

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background**

English as international language is spoken almost all over the world. In the global era, English takes an important role as communication language used in many sectors of life, such as trading, bilateral relationship, politic, science, technology and many others. In fact, people use the language to express their feelings, ideas, and desires. Therefore, people should understand and master English in order to gain broader knowledge, information and technology.

In Indonesia, English is considered as the foreign language by the government and as the compulsory subject to be taught in secondary schools and as optional subject or local content materials to be taught in elementary school and as one of required subject to pass the national examination.

English teaching and learning have the goal of focusing students so that they are able to use English for communication and as a tool for other studies. Based on the facts, in the process of teaching and learning, the four language skills are simultaneously performed. In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic needs for communication and it is the most difficult skill. By speaking the students can express themselves and learn how to use English well in the right time and in the right order. In speaking, the ideas, spontaneity and the way of free expression can be measured. In

fact, many people, especially the students who are learning English in Indonesia can speak English but they cannot speak it well and fluently.

This is caused by the learners' lack of exposure to authentic English language environments that allow them to use English for communication and expression. Our curriculum system (K13) strive the students for more active in teaching and learning English activities. The aim of this curriculum is to enhance students' abilities especially speaking skill. The teachers may use various teaching method or techniques in order to enhance students' ability, and one of those is by using mind mapping technique.

This technique is used to help the students in describing their comprehensions for the given topic. Typically, the mind map is used to help impart critical and analytical skills of students, to enable students to see relationships between concepts, and also as a method of assessment used by the teacher to judge the students. The common feature of all these tools is the use of diagrammatic relationships of various kinds in preference to written or verbal descriptions. Pictures and structured diagrams are thought to be more comprehensible than just words, and a clearer way to illustrate understanding of complex topics.

Mind mapping could be one of very best technique in optimizing one's learning capacities and understanding of how the elements of complex structures are connected. The brain of different people work in different way. We are born with a special "brain-programs" to be able to learn and memorize everything we experience during our lifetime. We have one "brain-program" to remember

special occasions, one program that remembers pictures, one that remembers structures, etc. The fantastic thing about mind mapping is that it uses these existing “brain-program” and refines it. Mind mapping simply optimizes the power that we already have in our mind.

In other words, mind mapping is a graphical tool which is used to represent words and ideas, and to arrange them around a central key element. It is a visualization of what happens in our minds. It could help people to analyze, visualize, comprehend, and classify ideas. Dealing with the problem that is faced by some students in speaking fluently and grammatically, this process of creating mind map is expected to help them gain an overview perspective on complex concepts. Mind maps can be better tool for visual thinkers and visual learners.

Seeing the description above and in order to know the effectiveness of the use of mind mapping technique to optimize learning capacities and understanding so the researcher has decided to make a study entitled **“A Study on Mind Mapping Technique in Teaching Speaking Skill for Tenth Grade Students of SMA Sudirman Kupang in the School Year 2014/2015”**.

## **1.2 Problem Statement**

Problem statement is the focus of a study. The statement of the problem should be answered or proved in the data analysis and discussion. They are presented in detail below;

1. Does the use of mind mapping technique enhance the speaking ability of the tenth grade students of SMA Sudirman Kupang?
2. What is the level of the progress (enhancing) of the students' ability in speaking?

## **1.3 Objective of the Study**

The objectives of a study are actually the aims or purposes of what a study wants to find out or to know. The objectives of this study are formulated in the following statements:

1. To find out whether the use of mind mapping technique can enhance or not the speaking ability of the tenth grade students of SMA Sudirman.
2. To describe and explain the level of the progress (enhancing) of the students' ability in speaking.

## **1.4 Significance of the Study**

The finding of this study is expected to be beneficial for the following persons:

## 1. The English Teacher

The result of this research might enrich the teachers' knowledge in terms of teaching English in general and speaking in particular and to solve the problem of students' difficulties in speaking English at SMA SudirmanKupang.

## 2. The Students

This research is expected to encourage the students in mastering the English lesson, to be active during speaking class and able to speak fluently and accurately because the teacher uses the suitable technique in teaching English.

## 3. The Further Researcher

This research is expected to give new information for the further researcher to do the better research of the same technique or other technique, and to solve the students' speaking problems.

## 4. The Writer

This research can be used to enrich her knowledge of teaching especially in teaching speaking ability by using mind mapping technique.

## **1.5 Scope and Limitation**

The study is about the teaching of speaking. There are several techniques that are available to be used in teaching speaking, such as role play, small discussion, and mind mapping. The writer focuses her study on teaching speaking by using mind mapping technique. There are five speaking components that need to be evaluated, they are pronunciation, grammar, vocabulary, fluency, and

comprehension (Hughes, 1989). In this study the writer focused the study on these five speaking components.

## **1.6 Definitions of Terms**

Definition of terms is needed to avoid different explanation from different point of the readers. The researcher defines some terms according to her point of view. It will avoid misunderstanding that can drive us to ambiguous meaning.

### **1.6.1 Mind Mapping**

Mind mapping is a technique using a diagram to represent words, ideas, tasks, or other information connected to and arranged radials around a central key word or idea (Tony Buzan, 2004).

Mind mapping is used in purpose to employing our brain naturally in receiving, processing information and enhancing memory, concentration and creativity. Mind maps were first applied to foreign language teaching in the 90's as an aid to activate prior knowledge on a certain topic (Casco M, 2009).

In this study, the students of SMA Sudirman are supposed to use it as a learning technique to visualize their ideas about the topic of oral description that will be given. Mind maps comprise a network of connected and related concepts. However, in mind mapping, any idea can be connected to any other. Free-form, spontaneous thinking is required when creating a mindmap, and the aim of mind mapping is to find creative associations between ideas.

### **1.6.2 Speaking**

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). To speak out something in English is always hard for most students because the lack of vocabulary and less in imagination. In fact that speaking is the most difficult skill to be practiced in the students' daily life. Through this research, the writer offers the teaching of speaking through mind mapping technique in order to improve the students speaking ability of SMA Sudirman Kupang.

### **1.6.3 Speaking Skill**

Speaking skill is the skill to express oneself in life situation or the skill to report acts or situations in precise word or the skill to converse or to express sequence of the ideas fluently (Lado, 1961). EFL learners need explicit instruction in speaking which generally has to be learned and practiced. However, in practice, it is too often assumed that spoken-language skill can be developed simply by assigning students general topics to discuss or by getting them to talk (Shumin, 2002). One of techniques that could enhance the students speaking skill is through mind mapping technique. Related to this study, speaking skill is the skill of the tenth grade students of SMA Sudirman Kupang to present the topic given in front of the classroom.

### **1.6.4 SMA Sudirman Kupang**

SMA Sudirman Kupang is one of the private senior high schools in Kupang that is located in Jln. Salak in which the writer uses as the location of the study.