

IMPROVING STUDENTS' SPEAKING SKILL OF DESCRIPTIVE TEXTS THROUGH MIND MAPPING AT GRADE X1 TKJ OF SMK N 1 PANYABUNGAN, MADINA – SUMUT

Oleh
Dina Syarifah Nasution

Abstract

This research aims to measure the implementation of Mind Mapping on Improving Students' Speaking Skill of grade XTKJ of SMK N 1 Panyabungan, Mandailing Natal - Sumatera Utara. The method of this research was Classroom Action Research (CAR). The participant in this classroom action research was 44 students of grade XTKJ of SMK N 1 Panyabungan, Mandailing Natal - Sumatera Utara. The instrument consisted of Mind Mapping Practice, Speaking test, observation sheet, and interviews. The data of this research was analyzed two methods of data analysis. Quantitative data analysis was used to examining and interpreting data from Mind Mapping practice and speaking test. The data taken from observation and interview was used qualitative data analysis. The result shows that (1) Mind Mapping better improves the students' Speaking Skill. This can be evidence from the students' means which better gradually improved in cycle one, and two, and (2) the researcher found that the changes of students' speaking skill are influenced by six factors, namely, interesting teaching media, interesting material, attractive classroom activities, enjoyable classroom management, attractive teacher's approach, teacher strategy.

Keywords : Speaking Skill, Mind Mapping

1. INTRODUCTION

Speaking is one of the language skills learned by the student in a foreign language. It involves a process of building and sharing meaning through the use of the language orally. By learning speaking, the students will know the way to express language communicatively. The students will learn how to express utterances meaningfully. Because of that speaking is one of important skills that should be mastered by the students learning foreign language besides reading, listening and writing.

For Senior High School or Vocational High School, the speaking skill is taught Genre Based Approach. The genre consists of various types of text which should be taught to the students. The will be used to the medium for teaching students in speaking skill. Based on the syllabus for Senior High School in the tenth grade, the students have to acquire the speaking skill in some types of genres. The genres are recount, descriptive, procedure, news item and narrative text. These types of the text provide different contexts for different situation. In teaching speaking skill, the students are asked to comprehend such kind of texts so they will know the way to express language in different situation and condition.

Descriptive texts is one type of genre taught to the students in Senior High School. Some techniques that can be used in teaching speaking on descriptive texts are: role play, cooperative learning, etc. This technique can be done by dialog and monolog. One way to do monolog is by doing

description objects orally. This activity is to enable the students to describe objects orally on descriptive texts based on the given material or text. Then the purpose of teaching speaking through descriptive texts in describing objects is to make the students able to use the language communicatively and meaningfully by not only paying attention on its language features and generic structure but also by using appropriate vocabulary, good pronunciation, fluency and comprehension. In this case, the teachers must strive hard to drill and stimulate students' skill including their motor skill, intelligences, creativity, technique, and interest by giving good learning material and designing learning activities that make them have challenging and be active to practice the language especially in describing objects orally.

However, the researcher's students those were the students of the tenth one grade of SMK N 1 Panyabungan got difficulties in speaking test, especially doing describing objects orally, although they had been given the explicit background knowledge about descriptive texts. It was reflected from the result of speaking test for Vocational High School especially the students of the tenth of SMKN 1 Panyabungan that was lower than the expected result. It was found that most of students got difficulties of using English in speaking activities especially in the describing objects orally based on the given topic description. Here, It was difficult for the students to understand the descriptive texts they could not describe it well and they were not able to

answer the researcher's question related to the descriptive texts content.

In addition, they could not both make good grammatical sentences while describing objects and produce the appropriate pronunciation like the target language. As the result, the students got low speaking marks and could not obtain the passing score for speaking competency. It is provided by their test result in speaking which is below than Minimum Achievement Criteria (KKM). They usually forgot what they studied, because they didn't know how to manage their memory to recall the information that they received and memorized.

Based on the data above most of the students' speaking skill in midterm test was below the passing score for more than half of total number of the students in the class. Seeing from the first indicator which is vocabulary, there were 9 students or 28% of students reached MAC (KKM). The second indicator, grammar, shows that there were only 4 students or 12,5 % of students reached the passing score. The third indicator, pronunciation, expressed 11 students or 34,48 % of students could reach the passing score. Moreover, for fluency and comprehension, there were 4 students or 12,5 % of students and 8 students or 25 % of students could acquire the passing score respectively.

For these reasons, the researcher took responsibility to be creative and innovative in designing teaching and learning activities to explore students' ability in descriptive texts based in many kinds of texts in order to obtain instructional of events in words, images, and sounds often by improvisation. The researcher as an English teacher should think more about the way to teach the students speaking well. She should consider the technique that could be applied to improve the students' speaking skill. Technique as one of the components of teaching and learning process should be selected to be appropriate with the students' condition. The use of appropriate technique can be helpful in making students more interested in the class room. Because of that, the use of appropriate technique in teaching speaking is very urgent to guide the students getting success in learning.

Using English for speaking is complicated rather than simply way, because the speakers should master several important elements such as pronunciation; grammar, vocabulary, fluency, and comprehension. In that case, the teacher should be creative in teaching-learning process to create good atmosphere, improve the students speaking competence, give attention to the element of speaking and make the English lesson more exciting and fun.

