeting was conducted on 14 September 2022 at 07.15- 08.45 am. The captain of the class led the students to greet the researcher. After greeting the researcher asked their condition and checked the students' attendance by saying "who are you?" and "who is absent today?".

b. Main activity

The researcher opened the lesson . before the class was started, the researcher reviewed the previous lesson that had been explained. Then the researcher gave them an example of introducing yourself. Then they introducing in front of class.

c. Closing the lesson

Before closing the meeting, the researcher gave the students chance to ask question by saying " any question?" the students replied " no, miss." The research reminded the students to study at home what

had been teach to them. After conducting and guiding the students, the research gave them Test 1. The test was held on 14 September 2022. The students were asked to answered question based on the instruction of the test. The instruction given was follows : make an mind maping about introducing yourself and your family.

Picture 4.2



Observation

These are the explanation of observation and Test 1 result in Cycle 1. The result of Test 1 can be described in the following table .

Table 4.3
Students test score in cycle 1

No	Name	Criteria					Score
		Pronunciation	Grammar	vocabulary	Fluency	comprehension	
1.	AB	3	21	4	16	12	56
2.	A	3	21	16	16	20	76
3.	AS	3	21	12	16	20	76
4.	BG	3	21	16	16	20	76
5.	E	3	21	16	16	20	76
6.	J	3	21	12	16	20	76
7.	J	3	21	12	16	12	64
8.	JM	3	21	12	16	20	76
9.	LQ	3	21	12	16	20	76
10.	M	3	21	12	16	20	76
11.	M	3	21	12	16	16	68
12.	O	3	21	16	16	20	76
13.	R	3	21	12	16	20	76
14.	RM	3	21	12	16	20	76

15.	RS	3	21	12	16	20	76
16.	R	3	21	12	16	20	76
17.	SA	3	21	12	16	20	76
18.	SH	3	21	12	16	16	68
19.	SR	3	21	12	16	20	72
20.	SR	3	21	12	16	20	72
21.	S	3	21	12	16	20	72
22.	S	3	21	8	20	20	72
23.	TM	3	21	12	16	20	72
24.	S	5	31	16	16	20	88
25.	WA	3	21	12	16	20	72
26.	YA	3	21	12	16	20	72
27.	RSQ	3	21	12	16	20	72
28.	A	3	21	8	16	12	60
29.	J	3	21	16	16	20	76
30.	JJ	3	21	12	16	20	72
31.	MAC	3	21	12	16	20	72
	Total Score						2224

M_x = mean score

f_x = the students' score

Σ = the sum of score

N = the number of students'

Graphic 4.2
Students' Test score in cycle 1

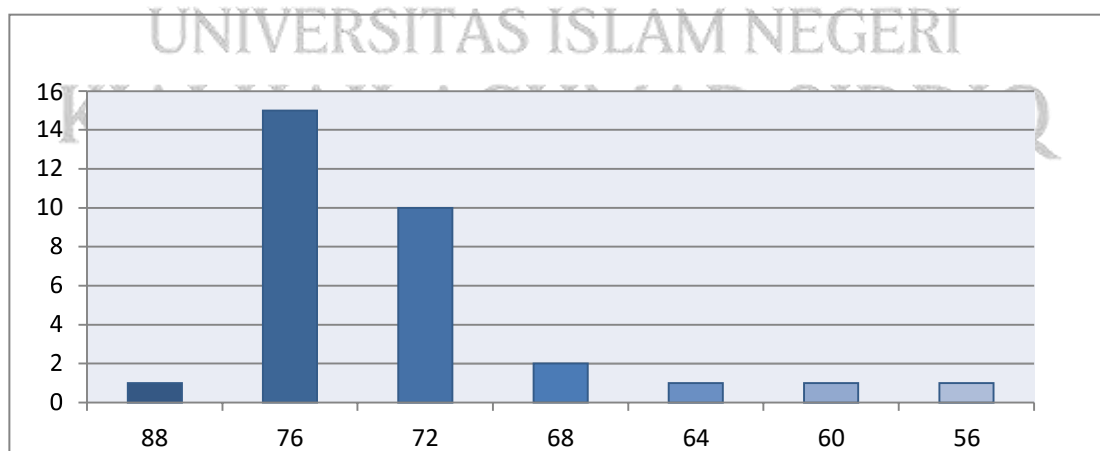


Table 4.4
Students' percentage Test score in Cycle 1

No	Score	Students	Percentage
1.	88	1	3,2 %
2.	76	15	48 %
3.	72	10	32 %
4.	68	2	6,4 %
5.	64	1	3,2 %
6.	60	1	3,2 %
7.	56	1	3,2 %
	Total	31	100%

In the cycle 1 the students average score was 71,7. The highest score of the students was 88 and the lowest score was 56. In cycle 1 which is the result of the initial test of the researcher to find out the speaking ability of students in English, researchers get an average score of 71.7 from 31 students. Where the highest score of students reaches 88, while the lowest value of students is 56. By using mind mapping techniques as a medium to improve students' ability to speak English.

This shows that students who speak English almost increase than before. There was only 1 student who got 88 scores, while 4 other students got a score of 76. This was because the students who got the big score had an increase in learning attitudes and interests, because at the time of learning researchers tried to get closer and motivate them, so they become active in every learning activity. While there are still some students who have low grades or have not yet reached the KKM. One of the students has the lowest value of 56, whereas researchers have given the same portion to all students. After being

examined more deeply it turns out that the student has a lack of reading, writing and speaking, this is what makes the quality of students low in relation to English.

c. Reflection

After collecting the data, from the test and observation, the researcher did the reflecting stage. From the test result the researcher found that the students' score was still low at 56 from the KKM score. Some students' still low in speaking. Sometime they were true in organization but they were still weak in vocabulary and pronunciation.

The problem that happened in Cycle 1 was reflected to the next cycle. The researcher did the improvement of students score in speaking test with the KKM score 73.

2. Cycle 2

a. Plan

Before planning the action, the researcher did some activities the activities were designing lesson plan, preparing teaching material, learning scenario, and designing schedule.

b. Action

In order to increase the students' skill in speaking, the researcher made the teaching learning process more interesting in teaching speaking using mind mapping technique. The cycle was principally not quite different with the first cycle action. The researcher started the action which has been formulated in the revised

plan.

1). Opening the lesson

The activity was held on Saturday, 21 September 2022. The researcher asked them to come into the class to begin the lesson. After all students were come into the class, the researcher started checked their attendance and signed the agenda of that day.

2). Main activity

The teacher explained about the techniques of mind mapping. Then, the researcher gave students' the exercise to know the improvement of students' understanding.

3). Closing the lesson

Before closing the meeting, the researcher gave the students chance to ask question by saying " any question?" the students replied " no, Miss". Theresearcher reminded the students to study at home what hade been teach to them. After conducting and

guiding the students, the researcher gave them test. The test was held on 21 September 2022. The students were to practice in front of class based on the instruction of the test. The instruction given was follows : make an mind mapping about material and then practice speaking in front of class.

