

**THE EFFECT OF USING MIND MAPPING STRATEGY TOWARDS
STUDENTS' SPEAKING SKILL OF THE SECOND YEAR STUDENTS AT
SMA YLPI PEKANBARU**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of
Sarjana Degree In English Language Education*



By:

NILAM SARI

NPM: 156310504

ENGLISH LANGUAGE EDUCATION

FACULTY OF TEACHERS TRAINING AND EDUCATION

UNIVERSITAS ISLAM RIAU

PEKANBARU

2019


THESIS APPROVAL

THE EFFECT OF USING MIND MAPPING STRATEGY TOWARDS
STUDENTS' SPEAKING SKILL OF THE SECOND YEAR STUDENTS AT
SMA YLPI PEKANBARU

Name : Nilam Sari
Index Number : 156310504
Study Program : English Language Education
Faculty : Teachers Training and Education

Head Advisor

Head of English Study Program


Dra. Betty Sailun, M.Ed

NIDN. 0027046002


Miranti Eka Putri, S.Pd.,M.Ed

NPK. 091102367

NIDN. 1005068201

This thesis has been accepted to be one of the requirements for award of Sarjana Degree of Education in Universitas Islam Riau.

Pekanbaru, May 2019

Vice Dean of Academic


Dr. Sri Amnah, M.Si

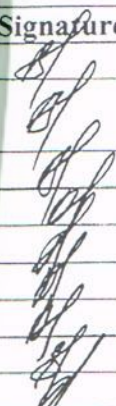
NIP. 197010071998032002

NIDN. 0007107005

THESIS GUIDENCE AGENDA

It has been done Thesis Guidance Agenda to:

Name : Nilam Sari
Index Number : 156310504
Study Program : English Language Education
Faculty : Teachers Training and Education
Head Master : Dra. Betty Sailun, M.Ed
Title : The Effect of Using Mind Mapping Strategy towards Students' Speaking Skill of Second year Students at SMA YLPI Pekanbaru

NO	Date	Guidance Agenda	Signature
1	November, 26 th 2018	Constructing the title and reason	
2	November, 28 th 2018	Determining the formulation and background	
3	November, 30 th 2018	Add some theories	
4	December, 7 th 2018	Checked all chapters	
5	December, 13 th 2018	Acc Proposal	
6	March, 13 th 2019	Take the data	
7	May, 13 th 2019	Analyzing the row data	
8	May, 20 th 2019	Check all chapters	
9	May, 21 st 2019	Allowed to joint thesis examination	

Pekanbaru, May 2019

Vice Dean of Academic




Dr. Sri Amuah, M.Si

NIP. 197010071998032002

NIDN. 0007107005

LETTER OF NOTICE

Were here by the thesis sponsor explained that student who is below:

Name : Nilam Sari
Index Number : 156310504
Study Program : English Language Education
Faculty : Teachers Training and Education

Has been completely written a thesis which entitled:

The Effect of Using Mind Mapping Strategy towards Students' Speaking Skill of Second year Students at SMA YLPI Pekanbaru.

It is ready to be examined. This letter is made to be as it is needed.

Pekanbaru, May 2019

Head Advisor



Dr. Betty Sailun, M.Ed

NIDN. 0027046002

THESIS

THE EFFECT OF USING MIND MAPPING STRATEGY TOWARDS
STUDENTS' SPEAKING SKILL OF THE SECOND YEAR STUDENTS AT
SMA YLPI PEKANBARU


Name : Nilam Sari
Index Number : 156310504
Study Program : English Language Program
Faculty : Teachers Training Education

THE CANDIDATE HAS BEEN EXAMINED

MONDAY, 27th OF MAY 2019


THE EXAMINERS COMMITTEE

Head Advisor




Dra. Betty Sailun, M.Ed
NIDN. 0027046002

Examiners



Prof. Dr. Seno Himala Putra, M.Pd

NIDN. 1025086701



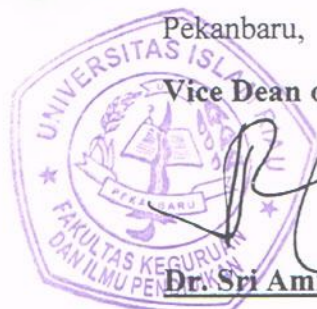
Arimuliani Ahmad, S.Pd., M.Pd

NIDN. 1023078901

The thesis has been approved to be one of requirements for the award as Sarjana Degree in English Study Program, Faculty of Teachers Training and Education in Universitas Islam Riau.

Pekanbaru, May 2019

Vice Dean of Academic



Dr. Sri Amnah, M.Si

NIP. 197010071998032002

NIDN. 0007107005

DECLARATION LETTER

Name : Nilam Sari

Index Number : 156310504

Faculty : Teachers Training and Education

Study Program : English Language Education

I admit that thesis is belonged in my own ideas, except some questions (directly or indirectly) which was adopted or taken from various sources included in the "references". Scientifically, I took responsible for truthfulness of the data presented in this paper.

Pekanbaru, May 2019

The researcher



Nilam Sari

156310504

**SURAT KEPUTUSAN
DEKAN FKIP UNIVERSITAS ISLAM RIAU**

NOMOR : 27 /FKIP-UIR/Kpts/2019

**Tentang : Penunjukan Pembimbing I Dan Pembimbing II Penulisan Skripsi Mahasiswa FKIP
UNIVERSITAS ISLAM RIAU**

- Menimbang** : 1. Bahwa untuk membantu mahasiswa dalam penyusunan skripsi, maka perlu ditunjuk Pembimbing I dan II yang akan memberikan bimbingan sepenuhnya terhadap mahasiswa tersebut.
2. Bahwa saudara-saudara yang namanya tersebut tercantum dalam Surat Keputusan ini dipandang mampu dan memenuhi syarat untuk membimbing skripsi mahasiswa, maka untuk itu perlu ditetapkan dengan Surat Keputusan Dekan.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
2. Undang-undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi.
3. Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan Tinggi.
4. Surat Keputusan Menteri Pendidikan Nasional :
a. Nomor 339/U/1994 Tentang Ketentuan Pokok Penyelenggaraan Perguruan Tinggi.
b. Nomor 224/U/1995 Tentang Badan Akreditasi Nasional Perguruan Tinggi.
c. Nomor 232/U/2000 Tentang Pedoman Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar Mahasiswa.
d. Nomor 124/U/2001 Tentang Pedoman Pengawasan, Pengendalian dan Pembinaan Program Studi Perguruan Tinggi.
e. Nomor 045/U/2002 Tentang Kurikulum Inti Pendidikan Tinggi.
5. Surat Keputusan Pimpinan YLPI Riau Nomor 66/Kep/YLPI-II/1976 Tentang Peraturan Dasar Universitas Islam Riau.
6. Surat Keputusan Rektor Universitas Islam Riau Nomor. 112/UIR/Kpts/2016 Tentang Pengangkatan Dekan FKIP Universitas Islam Riau Tanggal.31 Maret 2016.

MEMUTUSKAN

- Menetapkan** : 1. Menunjuk nama-nama tersebut dibawah ini sebagai Pembimbing skripsi

No	Nama	Pangkat / Golongan	Pembimbing
1.	Dra. Betty Sailun, M.Ed	Penata Tk.1 / III d Lektor	Pembimbing Utama

Nama Mahasiswa	: NILAM SARI
NIM	: 15 631 0504
Program Study	: Pendidikan Bahasa Inggris
Judul Skripsi	: "The Effect of Using Mind Mapping Strategy Towards Students' Speaking Skill of the Second Year Students at SMA YLPI Pekanbaru."

2. Tugas-tugas Pembimbing berpedoman kepada ketentuan yang berlaku.
3. Dalam melaksanakan bimbingan, pembimbing supaya memperhatikan usul dan saran seminar proposal
4. Kepada Saudara yang namanya tercantum dalam lampiran Surat Keputusan ini diberi honorarium sesuai dengan ketentuan yang berlaku di Universitas Islam Riau.
5. Surat Keputusan ini mulai berlaku sejak surat keputusan ini diterbitkan, dengan ketentuan apabila terdapat kekeliruan akan diadakan perbaikan sebagaimana mestinya.

Kutipan : Disampaikan pada yang bersangkutan untuk dapat dilaksanakan sebaik-baiknya.

Ditetapkan : di Pekanbaru
Tanggal : 19 Februari 2019

Dekan,



Tembusan disampaikan kepada :

1. Yth. Rektor UIR Pekanbaru
2. Yth. Kepala Biro Keuangan UIR Pekanbaru
3. Yth. Ketua Program Study Pendidikan Bahasa Inggris FKIP UIR Pekanbaru
4. Peninggal..