To reach good atmosphere, improve their skill, and make the students interest in the lesson, many activities could be used. One of them is mind mapping for descriptive texts. It was considered as an effective technique in learning and teaching process, because the students could learn English more excitedly by creating mind mapping to speaking descriptive texts. It could help them to understand the lesson and memorize new vocabulary more easily. In such a good opportunity, the students enjoyed the classroom. With regard to the teacher, the mind mapping for descriptive texts could create good atmosphere of classroom and become activities more interesting and joyful because the students were involved in. However, the teacher found some obstacles in implementing the technique to improve speaking skill because she had lack of knowledge about descriptive texts and implementing them in her teaching appropriately.

Based on the background above, the researcher tried to find the effective solution to increase the speaking skill of the tenth one grade TKJ students of SMKN 1 Panyabungan by using mind mapping for descriptive text as technique of teaching speaking. Therefore, the researcher used mind mapping for descriptive text in teaching speaking in which the students could get the sense of the English language culture totally and see the reality of the language, how to identify and to describe it. Then, they could listen English pronunciation as well as intonation directly that effect fluency, and learn many new vocabularies, good grammar, many expressions for example; the way how to ensure another people that needed our description. How to ask question and how to have a talk in fun condition.

It was expected that the students could be motivated by study English in order to be able to practice speaking skill of descriptive Texts through mind mapping in real situation and to develop their creativities in using the language that could create fun learning activity and enjoyable classroom atmosphere. Regarding to this consideration, the researcher would like to conduct a classroom action research about improving students' speaking skill of descriptive texts through mind mapping.

2. REVIEW OF THE RELATED THEORY

1. Speaking Skill

As far as the researcher is learnt, there has been myriad definition of speaking. O'Malley (1996:59) says that "speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on the listeners". The speaking appears between two or more people to

reach an understanding, the agreement or disagreement upon the conversation. Practically, the speaker produces the simple language in order to be able to understand easily by both of the speaker and listener.

According to Brown (2001:267), speaking is “an interactive process of constructing meaning that involves producing, receiving and processing information”. The form and the meaning are depending on the context in which it occurs. People generally use speaking as a means of communication in daily interaction. Each of the speaker and the listener must to build up a mutual communication in speaking activity in order to the communication is clear, both of the listener and also the speaker get the meaning or information in that conversation. According to the Oxford dictionary (2009:414), speaking is “the action of conveying information, or expressing one’s thought and feeling in spoken language”. It is the way of individual or people can show their feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order each other. All of these are used to deliver speaker’s thought and the listeners will understands what the speaker is saying.

In this research, the speaking skill refers to students’ skill to have a conversation or to speak with other students or their environment at school. The students are considered skillful in speaking when they understand what the teacher says in the classroom, they can response it without having problem. The students understand the messages which are delivered from the teacher or their friend as well as the pronunciation, the accuracy, the word choices and body language of the speaker.

a. Basic Types of Speaking

At least, there are two experts concluded basic types of speaking. It s categorized into function and formality. Based on the function type of the speaking, Brown (2009:184) “divides speaking into five basic categories, namely; imitative, intensive, responsive, interactive, and extensive (monologue)”. Simply, imitative is saying something again in similar word. The students can copy or reproduce the sound from the teacher. During this activity, a number of prosodic, lexical, and grammatical properties of language will be included in the criterion performance. In intensive category, the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. The extensive oral production task includes speeches, oral presentations and storytelling, during which the opportunity for

oral interaction from listener is either highly limited or ruled out altogether. It used to say monologue in speaking.

The other type of speaking is categorized into formality. Notion and Newton (2009:120) divide teaching speaking skill into formal speaking and informal speaking categories”. As part of work of academic study, it has some features which have implication for teaching like; transactional, take turn conversation, and monitor the production of language. The learners can prepare talks that they give in front of the class or in a group and also take turns with their friends. The speaker can look at the ideas that will be presented and find the effective way to organize them, the speaker can use the standard rhetorical framework for organizing their ideas, the speaker can use the standard information framework, like topic type, and group planning activities can be very useful in providing help for a speaker.

Based on the type of speaking mentioned by both of the experts, the researcher would like to focus on the responsive and extensive types of speaking in this reseach. The responsive type of speaking is used as the assessment of the research. The students will give several short conversations, and the teacher or the researcher would like to know the students’ responds of the language. Meanwhile, the extensive types of speaking is chosen because of the form of speaking test in this research later on is an oral performance test which insists students to have good ability at grammar, vocabulary, pronunciation, fluency and content.

b. Components of Speaking

When people or students have a conversation or speak with anybody, they have to make their speaking partner understand what they are talking about, and then they can get the point of that conversation. In order to the speaking partner understand the matter; the speaker must say the word clearly as well as shortly. To do that, at least the speaker understands the components of speaking. The component is the aspect that influence the way people speak English. There are some components that should be considered by the students or speaker in mastering the speaking skill. All of these components are influencing the way the students speak with the language.

According to Hedge (2008:56), speaking skill covers the components such as accuracy, appropriacy, range, flexibility, and size. In accuracy, the pronunciation and grammar must be clear and correct. Meanwhile, the appropriacy requires the use of language that must be appropriate to function and

context. Then, a wide range of language must be available to the candidate that will use the language.

