CHAPTER II
REVIEW OF RELATED LITERATURE

The purpose of this chapter is reviewing some related theories, which will be useful for establishing the framework underlying this study. The topics to be discussed here are: (1) Teaching speaking, (2) Teaching speaking at Junior High School, (3) Mind Mapping, (4) Benefits of Mind Mapping, (5) Related Studies.

2.1 Teaching Speaking

Teaching is a process of giving knowledge to the students. According to Brown (2002) stated that teaching is showing or helping someone to learn how to do something, giving interaction, guiding study of something providing with knowledge causing to know or understanding. It is also supported by Harmer (2003) that teaching means to give someone knowledge or to instruct or train someone. It is undertaking certain task or activity to encourage learning.

Moreover, the role of English speaking skill in communication field requires a great attention on the teaching speaking itself. It is considered to be necessary for English students to achieve huge improvement in learning speaking. Nunan (2003) defines the meaning of teaching speaking as teaching English Second Language learners to (1) Produce the English speech sounds and sound patterns; (2) Use word and sentences stress, intonation patterns and rhythm of the second language; (3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; (4) Organize their thoughts in a meaningful and logical sequence; (5) Use language as a means of expressing values and judgments; (6) Use the language quickly and confidently.
with few unnatural pauses, which is called as fluency. Among the four language skills; writing, speaking, reading, and listening, learners consider speaking as the most difficulty one since it needs great courage as well as preparation to produce the language.

2.1.1 Principles of Teaching Speaking

Since English is included as a compulsory subject in junior high school in Indonesia, the learners have the same need. The need is passing examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations. From a communicative purpose, speaking is closely related to listening. The interaction between these two skill is shown in the conversation. According to Brown (2001: 275-276) states that there are seven principles to design speaking techniques.

a. Using techniques that cover the variety or students needs, form language based focus on accuracy to message-based focus on interaction, meaning, and theory. It means that the concern on how to make meaningful activities without throwing away learner needs. For example, make any drilling as meaningful as possible.

b. Providing basically motivating techniques.

It means that the teacher should link the students’ interest and their need for knowledge to achieve the competence. The teacher should help students to see how the activity will benefit them.

c. Encouraging the use of authentic language in meaningful contexts.

The meaningful interaction is important to encourage the students’ willingness to speak in the target language. The teacher can find help from teacher resource to devise authentic contexts and meaningful interacton.

d. Providing appropriate feedback and correction.
Since the most English foreign language are totally dependent on the teacher for useful linguistic feedback, the teacher should give correct feedback that are appropriately for the moment.

e. Capitalizing on the natural link between speaking and listening. As the teacher perhaps focusing on the speaking goals, listening may naturally precede. Skills in producing language are often initiated through comprehension. The teacher should not lose out on opportunities to integrate the two skills.

f. Giving students opportunities to initiate communication. In this case, the teacher should give a lot of opportunities for the students to initiate the target language. It means the teacher should design and use speaking technique that allowed students to initiate language.

g. Encouraging the development of speaking strategies. These principles are intended to design appropriate techniques to teach speaking, the teacher should consider the aspects of teaching speaking to encourage students’ confidence and give them a lot of opportunities to communicate in English. These principles concern on how to make meaningful activities without throwing away learner needs.

2.1.2 Classroom Speaking Activities

As a teacher, we should design the classroom activities in order to make the students enjoy and interested. Teaching speaking should be taught in attractive and communicative activities. According to Harmer (2001:348-352), there are six
classroom speaking activities such as acting from script, communication games, discussion, prepared talks, and role play.

First, playing script and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in teaching and learning process. In this activity, the students should play scripts in order to have real meaning in speaking. The teachers should be as directors that draws attention to students appropriate stress, students intonation, and students speed in speaking. By giving students chance to participate in acting the dialogue, the students will be helped to improve their speaking skills.

Second, speaking activities based on games are often useful way of giving students valuable practice. By using games in classroom activities students can involve practice of oral strategies such as describing, predicting, simplifying, and asking for feedback.

Third, discussion in group, Harmer (2001:272) states that discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interaction. By discussion in small group the students can practice speak and express their ideas about the topic, for example, students are expected to predict the content of a reading text, or talk about their reaction after reading the text.