UNIVERSITAS ISLAM RIAU

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

الْجَامِعَةُ الْإِسْلَامِيَّةُ الرَّيَوِيَّةُ

Alamat: Jalan Kaharuddin Nasution No. 113, Marpoyan, Pekanbaru, Riau, Indonesia - 28284
Telp. +62 761 674674 Fax. +62761 674834 Email: edufac.fkip@uir.ac.id Website: www.uir.ac.id

Pekanbaru, 19 Februari 2019

Nomor : 217 /E-UIR/27-FKIP/2019
Hal : *Izin Riset*

Kepada Yth. Bapak Kepala Dinas Penanaman Modal
dan Pelayanan Terpadu Satu Pintu (PTSP) Provinsi Riau
Di
Pekanbaru

Assalamu' alaikum Wr, Wbr.

Bersama ini datang menghadap Bapak/Ibu mahasiswa Fakultas Keguruan dan Ilmu
Pendidikan Universitas Islam Riau:

Nama : **NILAM SARI**
Nomor Pokok Mhs : 15 631 0504
Fakultas : Keguruan Ilmu Pendidikan Universitas Islam Riau
Program Studi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata Satu (S.1)

Untuk meminta izin melakukan penelitian dengan judul "The Effect of Using Mind Mapping
Strategy Towards Students' Speaking Skill of the second Year Students at SMA YLPI
Pekanbaru."

Untuk kepentingan itu, kami berharap agar Bapak/Ibu berkenan memberikan Rekomendasi
izin kepada mahasiswa yang bersangkutan.

Atas perhatian Bapak/Ibu kami mengucapkan terima kasih.

Wassalam,
Dekan,

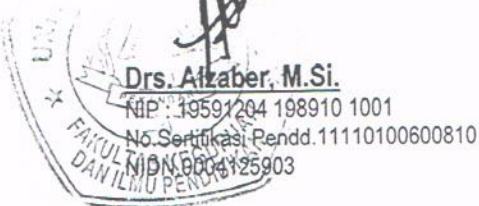

Drs. Alzaber, M.Si.

NIP. 19591204 198910 1001

No. Sertifikasi Pendid. 11110100600810

NIDN. 60004125903

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :





PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPPTSP/NON IZIN-RISET/18943
T E N T A N G



**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau, Nomor : /E-UIR/27-FKIP/2019 Tanggal 21 Februari 2019**, dengan ini memberikan rekomendasi kepada:

1. Nama : **Nilam Sari**
2. NIM / KTP : **156310504**
3. Program Studi : **PENDIDIKAN BAHASA INGGRIS**
4. Jenjang : **S1**
5. Alamat : **JL.KARYA BERSAMA**
6. Judul Penelitian : **The Effect of Using Mind Mapping Strategy Towards Students' Speaking Skill of the second Year Students at SMA YLPI Pekanbaru**
7. Lokasi Penelitian : **SMA YLPI PEKANBARU**

Dengan Ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian Rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Penelitian dan Pengumpulan Data ini dan terima kasih.

Dibuat di : Pekanbaru
Pada Tanggal : 21 Februari 2019



Ditandatangani Secara Elektronik Oleh:
**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU**

EVAREFITA, SE, M.Si
Pembina Utama Muda
NIP. 19720628 199703 2 004

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau di Pekanbaru
4. Yang Bersangkutan



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JL. CUT NYAK DIEN NO. 3 TELP. 076122552 / 076121553
PEKANBARU

Pekanbaru, 28 FEB 2019

No : 800/Disdik/1.3/2019/3578
Sifat : Biasa
Lampiran :
Hal : Riset / Penelitian

Kepada
Yth. Kepala SMA YLPI Pekanbaru
di-

Pekanbaru

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/18943 Tanggal 21 Februari 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : NILAM SARI
NIM : 156310504
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : JL. KARYA BERSAMA
Judul Penelitian : THE EFFECT OF USING MIND MAPPING STRATEGY TOWERDS STUDENT'S SPEAKING SKILL OF THE SECOND YEAR STUEDENTS AT SMA YLPI PEKANBARU

Lokasi Penelitian : SMA YLPI PEKANBARU

Izin Riset / Penelitian diberikan dengan ketentuan :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
2. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS



AHYU SUHENDRA, SE

Pembina

NIP. 19711209 200012 1 006

Tembusan:
Dekan Fakultas Keguruan dan Ilmu Pendidikan UIR



YAYASAN LEMBAGA PENDIDIKAN ISLAM RIAU
SEKOLAH MENENGAH ATAS
(SMA - YLPI PEKANBARU)

IZIN OPERASIONAL KANWIL DEPDIKBUD PROP. RIAU
 TANGGAL, 5 MARET 1984 NO. 02375/109.2b/13-84

AKREDITASI : A

NOMOR : 581/BAP-SM/KP.09/X/2016 TANGGAL 26 OKTOBER 2016



NSS : 304096007042
 NDS : 106084002

ALAMAT : JLN. KAHARUDDIN NST KM. 11 P. MARPOYAN KOTA PEKANBARU TELP. (0761) 71861

SURAT KETERANGAN

Nomor : 094/I09.2/SMA-YLPI/III/2019

Yang bertanda tangan dibawah ini, Kepala SMA-YLPI Pekanbaru dengan ini menerangkan bahwa :

N a m a : NILAM SARI
 N I M : 156310504
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 J e n j a n g : S1
 Judul Penelitian : THE EFFECT OF USING MIND MAPPING STRATEGY TOWERDS STUDENT'S SPEAKING SKILL OF THE SECOND YEAR STUDENTS AT SMA YLPI PEKANBARU

Benar telah selesai melakukan/ Riset/ Penelitian di SMA-YLPI Pekanbaru.

Demikianlah Surat Keterangan ini kami buat untuk dapat dipergunakan seperlunya.

Pekanbaru,
 KEPALA SEKOLAH,
 SMA - YLPI
 PEKANBARU
 AHYARVA, S. Ag
 NIP. 1962022 198703 2009

Perpustakaan Universitas Islam Riau
 Dokumen ini adalah Arsip Milik :

Form 2

UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Kaharuddin Nasution No. 113 Perhentian Marpoyan Pekanbaru 28284 Provinsi Riau

BERITA ACARA SEMINAR PROPOSAL

Nama Mahasiswa	: Nilam Sari
NIM	: 15 631 0504
Hari Tanggal Seminar	: Senin/ 28 Januari 2019
Pembimbing Utama	: Dra. Betty Sailun, M.Ed.

Judul Proposal Penelitian

The Effect of Using Mind Mapping Strategy Towards Students' Speaking Ability of the Second Year Students at SMA YLPI Pekanbaru

REKOMENDASI HASIL SEMINAR

1. Judul yang diterima	: Disetujui/Direvisi/ dirubah judul baru <i>The effect of Using Mind Mapping strategy towards students' speaking skill of the second year students at SMA Ylpi Pekanbaru.</i>
2. Identifikasi Masalah	: Jelas/ Kurang Jelas/ Dirubah
3. Perumusan Masalah	: Jelas/ Kurang Jelas/ Dirubah
4. Tujuan Penelitian	: Jelas/ Kurang Jelas/ Dirubah
5. Teori Utama dan Teori Pendukung	: Jelas/ Kurang Jelas/ Dirubah
6. Hipotesis Penelitian (jika ada)	: Jelas/ Kurang Jelas/ Dirubah
7. Populasi dan Sampel/ Subjek Penelitian	: Jelas/ Kurang Jelas/ Dirubah
8. Metode dan Disain Penelitian	: Jelas/ Kurang Jelas/ Dirubah
9. Variabel Penelitian	: Jelas/ Kurang Jelas/ Dirubah
10. Instrumen Penelitian	: Jelas/ Kurang Jelas/ Dirubah
11. Prosedur Penelitian	: Jelas/ Kurang Jelas/ Dirubah
12. Teknik Pengambilan Data	: Jelas/ Kurang Jelas/ Dirubah
13. Teknik Pengolahan Data	: Jelas/ Kurang Jelas/ Dirubah
14. Teknik Analisis Data	: Jelas/ Kurang Jelas/ Dirubah
15. Daftar Rujukan / Pustaka	: Relevan/ Kurang Relevan/ Perlu Ditambah

Tim Dosen Pemrasaran Seminar Proposal

Dosen Pemrasaran	Jabatan Dalam Seminar	Tanda Tangan
Dra. Betty Sailun, M.Ed.	Ketua/ Pembimbing Utama	1.
Prof. Dr. Seno Himala Putra, M.Pd.	Anggota	2.
Arimuliani Ahmad, S.Pd., M.Pd.	Anggota	3.