From the components mentioned by some experts above, commonly the components of speaking skill can be categorized into grammar, vocabulary, comprehension, pronunciation and fluency. However, in relation to this research, all of those components of speaking that will be used in speaking test. They are grammar, vocabulary, pronunciation, fluency and content. Grammar is needed for students to arrange a correct sentence in conversation. Meanwhile, without having the vocabulary, the students cannot communicate effectively or deliver their ideas in both oral and written. Pronunciation is the way for students' to produce clearer language when they speak. Fluency can be defined as the ability to speak fluently and accurately. It indicates that the students or the speaker does not have to spend a lot of time to deliver or express their ideas. These entire components make the students will be able to practice speaking in real life communication communicatively.

c. Teaching Speaking Skill

Teaching speaking can be defined as interaction of oral interaction between teacher and the students in the classroom. According to Hornby (1995:37), teaching means giving the instruction to a person or giving a person knowledge skill. The teacher instructs the students in order to communicate actively in daily life. Speaking should not be encouraged until the learners have substantial receptive experience and knowledge of the language system. Some researchers argue that the knowledge that is needed to speak will not come unless the learners are pushed to speak. When they are pushed to speak, their attention to grammar of the language will release.

In prepared talks, the students should speak from notes rather than from a script, because it needs to be prepared. The last activity from is dialogue. Dialogue is one of the media in teaching speaking that helps the students practice in speech, pronunciation, intonation, stress, and also increase students' vocabulary.

Meanwhile, Wenxia (2008:5) employs five steps to serve the communication purpose or teaching speaking skill. They are revision, presentation, drilling, practice, and consolidation. Each of the steps has its particular requirement and asks the teacher to play different role respectively. The function of revision is to gain new insight through restudying old material. In this stage, the teacher is required to encourage students to remember previous classes in order to develop their ability of using English in

different situation. The presentation step, the teacher introduces the new language item. The teacher can use the real objects, pictures to make it clear and nature. Then the teacher should encourage the students to participate in activity and not interrupt too much to correct students' mistake in practice step. And the last is consolidation step; the teacher should assess the students' work and offer help.

Related to this research, the researcher combines teaching speaking skill to be applied in the classroom from Kayi and Wenxia. They are simulation, revision, and presentation. In simulation, the teacher as the researcher activates the students' background knowledge to think about the material. Meanwhile, the revision is done to revise the students' understanding about the material given to them. And in presentation is used to assess the students' speaking skill at the end of the research.

d. Teacher's Roles in Teaching Speaking Skill

The role of teacher in teaching speaking skill has been identified by many experts. The roles usually imply the relationship between the teacher and students. Harden and Crosby (2000:8) conclude there are twelve roles of teacher in teaching speaking. Those twelve roles are summarized from subdivided of six of teacher's activities in the classroom into two. The roles are; the teacher as information provider, the teacher as role model, as facilitator, as assessor, planner, and resource developer.

Based on the roles above, the teacher should be able to make student happy to study actively either in classroom or outside the classroom. Therefore, it is essential for the teacher to create an educational environment which is safe and comfortable, avoiding from fear of the teachers, fear of making mistake, fear of ridicule, or fear of an unpleasant consequence.

In addition, the teacher should know how to manage student's behavior and encourage their academic achievement. The roles of the English teacher in teaching speaking related to this research are; the teacher as a motivator for students to get involved actively in the classroom, the teacher as a controller of students' behavior in the classroom, and the teacher as assessor of students' speaking skill.

e. Assessing Speaking Skill

From the basic types of speaking (point a), the researcher categorized the responsive and the extensive speaking type as criteria of the speaking assessment of this research. From these two criteria of the assessment, the researcher as the teacher can evaluate the students' performance as well the teacher's instructional objective and for better activities in the future. The teacher should assess the students' performance carefully and meticulous. It

acquires the information about the speaking learning outcomes of the students during and after the teaching and learning activities. Surely, the students' performance must be measured based on the criteria of speaking assessment.

In this research, based on the criteria of scoring for speaking above, the researcher chooses the scoring rubric of speaking skill based on the components which are explained by Hughes (2003) that consist of five indicators: pronunciation, grammar, vocabulary, fluency and comprehension. The researcher chooses that scoring rubric because it is complete, detail and easy to be used in the classroom. Thus, those criteria are used as a speaking test indicator in this research.

2. Mind Mapping

Mind maps go under a variety of names. They are known as concept maps, semantic mapping, knowledge mapping, think-links, graphic organizers or cognitive maps (Svantesson, 1989).

Buzan (2005) says that mind mapping is an extremely effective method of taking notes. Mind maps show not only facts, but also the overall structure of a subject and relative importance of individual part of it. The teachers' assumption that using mind mapping technique also could reduce the less confidence of the students and also made easy to remember and recall descriptive Texts parts, because the students still could use their mind mapping notes when they should practice the material of descriptive texts in front of the class. He also states that mind mapping makes the students have a good imagination if they remembered something that full of colors and made the students more creative, and the students are not only easy to remember the description, but they can also learn the visual image of the thing.

Furthermore, Buzan also explains that the students have a good imagination if they remember something that full of colors and made learners more creative. The researcher's assumption that by explaining and training the students the procedures how to use the mind mapping makes them know one of the technique to remember and recalling memory especially, for doing speaking of descriptive texts.

Then, curved organic branches are the most effective as they reflect the structure of students' brain and adding variety and excitement making the information easier to remember. After that, straight lines do not excite students' mind and are boring. Next, adding color and curved branches allow students' mind to soak up more information which is crucial for recall. Then, colors are exiting to brain as images. Adding extra interest and life and give energy to students' creative thinking. Adding color to

the students' mind maps. Finally, adding child branches and keyword from the main branches representing sub sub-topics. Trying and sticking with single words as they will generate many more associations and connections allowing the main to spark off new ideas and thoughts. Single words will provide power and flexibility to students' mind map.

The example of making mind mapping is: Using symbol picture for the theme of the descriptive texts to make them easy to remember. Then they also can use the curved lines and various color to make their mind map interesting. Next, connecting the main branches to the main idea and make a curved line relationship also can make them easy to recall their memory. Finally, they can use key words for every line.