Picture 4.3

Table 4.5
Students Test score in Cycle 2

No	Name	Criteria					Score
		Pronunciation	grammar	vocabulary	Fluency	comprehension	
1.	AB	5	31	20	16	20	86
2.	A	5	35	20	20	20	100
3.	AS	3	21	16	16	20	76
4.	BG	5	35	20	16	20	96
5.	E	4	24	16	16	20	80
6.	J	4	24	16	16	20	80
7.	J	3	21	16	16	20	76
8.	JM	4	24	16	16	20	80
9.	LQ	4	24	16	16	20	80
10.	M	3	21	16	16	20	76
11.	M	5	27	12	12	20	76
12.	O	4	24	16	16	20	80
13.	R	5	31	20	16	20	86
14.	RM	3	21	16	16	20	76
15.	RS	3	28	16	12	12	76
16.	R	4	28	16	16	20	84
17.	SA	3	21	16	16	20	76
18.	SH	3	21	20	16	24	76
19.	SR	5	27	12	12	20	76
20.	SR	3	21	20	20	12	76
21.	S	4	28	16	16	20	84
22.	S	3	21	16	20	20	80
23.	TM	5	27	20	20	20	80
24.	S	3	21	18	20	12	76
25.	WA	5	31	12	12	20	80
26.	YA	5	31	20	16	20	86
27.	RSQ	5	27	12	16	20	80
28.	A	5	31	16	16	20	88
29.	J	3	21	16	16	20	76

30.	JJ	5	31	20	16	20	86
31.	MAC	4	24	16	16	20	80
	Total Score						2508

M_x = mean score

f_x = the students' score

Σ = the sum of score

N = the number of students'

Graphic 4.3
Students' Test Score in Cycle 2

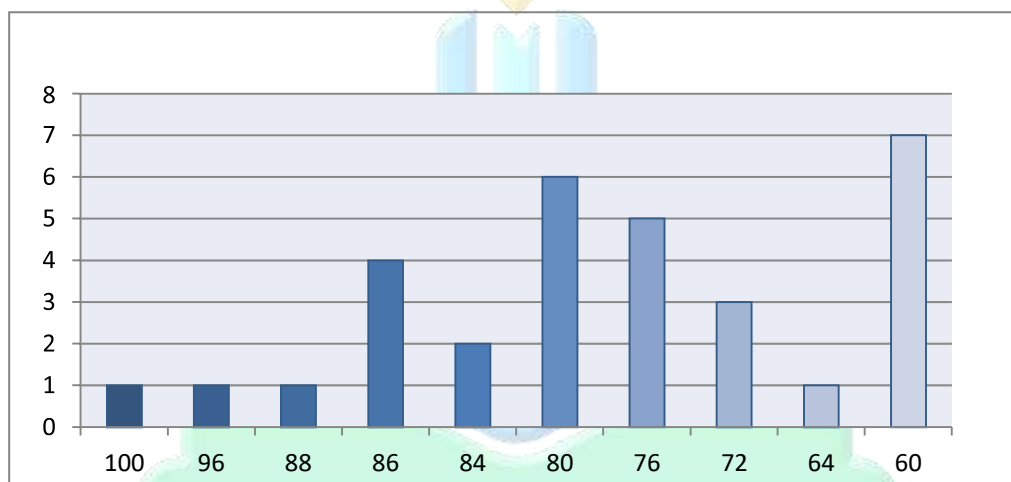


Table 4.6
Students' percentage of Test score in Cycle 2

No	Score	Students	Percentage
1.	100	1	3,2 %
2.	96	1	3,2 %
3.	88	1	3,2 %
4.	86	4	12,9 %
5.	84	2	6,4 %
6.	80	6	19,3 %
7.	76	5	16,1 %
8.	72	3	9,6 %
9.	64	1	3,2 %
10.	60	7	22,5 %
	Total	31	100%

c. Reflection

After collecting the data, from the test and observation, the researcher did the reflecting stage. From the test result the researcher found that the average students' score was passed from the KKM score. Some students' has been able to improve the ability to speak in English by increasing memorization of vocabulary and fluency in pronunciation.

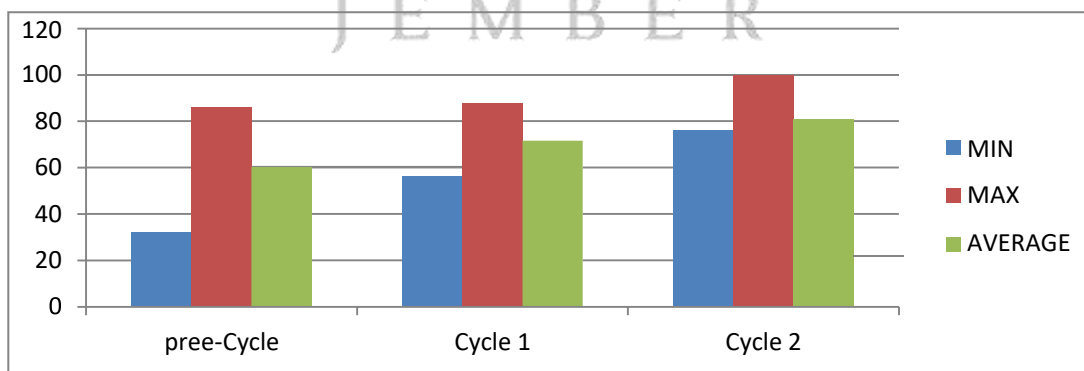
B. Discussion

In this research, the researcher intends to describe the result of students' speaking after applying mind mapping technique as a teaching media in the classroom. Having analyzed the improvement in each cycle, the researcher know that there was great improvement. For details, we can refer to the following table :

Table 4.7

Comparison of the number of students' achievement score

	Pre-Cycle	Cycle 1	Cycle 2
SUM	1868	2224	2356
MIN	32	56	76
MAX	86	88	100
AVERAGE	60,25	71,7	80,9
LEVEL	ENOUGH	GOOD	GOOD



From the table above both pre-cycle, cycle 1 and cycle 2, students' speaking scores have increased. In cycle 1, students who reach kkm score are 6 students, while in cycle 2 students who reach kkm are 20 students. In this study there was a large increase in cycle 2, even though the researchers gave the same portion to all students. However, there are significant changes. Even students who initially seemed less interested in English learning became excited. After observing more deeply the researchers found some positive conditions in students, especially class VII SMPN2 Jenggawah. These include:

1. Students tend to actively discuss with each other;
2. Students are seen carrying a dictionary, even though initially reluctant to bring;
3. Some students tend to always want to be asked questions by researchers;

From some of the changes above, the author assumes that, with motivation and speaking that is intensive to students both inside and outside the classroom with compassion, can provide real change to students. This is what makes students experience an increase in speaking in English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After conducting the research with the result presented above, the researcher intends to conclude this paper :

1. The process of improving students' speaking skill using mind mapping technique was held well. This is for students the media used is relatively new from the previous teacher. More interesting and entertaining picture images. So as to make the students catching power motivated to focus more on the material delivered during learning. Although the picture is interesting and entertaining does not come out of the learning material, this makes students tend to be active when participating in learning with mind mapping techniques.
2. The researcher concluded that there were improved the students' achievement in speaking . it can be seen from the result of the first cycle, in this test we can know that the highest score was 88, the lowest score was 56 and the average of students' score was 71,7, for the second cycle the highest score was 100, the lowest score was 76 and the average of the students' score was 80,9. It showed that there was significant improvement of students' skill in speaking.
3. The researcher may conclude that, the students' speaking skill can be improved by using mind mapping technique. Therefore, there must be other research need to be conducted in the classroom action research.

However, the mind mapping technique can be very useful instructional strategy as teaching media when it is used effectively. It may represent as a better strategy if it is compared with other teaching media.

B. Suggestions

After conducting the research with the results presented above, the researcher intends to offer some suggestions which may be more useful for the teacher as the practitioners, for the students as learner and for school as place to get the knowledge.