Ketua Program Studi

Miranti Eka Putri, S.Pd., M.Ed.
NPK. 091102367
NIDN. 1005068201
Penata / III C/ Lektor

Pekanbaru, 2019

Diketahui Oleh Wakil Dekan Bidang Akademik

Dr. Sri Amnah, S.Pd., M.Si
NPK 1970 10071 998 0320
NIDN. 0007 107 005
Sertifikat Pendidik : 13110100601134
Penata. IIIc / Lektor

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :



UNIVERSITAS ISLAM RIOU FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

الْجَامِعَةُ الْإِسْلَامِيَّةُ الرَّيَوِيَّةُ

Alamat: Jalan Kaharuddin Nasution No. 113, Marpoyan, Pekanbaru, Riau, Indonesia - 28284
Telp. +62 761 674674 Fax. +62761 674834 Email: edufac.fkip@uir.ac.id Website: www.uir.ac.id

BERITA ACARA MEJA HIJAU / SKRIPSI DAN YUDICIUM

Berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau Tanggal 27 bulan Mei Tahun 2019 Nomor : 1058 /Kpts/2019, maka pada hari Senin Tanggal 27 bulan Mei tahun 2019 telah diselenggarakan Ujian Skripsi dan Yudicium atas nama mahasiswa berikut ini:

- | | |
|------------------------|--|
| 1. Nama | : Nilam Sari |
| 2. Nomor Pokok Mhs | : 15 631 0504 |
| 3. Program Study | : Pendidikan Bahasa Inggris |
| 4. Judul Skripsi | : The Effect of Using Mind Mapping Strategy Towards Students' Speaking Skill of Second Year Students at SMA YLPI Pekanbaru |
| 5. Tanggal Ujian | : 27 Mei 2019 |
| 6. Tempat Ujian | : Ruang Sidang FKIP – UIR |
| 7. Nilai Ujian Skripsi | : 84,8 (A -) |
| 8. Prediket Kelulusan | : |
| Keterangan Lain | : Ujian berjalan aman dan tertib |

Ketua


(Dra. Betty Sailun, M.Ed.)

Dosen Penguji :

1. Dra. Betty Sailun, M.Ed.
2. Prof. Dr. Seno Himala Putra, M.Pd.
3. Arimuliani Ahmad, S.Pd., M.Pd.

)
()

Pekanbaru, 27 Mei 2019
Dekan




Drs. Alzaber, M.Si

NIP. 19591204.1989101001

NIDN : 0004125903

DAFTAR PRESTASI AKADEMIK MAHASISWA

Nama : NILAM SARI
 Tempat/Tgl.Lahir : JAKE / 29 September 1996
 NPM : 156310504
 Fakultas : Fakultas Keguruan Dan Ilmu Pendidikan
 Program Studi : Pendidikan Bahasa Inggris
 Jenjang Pendidikan : Strata Satu (S.1)

KODE MK	MATA KULIAH	NILAI	AM	K	KM
BS12005	BAHASA INDONESIA INDONESIAN LANGUAGE	A-	3.67	2	7.34
IG13002	BASIC ENGLISH GRAMMAR BASIC ENGLISH GRAMMAR	A	4	3	12
IG3004	BASIC READING BASIC READING	A	4	3	12
IG13005	INTERPRETATIVE LISTENING INTERPRETATIVE LISTENING	B+	3.33	3	9.99
FK12001	LANDASAN PENDIDIKAN INTRODUCTION OF EDUCATION	A	4	2	8
BS12001	PENDIDIKAN AGAMA ISLAM ISLAMIC EDUCATION	A	4	2	8
MKU601102B	PENDIDIKAN PANCASILA PANCASILA EDUCATION	B+	3.33	2	6.66
IG13001	PRONUNCIATION PRACTICE PRONUNCIATION PRACTICE	B+	3.33	3	9.99
IG13003	SPEAKING FOR EVERYDAY COMMUNICATION SPEAKING FOR EVERYDAY COMMUNICATION	B+	3.33	3	9.99
IG23010	ACADEMIC LISTENING ACADEMIC LISTENING	B+	3.33	3	9.99
BS22002	AL ISLAM 1 (FIKIH IBADAH) AL ISLAM 1 (FIQH IBADAH)	A-	3.67	2	7.34
IG23012	BELAJAR DAN PEMBELAJARAN TEACHING AND LEARNING ENGLISH	A	4	3	12
IG22009	EXTENSIVE READING EXTENSIVE READING	A-	3.67	2	7.34
BS22004	ILMU KEALAMAN NATURAL SCIENCES	A-	3.67	2	7.34
IG23007	INTERMEDIATE GRAMMAR INTERMEDIATE GRAMMAR	A-	3.67	3	11.01
IG23006	PARAGRAPH WRITING PARAGRAPH WRITING	B+	3.33	3	9.99
BS12008	PENDIDIKAN KEWARGANEGARAAN CITIZENSHIP	B+	3.33	2	6.66
IG22008	SPEAKING FOR GROUP ACTIVITIES SPEAKING FOR GROUP ACTIVITIES'	C+	2.33	2	4.66
IG22011	VOCABULARY IN CONTEXT VOCABULARY IN CONTEXT	C	2	2	4
IG33016	ACADEMIC READING ACADEMIC READING	A	4	3	12
IG33013	ADVANCED GRAMMAR ADVANCED GRAMMAR	A	4	3	12

Dokumen madrasah Ar.sip Milik : Perpustakaan Universitas Islam Riau

BS32005	AL ISLAM 2 (FIKIH MU'AMALAT) AL ISLAM 2 (FIKIH MU'AMALAT)	A	4	2	8
IG32018	ENGLISH PHONETICS AND PHONOLOGY ENGLISH PHONETICS AND PHONOLOGY	A	4	2	8
IG23012	ESSAY WRITTING ESSAY WRITTING	A	4	3	12
IG32018	INTRODUCTION TO JOURNALISM INTRODUCTION TO JOURNALISM	A	4	2	8
IG32017	INTRODUCTION TO LINGUISTICS INTRODUCTION TO LINGUISTICS	A	4	2	8
BS32006	KURIKULUM DAN PEMBELAJARAN CURRICULUM AND LEARNING	A	4	2	8
IG32019	SECOND LANGUAGE ACQUISITION SECOND LANGUAGE ACQUISITION	B+	3.33	2	6.66
IG33014	SPEAKING FOR FORMAL SETTING SPEAKING FOR FORMAL SETTING	A	4	3	12
IG43023	ACADEMIC WRITING ACADEMIC WRITING	A	4	3	12
BS42007	AL ISLAM 3 (ULUM AL-QUR'AN DAN HADIST) AL ISLAM 3 (ULUM AL-QUR'AN DAN HADIST)	A-	3.67	2	7.34
IG42027	ASSESSMENT IN ENGLISH LANGUAGE TEACHING ASSESSMENT IN ENGLISH LANGUAGE TEACHING	A	4	2	8
IG42031	BUSINESS CORRESPONDENCE BUSINESS CORRESPONDENCE	B	3	2	6
IG42025	CROSS CULTURAL UNDERSTANDING CROSS CULTURAL UNDERSTANDING	B+	3.33	2	6.66
IG42024	ENGLISH MORPHOLOGY ENGLISH MORPHOLOGY	B+	3.33	2	6.66
IG42026	ENGLISH SYNTAX ENGLISH SYNTAX	B	3	2	6
BS42010	ETIKA DAN PROFESI PENDIDIKAN ETIC AND EDUCATIONAL PROFESSION	A	4	2	8
IG42028	NEWS AND REPORT WRITING NEWS AND REPORT WRITING	A	4	2	8
BS42009	PENGELOLAAN PENDIDIKAN MANAGEMENT OF EDUCATION	B+	3.33	2	6.66
FK42008	PSIKOLOGI PENDIDIKAN EDUCATIONAL PSYCHOLOGY	A-	3.67	2	7.34
IG52035	DISCOURSE ANALYSIS DISCOURSE ANALYSIS	B+	3.33	2	6.66
IG52037	EDITING EDITING	A	4	2	8
IG52033	ENGL.FOR YOUNG LEARNERS ENGL.FOR YOUNG LEARNERS	A	4	2	8
IG52040	ENGLISH FOR OFFICE ENGLISH FOR OFFICE	A	4	2	8
IG53043	EVALUASI DAN TEKNIK PENCAPAIAN HASIL BELAJAR SISWA PEND. BHS. INGG EVALUATION AND LEARNING ACHIEVEMENT	A-	3.67	3	11.01
BS52011	FILSAFAT PENDIDIKAN ISLAM PHILOSOPHY OF ISLAMIC EDUCATION	B	3	2	6
IG52032	INTRODUCTION TO LITERATURE INTRODUCTION TO LITERATURE	A-	3.67	2	7.34
IG52036	LINGUISTICS AND LITERARY RESEARCH LINGUISTICS AND LITERARY RESEARCH	B-	2.67	2	5.34
IG52041	MEDIA PEMB. DAN TIK PEND. BHS. INGG TECHNOLOGY AND INSTRUCTIONAL MEDIA IN ENGLISH EDUCATION	A	4	2	8
IG52034	SEMANTICS SEMANTICS	B+	3.33	2	6.66