According to Michalko (2009), a mind map is the whole-brain alternative to linear thinking. It reaches out in all directions and catches thoughts from any angle. He also stated a mind map is an overview of a subject with branches that branching out from the center or the core (subject), explaining or detailing the whole thing or a single view. It uses lots of colors, drawings and phrases that no more than two words, to stimulate creativity and memorizing capability.

According to Katarzina and Mark (2009) mind maps look like neurons and dendrites or trees. The students can use symbols, codes, or pictures with their mind mapping, of course the symbol or the code which they understand themselves. They have their own style of mind mapping. The students can use colors, pictures, or whatever learners want to make their mind map beautiful or fun.

3. METHOD OF THE RESEARCH

This research will be a Classroom Action Research. According to Wallace (1998), a Classroom Action Research is a research which focuses to facilitate the reflective cycle and this way provides an effective method for improving professional action. It means that a classroom action research is conducted to improve and solve the problems that occur in the classroom. Besides that, it also increases the students' quality in learning process. The researcher found the students in his classroom have a problem in speaking skill. The researcher considered that CAR is conducted to help her to solve the problems that occurred in the classroom.

In addition, Kemmis and Taggart (1988) states that this research provides a way of thinking systematically about what happens in the school or classroom, implementing critically informed action

where improvements are thought to be possible, and monitoring and evaluating the effects of the action with a view to continuing the improvement. The research focuses on the process of the way in solving the students' problems in teaching and learning process.

As Classroom Action Research, the researcher followed the model developed by Kemmis and Taggart (1988) that is spiral model. This model was consisted of two cycles/processes: cycle 1 and cycle 2. There were five meetings for each cycle with the allocation of time 2 x 45 minutes.

1. Setting of the Research

This research was conducted at SMKN 1 Panyabungan which is lied on Jl. Sukaramai- Aek Galoga, Mandailing Natal regency- North Sumatera. The researcher chosed this school as the place of her research because she was one of English teacher there. She realized that it was better for her to conduct a Classroom Action Research at her own school because CAR is done in order to improve her teaching and learning process for solving problem in her class.

2. Participants of the Research

Participants of this research were the students at grade XI TKJ of SMKN 1 Panyabungan. There were 44 students in the classroom. They consist of 24 females and 20 males. It was chosen because a great number of students in this class had low ability in speaking. They could not achieve the Minimum Achievement Criteria (KKM). The MAC of this class was 72.

3. Instrumentation

As the key instrument of the research, the researcher had to decide and design the appropriate instruments for collecting the data as the following:

A. Quantitative Data

The researcher provided speaking task in each meeting to collect the quantitative data on the students' speaking competencies by making them practice their English into speaking activity. It was purposed to improve the students' speaking skill and to see the students' performance. Speaking task concerned on speaking skill in descriptive texts. Speaking task was conducted while studying in the form of oral assignment. The task was given in the form of discussion based on the given worksheet on the descriptive texts' content. It was intended to make the students be able to ask and to answer some questions related to the descriptive texts, to give opinion or points of view toward the characters in the descriptive texts and to give the comment toward the plot of the material based on descriptive texts. Then

the students describing object orally of the descriptive texts topic in their group first before starting to practice their description task in front of the class. Here, the students performed the describing object orally in front of the class with good speaking' components by using their own sentences and without looking on their mind mapping anymore.

To score students' speaking skill, the researcher uses speaking rubric developed by Hughes (2003) that consist of five indicators: pronunciation, grammar, vocabulary, fluency and comprehension.

B. Qualitative Data

The observation will be used to record and collect the real information during the teaching and learning process by using the mind mapping of descriptive Texts. In doing this observation, it will be needed a collaborator. The researcher and the collaborator will be worked together in this observation sheet. The collaborator will be observed the teacher and the students' activity during the teaching and the learning process. She will be filled the observation sheet based on what happen in real situation during the teaching and learning process. The observation sheet consist of two forms; the teacher activities and the students activities. Teacher activities will be concerned with all the teachers activities related to the subject that she will be taught. The students' activities will be involved the students' activity and respond during the teaching and learning process (will be on appendix 5).

In addition the researcher also field notes to report things happened in the teaching and learning process that could not be checked in the observation. It gave information to the researcher as a reason to improve action in the next cycle. The collaborator used field notes to describe everything happens during the action. The researcher used field notes to report things happening the teaching and learning process that cannot be checked in the observation. It will give information to the researcher as a reason to improve action in the next cycle. Furthermore, the purpose of the observation sheet and field notes were to observe and to know the factors that influenced the process of teaching and learning. During, that process the researcher videotaped and did some note taking for additional information. Furthermore, the data from videotaping stage was used as a basis in observing which the process and the strategies which students used in using mind mapping in describing object orally of descriptive Texts to improve students' speaking skill of grade X1 TKJ of SMKN 1 Panyabungan.

Interview that was used Interview was used to collect data or information that could not be obtained using the observation sheet. The researcher asked the students' response, opinions, or impression in learning speaking skill of descriptive texts through mind mapping . By doing interview she knew who were strong and low students in speaking skill after applying the mind mapping for speaking of Descriptive Texts. The researcher asked the students to know how far the technique used beneficial for them. The students were asked to give the reasons for their answer. The items of the interview will be put in the appendix. The data collected were evaluated and reflected by the researcher to revise the plans for the next cycle.