1. For students:

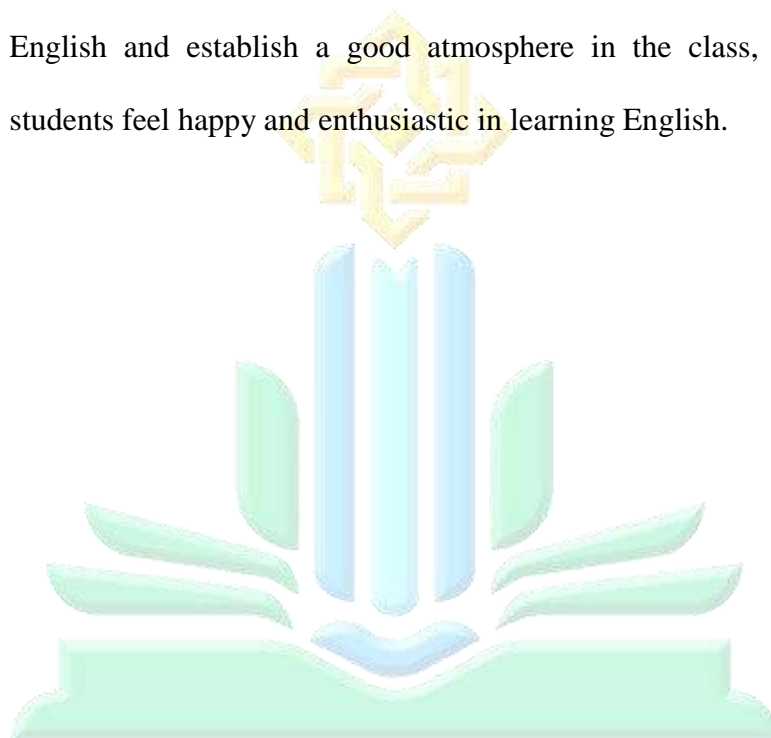
- a. The students are suggested to master not only the vocabularies but also grammar to get good skill in speaking English.
- b. The students should practice more in speaking to improve their skill in speaking.

2. For Teachers:

- a. The researcher offer suggestion to use mind mapping technique to improve students' speaking skill, because based on the result of research, this strategy was effective to improve students' skill in speaking.
- b. The teacher of English should learn more how to enhance their skill in teaching English and to establish a good atmosphere in the class, so that the students feel happy and enthusiastic in learning English.
- c. The teacher should be familiar with varieties of strategy or teaching media that can improve the students' skill in writing.

3. For school:

- a. The researcher suggests to school to add the equipment that can support the improvement of students and teachers in teaching learning process. Especially the teacher of English should learn more how to enhance their abilities in teaching
- b. English and establish a good atmosphere in the class, so that the students feel happy and enthusiastic in learning English.



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DECLARATION OF AUTHORSHIP

The Undersigned Below:

Name : Rofiq Alhariri
SRN : T20166058
Program : Tadris Bahasa Inggris
Faculty : Tarbiyah and Teacher
Training Institution : State Islamic University of Kiai Haji Achmad Siddiq
Jember

States that the undergraduate thesis entitled **“Implementation Of Mind Mapping Technique To Improve Students Speaking Skill At The Eight Class Of SMPN 2 Jenggawah In Academic Year 2021/2022”** is truly my original work. It doesn't incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Due to the fact; I am the only person who is responsible for this thesis if there is any objection or claim from other.

Jember, 20th Desember 2022

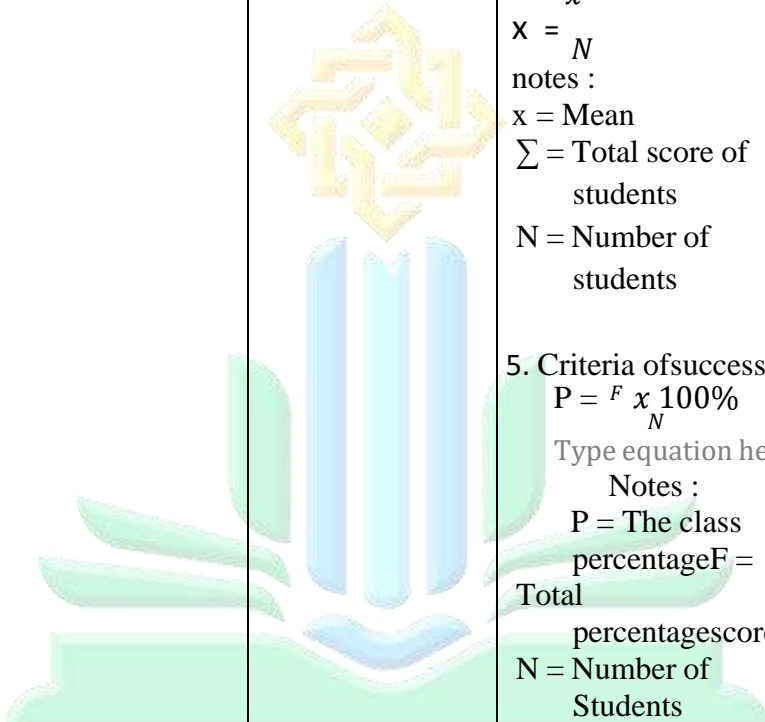


Rofiq Alhariri
SRN : T20166058

RESEARCH MATRIX

Appendix 1

TITTLE	VARIABLES	INDICATOR	DATA RESOURCES	RESEARCH METHOD	PROBLEM	HYPOTHESIS
Implementation Of Mind Mapping Technique To Improve Students Speaking Skill At The Eight Class Of SMPN 2 Jenggawah In Academic Year 2021/2022	<p>1. Mind Mapping</p> <p>2. Speaking Skill</p>	<ul style="list-style-type: none"> • Cortical skill-word • Image number • Logic • Rhythm • Colour • Spatial awareness <ul style="list-style-type: none"> • Pronunciation • Grammar • Vocabulary • Fluency • Comprehension • Task 	<p>Respondent:</p> <ol style="list-style-type: none"> 1. The students of SMPN2 Jenggawah 2. The English teacher and the researcher 3. The headmaster of SMPN2 Jenggawah 	<ol style="list-style-type: none"> 1. kind of research: Classroom Action Research 2. Data collection method : <ol style="list-style-type: none"> a. Observation b. Interview c. Test d. Documentation review 3. Stage of CAR <ol style="list-style-type: none"> a. Planning b. Implementing c. Observing d. Reflecting 4. Validity of data : <ul style="list-style-type: none"> • Content of validity <ol style="list-style-type: none"> 1) Average score 	How is the utilization of mind mapping technique for the improvement of students speaking skill?	Using the Mind Mapping Technique To Improve Students Speaking Skill At The Eight Class Of SMPN 2 Jenggawah In Academic Year 2021/2022

				$\bar{x} = \frac{\sum x}{N}$ <p>notes :</p> <p>\bar{x} = Mean</p> <p>\sum = Total score of students</p> <p>N = Number of students</p> <p>5. Criteria of success</p> $P = \frac{F}{N} x 100\%$ <p>Type equation her</p> <p>Notes :</p> <p>P = The class percentage</p> <p>F = Total percentagescore</p> <p>N = Number of Students</p>		
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Appendix 2



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : [www.http://fbk.iain-jember.ac.id](http://fbk.iain-jember.ac.id) e-mail : tarbiyah.iainjember@gmail.com

Nomor : B-1814/In.20/3.a/PP.009/01/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 2 Jenggawah

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Rofiq Alhariri
NIM : T20166058
Semester : XIII
Program Studi : Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai Judul "Implementation Of Mind Mapping Technique To Improve Students Speaking Skill At The Eight Class Of SMPN 2 Jenggawah In Academic Year 2021/2022" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 06 Januari 2023

an Dekan,

Wakil Dekan Bidang Akademik,



MASHUDI

Appendix 3



**PEMERINTAH KABUPATEN JEMBER
UPTD SATUAN PENDIDIKAN
SMP NEGERI 2 JENGGAWAH**

Jl. Flamboyan 77 Kertonegoro - Jenggawah ☎ 0331-7591380 Kode Pos 68171
E-mail: smpn2jenggawah@yahoo.com