Dokumen ini adalah Arsip Milik
 Perpustakaan Universitas Islam Riau



IG53042	TELAAH KURIKULUM DAN PERENCANAAN PENGEMBANGAN PEMB. PEND. BHS. INGG <i>STUDY ON CURRICULUM AND THEACHING DEVELOPMENT ENGLISH</i>	A-	3.67	3	11.01
BS62014	BIMBINGAN DAN KONSELING <i>GUIDANCE AND COUNSELING</i>	A-	3.67	2	7.34
IG62045	ENGLISH FOR SPECIFIC PURPOSE <i>ENGLISH FOR SPECIFIC PURPOSE</i>	A-	3.67	2	7.34
BS62013	KEWIRAUSAHAAN DI BIDANG PENDIDIKAN <i>ENTREPRENEURSHIP EDUCATION</i>	A	4	2	8
IG63049	PENELITIAN PENDIDIKAN BAHASA INGGRIS <i>RESEARCH ON LANGUAGE TEACHING</i>	A-	3.67	3	11.01
IG62046	PSYCHOLINGUISTICS <i>PSYCHOLINGUISTICS</i>	A-	3.67	2	7.34
IG62048	SOCIOLINGNISTICS <i>SOCIOLINGUISTICS</i>	A	4	2	8
FK63012	STATISTIK PENDIDIKAN <i>EDUCATIONAL STATISTICS</i>	B+	3.33	3	9.99
IG62044	TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) <i>TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)</i>	A	4	2	8
IG63050	TEORI DAN PRAKTEK PENGAJARAN MIKRO PENDIDIKAN BAHASA INGGRIS <i>THEORY AND PRACTICE MICRO TEACHING OF EDUCATION</i>	A	4	3	12
IG63047	TRANSLATION <i>TRANSLATION</i>	A-	3.67	3	11.01
BS74015	KULIAH PRAKTEK LAPANGAN PENDIDIKAN (KPLP) <i>EDUCATION FIELD AND PRACTICE</i>	A	4	4	16
IG72051	SEMINAR PENDIDIKAN BIDANG STUDI PENDIDIKAN BAHASA INGGRIS <i>SEMINAR OF ENGLISH EDUCATION</i>	A	4	2	8
BS86016	THESIS <i>THESIS</i>	A-	3.75	6	22.5
			Jumlah	154	564.17
			IPK	3.66	

Dokumen ini adalah Arsip Milik :
Perpustakaan Universitas Islam Riau



Pekanbaru, 04 Juli 2019
Kepala BAAK,

Akbar Efendi, S.Kom, M.Kom

ABSTRACT

NILAM SARI, 2019. “The Effect of using Mind Mapping Strategy towards Students’ Speaking Skill of Second Year Students at SMA YLPI Pekanbaru”.

Keyword: Mind Mapping Strategy, Students’ Speaking Skill.

This study was designed to know the significant effect of Mind Mapping Strategy towards students’ skill. It aimed at finding out how applying Mind Mapping Strategy could be used to see the significant effect towards speaking skill of second year students at SMA YLPI Pekanbaru. This research consist of two variables, there were independent variable (X) and dependent variable (Y). Independent variable refers to Mind Mapping Strategy and dependent variable refers to Speaking Skill. The research method used in this study was quantitative method with research design was Pre-experimental research. The samples of this research were 27 students of second year students as SMA YLPI Pekanbaru in the 2019/2020 academic year. This research was conducted in 5 meetings, following the procedure of pre-test, treatment and posttest. The data of this research was obtained through oral speaking test, instrument and documentation. After calculating data, the researcher found the mean of pretest was 60.65 and mean of posttest was 77.78. Standard deviation of posttest was 9.337, while standard deviation of posttest 8.359. So, it could be seen that students’ score of pretest and posttest was different. Students’ score was increase in posttest. Afterward, the researcher also found that T_{observe} was 35.345 and value of T_{table} on degree of freedom (df) 26 at $\alpha = 0.05$ in the level of significant for two tail test was 2.055. It means T_{observe} was bigger than T_{table} ($35.345 > 2.055$). Consequently, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. In other word, students got progress between pretest and posttest by applying mind mapping strategy. In conclusion, there was significant effect of using Mind Mapping Strategy toward students’ speaking skill of the second year students at SMA YLPI Pekanbaru.

ABSTRACT

NILAM SARI, 2019. “The Effect of using Mind Mapping Strategy towards Students’ Speaking Skill of Second Year Students at SMA YLPI Pekanbaru”.

Keyword: Mind Mapping Strategy, Students’ Speaking Skill.

Penelitian ini dirancang untuk mengetahui pengaruh yang signifikan dari Strategy Mind Mapping terhadap keterampilan siswa. Ini bertujuan untuk mengetahui bagaimana penerapan Strategy Mind Mapping dapat digunakan untuk melihat efek signifikan terhadap keterampilan berbicara siswa tahun kedua di SMA YLPI Pekanbaru. Penelitian ini terdiri dari dua variabel, yaitu variabel bebas (X) dan variabel terikat (Y). Variabel independen mengacu pada Strategy Mind Mapping dan variabel dependen mengacu pada keterampilan berbicara. Metode penelitian yang digunakan dalam penelitian ini adalah metode kuantitatif dengan desain penelitian adalah penelitian Pra-eksperimental. Sampel penelitian ini adalah 27 siswa tahun kedua sebagai SMA YLPI Pekanbaru pada tahun akademik 2019/2020. Penelitian ini dilakukan dalam 5 pertemuan, mengikuti prosedur pre-test, treatment dan posttest. Data penelitian ini diperoleh melalui tes berbicara lisan, instrumen dan dokumentasi. Setelah menghitung data, peneliti menemukan rata-rata pretest 60,65 dan rata-rata posttest 77,78. Simpangan baku posttest adalah 9.337, sedangkan simpangan baku posttest 8.359. Jadi, dapat dilihat bahwa skor pretest dan posttest siswa berbeda. Skor siswa meningkat pada posttest. Setelah itu, peneliti juga menemukan bahwa T_{observe} adalah 35,345 dan nilai T_{table} pada derajat kebebasan (df) 26 pada $\alpha = 0,05$ pada tingkat signifikan untuk uji dua ekor adalah 2,055. Ini berarti T_{observe} lebih besar dari T_{table} ($35.345 > 2.055$). Oleh sebab itu, hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak. Dengan kata lain, siswa mendapat kemajuan antara pretest dan posttest dengan menerapkan Strategi Mind Mapping. Kesimpulannya, ada pengaruh yang signifikan dari penggunaan Strategy Mind Mapping terhadap keterampilan berbicara siswa siswa tahun kedua di SMA YLPI Pekanbaru.

ACKNOWLEDGEMENT

First of all, the writer would like to say Alhamdulillahirabbil'alamin for Allah SWT who had been giving us bless, kindness, guidance, and inspiration to finish this thesis entitle: "The Effect of using Mind Mapping Strategy towards Students' Speaking Skill of the Second Year Students at SMA YLPI Pekanbaru".

This thesis is intended to fulfill one of requirements for the award of Sarjana Degree in English Language Education, Faculty of Teachers training and Education, Universitas Islam Riau. In writing this thesis, the researcher faced many obstacles. However, the writer could pass all of them because the writer received a lot of guidance, support, and valuable advices from many people. Therefore, the researcher would like to give the best gratitude to:

1. **Dr. Alzaber , M.Si** as the Dean of FKIP UIR Pekanbaru for opportunity and help the writer during study at FKIP.
2. **Dra. Betty Sailun, M.Ed** as the advisor who has contributed a lot of time, motivated, guidance and support me in the completing this thesis.
3. **Miranti Eka Putri, S.Pd.,M.Ed** the head of English Language Education of FKIP UIR and all lecturers of English Language Education of FKIP UIR Pekanbaru, who have contributed their knowledge and guidance to the writer during the study.
4. My great thanks to my beloved family. My beloved father **Imran**, my beloved mother **Yusni**, my beloved brothers **Indra Mahyudi** and **Seprizon** and my lovely sister **Maitry Kurnia S.Kep** for all support

motivation and prayer. Thank you very much for everything that you have done to me. I love you so much.

5. My beloved friends, **Dea Aulia** and **Sri Wahyu**. Thank you so much for all support, prayer and motivation so that I can finish my thesis.
6. All my friends of C class 2015 English Language Education, especially my beloved classmate, **Febrika Wati**, **Meshara Febrianty**, **Mella Gisfa**, **Riumniyata Ulya**, and **Suci mutiah**. Thank you very much for your time, help and support.