4. FINDINGS AND DISCUSSION

This chapter describes and discuss the data finding from the research. It is done to answer the research questions "How can Mind Mapping technique improve the effectiveness of teaching speaking of descriptive text the students at Grade X1 TKJ of SMK Negeri 1 Panyabungan?" And "What are the factors that influence of using mind mapping technique in improving the effectiveness of teaching speaking of descriptive text students at grade X1 TKJ of SMK Negeri 1 Panyabungan?". Both questions were answered based on speaking test, observation (observation sheet and field note), and interview.

A. Data Description

This classroom action research was conducted at the tenth grade TKJ students of SMK N 1 Panyabungan academic year 2013/2014. There were twelve classes in the tenth grade in SMK N 1 Panyabungan. The researcher took class X-1 TKJ as participants of the research. The number of students was 32; 22 females and 10 males. She took this class because she was an English teacher there, and the students' speaking tests at the midterm test showed that the students had low speaking skill. The average scores didn't reach the standard of Minimum Achievement Criteria (MAC= 70).

The research was conducted in two cycle. Each cycle had four stages; plan, action, observation, and reflection. Then, each cycle consisted of five meetings. The speaking test was administered at the fifth meeting of each cycle.

B. Data analysis

a. First Cycle

It was previously clarified, mind mapping for speaking descriptive texts technique was implemented to solve the problems found in the teaching speaking skill. The first cycle was done for

five meeting. It was done twice a week. This cycle was started on Wednesday august 14th, and ended on Wednesday, September 9th, 2013. In doing the research, the researcher was helped by the collaborator. The collaborator was fulfilled the observation sheet and field note during the research. The researcher could plan the activities to do for the research very well. The activities were orderly showed that creating mind mapping for speaking of descriptive texts. That was used to be taught to the students in teaching speaking Descriptive Texts.

The students were taught to learn to speak by looking at model provided from the teacher, and also from video. They learned how to pronounce words and like model given. The researcher and the students discussed the model and tried to get the content from what being discussed. After the students understood the material being discussed, they had to create their own mind mapping for speaking Descriptive Texts. Related to the topic being discussed in their group. Most of the students demanded to listen to "the missing relatives" video and "describing profession". So that the researcher found out the video description used these video as the media in the first cycle.

Making the students understand on the mind mapping for speaking describing objects orally. Through descriptive texts, how to identify and to describe the object was the most important thing for the researcher to do, so that the researcher needed to activate them and it was necessary for the researcher to design group activity in which the students could talk freely and confidently with their friends.

Furthermore, the researcher prepared good speaker system to make the sound of the video as media of teaching learning process which was played through laptop clearly and the video would be projected into large screen on the wall by using LCD. Then, the researcher used video digital to help her to observe, to take the picture and to record the learning and the teaching process, as the proof whether the students did good activities and made progress and improvement on their speaking skill. Having completed all materials needed in the research, the researcher and the collaborator made observation sheets based on the indicator of the first and second variable of the research, teaching activities, lesson plan, and field notes.

From the performance test, it was shown that, the students' class average score increased compared with midterm speaking test. The result midterm speaking test of vocabulary was 60.68, the grammar score was 56.59, the pronunciation was 57.27. The score of fluency was 57.72. The score of

comprehension was 64.31. While the results of speaking test in cycle 1 became: the students' class average score of vocabulary was 79.59. The grammar score was 65.58, pronunciation score was 71.14, while fluency and comprehension term were 68.64 and 70.68.

By having the data from the speaking test result in cycle 1, the researcher and collaborator analyzed that there were some improvements of students' speaking skill on describing object in descriptive texts. The improvement could be seen from each indicators of the speaking skill. The speaking test held in cycle 1 resulted in appendix 3.

Appendix 3 shows that the students' speaking skill after implementing mind mapping in describing object. From the speaking test result in cycle 1 above, it was stated that there were 21 out of 44 students who could not reach MAC (KKM), or only could achieve 23 students the passing score 70. It means that 47.72% of students failed in the speaking test.

Seeing from the first indicator which is vocabulary there were 21 students or 47.72% of students could reach the MAC (KKM). The second indicator, grammar, shows that were 14 students or 31.81% of students could reach the MAC (KKM) while the third indicator, pronunciation, shows that there were 21 students or 47.71% of students obtained the MAC (KKM), And the fourth indicator, fluency, shows that there were 17 students or 38.63% of students could achieved the MAC (KKM). Moreover, for comprehension, there were 20 students or 45.45% of students could reach the MAC (KKM). The achievement of students' speaking skill referring to the indicators is illustrated in the following figure.

Diagram in figure 4 above obviously describes the students' capability in passing the test per indicators was surprisingly satisfying compared with the midterm test or before conducting the research. As it has been stated in the background above that the data in midterm test showed that 77.27% of students got speaking mark under MAC (KKM). While after applying mind mapping in describing objects in cycle 1, it became only 52.27% of students failed in the speaking test. But, the next improvement was still needed.

The mean score of each indicator of students' speaking skill through speaking test at the end of the first cycle was as follows. The means score of vocabulary was 79.59. There were 21 or 47.72% of students got passing score. The means score of grammar was 65.58. It means, that there were 14 Or 31.81% of students could reach MAC (KKM). The means score of pronunciation was 71.14. Here, there

were 21 or 47.72% of students could obtain MAC (KKM). The means score of fluency was 68.64, there were 17 or 38.63% of students could reach MAC (KKM). The mean score of comprehension was 70.68. it means, there were 20 or 45.45% of students could obtain MAC (KKM).