SURAT KETERANGAN

Nomor: 085/183/310.19.20558461/2023

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 2 Jenggawah, dengan ini menerangkan bahwa:

Nama : Rofiq Alhariri
NIM : T20166058
Tempat, Tanggal lahir : Jember, 28 Januari 1998
Fakultas : Tarbiyah dan Ilmu Keguruan
Jenjang : S1
Jurusan : Tadris Bahasa Inggris

Yang bersangkutan telah selesai melaksanakan penelitian di lembaga kami dengan judul **Implementation Of Mind Mapping Technique To Improve Students Speaking Skill At The Eight Class Of SMPN 2 Jenggawah In Academic Year 2021/2022.**

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Jenggawah, 09 Januari 2023

Kepala Sekolah



Rahmad Eko Hariyanto, S.Pd., M.Pd.
NIP. 19730204 2005001 1 013

Appendix 4

The students' previous semester score

No	Initial	Total Score	Fail / Pass
1	AF	78	PASS
2	AD	64	FAIL
3	EZ	56	FAIL
4	FR	58	FAIL
5	HA	80	PASS
6	IKF	56	FAIL
7	IA	58	FAIL
8	IS	66	FAIL
9	INP	62	FAIL
10	IZF	56	FAIL
11	KA	64	FAIL
12	KR	70	FAIL
13	MA	60	PASS
14	MOA	68	FAIL
15	MAU	70	FAIL
16	RI	64	PASS
17	ZH	62	FAIL
18	ZA	70	FAIL
19	MAF	76	PASS
20	FZ	80	PASS
Total		1.318	

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Appendix 5

Pre-test Checklist

NO	BEHAVIOUR	GRADE					SCORE
		1	2	3	4	5	
1	Students were confident in making dialog		√				2
2	Students were brave in expressing ideas orally		√				2
3	Students were capable to understand grammar	√					1
4	Students were capable to pronounce the word correctly			√			3
5	Students were capable to master vocabulary		√				2
TOTAL							10

1 = Very Bad 2 = Bad

3 = Fair/Enough

4 = Good

5 = Very Good

The score of the pre-test as follow: $P = \frac{s}{N} \times 100\%$

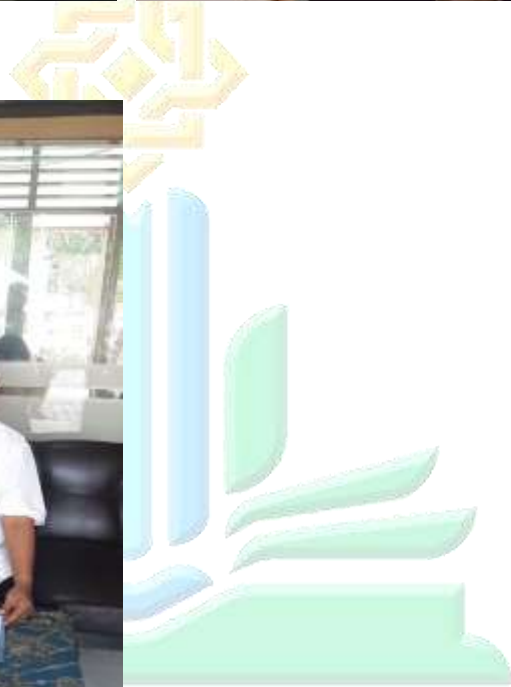
$$= \frac{10}{25} \times 100\%$$

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Appendix 6

Documentations of Activities





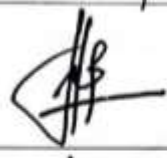





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Appendix 7

Approval Letter and Research Schedule

IMPLEMENTATION OF MIND MAPPING TECHNIQUE TO IMPROVE STUDENTS SPEAKING SKILL AT THE EIGHT CLASS OF SMPN 2 JENGGAWAH IN ACADEMIC YEAR 2021/2022

No	Day/date	Activity	initials
1	Friday 6 th January 2023	The researcher gives a "surat permohonan penelitian" to the school and discusses with the English teacher	
2	Monday, 9 th January 2023	The researcher implements the action (first meeting) in cycle one	
3	Tuesday, 10 th January 2023	The researcher implements the action (second meeting) in cycle one	
4	Wednesday, 11 th January 2023	The researcher implements the action (third meeting) in cycle one	
5	Thursday, 12 th January 2023	The researcher implements the action (fourth meeting) in cycle one	
6	Monday 13 th January 2023	The researcher asks for a letter of research finishing	

13th January 2023
 Head Teacher of SMPN 2 Jenggawah

 R. Haryanto, S.Pd., M.Pd
 NIP. 19630912005011013

Appendix 8

THE RESULT OF THE OBSERVATION

Time and place of interview

1. Day : Wednesday
2. Date : 14st September 2022
3. Time : 08.30- finish

Respondent

1. English teacher
2. Students of VIII

Note

R : Researcher

ET : English Teacher

S : Students

THE SCRIPT OF THE INTERVIEW WITH THE ENGLISH TEACHER

R : *Mom, bagaimana perkembangan bahasa inggris siswa kelas VIII?*

ET : *Perkembangannya biasa saja mas, tapi ada beberapa murid yang sudah bisa memahami bahasa inggris baik writing maupun speaking namun hanya beberapasaja*

R : *Apakah kemampuan siswa kelas VIII rata-rata rendah di speaking?*

ET : *Iya mas, sekitar 70% siswa rendah di speaking*

R : *Kira-kira menurut ibu, faktor apa saja yang membuat mereka rendah dalam speaking?*

ET : *Sebenarnya banyak faktor yang membuat siswa disini lemah di speaking. Pertama kebanyakan siswa malas untuk menghafal kosakata padahal sudah saya kasih arahan dan mereka jarang praktik setiap kosakata yang mereka temui mungkin karena lingkungan masih belum terbiasa jika ada yang*

berbicara menggunakan bahasa Inggris, malah dibilang sok-sokan, padahal itu malah menjadi penghambat dalam perkembangan berbahasa mereka. Tidak percaya diri untuk berbicara bahasa Inggris di depan kelas karena malu dengan teman jika berbicara bahasa Inggris, mereka takut dikoreksi oleh teman-teman mereka dan juga mereka tidak terlalu sering praktik berbicara bahasa Inggris di dalam kelas, jika membuat kalimat saja mereka hanya mengetahui kosakata yang familiar untuk kosakata yang jarang mereka temui masih kurang akibatnya ketika berbicara di depan kelas mereka kebingungan harus kosakata yang mana lagi yang akan mereka pakai, dan tidak terlalu tertarik mempelajari bahasa Inggris karena sudah tidak tau kosakata maupun artinya, jadi mereka tidak begitu memahami maknanya.

R : Ooo begitu ya Mom. untuk strategi atau media apa yang sudah Mom Mega gunakan di kelas untuk meningkatkan speaking siswa?

ET : Saya kadang-kadang hanya meminta siswa untuk praktik berbicara di depan kelas satu-persatu hanya itu saja mas, karena kita dikejar dengan materinya dan targetnya, jadi saya jarang menggunakan strategi, jika mbaknya mau menggunakan strategi, metode atau media yang lain malah lebih bagus mas.

R : Rencananya saya akan menggunakan strategi Mind Mapping Technique.

ET : Seperti apa itu sistemnya nanti mas?

R : Jadi nanti strategi ini menyesuaikan tema materi dan siswa bisa praktik langsung di depan kelas dengan menggunakan metode/strategi tersebut

ET : Iya mas tidak papa, boleh kok mas asalakan dapat membantu siswa untuk meningkatkan speaking mereka dan bisa membantu saya juga.