In the last, the researcher realizes this thesis is still far from being perfect. Contractive criticism, opinion and suggestion are expected from the reader for the perfection this thesis.

Pekanbaru, May 2019
Researcher

Nilam Sari

156310504

TABLE OF CONTENTS

DECLARATION LETTER	i
ACKNOWLEDGEMENT	ii
ABSTRACT	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF APPENDICES	ix
CHAPTER I: INTRODUCTION	1
1.1 Background of Problem	1
1.2 Setting of the Problem.....	4
1.3 Limitation of Problem.....	6
1.4 Formulation of the Problem	6
1.5 Objective of the Research	6
1.6 Significance of the Research.....	7
1.7 Definition of the Key Terms	7
CHAPTER II: REVIEW OF RELATED LITERATURE.....	9
2.1 Relevance Theories	9
2.2 Speaking Skill	10
2.2.1 Components of Speaking.....	11
2.2.2 Types of Speaking	13
2.3 Teaching Speaking at Senior High School (SMA/MA).....	14
2.4 Kinds of Strategies in Teaching Speaking	16
2.5 Mind Mapping.....	19
2.5.1 Characters of Mind Mapping.....	21
2.5.2 Procedures How to Make Mind Mapping	21
2.6 Relevance Studies	23
2.7 Conceptual Framework	22
2.8 Hypothesis.....	24
2.9 Limitation of this Research	25
CHAPTER III: RESEARCH METHOD.....	26
3.1 The Research Design.....	26
3.2 Location and Time of the Research	27
3.3 Population and Sample of the Research.....	28
3.3.1 Population of the Research	28
3.3.2 Sample of the Research	28
3.4 The Research Instrument.....	29

3.5 The Research Procedure.....	31
3.6 Data Collection Technique.....	37
3.6.1 The Pre Test Data	37
3.6.2 Treatment.....	37
3.6.3 Post Test Data.....	38
3.7 Data Analyze Technique.....	38
CHAPTER IV: PRESENTATION OF RESEARCH FINDINGS	42
4.1 Data Presentation	42
4.1.1 The Result of Pretest.....	42
4.1.2 The Result of Posttest.....	47
4.1.3 The Increasing of Pretest and Posttest	51
4.2 Description of Research.....	55
4.3 Hypothesis Testing.....	57
4.4 Data Interpretation	58
CHAPTER V: CONCLUSIONS AND SUGGESTIONS	60
5.1 The Theoretical of Conclusion.....	60
5.2 Practical of Conclusions.....	60
5.3 Suggestions	61
REFERENCES.....	63
APPENDICES.....	65

LIST OF TABLES

Table 3.1 Research Design.....	25
Table 3.2 Total Population of the Eleventh Grade Students of SMA YLPI Pekanbaru	26
Table 3.3 Total Sample of the Research	27
Table 3.4 Instrument of Research	27
Table 3.5 Procedure of Research	29
Table 3.6 Scoring Rubric	38
Table 4.1 Descriptive Statistic of Pre-Test Score	42
Table 4.2 Percentage of Pre-Test Score	43
Table 4.3 The Score Criteria of Score's Pre-test.....	43
Table 4.4 Frequency of Pre-test	44
Table 4.5 The Result of the Pre-Test Students Score in Experimental Class	45
Table 4.6 Descriptive Statistic of Post-Test Score	47
Table 4.7 Percentage of Pre-Test Score	47
Table 4.8 The Score Criteria of Score's Pre-test.....	48
Table 4.9 Frequency of Pre-test	49
Table 4.10 The Result of Post-Test Students Score in Experimental Class.....	49
Table 4.11 Paired Sample Statistics	51
Table 4.12 Paired Sample Correlations.....	52
Table 4.13 Paired Sample Test	52
Table 4.14 The Result of Pre-test and Post-Test one group of experimental	53

LIST OF FIGURES

Figure 2.1 The Example of Mind Mapping based on Buzan (2005)	22
Figure 2.2 Conceptual Framework.....	24
Figure 3.1 The Research Design Schema	25



CHAPTER I

INTRODUCTION

1.1 Background of Problem

In English, there are some skills that must be mastered by students. Those skills include writing, reading, listening and speaking skill. Even though, all skills are needed for language learners, speaking is the most essential skill to be learned, because this skill is more complex than other skills. As Soomro (2018) states speaking is the most difficult as well as complex, because it requires grammatically pattern, vocabulary mastery and socio cultural. According to some experts there are some definitions of speaking.

According to Brown (2003) speaking is the productive skill that constructs linguistic string in which the speakers make choices of lexicon, structure, and discourse. Meanwhile, Bygate (1987) mentioned speaking is a skill which is proper to receive attention every bit as much as literary skills whether in first or second languages. Language learners are needed this skill to be able to speak with confident in order to carry out their transaction.

Furthermore, Richards et al. (2002) speaking is the ability that required to uses language appropriately to makes an effective oral communication in social interaction. Richard also says that the diversity in interaction involves not only verbal communication, but also non-verbal communication such gesture, body language, facial expression and so on.

In addition, Shouf in Ali (2016) also mentions speaking is the process of constructing and sharing meaning or information whether it is using verbal or non-verbal symbols. Shouf emphasizes that this skill is an interactive process and most important part of second language learning and teaching.

Talking about speaking skill, it will be related to speaking ability in which every student must have good standard in speaking ability. Although, some students still have some problems to increase their speaking ability. All the same, some students also have the problems in improving their skill in speaking. Consequence, they cannot speak fluently and clearly, even they cannot speak any single word in English. One of the factors is caused by failure of using strategy or method in teaching activities.

Accordingly, the researcher will give a solution that hopefully can solve the students' problems in speaking. The solution will relate to the implementation of the appropriate strategy that can be expected to make students more interest and change the students' learning habits. Chamot (2004) mentions learning strategy is the activities included action and thought that employed by learners to get an educational goal. It means, strategy is the important part in learning activity that can be used to achieve a particular goal.

Talking about learning strategy, the researcher find an appropriate strategy called "Mind Mapping Strategy". According to Munawwaroh (2015) mind mapping strategy is a strategy in teaching which can assist students to associate their ideas, be creative in thinking, and create meaningful connection among

ideas. Additionally, Michalko (2001) mentions mind map is the whole brain alternative that can reach out in all direction and catch thoughts from any angle to linear thinking, in which it can assist your brain to access easily the tremendous potential by representation your thoughts using key words. Actually, this strategy was common to be used in writing skill, but it also compatible to be applied in speaking class. Hence, the researcher uses this strategy to solve the problem of students in speaking.

Based on the explanation above, the researcher really interest to know the effect of using mind mapping strategy toward students' speaking skill, especially for senior high school's students. The researcher is curious whether this strategy will give the effect to speaking skill or not, even though the researcher believe mind mapping strategy is one of the effective strategies to improve students' speaking skill. Moreover, this strategy is really expected to limit students' problem, especially in speaking.

Talking about the students' problems in speaking actually there are some problems that be faced by students in speaking. The problems can occur because of students themselves or other aspects which are related to them. Those included the first, some students had limited vocabulary. Second, they were less practice their speaking. Third, they had instilled in their mind "English is difficult". Fourth some teachers still use an inappropriate strategy when they were teaching.

According to the problems above, the researcher will conduct a research that aims to limit those problems. This research is only focused to know the

effects of mind mapping strategy to improve students' speaking skill. In this research, researcher tries to find out the effect of mind mapping towards students' speaking skill by using this strategy on students' presentation. In other word, the students will apply this strategy to assist them on their presentation.

Buzan (2012) states mind mapping is a good way for students to remember easily about what have they read and recalled. This strategy will make students be easy to present their ideas in front of the class. It is also a good tool that can improve students' ability in recording information and increasing creative thinking. In addition, Pramono (2013) in Mirza (2018) states that by using mind mapping strategy students can improve their speaking in some aspects; those are included pronunciation, vocabulary, clarity and naturalness of speech, and task achievement and skill of communication. Furthermore, students are more confident to speak English.

Based on the explanation above, the researcher is interested in carrying out the research entitled "THE EFFECT OF USING MIND MAPPING STRATEGY TOWARDS STUDENTS' SPEAKING SKILL OF THE SECOND YEAR STUDENTS AT SMA YLPI PEKANBARU"

1.2 Setting of the Problem

Based on the background of the problem, we can find that there are some problems that be faced by students in improving their speaking skill. Those included:

First, some teachers still used inappropriate strategy when they were teaching. In consequence, the students would be bored while studying. Afterward, it can give the large bad impact for students itself, such as they do not want to participate in learning, they cannot be active in class, even they are not interest to study anymore. It means that using an appropriate strategy in teaching process will assist teacher to control the class.