Based on the observation, the researcher knew that why the indicator of grammar was the most difficult for them because the time allocated to explain it was too limited and the students' knowledge about grammar was too low. The researcher did not give more practice for grammar.

From observation sheet of speaking, in term of pronunciation, even though the students' accent were still influenced by their mother tongue, some of students pronounced the words as it and their words were getting clearer than when the midterm test were held. Furthermore, the repetition slowly disappeared as they became more certain of the correct pronunciation.

The table also showed that each element of speaking skill of students had improved, but some students still had low ability. Almost all students made improvement on each indicator, meanwhile some weaknesses were still found on grammar, fluency, comprehension, and pronunciation component because there were about four students who got poor mark on this competency.

Although most of students had done improvement on their speaking skills from the previous meetings, the result was not satisfied enough because the students just did a little change on their speaking components per each indicator. So that, it was needed for the researcher to continue to the next cycle.

b. Second cycle

The second cycle was also conducted in five meetings. The first meeting was held on September 7th, 2013. Then, the second and the third were on 11th and 14th 2013. Finally the fourth and the fifth meeting were done on September 18th and 21th, 2013. Each meeting took 90 minutes to do. In this cycle, the students were given other kinds of describing topic in descriptive texts. For the first meeting that was used in teaching speaking of descriptive texts were using video of "describing things" and "places".

After preparing texts, the researcher also prepared the revised plan based on the reflection in cycle 1 before. The researcher expected that the revised plan would make students' speaking skill on descriptive texts could be better improved.

The revised plan was made by the researcher based on the reflection both by the researcher and the collaborator. This revised plan focused more on

problems and weaknesses found in the previous cycle that needed to be solved in this cycle. The revised plan consist of :

- 1) Redesigning the lesson plan which included activities and steps that should be done both by the researcher and the students in improving speaking descriptive texts through mind mapping.
- 2) Preparing a new story to create mind mapping in speaking descriptive texts The activities in the second cycle were quite similar with the first cycle, but there were some different emphasizing due to revised plan to overcome the certain problems which were unsolved in the first cycle.

After they had understood from the material given, the researcher showed the topic description through the short video. The researcher turned up the video as brainstorming to make them easy to understand the description given. It was done to overcome the problems occurred in the first cycle which showed that most of the students faced difficulty in understanding the utterances because the native speaker spoke very fast. Because of that the researcher did this way to make the students were usual in listening material. Through this way, they could figure out any words that they heard from the teacher and video. Besides that, they had to keep concentrate when they heard a long utterance or a sentence in the topic description to help them to create mind mapping for descriptive texts and to perform it better.

Based on the appendix 4, it can be seen that the mean score of each indicator of students' speaking skill through speaking at the end of the second cycle was 80.45. There were 38 (86.36%) students could achieve MAC (KKM), while 6 (13.63%) students from 44 could not. The mean score of each indicator of students' speaking skill through speaking test at the end of the second cycle was as follows. The means score of vocabulary was 83.13. There were 33 or 75.00% of students reached passing score. The means score of second indicator (grammar) was 74.55. It shows that, that there were 26 or 59.09 % of students could reach MAC (KKM). The means score of pronunciation was 82.05. Seeing from the indicator, here, there were 31 students or 70.45% of students reached passing score. The means score of fluency was 82.27. There were 33 students or 75.00% of students obtained passing score. The mean score of comprehension was 85.02. it means, there were 37 or 84.09% of students could obtain passing score.

From cycle 1 to cycle 2, there was the improvement of students' speaking skill that were reached by the students by using mind mapping for

describing object in descriptive texts. Obviously the researcher found the students' speaking skill was better improved.

Discussion

Based on the finding of the research, it can be concluded that the use of mind mapping could better improve the students speaking skill of descriptive texts through mind mapping at grade X-I TKJ of SMK N 1 Panyabungan. Buzan (2005) says that mind mapping is an extremely effective technique also can reduce the less confidence of the learners and also make easily to remember and recall the description sequence, because they still can use their mind mapping notes when they should practice to describing object orally in front of the class. He also states that mind mapping makes the students have a good imagination if they remember something that full color and make them more creative and the students are not only easy to remember the description , but they can also learn the visual image of the thing.

Moreover, of particular interest in the strategy that was frequently used by the students in presenting speaking skill especially in describing object. By using mind mapping for describing object orally the students were more confidence because they had something in their hand and if they forgot the description while practicing in front of the class, they could look at their mind mapping so they could recall their memory for the description.

Using mind mapping for descriptive texts as the technique in solving the teaching and learning problems in speaking proved that there were significant improvements on students speaking skill on descriptive texts in two cycles. The improvement was concluded through the data gathered from the result of the speaking tests, observation, field note and interview (see appendix).

The research also revealed that there are some factors influence the improvements of students speaking skill of descriptive texts through mind mapping. The factors involved the media, material, classroom activity, classroom management, teacher's approach, and teacher strategy.

The first factors influenced the changes of students' speaking skill of descriptive texts was media. The used of media is influence the improvement of students' speaking skill of descriptive texts. The media used in this research was a video which contained video describing objects orally of descriptive texts. The use of video was very helpful in guiding the students to speak more in the classroom. They were shown the use of language in real situation and context. This is in line with Harmer

(2001) who says the most students show an increased level of interest when they have a chance to see language in use as hear it. In addition Hemei (1997) says that video is an effective teaching aid, and teaching with video is exciting and stimulating.

The materials used are the second factors influenced the improvement of students' speaking skill. The materials were interesting to be used in teaching speaking skill. The students could participate during the process of teaching because the materials provide on the topic description in video were helpful in helping them figure out the meaning of the video description.