R : Baik Mom Mega, untuk jadwal mengajar di kelas VIII hari apa saja dan jam berapa nggeh Mom?

ET : Sabtu jam 07.30- 09.00 dan Kamis jam 10.00-11.30 masing-masing 1 jam pelajaran.

R : Terimakasih Mom Mega atas waktunya, maaf sudah mengganggu. Jika

ada yang masih ingin saya tanyakan akan saya hubungi njennengan kembali mom.

ET : Iya sama-sama mas, iya ngg papa nanti langusng WA saya saja .

R : Baik mom.

THE SCRIPT OF THE INTERVIEW WITH THE STUDENTS

R : Kalian suka bahasa inggris apa tidak?

S : Biasa aja mr

R : Kenapa kok biasa saja? Apa bahasa inggris sulit bagi kalian?

S : Iya mr, sulit banget, ngga suka mis.

R : Kenapa kok kalian merasa sulit?

S1 : Gak tau artinya mr

S2 : Kata-katanya sulit

S3 : Bacanya sulit

S4 : Banyak rumusnya

R : Kalo untuk ngomong bahasa inggrisnya gimana? Sulit apa tidak?

S : Sulit banget Mr, ngga tau apa yang mau diomongin

R : Kuncinya untuk berbicara bahasa inggris adalah kalian harus banyak mengetahui kosakata bahasa inggris, dengan cara menghafa atau banyak membaca buku berbahasa inggris, mendengarkan lagu atau menonton film

S : Saya nonton film ngga liat bahasanya mr, tapi liat subtitlenya

R : Wah itu yang harus jadi PR ya, kalo bisa kita nonton film tanpa melihatsubtitlenya

S : Iya mr, Insya Allah

R : Nanti kalo Mr Rofiq beri kalian metode untuk membuat kalian menambah kosakata dan percaya diri ngomong didepan kelas mau tidak?

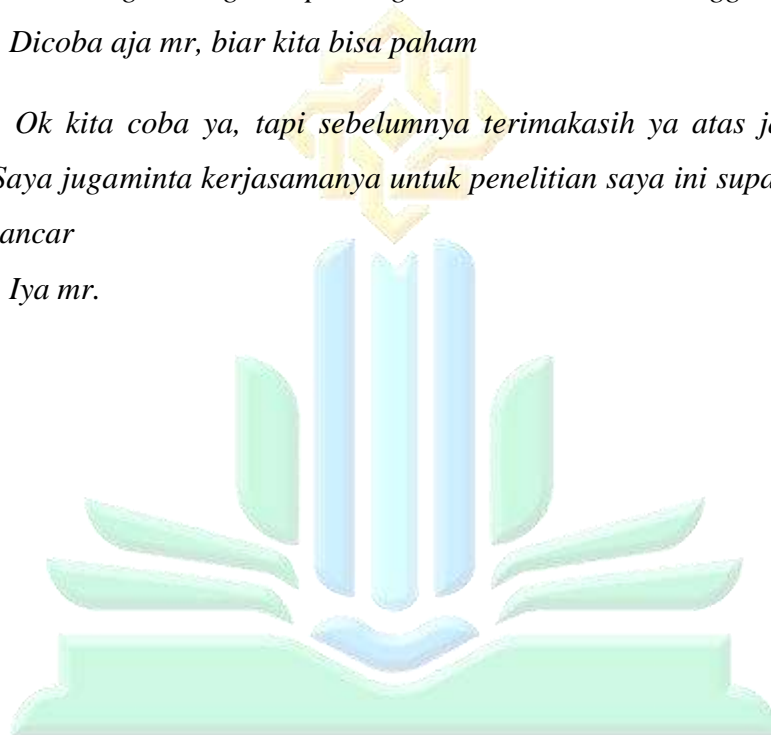
S : Metode apa mr?

R : Namanya Mind Mapping Technique, , nah metode ini insya allah bisa membantu kalian untuk memperbanyak kosakata bahasa inggris juga untuk mengembangkan speaking kalian dalam bahasa inggris

S : Dicoba aja mr, biar kita bisa paham

R : Ok kita coba ya, tapi sebelumnya terimakasih ya atas jawabannya. Saya jugaminta kerjasamanya untuk penelitian saya ini supaya berjalan lancar

S : Iya mr.



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Appendix 9

Dialog Post-test

Read the Dialog Below Alternately With Your Partner Loudly, Clearly, and Correctly

Dialog 1

Zeea : Audy, please help me choose the best dress to wear tonight.

Audy : Okay, what occasion is it?

Zeea : It's my best friend's birthday party

Audy : Oh, I see

Zeea : what do you think about this one?

Audy :Uhhh... I think it's too bright. Do you have another color?

Zeea : What about this one?

Audy : ohh, that's nice. I would say it suits your height and skin color.

Zeea : Thank you, Audy.

Audy : you're welcome.

Dialog 2

Jeromy : Can I ask you something?

Zayn : Of course. What is that?

Jeromy : I need your opinion about my painting. Do you think it's good enough?

Zayn : whoa I think your painting is beautiful. Did you paint this by yourself?

Jeromy : Of course. Do you think my painting is not too much?

Zayn : No. I do -like your painting, especially the colors.

Jeromy : Thank you. Your opinion means a lot to me

Zayn : Most welcome!

Dialog 3

Aisya : Hello, Maria! How are you?

Maria : Hi, I'm pretty good. Thanks, what happened?

Aisya : Next week, we will have our holiday

Maria : Ok, do you have any idea for the next trip?

Aisya : Last holiday, we went to the beach. I think next holiday we better go to the swimming pool. How about you?

Maria : It's a very good idea. We can invite others to join our trip.

Aisya : Ok. I will invite and prepare it

Maria : Ok, see you next week

Aisya : See you

Dialog 4

Gibran : Anton. What do you think about our new English book?

Anton : I think it is a very good book

Gibran : Yeah, I think so. The explanation is easy to understand

Anton : Alright. I like this book very much

Gibran : I do spirit to read it

Anton : Yes, this book is colorful.

Gibran : Hmm, keep the spirit to study about English

Anton : Of course. You too

Appendix 10

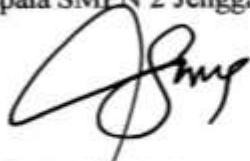
RENCANA PELAKSANAAN PEMBELAJARAN (1)

Nama Sekolah	: SMPN 2 Jenggawah	Kelas/Semester	: VIII/Genap
Mata Pelajaran	: Bahasa Inggris	Tahun Pelajaran	: 2022/2023
Materi	: Chapter I it's English Time	Alokasi Waktu	: 2 x 30
Submateri	: <i>Asking and Giving Opinion</i> (Meminta dan memberi pendapat)		

A. TUJUAN PEMBELAJARAN		
<ul style="list-style-type: none"> ➤ Setelah mengikuti kegiatan peserta didik dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan <i>there is/are</i>). ➤ <i>Character Building</i>:kepedulian, penghormatan, dan kesantunan terhadap orang lain 		
B. METODE PEMBELAJARAN		
<ul style="list-style-type: none"> ➤ Pada kegiatan belajar mengajar ini, guru menggunakan Mind Mapping Technique 		
C. KEGIATAN PEMBELAJARAN		
Pendahuluan	<ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran siswa ❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indicator, dan KKM pada pertemuan yang sedang berlangsung 	10 Menit
Kegiatan Inti	<p>Mengamati (<i>Literasi</i>)</p> <ul style="list-style-type: none"> ❖ Guru menjelaskan tentang materi <i>Asking Opinion</i> (Meminta pendapat) dengan baik. peserta didik mengamati. (<i>Presentation</i>) <p>Menanya (<i>Critical Thinking</i>)</p> <ul style="list-style-type: none"> ❖ Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan, yang berkaitan dengan materi/gambar yang terdapat pada buku siswa atau yang disajikan oleh guru dan dijawab melalui kegiatan pembelajaran tentang <i>Asking Opinion</i> (Meminta pendapat) <p>Mengumpulkan informasi (<i>literature and collaboration</i>)</p> <ul style="list-style-type: none"> ❖ Secara berkelompok peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab, cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku atau dari sumber lain seperti internet melalui kegiatan : 	30 Menit