Second, the students have limited vocabulary, therefore they will be hard to show their ideas or opinion when they are speaking. Some students are still difficult to sort the appropriate words in speaking. Consequently, they tend to use monotone words in communication in which it can make their speaking is not natural.

Third, they are less practice their speaking, thus they cannot improve their speaking skill. Practice is one of the key to improve speaking skill; the more practice the more good speaking that we have, whereas some students are still lazy to practice their speaking. Making a mistake while speaking become the reason why they do not want to practice their speaking.

The last, the students dislike English. It is cased they have instilled in their mindset that English is difficult, so learning English will always be hard for them. Actually students who think English is hard to learn, is someone who do not know how important this language in their life.

1.3 Limitation of Problem

This research was focused on the use of mind mapping strategy to know any significant effect of this strategy towards students' speaking skill of second year students at SMA YLPI Pekanbaru or not. Because of this topic discussed in this research is quite large, researcher try to limits the problem. This study was limit that use mind mapping strategy to improve students' speaking skill of the second year students at SMA YLPI Pekanbaru, by the speaking in term fluency.

1.4 Formulation of the Problem

Based on the limitation problem above, the researcher formulated the problem of the research as follow:

1. Is there any significant effect of using mind mapping strategy towards students' speaking skill of the second year students at SMA YLPI Pekanbaru?

1.5 Objective of the Research

The objective of this research is to find out whether there is significant effect of using mind mapping strategy towards students' speaking skill of second year students at SMA YLPI Pekanbaru or not.

1.6 Significance of the Research

This research has the advantages for:

1. The students

The result of this research is hopeful to help students in improving their speaking skill.

2. The teachers

The result of this research is expected to help the teacher to find out the effective strategy that can be applied in their teaching process. Hopefully, the teachers realize that using an appropriate strategy is really important.

3. The researcher

The result of this research will be useful for researcher in getting experience, if the final result of the research is the alternative hypothesis.

Thus, this strategy can be applied by researcher when teach speaking in the future.

1.7 Definition of the Key Terms

To avoid misunderstanding and minimize the confusedness of the readers in evaluation of this research, it is required additional briefly definition of the key terms. They are:

1. Speaking Skill

speaking as a skill that express someone understanding, tell intended meaning that can be understood by others, use language in an appropriate context, and fluent in interaction.

2. Mind mapping

Mind map is the whole brain alternative that can reach out in all direction and catch thoughts from any angle to linear thinking.

3. Mind Mapping Strategy

Mind mapping strategy is a strategy in teaching which can assist students to associate their ideas, be creative in thinking, and create meaningful connection among ideas.



CHAPTER II

REVIEW OF RELATED LITERATURE

3.1 Relevance Theories

Speaking is a skill that used to express someone ideas, thoughts or feelings in oral communication or using symbols. This skill is very crucial part in daily activities. Thus, without speaking people cannot make interaction each other's especially in society. They will be difficult to share and get information, express the thing in their minds, even transactions. According to Leong et al. (2017) speaking is the main skill that can make communication more effective, because without any speech that impossible the communication will exist.

According some experts there are some definitions of speaking. As Richards et al. (2002) states speaking is the ability that required to uses language appropriately to makes an effective oral communication in social interaction. Richards also says that the diversity in interaction involves not only verbal communication, but also non- verbal communication such gesture, body language, facial expression and so on.

Brown (2003) mentions speaking is the productive skill that constructs linguistic string in which the speaker makes choices of lexicon, structure, and discourse. While, Harmer (2007) says speaking is the act that happens at the real time when people make a conversation such as they produce word and will be responded directly by listeners at the time. It means that in speaking someone will make a conversation where the listeners will respond the speakers directly.

Moreover, Lynne (2001) in Reza (2017) mentions speaking as a skill that express someone understanding, tell intended meaning that can be understood by others, use language in an appropriate context, and fluent in interaction. It means that in speaking someone is not only expected to be able to understand about information what they get but also about information what they share to others people. In the other word, the speakers and listeners should understand and comprehend about information or ideas that they told or listened. It aims to avoid misunderstanding between people in communication.

3.2 Speaking Skill

In learning language, people should learn some skills that are required to improve their language proficiency. One of the skills becomes priority to be mastered, that skill is speaking skill. Speaking skill becomes priority because of this skill concerned with activity in society. It means that this skill is really needed in social communication, without speaking people cannot communicate each other.

As Pramono (2016) said speaking is one of skills in learning English that can be used to improve other aspect, including their communicative skill and interaction. In addition, Harmer (2001) states the students require mastering the ability to process information and language on the spot in order to speak fluency. It means that to be good speaker, students are not only expected to master in grammar, vocabulary, and pronunciation but also speech production articulation, automaticity, fluency and other certain skills.

According to Richards et al. (2002) there are some purposes of speaking in human interaction. The first, speaking can develop and maintain social relationship. Second, speaking can be a transactional that focuses on sharing information. The last, speaking can also be speech whether it is speech for interaction, for transaction, and for performance.

Based on the definition of some expert above, we can conclude that speaking skill is an important skill to be mastered by language learners, because it relates communication and interaction skill. Moreover, speaking has some components according to some experts, including the first, according to Brown (2003) there are five components of speaking such as, pronunciation, vocabulary, grammar, fluency, and comprehension. Second, based on Harmer (2001) speaking consist of three components, those are, pronunciation, vocabulary and grammar. Third, Thornbury (2005) all the same with Harmer he also mentions three components of speaking, including pronunciation, vocabulary and grammar.

2.1.1 Components of Speaking

According to Brown (2004) speaking is a complex skill that concerned at least some components such as grammar, vocabulary, pronunciation, fluency, and comprehension. As follow:

a. Pronunciation

Pronunciation is the way how students produce language clearly in communication. It deals with phonological process. According to Thornbury (2005) pronunciation is the ability to produce comprehension utterance to fulfill

the task requirement. It also refers to the production of individual words, the appropriate linking of words, and use of stress and intonation to convey the intended meaning.

b. Grammar

Based on Harmer (2001) grammar is the description of the way how words can change their forms and can be combined into sentences in that language. It is really important to be mastered by students to avoid misunderstanding between speaker and listener in a conversation or reader in writing. When students can master in grammar structure, they will speak English well and easy to understand.

c. Vocabulary

Vocabulary is the diction that is usually used in communication. Vocabulary mastery is more required by students in speaking and writing, because in those skills students are forced to express their idea which need vocabulary in did.

d. Fluency

The students can be said fluency in English if they can speak fast speed and minimize saying “ums” or “ers” when speaking. According to Thornbury (2005) there are some features of fluency that can be summarized. Those include, first pauses may be long but not frequent. Second, pauses are usually filled. Third, pauses occur at meaningful transition points. The last, there are long run of syllables and words between pauses.

e. Comprehension

According to Syakur (1987) in Mirza (2016) comprehension measures how much explanation are needed to understand students' responses in other words. It only focused on students' understanding of conversation. Students have good conversation when they can answer or express idea well.

2.2.1 Types of Speaking

According to Brown (2003) in his book "Principle and Classroom Practices", there are five basics type of speaking. Those are:

1. Imitative

The ability to imitate a word or phrase or perhaps a sentence which is purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language as criterion performance.

2. Intensive

The production of oral language designed to demonstrate competence in narrow band of grammatical, phrase, lexical or phonological relationships.

3. Responsive

The assessment task includes interaction and test comprehension, short conversation, standard greeting and small talk, simple request and comment.

4. Interactive

This type is length and complete interaction that sometimes include multiple participants. Interactive consist two form, those are transactional which has the purpose of exchanging specific information, and interpersonal exchanges that have the purpose of maintaining social relationship.

5. Extensive

This type includes speeches, oral presentation, and storytelling as oral production task.

3.3 Teaching Speaking at Senior High School (SMA/MA)

Teaching speaking is one of challenging activities for teacher, because to teach speaking teacher must designed learning activities as well as possible. In teaching speaking, teacher also suggested using an appropriate strategy to support this activity. This strategy is expected to encourage students to be active and attractive in learning.

Besides that, teacher also has to know the principles for teaching speaking. It is very required for teacher to follow this principle to make easy in teaching. According to Brown (2000) there are some principles for teaching speaking English as follow:

First, teacher will focus on fluency and accuracy of the students in speaking. In teaching speaking, a teacher should not only teach how students to

speak fluently but also he/she should teach students how to arrange good sentences, correct in pronounce the words, and choose appropriate words.

Second, prepare intrinsically motivating technique. A teacher should provide a planning of learning activities that use a unique technique. The technique which will be chosen is expected to appeal to students' ultimate goals and interest, to make students to know the reasons they do those activities and they can get benefit from it.