This finding supported theory from Shumin (1995) who says that the appropriate teaching material facilitated by the teacher and structured with the comprehension questions can be lead a creative production in speech. It means that the teacher had to design and to prepare teaching material. In this research, the researcher used worksheets; question sheets about the related topic description, vocabulary sheets, the example of the description, and dialogue script to ease them to understand the teaching and learning process. Those materials could help the students to figure out the content of the video description so that they were motivated and stimulated to have discussion and to do speaking activity in describing objects orally.

By having interesting materials, the students had willingness to have discussion and created mind mapping for descriptive texts well and then used English in speaking.

The third factor influenced the improvement of students' speaking skill was the classroom activities. The variation activities done by the researcher could lead the students to become more active in the classroom. They did not feel bored during the teaching and learning process. the variations of activities also made the classroom atmosphere more effective in improving the students speaking skill. It is supported the finding Hemei (1997) who says that effective methods and techniques as well as a wide variety of activities will ensure active viewing and participation from the students.

Using group work as one of classroom activities for teaching speaking influence the improvement of students' speaking skill on descriptive texts. It supported the research from Nunan (2003) who mentions that pair and group activities can be use to increase the amount of time that learners get to speak in the target language during the lesson. It means that by using group activity, the students could have a great amount of

time to share ideas and information into direct speaking interaction between one student and the others, so they got interesting and challenging activity to activate them to speak English well.

It was better to overcome the students' difficulty in creating their own pronunciation. Through group work, the students could share their knowledge and idea in creating their own description.

Classroom management and teacher approach were also important factors influence the students' changes in speaking skill. The teacher's control on students' activity could improve students' willingness to speak. Besides that, the teacher guidance and reinforcement during the process of teaching could help the students in understanding the materials given. It supported the finding from Rico (2004) who states that an encouraging classroom climate helps the students to feel confident to speak freely without being afraid of making mistakes and to believe that their way of speaking is respected and their opinions are taken seriously.

Finally the teacher's approach and strategy also influenced the changes of students' speaking skill on descriptive texts. Teacher approach determined the success of teaching result. As it was done in this research, the researcher tried hard to have good approach to the students. She made the classroom atmosphere enjoyable, so the students did not feel shy to speak in the classroom. Besides that, teacher strategy also played significant role in improving the students' speaking skill of descriptive texts better. By using appropriate strategy used by the teacher, the students could develop their speaking skill and become more active, creative, and fun in the classroom.

This finding supported the research from Norland (2006) who states that experiential learning strategy made the students involve the classroom activity and let the students get more experience in teaching and learning process. By using this strategy, the researcher conditioned the activities in which the students themselves participate and be active totally in the learning process (students centered).

Harmer (2007) mention that it was probably necessary for the teacher to correct the students' mistakes made during the speaking activity but not with the embarrassing way for the students. For this reason, the researcher always avoided direct correction to the particular students, except they had achieved the independent level in what condition they enabled to identify whether they did the mistakes and made self correction of them.

5. CONCLUSIONS, IMPLICATIONS, SUGGESTION

A. Conclusions

According to the findings and discussion of the students' speaking skill by using mind mapping for descriptive texts during the two cycle of the classroom action research, it can be concluded that:

1. The use of mind mapping for descriptive texts better improves the students speaking skill over the Minimum Achievement (KKM) Criteria at grade X-1 TKJ of SMKN 1 Panyabungan.
2. There are six important factors that influence the students' changes of speaking skill. The first factor is the use of interesting media in teaching speaking of descriptive texts. The video viewing followed by Laptop, LCD, and loud speaker as media used highly increase the students' speaking skill. The second factor is interesting and easy materials used in the research. By having interesting and easy materials, the students have willingness to have discussion and use English in speaking class. The third factor is the attractive classroom activity. The attractive classroom activity implemented by the researcher better improves the students' participation to become more active in the teaching and learning process. The fourth factor is enjoyable classroom management. In this research, the teacher's control and guidance on students' activities influence students' willingness to speak. The fifth factor is teacher approach. She makes the classroom atmosphere enjoyable, so the students do not feel shy to speak in the classroom. The last factor is the teacher strategy. The strategy builds the student's motivation and participation to become more active in speaking class.

B. Implications

The research implies that use of mind mapping for speaking skill of descriptive texts chosen as a technique to solve some learning problems which related to improve students' speaking skill. The result of this research can be considered by English teacher since it has been proved that by using mind mapping for teaching speaking of descriptive texts. The students' speaking skill at grade X-1 TKJ of SMKN 1 Panyabungan significantly improves.

C. Suggestions

In accordance with the conclusions and implications, the suggestions can be given as follow :

1. The research as the teacher of SMKN 1 Panyabungan should continue using mind

mapping for teaching speaking of descriptive texts since it has been improved that mind mapping for describing objects orally can improve students' speaking skill of descriptive texts.

2. Other teachers who have the same problem are suggested to apply the mind mapping for descriptive texts in their own class to improve their students' speaking skill.
3. The researcher are hoped another researcher to do the relevant research.