	<p>✚ Peserta didik diminta untuk mengamati dan mendengarkan dengan cermat penjelasan guru. Kemudian peserta didik diminta menirukan kalimat-kalimat yang telah diucapkan. Selanjutnya peserta didik diminta untuk saling bertanya dan menjawab menggunakan ekspresi (<i>expression</i>) tersebut. (<i>practice</i>)</p> <p>Menalar / mengasosiasi (<i>cooperation and critical thinking</i>)</p> <ul style="list-style-type: none"> ❖ Peserta didik mengasosiasi data yang ditemukan dari percobaan dengan berbagai data lain dari berbagai sumber, mengembangkan hasil dan menyajikan hasil karya selanjutnya, peserta didik diminta untuk maju kedepan untuk mempresentasikan hasil yang sudah dibuat (<i>production</i>). <p>Mengomunikasikan (<i>communication and creativity</i>)</p> <ul style="list-style-type: none"> ❖ Menggunakan secara aktif dalam interaksi pembelajaran sehari-hari atau mempresentasikan secara lisan. ❖ Guru dan peserta didik menarik sebuah tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang <i>Expression of Asking Opinion</i> (Meminta pendapat). 	
Penutup	<ul style="list-style-type: none"> ❖ Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan. ❖ Guru memberikan tugas kepada peserta didik (<i>Assigment</i>), dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya. ❖ Guru memberikan quote motivasi kepada peserta didik. ❖ Berdoa dan member salam. 	10 Menit
Refleksi dan konfirmasi	Refleksi dan komunikasi siswa/ formatif assersment, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.	
D. PENILAIAN		
SIKAP	PENGETAHUAN	KETERAMPILAN
<ol style="list-style-type: none"> 1. Cermat, dan jujur dalam mengikuti pembelajaran. 2. Menggunakan bahasa yang baik dan benar. 	<ol style="list-style-type: none"> 1. Menuliskan beberapa ungkapan-ungkapan meminta dan member pendapat dengan benar. 	<ol style="list-style-type: none"> 1. Mengungkapkan cara meminta dan memberi pendapat dengan benar.

Mengetahui
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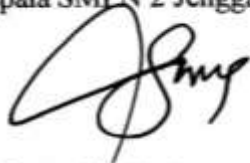
RENCANA PELAKSANAAN PEMBELAJARAN (2)

Nama Sekolah : SMPN 2 Jenggawash	Kelas/Semester : VIII/Genap
Mata Pelajaran : Bahasa Inggris	Tahun Pelajaran : 2022/2023
Materi Menit : Chapter I it's English Time	Alokasi Waktu : 2 x 30
Submateri : <i>Asking and Giving Opinion</i> (Meminta dan memberi pendapat)	

E. TUJUAN PEMBELAJARAN		
	<ul style="list-style-type: none"> ➤ Setelah mengikuti kegiatan peserta didik dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan <i>there is/are</i>). ➤ <i>Character Building</i>: kepedulian, penghormatan, dan kesantunan terhadap orang lain 	
F. METODE PEMBELAJARAN		
	<ul style="list-style-type: none"> ➤ Pada kegiatan belajar mengajar ini, guru menggunakan Mind Mapping Technique 	
G. KEGIATAN PEMBELAJARAN		
Pendahuluan	<ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran siswa ❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indicator, dan KKM pada pertemuan yang sedang berlangsung 	10 Menit
Kegiatan Inti	<p>Mengamati (Literasi)</p> <ul style="list-style-type: none"> ❖ Guru menjelaskan tentang materi <i>Giving Opinion</i> (Memberi pendapat) dengan baik. peserta didik mengamati. (<i>Presentation</i>) <p>Menanya (Critical Thinking)</p> <ul style="list-style-type: none"> ❖ Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan, yang berkaitan dengan materi/gambar yang terdapat pada buku siswa atau yang disajikan oleh guru dan dijawab melalui kegiatan pembelajaran tentang <i>Giving Opinion</i> (Memberi pendapat) <p>Mengumpulkan informasi (literature and collaboration)</p> <ul style="list-style-type: none"> ❖ Secara berkelompok peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab, cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku 	30 Menit

	<p>atau dari sumber lain seperti internet melalui kegiatan :</p> <ul style="list-style-type: none"> ✚ Peserta didik diminta untuk mengamati dan mendengarkan dengan cermat penjelasan guru. Kemudian peserta didik diminta menirukan kalimat-kalimat yang telah diucapkan. Selanjutnya peserta didik diminta untuk saling bertanya dan menjawab menggunakan ekspresi (<i>expressio</i>) tersebut. (<i>practice</i>) <p>Menalar / mengasosiasi (<i>cooperation and critical thinking</i>)</p> <ul style="list-style-type: none"> ❖ Peserta didik mengasosiasi data yang ditemukan dari percobaan dengan berbagai data lain dari berbagai sumber, mengembangkan hasil dan menyajikan hasil karya selanjutnya, peserta didik diminta untuk maju kedepan untuk mempresentasikan hasil yang sudah dibuat (<i>production</i>). <p>Mengomunikasikan (<i>communication and creativity</i>)</p> <ul style="list-style-type: none"> ❖ Menggunakan secara aktif dalam interaksi pembelajaran sehari-hari atau mempresentasikan secara lisan. ❖ Guru dan peserta didik menarik sebuah tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang <i>Expression of Giving Opinion</i> (Memberi pendapat). 		
Penutup	<ul style="list-style-type: none"> ❖ Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan. ❖ Guru memberikan tugas kepada peserta didik (<i>Assigment</i>), dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya. ❖ Guru memberikan quote motivasi kepada peserta didik. ❖ Berdoa dan member salam. 	10 Menit	
Refleksi dan konfirmasi	Refleksi dan komunikasi siswa/ formatif assersment, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.		
H. PENILAIAN			
	SIKAP	PENGETAHUAN	KETERAMPILAN
	3. Cermat, dan jujur dalam mengikuti pembelajaran. 4. Menggunakan bahasayang baik dan benar.	2. Menuliskan beberapa ungkapan-ungkapan meminta dan member pendapat dengan benar.	2. Mengungkapkan cara meminta dan memberi pendapat dengan benar.