Third, encourage the use of authentic language in meaningful context. It is not easy to create a meaningful interaction. It will need energy and creativity to design authentic contexts and meaningful interaction, but by using storehouse of teacher material it can be done. Even drills can be structured to provide a sense of authenticity.

Fourth, provide appropriate feedback and correction. When students get error, teacher can give the corrective feed, because feedback on students' error can help them to not to do the same error next.

Fifth, capitalize on the natural link between speaking and listening. Teacher can integrate speaking and listening, because these two skills can reinforce each other. Actually there are many interactive techniques that involve speaking will also include listening.

Sixth, give students opportunities to initiate oral communication. A teacher must allow students to initiate language. The teacher's duties are only asking the students question, giving direction and providing information. While

students, they have been conditioned only to “speak when spoken to” part of oral communication competence is the ability to initiate conversations, nominate topics, to ask questions, to control conversations, and to change the subject.

Seventh, encourage the development of speaking strategies. The concept of strategic competence is one that few beginning language students are aware of. There are some strategies in classroom activities that can be one in which students become aware of, such strategies as asking for clarification (what), asking someone to repeat something (uh? Excuse me?), using fillers (Uh, I mean, well), using conversation maintenance cues (Uh huh, right. Yeah. Okay, Hm), getting someone’s attention (Hey; say, so), using paraphrases for structures one can’t produce, using mime and nonverbal expressions to convey meaning etc.

Basically, teaching of speaking must be oriented to practice students able to speak. This principle is expected to be used by teacher as the main reference in planning and implementing the activity.

3.4 Kinds of Strategies in Teaching Speaking

There are some kinds of strategies in speaking that can be used in teaching activities. Actually these strategies are used by teachers to push students to be active, attractive and interest in learning speaking. Moreover these strategies are needed by the learners to improve their speaking skill. But the implementation of these strategies should consider with students’ proficiency. In other word, the teachers had to determine an appropriate strategy to their students.

Kinds of speaking skill learning strategies that common to be used for students of senior high school as follow:

1. Scaffolding Strategies

Scaffolding strategy is the way that can be used to correlate what the students already know with something that they do not know. According to Zahra et all (2016) about “Enhancing Speaking through Intervening Scaffolding Strategy” show the result that the researcher was found EFL learners’ speaking skill was significant improved after they used scaffolding strategy. So based on the result above we can indicate that scaffolding strategy can be able to use in teaching to improve students’ speaking skill.

2. Quality Questioning Strategy

This strategy uses questions that selected by teacher. The questions that are given for students are simple question by using common vocabulary. Quality questioning strategy actually aims to stimulate students thinking which can make students be active in the class.

According to Rahmah et al. (2017) about “Activating Students’ Speaking Ability in Asking and Giving Opinion by Using Quality Questioning Strategy for Senior High School Students” this strategy is applicable to use in speaking class because this quality questioning strategy can encourage students to speak during learning.

3. Practice Rehearsal Pair Strategies

According to Farisma (2010) Practice Rehearsal Pair Strategy is the strategy that can be used to practice and repeat a skill or procedure by using information to learn it. This strategy is also active learning that will be proficient in learning speaking.

There are some studies that have been conducted by using this strategy. One of the studies was from Reza “The Practice Rehearsal Pair Strategies towards Students’ Speaking Ability at The Tenth Grade Students of SMAN 2 Lubuk Alung”. The result of this research showed that the score of t-calculated 5.12 was bigger than t-table 2.05. It means that the class that taught by using this strategy gave significant effect than the class that was taught by using conventional technique.

4. Problem Based Learning Strategy

Problem based Learning (PBL) is a strategy which can be expressing ideas to experience real life context to build critical thinking and problem solving skill. As Dahlan (2011) in Rohim (2014) states that PBL is a fun and enjoyable strategy of English communication that be used as context of the students’ media to build critical thinking and solving problem skill. There are some advantages of this strategies as follow, first it can promotes self- motivation and self-responsibility in learning, second it is more enjoyable and effective learning, third this strategy engages learning from experience, fourth it combine the ability to understand problems, to identity and get knowledge and skills that required to deal with real-

life, fifth it can increase teamwork and communication skill, and the last it trains students to be reflective and assess their own and other's work.

3.5 Mind Mapping

Mind mapping was popularized by Tony Buzan in 1960 which then, it will continue to evolve. Mind maps have become increasingly useful such as, it is used as strategy that can be applied by teachers in their teaching process. As Munawwaroh (2015) said that mind mapping is one of strategy which used by researchers in teaching. This strategy can make students be able to associate their ideas and also assist them to think creatively. According some experts there are some statements that they mentioned about mind mapping.

According to Michalko (2001) mind map is the whole brain alternative that can reach out in all direction and catch thoughts from any angle to linear thinking. Furthermore Buzan (2012) mention mind map is a creative and effective means of note taking which has the center and uses lines, symbols, colors, and images.

Keles (2001) in Adodo (2013) says that mind mapping is a strategy that helps students to see the connection among the pieces of information. Thus, this strategy will ease student to understand the information and also remember it. Moreover, according Michalko in his book "Cracking and Creative" there are functions of mind mapping. Those functions include, activating the brain, solving the mind of mental tangling problem, easily focus on the topic of material, help to

see the connection among the pieces of information, show the detail illustration, and organizing the concept and assist to compare it.

Besides that, based on Pramono (2013) in Mirza (2016) state that by using mind mapping strategy students can improve their speaking in some aspects, those are included pronunciation, vocabulary, clarity and naturalness of speech, and task achievement and skill of communication. Furthermore, students are more confident to speak English. From the explanation above we realize that mind mapping strategy give some benefits for students, so it is not wonder if some researchers used this strategy in teaching.

In the past, mind mapping was created by using pen or pencil, but now days because of development of technology mind mapping can be easy constructed, processed and presented by computer hardware and software. Based on Nebojsa et al. (2011) in Lie et al. (2014) find that mind mappings can be created almost exclusively by computer. There are several softwares for creating mind mappings such as Mindmanager and Mindomo. The mind mapping that created by computer is called electronic mapping. Actually the softwares are designed to make education more productive and improve the learning condition.

Talking about electronic mapping, Krasnic (2012) mention the advantages of electronic mapping over paper mapping. Those include first, it is adaptable and flexible, so that we can update and revise the content. Second, it is clear and easy to read. Third, many templates are available. Fourth, it is easy to convert to other format. Then, it also can be presented with projector and share with others.

2.5.1 Characters of Mind Mapping

According to Buzan (2012) there are some main characters of mind mapping as follow:

1. A Central image/point

In mind mapping commonly used central point or picture. It aims to helps brain to generate idea easily when they were presenting.

2. Branches

The function of branches in mind mapping is to tell the ideas of mind map from the central idea or image. Branches usually are made with sub topics connected to each other. It is also represented by a different color.

3. A single key image or word

It is placed on each branch that aimed to remember the information which will be presented.

2.5.2 Procedures How to Make Mind Mapping

According to Buzan (2012) claims that there are some procedures or steps how to make the mind mapping. Those include:

1. Start in the center of the blank page. It aims to give your brain freedom to spread out in all direction and to express it freely.

2. Use an image or picture for central idea, because the image can help you to explore ideas. Moreover, a central image keeps you focused, helps you concentrate, give your brain more of a buzz, and is also more interesting.
3. Use colors, because it can add extra vibrancy and life to your mind map.
4. Connect your main branches to the central image and also connect sub-branches of your mind map. The connection of the branches can assist you to understand and remember a lot more easily.
5. Make your branches curved, because using straight lines will be boring to your brain.
6. Use one key word in every line. It can give the power and flexibility to your mind map.
7. Use images throughout, because using images or pictures are more effective to remember information than a word.