6. BIBLIOGRAPHY

- Bailey, Kathleen M. 2005. *Practical English Language Teaching: Speaking*. New York: The McGraw-Hill Companies, Inc. page 2
- Bekti, Setyo, 2009. Teaching Reading Comprehension by using Mind Mapping Technique. Under Graduates Thesis, Universitas Negeri Semarang. Retrieved on January 14th 2012 from <http://unnes.ac.id/1884>
- Brown, H. Douglas. 2004. *Language Assessment Principles and Classroom Practices*. White Plain. NY: Pearson Education, Inc. http://en.wikipedia.org/wiki/Fictional_film.
- Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nded.)*. New York: Addison Wesley Longman, Inc.
- Brown, Gillian and G. Yule.1999. *Teaching the Spoken Language (2nd ed)*. Melbourne: Cambridge University Press.
- Brown, H.Douglas. Abeywickrama, P. 2009. *Language Assessment: Principles and Classroom Practices*. San Fransisco: Pearson Education.
- Burkart, Grace Stoval. *In Modules for the Professional Preparation of Teaching Assistant in Foreign Languages*. Washington: Grace Stoval Burkart, Ed.
- Buttriss, Jacquie and Colanders, Ann. 2010. <http://www.teachingexpertise.com/articles/activities-to-develop-visual-memory-1104>. accessed on June 2010.
- Buzan, Tony, 2005. *Mind Maps for Kids*: London: Harper Collins Publisher Ltd.
- Depdiknas. 2006. *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMK*. Jakarta: BSNP.

- Depdiknas. 2008. *Silabus Mata Pelajaran Sekolah Mengengah Kejuruan: Adaptif*. Jakarta: BSNP.
- Eagleton, T. 1996. *Literary Theory: An Introduction*. Oxford, Blackwell. <http://www.aare.edu.au/05pap/whi05741.pdf>.
- Filko, Ayani. 2008. "peningkatan hasil belajar dengan menyusun metode demonstrasi pada pembelajaran IPA kelas III SDN 15 Ulu Gadut," skripsi tidak diterbitkan. Padang : UNP
- Gay, L.R & Airasian 2004. *Educational Research*. New Jersey: Prentice Hall.
- Griffiths, 2008. *Lessons from Good Language Learners*. Cambridge: Cambridge University Press.
- Hedge, Tricia. 2008. *Teaching and Learning in the Language Classroom*. Beijing: Oxford University Press.
- Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.
- Harden, RM & Crosby. 2000. *The Good Teacher is More than a Lecturer-the Twelve Roles of the Teacher*. Scotland: Lynn Bell.
- Harmer, Jeremy. 2001. *The practice of English language teaching*. London: Pearson educational limited.
- Hemei, Jiang. 1997. "Teaching with video in an English class". *English Teaching Forum*, Vol.35, No. 2, 1997. Retrieved on October 29th 2010 from <http://exchanges.state.gov/english/teaching/forum/arcieves/1997/docs/97-35-2-j.pdf>.
- Hughes, A. 2003. *Testing for Language Teacher*. (2nd ed). Cambridge: Cambridge University Press.
- Kayi, Hayriye. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. The Internet TESL Jurnal, Vol XII, II Retrieved on <http://itesjl.org/article/Kayi-teachingSpeaking.html>. at December 19th 2012.
- Katarzyna and Mark. 2009. Learn a language with mind mapping. <http://petakonsepanakbangsa.org/2009/03/25/belajarbahasadengan-peta-konsep/DC>: Center for Applied Linguistics, 1998 <http://www.nclrc.org/essential/speaking/sindex.htm>.
- Kemmis, Stepem & Mc Taggart, 1988. *The classroom Action Research Plammer*. Victoria: Deakin University Press.
- Michael Michalko. 2009. *Cracking creativity the secrets of creative genius*. Retrieved on march 15th 2012 from <http://www.creative.thinking.net/wpol.home.htm>
- Michalko, Michael, 2009. *Cracking Creativity the Secrets of Creative Genius*. http://www.creativethinking.net/WP01_Home.htm.
- Meil Silberman. 1996. *Active Learning 101 Strategies to Teach any Subjects*. New York. Allyn and Bacon Temple` University.
- Moi, Wong-Ang Gek and Lian, Ong Lee 2007. *Introducing Mind Map in Content*. Singapore: Educational Research association.
- Norland, Deborah, L. 2006. *A kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Language*. London: Teachers ideas Press.
- Nunan, David, 2003. *Practical English Language Teaching*. Singapore: Mc. Graw Hill and Practice, Mc graw Hill.
- Nation, I.S.P. & Newton. 2009. *Teaching ESL/EFL Listening and Speaking*. New York. NY: Routledge.
- O'Malley, J Michael & Pierce, Lorraine Valdez, 1996. *Authentic Assessment for English Language Learners*. New York: Addison Wesley Publishing Company.
- Peraturan Menteri Pendidikan Nasional nomor 22 tahun 2007 tentang *Standar Isi*. Jakarta: Depdiknas.
- Rico, Diaz, 2004. *Teaching English Learners: Strategies and Methods*. New York: Pearson Education, Inc.
- Shumin, Kang. 1995. *Learning Teaching: Guide Book for English Language Teachers*. Oxpord: Heinemann.
- Sudijono, Anas. 2008. *Pengantar Statistik Pendidikan*. Jakarta: PT. Raja Grafindo Persada.
- Terry , Carolina. 2008. *How to Teach Speaking in an EFL Class*. The Journal of ICPNA San-Migue. Retrieved on July 13th, 2011 from <http://www.docjax.com>.
- Wenxia. Bian. 2008. *The Communicative Approach to English Teaching*. Retrieved on <http://www.zjzx.zj.cn/ziyuan> at December 10th 2010.

- Wallace, Michael J. 1998. *Action Research for Language Teachers*. Cambridge: Cambridge University Press.
- Wuryaningrum, Rica. 2008. *Program Book*. Globalizing Asia: The Role of ELT. 6th Asia TEFL. International Conference Bali, Indonesia.