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RENCANA PELAKSANAAN PEMBELAJARAN (3)

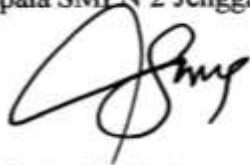
Nama Sekolah : SMPN 2 Jenggawah	Kelas/Semester : VIII/Genap
Mata Pelajaran : Bahasa Inggris	Tahun Pelajaran : 2022/2023
MateriMenit : Chapter I it's English Time	Alokasi Waktu : 2 x 30
Submateri : <i>Asking and Giving Opinion</i> (Meminta dan memberi pendapat)	

I. TUJUAN PEMBELAJARAN		
<ul style="list-style-type: none">➤ Setelah mengikuti kegiatan peserta didik dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan <i>there is/are</i>).➤ <i>Character Building</i>:kepedulian, pemghormatan, dan kesantunan terhadap orang lain		
J. METODE PEMBELAJARAN		
➤ Pada kegiatan belajar mengajar ini, guru menggunakan Mind Mapping Technique		
K. KEGIATAN PEMBELAJARAN		
Pendahuluan	<ul style="list-style-type: none">❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran siswa❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensin inti, kompetensi dasar, indicator, dan KKM pada pertemuan yang sedang berlangsung	10 Menit
KegiatanInti	Mengamati (Literasi) <ul style="list-style-type: none">❖ Guru menjelaskan tentang materi <i>Asking and Giving Opinion</i> (Meminta dan memberi pendapat) dengan baik. peserta didik mengamati. Pada pertemuan ini guru menjelaskan tentang keseluruhan materi <i>Asking and Giving opinion(Presentation)</i> Menanya (Critical Thinking) <ul style="list-style-type: none">❖ Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan, yang berkaitan dengan materi/gambar yang terdapat pada buku siswa atau yang disajikan oleh guru dan dijawab melalui kegiatan pembelajaran tentang <i>Asking and Giving Opinion</i> (Meminta dan memberi pendapat) pada pertemuan ini guru meminta siswa untuk bertanyamateri <i>Asking and Giving opinion</i>	30 Menit

	<p>Mengumpulkan informasi (<i>literature and collaboration</i>)</p> <ul style="list-style-type: none"> ❖ Secara berkelompok peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab, cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku atau dari sumber lain seperti internet melalui kegiatan : <ul style="list-style-type: none"> ✚ Peserta didik diminta untuk mengamati dan mendengarkan dengan cermat penjelasan guru. Kemudian peserta didik diminta menirukan kalimat-kalimat yang telah diucapkan. Selanjutnya peserta didik diminta untuk saling bertanya dan menjawab menggunakan ekspresi (<i>expressio</i>) tersebut. (<i>practice</i>) <p>Menalar / mengasosiasi (<i>cooperation and critical thinking</i>)</p> <ul style="list-style-type: none"> ❖ Peserta didik mengasosiasi data yang ditemukan dari percobaan dengan berbagai data lain dari berbagai sumber, mengembangkan hasil dan menyajikan hasil karya selanjutnya, peserta didik diminta untuk maju kedepan untuk mempresentasikan hasil yang sudah dibuat (<i>production</i>). Maksudnya peserta didik diminta maju kedepan untuk membaca hasil yang sudah mereka buat pada pelajaran <i>Asking and Giving opinion</i>. <p>Mengomunikasikan (<i>communication and creativity</i>)</p> <ul style="list-style-type: none"> ❖ Menggunakan secara aktif dalam interaksi pembelajaran sehari-hari atau mempresentasikan secara lisan. ❖ Guru dan peserta didik menarik sebuah tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang <i>Expression of Asking and Giving Opinion</i> (Meminta dan memberipendapat). 	
Penutup	<ul style="list-style-type: none"> ❖ Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan. ❖ Guru memberikan tugas kepada peserta didik (<i>Assigment</i>), dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya. ❖ Guru memberikan quote motivasi kepada peserta didik. ❖ Berdoa dan member salam. 	10 Menit
Refleksi dan konfirmasi	Refleksi dan komunikasi siswa/ formulatif assersment, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.	

L. PENILAIAN		
SIKAP	PENGETAHUAN	KETERAMPILAN
5. Cermat, dan jujur dalam mengikuti pembelajaran. 6. Menggunakan bahasa yang baik dan benar.	3. Menuliskan beberapa ungkapan-ungkapan meminta dan member pendapat dengan benar.	3. Mengungkapkan cara meminta dan memberi pendapat dengan benar.

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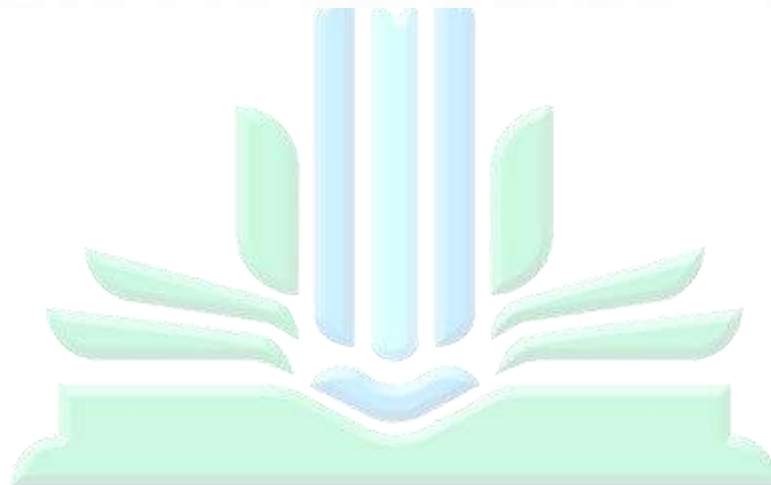


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]RENCANA PELAKSANAAN PEMBELAJARAN (4)

Nama Sekolah : SMPN2 Jenggawah	Kelas/Semester : VIII/Genap	
Mata Pelajaran : Bahasa Inggris	Tahun Pelajaran : 2022/2023	
Materi Menit : Chapter I it's English Time	Alokasi Waktu : 2 x 30	
Submateri : <i>Asking and Giving Opinion</i> (Meminta dan memberi pendapat)		

M. TUJUAN PEMBELAJARAN

- Setelah mengikuti kegiatan peserta didik dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan *there is/are*).

- *Character Building*: kepedulian, penghormatan, dan kesantunan terhadap orang lain

N. METODE PEMBELAJARAN

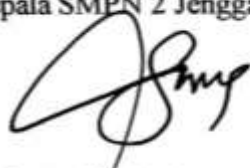
- Pada kegiatan belajar mengajar ini, guru menggunakan metode *Mind Mapping*

O. KEGIATAN PEMBELAJARAN

Pendahuluan	<ul style="list-style-type: none">❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran siswa❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indicator, dan KKM pada pertemuan yang sedang berlangsung	10 Menit
Kegiatan Inti	<p>Mengamati (Literasi)</p> <ul style="list-style-type: none">❖ Guru menjelaskan tentang materi <i>Asking and Giving Opinion</i> (Meminta dan memberi pendapat) dengan baik. peserta didik mengamati. (<i>Presentation</i>) <p>Menanya (Critical Thinking)</p> <ul style="list-style-type: none">❖ Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan, yang berkaitan dengan materi/gambar yang terdapat pada buku siswa atau yang disajikan oleh guru dan dijawab melalui kegiatan pembelajaran tentang <i>Asking and Giving Opinion</i> (Meminta dan memberi pendapat) <p>Mengumpulkan informasi (literature and collaboration)</p> <ul style="list-style-type: none">❖ Secara berkelompok peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab, cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku	30 Menit