Fourth, prepared talks, in this case, students make a presentation on a topic of their own choice, and they can write anything what will they present. Therefore, the students can practice speaking from their writing because every conversation would be on the note.
The last is simulation and role play. In this activities, the teachers can encourage the students speaking through act simulation and take a role as in the real situation. For example, the students would be asked to design the situation in the market. One of the students plays role as a seller and another is as a customer.

Those activities can be used by the teachers to teach speaking. Teachers can choose an activity related to the topic and objective of the lesson. Beside, they must consider the situation and condition of the students and the materials that will be taught. For example, they use simulation and role play activities when they teach expression. Teachers can ask the students to write some dialogues and after that they have to act them out in front of the class. These activities can be used as a way to measure how far students can speak and express their feelings in English.

2.1.3 Problem of Teaching Speaking

There are several problems faced by the students in speaking activities. According to Ur (1996 in Al Hosni 2014), improving speaking skill is not easy for the students. There are some problems such as inhibition, nothing to say, low or uneven participation, and mother tongue use.

The first is inhibition. In this situation, students are often getting difficult to say any foreign language in the classroom activity, because many of them worried about making mistakes or simply shy of the attention that their speech attract.

Second, nothing to say, even students are not getting inhibited, they cannot think of anything to say because they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

Third, low or uneven participation, some students are less in participation, moreover they will have only very little talking time. This problem is
compounded of some learners to dominate, while other speaks very little or not a talk.

The last, mother tongue use in classes where all or a number of the students share same mother tongue, the students may tend to use it because it is easier. It feels unnatural to speak to one another in foreign language. Moreover they feel less expose when they are speaking in their mother tongue, particularly the less diciplined or motivated one, to keep to the target language.

2.2 Teaching Speaking at Junior High School

Teaching speaking in junior high school becomes important because speaking in junior high school is not only one of the four English skills the students have to learn but also for the communication. Therefore, teaching speaking should be taught in school, including in junior high school level.

According to Cameron (2001:15) students in junior high school are categorized as young learners which ages between 13-15 year. In line with Cameron, Brown (2001:91) states that the characteristics students in junior high school are in age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Therefore, a very special set of considerations applies to teaching them.

Based on the curriculum, the instructional objectives of English teaching of Junior High School level is aimed to achieve the functional level, that is the students are expected to be able to communicate in oral as well as written form. Curriculum is a general atatement of goal and outcome, learner arrangements, evaluation and documentation related to the management of program within an
educational institution (Feez & Joyce, 2002:9). The curriculum used in SMP Muhammadiyah 8 Batu is School-Based Curriculum. According to Mulyasa (2008:12) states that School-Based Curriculum is an operational curriculum which is arranged, developed, and implemented by each school.

Through speaking people can express their minds, ideas, and thought freely and spontaneously. According to McDonough (2003) explains that speaking is a skill that enables the person to produce utterances, involving expressing ideas and opinions, negotiating, and solving particular problem. Speaking maybe the most difficult aspects for students to master. Therefore, to reach the goal of teaching speaking the teachers should give opportunities to the students as possible to speak in supportive environment.

2.3 Mind Mapping

Mind mapping is visual frameworks such as figures, diagram, or chart used to present structural knowledge spatially with the intention of empowering comprehension and learning.

Mind mapping are used for note-taking to develop ideas and gather the information. According to Beuhel (2011), mind mapping is technique that allows students to understand the relationship between ideas by creating visual map of the connection. Although, mind mapping is one of technique that can support teaching and learning process.

Mind mapping is known as one of the techniques that could support teaching and learning process in the classroom. Mind mapping is an exciting tool that can be useful to everyone, no matter what their situation is. According to Buzan (2005;1), mind mapping is a very powerful tool for brainsstorming, creative
thinking, problem solving, organizing of ideas and note taking. Mind mapping as a note taking technique can be used for almost any subject in any language skills.

The process of making mind mapping is appropriate and fun for the students because it is not only involve word and phrases, but also colors and pictures. Anggraeni (2014) adds that mind mapping arranges the color, picture or symbol, and association that involve a map with the basic topic at the center and supporting ideas around it which is considered effective visual system to associate and arrange the students’ ideas.

