CHAPTER I

INTRODUCTION

This chapter presents the research background, research problem, hypotesis, research objectives, scope and limitation, research significance, and definition of the key terms.

I.1 Research Background

In learning process, one of the most important parts in creating and understanding the language is speaking. People can express their ideas and opinions with speaking. Speaking is one of ways to communicate ideas and deliver message orally. According to Hornby (1985:21 in Afisa 2015) speaking is using of words in an ordinary voice, uttering words, knowing and being able to use a language, expressing oneself in words, or making a speech. It means that speaking is one of the language skills that are important in human life, it is used to communicate actively. By mastering speaking the students can express their ideas, opinions or response to others. Moreover, in daily life people do communication in order to fulfil the needs and do social interactions.

There are two problems faced by the students in speaking. There are linguistics problems and non linguistic problems. Harmer (2007) says that the elements of speaking which is become problems for the students are pronunciation, grammar, vocabulary, accuracy and fluency. It is related to the linguistics problems of speaking. In addition, related to non linguistic problems Munjayana (2004:7) says that there are many factors that cause
difficulty in speaking such as inhibition, nothing to say, low or uneven participation, and mother tongue use.

Moreover, teaching speaking is more challenging than other skills because of several problems. The students’ problems in speaking were difficulties in making sentences and remembering all of the vocabularies to communicate.

Based on the problems above, the teachers need to create teaching and learning process which can facilitate students to learn easily. It should be designed to help the students active in the class. One of the ways is conducting a good technique. One of the techniques is Mind Mapping technique.

According to Buzan (2005:1), mind mapping is a very powerful tool for brainstorming, creative thinking, problem solving, organizing of ideas and note taking. It means that by using Mind Mapping the students can see the way pieces of information fit together, as well as recording the raw facts contained in normal notes. Mind Mapping also encourages creative problem solving, as they hold information in a format that the students’ mind finds easy to remember and to review the material. It is a good way to make the students understand more about the map that they will speak.

Mind Mapping is an exciting tool that can be useful to everyone, no matter what their situation is. Some previous researches stated that the use of mind mapping was effective to improve students’ writing skill (Cahyo2012). In that research, the researcher used a qualitative data obtained by observing the teaching learning process during the implementation of using
mind mapping and interviewing the students in teaching learning process. The research showed that the use of mind mapping was effective to make the students more enthusiastic in the writing activities. In line, Maimanah (2014) also found that mind mapping can improve students writing essay. In that research, the researcher show the result of test that the null hypothesis is rejected and alternative hypothesis is accepted. It means, that mind mapping become effective way in writing essay. Another researcher also found that the use of mind mapping improves students’ vocabulary mastery (Prayuni 2011).

In accordance to Cahyani (2012), implementation of mind mapping might be a good way to comprehend students reading comprehension. In addition, the result of the study showed that the student were able identify the main idea of the text and also student were able identify word meaning in the text.

From those statements of previous study above, the researcher decides to conduct different research about mind mapping technique which is the use of mind mapping technique to improve students speaking skill. Therefore, the research of mind mapping technique in teaching speaking skill is needed to be studied because this topic is rarely discussed. Hence, the researcher tries to investigate more about the use of mind mapping to improve students’ speaking skill.

1.2 Research Problem

Based on the research background above, the research problem of this research is “Does Mind Mapping technique significantly improve speaking skill of the seventh grade students at SMPMuhammadiyah 8 Batu?
I.3 Hypothesis

The hypothesis of this research are stated as follows:

H0: Mind Mapping technique does not significantly improve students’ speaking skill.

H1: Mind Mapping technique significantly improve students’ speaking skill.

I.4 Research Objectives

The purpose of this research is stated as follows:

• To know whether mind mapping technique significantly improve students’ speaking skill at SMP Muhammadiyah 8 Batu.

I.5 Scope and limitation

To avoid the wider discussion, the scope for this research is the application of mind mapping in teaching speaking skill at Junior High School Level. While the limitation is, this research will focus only be applied for seventh grade students in academic year 2017/2018 at SMP Muhammadiyah 8 Batu.

I.6 Research Significance

The result obtained from the research is expected to help teachers, students and further researchers. By reading the result of this research, the teachers are expected to able use mind mapping as one of the techniques to teach speaking skill. Moreover, mind mapping technique helps students to learn speaking and understand the teachers’ explanation easily. For next researchers, the result of this research can be considered as one of references to conduct a research within similar topics, such as the effective way to teach writing skill using mind mapping technique.

I.7 Definition of key terms

The researcher defines the key terms related to the title of this research in order to avoid misinterpretation of their meaning. The key terms are defined as follows:

1. **Mind Mapping** is a technique that allows students to understand the relationships between ideas by creating visual map of the connection (Beuhel, 2011).
2. **Speaking** is a verbal language used to communicate with another person. By speaking well, we can build good communication with others. (Fulcher, 2003)