	<p>atau dari sumber lain seperti internet melalui kegiatan :</p> <ul style="list-style-type: none"> ✚ Peserta didik diminta untuk mengamati dan mendengarkan dengan cermat penjelasan guru. Kemudian peserta didik diminta menirukan kalimat-kalimat yang telah diucapkan. Selanjutnya peserta didik diminta untuk saling bertanya dan menjawab menggunakan ekspresi (<i>expressio</i>) tersebut. (<i>practice</i>) <p>Menalar / mengasosiasi (<i>cooperation and critical thinking</i>)</p> <ul style="list-style-type: none"> ❖ Peserta didik mengasosiasi data yang ditemukan dari percobaan dengan berbagai data lain dari berbagai sumber, mengembangkan hasil dan menyajikan hasil karya selanjutnya, peserta didik diminta untuk maju kedepan untuk mempresentasikan hasil yang sudah dibuat (<i>production</i>). <p>Mengomunikasikan (<i>communication and creativity</i>)</p> <ul style="list-style-type: none"> ❖ Menggunakan secara aktif dalam interaksi pembelajaran sehari-hari atau mempresentasikan secara lisan. ❖ Guru dan peserta didik menarik sebuah tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang <i>Expression of Asking and Giving Opinion</i> (Meminta dan memberi pendapat). 		
Penutup	<ul style="list-style-type: none"> ❖ Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan. ❖ Guru memberikan tugas kepada peserta didik (<i>Assigment</i>), dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya. ❖ Guru memberikan quote motivasi kepada peserta didik. ❖ Berdoa dan member salam. 	10 Menit	
Refleksi dan konfirmasi	Refleksi dan komunikasi siswa/ formatif assessment, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.		
P. PENILAIAN			
	SIKAP	PENGETAHUAN	KETERAMPILAN
	7. Cermat, dan jujur dalam mengikuti pembelajaran. 8. Menggunakan bahasa yang baik dan benar.	4. Menuliskan beberapa ungkapan-ungkapan meminta dan member pendapat dengan benar.	4. Mengungkapkan cara meminta dan memberi pendapat dengan benar.

Mengetahui
Kepala SMPN 2 Jenggawah



Rahmat Eko Hariyanto, S.Pd., M.Pd
NIP. 19730204 200501 1 013

Januari 2023
Guru Mata Pelajaran



Desem Urai Megawati, S.Pd.

Appendix 11

The Present list of VIII Class

No	Nama
1	Ach. Alfarisi
2	Aditya
3	Eithris Zulalah
4	Fifit Rotin
5	Hamid Afandi
6	Ikasatul Fitriyah
7	Imam Aizari
8	Imroatus Sholihah
9	Indah Nisrina Putri
10	Izanatul Fitriyah
11	Khoirul Anam
12	Kholilur Rahman
13	Manzilatul Alya
14	Moh. Aril
15	Muhammad Ali Ubaidilah
16	Romizatul In'amah
17	Zaiq Hidayatullah
18	Zamili Abdih
19	M. Alhan Al-Farisi
20	Fatimatuz Zahroh



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Appendix 12

INSTRUMENT VALIDITY

INSTRUCTIONS

1. Put a checkmark (√) in the column according to your opinion
2. If there is a need to be revised, please write in the column

No	Rated aspects	Scoring scale				Note
		1	2	3	4	
A	CONTENTS					
	1. The contents of the material following core competencies (KI) and basic competencies (KD) 3.3 and 4.4					
	2. Indicator questions according to the material					
	3. Instruction for assignment on the questions are followed with the questions provided					
	4. Scoring guidelines following with the predetermined scorereubric					
	5. The suitability of the time allocation with the questions provided					
B	CONSTRUCT					
	1. The question is prepared using an oral test to determine the students' "speaking" ability					
	2. Question are arranged according to the material "Asking and giving an opinion"					

	3. Speaking test questions are arranged according to a speaking theory which requires students to speak up				
	Assessment of the students' speaking skills is adapted from Douglas Brown's book				
C	LANGUAGE				
	1. Instructions for questions using correct English rules and under grammatical				
	2. The question formulation does not use words/sentences that cause multiple interpretations or misunderstandings				
	3. The question formulation does not use words that offend students				

Note:

1. Very Good
3. Good
2. Enough
1. Very Enough

Jember, 20 Desember 2022

NINUK INDRAYANI, M.Pd
197802102009122002

Appendix 13

KISI KISI SOAL SPEAKING

Nama Sekolah : Rofiq Alhariri

Waktu : 40 Menit

Mata Pelajaran: Bahasa Inggris

Skill : Speaking

Kelas VIII

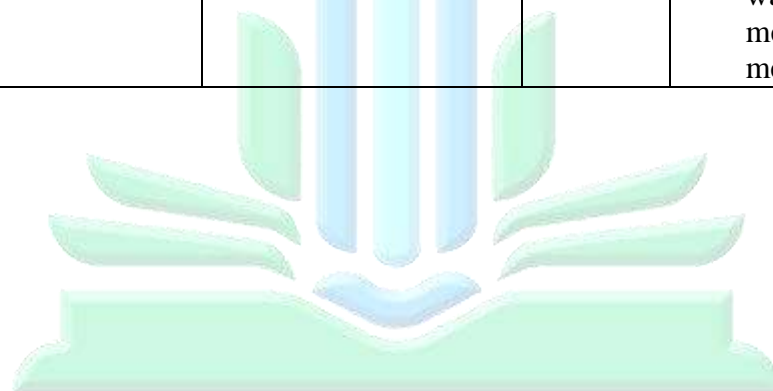
Bentuk Soal : Oral

Semester : 1 (Ganjil)

Jumlah Soal 2

Kompetensi Inti	Kompetensi Dasar	Materi	Indikator Soal
3. Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata	3.1 Memahami teks untuk meminta perhatian, mengecek pemahaman, memuji, dan minta ijin/permisi 3.3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang/binatang/benda, sangat pendek dan sederhana	Asking and giving opinion	1. Pada speaking test model pertama ini (read aloud teks), peserta didik diminta untuk membaca salah satu dialog (<i>asking and giving opinion</i>) yang disediakan oleh researcher dan collaborator. 2. Pada speaking test model kedua menggunakan (picture cued test) yang mana peserta didik ditunjuk untuk memilih salah satu gambar yang sudah disediakan oleh researcher dan ditunjukkan untuk
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung,	4.1 Menyusun teks lisan untuk mengucapkan dan merespon pernyataan meminta perhatian, mengecek pemahaman, memuji dan minta ijin/permisi, dengan unsur kebahasaan		

menggambar dan mengarang) dan sesuai	yang benar dan sesuai konteks.		menjawab sebuah pertanyaan (<i>What do you think about</i>)
dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori	4.4 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang/binatang/benda, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan secara benar dan sesuai dengan konteks.		...(gambar yang sudah di pilih oleh peserta didik) peserta didik menjawab pertanyaan researcher di depan guru dengan menggunakan dialog <i>asking and giving opinion</i> sesuai dengan gambar yang telah dipilih dan masing-masing peserta didik diberi waktu sekitar 1,5 menit dan dilarang membuka kamus



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Appendix 14

Post-test score

No	Initial	Total Score	Criterion of success	Fail / Pass
1	AF	86	73	PASS
2	AD	84	73	PASS
3	EZ	76	73	PASS
4	FR	78	73	PASS
5	HA	84	73	PASS
6	IKF	86	73	PASS
7	IA	88	73	PASS
8	IS	72	73	FAIL
9	INP	68	73	FAIL
10	IZF	82	73	PASS
11	KA	64	73	FAIL
12	KR	70	73	FAIL
13	MA	90	73	PASS
14	MOA	88	73	PASS
15	MAU	80	73	PASS
16	RI	92	73	PASS
17	ZH	82	73	PASS
18	ZA	78	73	PASS
19	MAF	84	73	PASS
20	FZ	90	73	PASS
Total		1.622		

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CURRICULUM VITAE



Name : Rofiq Alhariri
NIM : T20166058
Place, date of birth : Jember, 28 of Januari 1998
Gender : Male
Address : Pondok Lalang- Wonojati-Jenggawah - Jember
Faculty : Tarbiyah and Teacher Training
Major : English Education Departement
Email : Rofiqalharirijenewa@gmail.com

Educational Background

SDN 02 Wonojati Jenggawah (Graduated in 2010)

SMPN2 Jenggawah (Graduated in 2013)

SMAN 01 Jenggawah (Graduated in 2016)

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