Based on the explanation above, the researchers assumes that mind mapping is a form of outline described by the pictures or diagram which is made to develop the idea about something from the general to the specific one.

2.3.1 The Implementation of Mind Mapping

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. Students do not need to worry about the structure produced, as this will evolve as learn to develop their mind mapping. According to Buzan (2003:1), there are five easy steps to make mind mapping maps. Each steps are presented as follows:

a. Write the topic in the middle of paper, and use single word or phrase for information it gives freedom of brain to explore our mind.

b. Use picture (symbol) from the central idea, because use a picture can help us appear an imagination to open mind, and picture can help or remember information more effectively than word.

c. Use colors, the color make mind mapping life, add creative brain, and enjoyable.
d. 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.

e. Make curved lines because the straight line make bored brain, a cured branch likes tree move attractive.

f. Use key for every line because single key word given the power and flexible for mind mapping.

2.4 Benefits of Mind Mapping

There are some advantages of using mind mapping in process of learning. They are remembering things, making better note, saving time, organize thingking, and have more fun (Buzan, 2003).

First, remembering things. In most case, students does not remeber what the material have they learn before and the information already they get. According to Evreklin, Balim and Inel (2009 in Tasimah, 2016) mind mapping helps the students to determine their pre-knowledge, facilitate to recall their knowledge and
conceptions also the interrelations set between them. Further, mind mapping also helps students stay focused on the mind descriptions while saving organizing much information. It believed that mind mapping could improve students’ memory retention.

Second, mind maps are great way for students to make notes on all of the information they receive. It is also helps students to note down the most important information using key words, and then make connections between fact and ideas visually and keep all of the topic through together on one sheet. It believed by making better notes students can arrange their information in a good ideas.

Third, using mind maps more saving time, mind maps consume less space, more compact and effective more ideas can be added in another time when the students obtain additional information from new sources. it is also take few time to read a review and understand because the association It believed that mind mapping can increases students’ productivity while not waste time.

Four, using mind mapping in the process of teaching can organize students’ thinking. Mind maps make the ideas connections easier to see. The interconnectedness involve main idea and its subtopics by means of mind maps provide the students with an ease since the context are not allowed to be out of track. In addition, Jain (2015:285, in Tasimah, 2016), stated mind mapping helps the students to think with greater clarity to explore the relationship between ideas before decide the best way to generate solutions. Moreover, mind mapping enables the students to comprehend the relationship between ideas though making connected visual map it believed by using mind mapping students can orginizing their ideas easily.
Lastly, using mind mapping in the process of teaching is more fun. In most case, students are lazy in process of learning. They do not participate in the class activities because the learning process is not interest. But with the mind mapping it believed the activities in the class is becomes livier.

Beside the general benefits of mind mapping mentioned above, mind mapping is also very benefical for teaching speaking. By using mind mapping, the students can saving their time when thinking, a well organized in making sentences. Moreover, mind mapping is useful technique rather than the old technique.

2.5 Related Studies

There are some studies which are related to this study. Firstly, was conducted by Rizqiya (2013) which is entitled ‘The Use of Mind Mapping in Teaching Reading Comprehension’. The instruments that used in this study are observation, and the students’ mind maps. In other hand, the result of this study showed that the students’ are able categorize the generic structure of the text and the tenses used in the text. It proves that mind mapping can be used to train cognitive aspect of students.

Another study was done by Panlaysia (2015) entitle ‘The effectiveness of Mind Mapping Technique in Teaching Leaning Writing on Recount Text’. This research used experimental research which is pre-test and post-test as the research instruments. From the result of this research, it shown that there were some significant differences between the students who taught with mind mapping and without mind mapping. In this research found that teaching learning writing skill by using mind mapping technique made the students learn how to write more
intensively and actively, the students learn how to develop their vocabulary, grammar, about how to write a good text, and how to organized ideas.

This chapter has already covered basic theory of teaching speaking, teaching speaking at junior high school, mind mapping, the implementation of mind mapping, the benefits of mind mapping, and related study. The following chapter will discuss about research method. In conclusion, chapter III will be reported in the next section.