Figure 2.1 Example of Mind Map based on Buzan (2005)



3.6 Relevance Studies

There were some researches that have been conducted using this strategy in teaching. Those were:

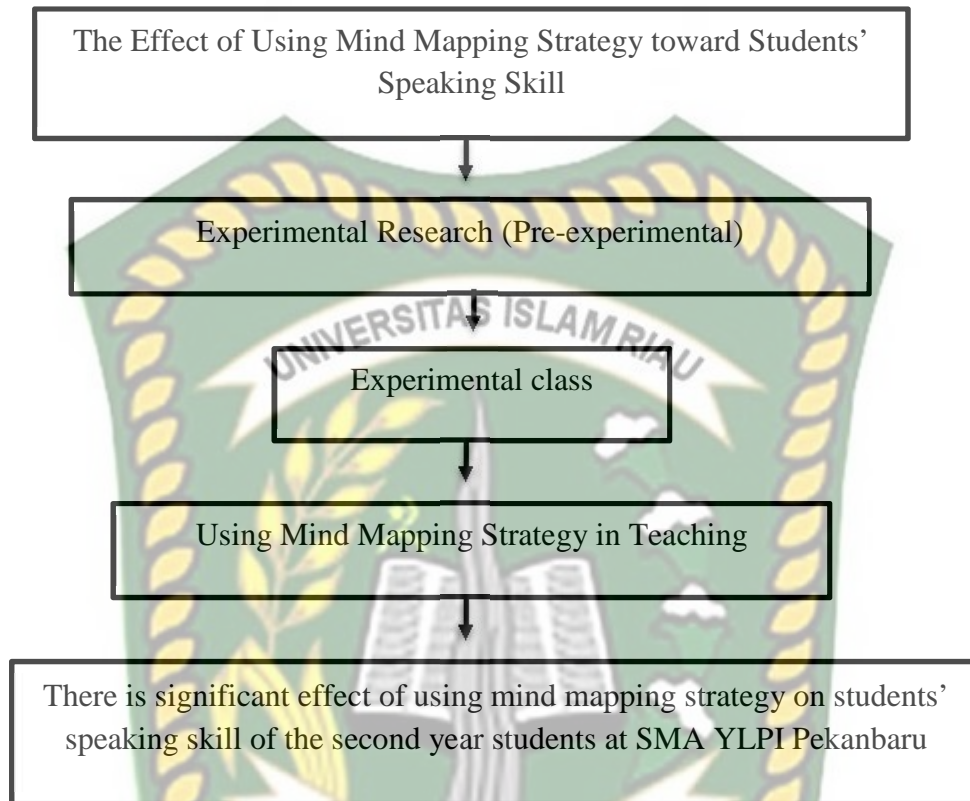
First, according to Mirza (2016) “The Use of Mind Mapping Strategy to Improve Students’ Speaking Ability”, the research was conducted to student of senior high school. The result of this research showed that mind mapping strategy could improve students’ speaking ability. It based on the result of post- test control class and post-test experiment class where post-test control class was 57,11 while the result of post-test experiment class was 69.05.

Furthermore, according to Murni (2017) about “Using Mind Mapping Enhances Students’ Ability in Speaking Report Text” this research conducted at the second year social class 5 (XI IS 5) SMAN 3 Padang Panjang in the 2013/2014 academic. The result of the research found that mind mapping could improve students’ ability in speaking a report. It could be seen from their achievement improved from cycle to cycle and their test results. The improvement got was 71 % in the first cycle and 81 % in the second cycle.

3.7 Conceptual Framework

In this research, the researcher presents the conceptual framework as following diagram below:

Figure 2.2 Conceptual Framework



3.8 Hypothesis

Based on the research question above, the hypothesis of this research can be formulated as follows:

1. **Ho:** There is no significant effect of using mind mapping strategy towards students' speaking skill of the second year students at SMA YLPI Pekanbaru.
2. **Ha:** There is significant effect of using mind mapping strategy towards students' speaking skill of the second year students at SMA YLPI Pekanbaru.

3.9 Limitation of this Research

In this research, the researcher mentioned limitation of this research. However, this research had limitation which should be noted, such as using scripts of explanation text that find from internet in teaching process include in the tests. It was not due in this research, because it was inappropriate in proceeding of this research. The aim of this limitation is to avoid next researcher who will take the same topic do the same mistake.



CHAPTER III

RESEARCH METHOD

3.1 The Research Design

This research was an experimental research that consist two variables, those were independent variable refers to Mind Mapping Strategy (X) and dependent variable refers to Speaking Skill (Y). According to Nunan (1992) in Putri (2016) experimental research is a method that was appropriate to be used for collecting and analysis the data.

In this research, the researcher would be used pre-experimental, one of the branches experimental research. The sample of this research was only one group. It means that the researcher use one class as a sample of data without using control class and the result finding would be got from the comparing between the result of pre-test and post-test score. This research also included pre-test, treatment and post-test as the implementation of pre-experimental steps.

The design of the pre-experimental can be drawn as follow:

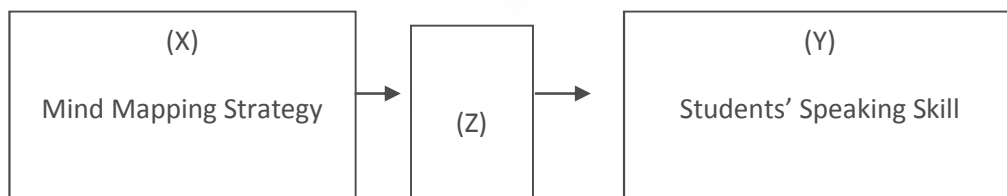


Figure 3.1 the Research Design Schema

Where:

X : Independent Variable

Y : Dependent Variable

Z : Treatment

Table 3.1 Research Design

Class	Pre-test	Treatment	Post-test
E	Y ₁	Z	Y ₂

Where:

E : Experimental Group

T : Treatment Experimental Group

Y₁ : The Pre Test

Y₂ : The Post Test

3.2 Location and Time of the Research

The research would be held in SMA YLPI Pekanbaru, at second year students. The place where was locating on Jl. Kaharudin Nst, simpang tiga, Marpoyan Damai, kota Pekanbaru, Riau, and the time of the research was conducted on March up to April 2019.

3.3 Population and Sample of the Research

3.3.1 Population of the Research

The population of the research was the saint students' of the second grade of SMA YLPI Pekanbaru in the academic year 2019/2020. There were two classes that consists 29 and 27 numbers of students in class as population. The total numbers of the saint classes of the second grade of SMA YLPI Pekanbaru were 56 students.

Table 3.2 Total Population of the Eleventh Saint Grade Students of SMA YLPI Pekanbaru

NO	Class	Number of Students
1	XI IPA 1	29
2	XI IPA 2	27
Total		56

3.3.2 Sample of the Research

The researcher would choose one of the two saints classes from the population as the sample, because this research used pre-experimental research that only need one class. Based on the random choice the researcher got XI IPA 2 at SMA YLPI Pekanbaru as the sample.

Table 3.3 Total Sample of the Research

Class	Male	Female	Total
X IPA 2	7	20	27

3.4 The Research Instrument

In collecting the data of this research, there were three instruments that could be used. They were:

Table 3.4 Instrument of Research

Meetings	Oral Test	Materials	Indicators
1	Pre-test	<ul style="list-style-type: none">Analytical Exposition	Pronunciation Grammar
2-4	Treatments	<ul style="list-style-type: none">Explanation Text	Vocabulary Fluency
5	Post-test	<ul style="list-style-type: none">Explanation Text	

1. Pre Test

Pre Test was conducted for the first meeting. In this Pre-test, the researcher would give oral speaking test for students. The students would be given a topic about talking about self, than every student would speak about the topic of analytical exposition text in front of the class. The time of presentation was only one or two minutes. Then, researcher analyzed students' speech performance based on five components of indicators of the test. Those indicators included pronunciation, grammar, vocabulary, fluency and comprehension.

2. Treatment

Treatment was given for students after pre- test. In treatment, the students would learn about mind mapping which was explained by teacher. Afterward, the teacher would distribute example of mind map and how to apply this strategy on students' presentation. Furthermore, the teacher requested students to create mind map with topic of explanation text and presented in front of the class one by one.

3. Post Test

Post- test was the last activity that would be conducted in this research. It was given to the students after finishing teaching process for three treatment meetings. The topic of this test which be tested in post- test, would be different from pre-test. Then, the result of post- test would show whether the use of mind mapping strategy gave the significant effect to students speaking ability or not. In the other word, the result of post- test was used as final data.

3.5 The Research Procedure

This research would be held in five meetings. These were the procedure of the research:

Table 3.5 Procedure of Research

Meetings	Teacher's Activity	Students' Activity
1 Pre-test	<p>Pre-activity</p> <ul style="list-style-type: none"> ○ Teacher started by greeting to students ○ Teacher introduced herself to students ○ Teacher checked students attendance list <p>Pre-test</p> <ul style="list-style-type: none"> ○ Teacher gave pretest to know the basic of students' speaking skill ○ The test was speaking test that talk about Analytical exposition test ○ Teacher scored the students by scoring rubric of speaking ○ Teacher closed the class 	<ul style="list-style-type: none"> ○ Students responded teacher's greeting ○ All of students listened to teacher ○ All of students responded ○ All of students did pretest

Meetings	Teacher's Activity	Students' Activity
<p>2</p> <p>Treatment</p>	<p>Pre-activity</p> <ul style="list-style-type: none"> ○ Teacher commenced the class by greeting to students ○ Teachers verified students' attendance list ○ Teacher gave brainstorming ○ Teacher introduced the topic <p>Whilst-activity</p> <ul style="list-style-type: none"> ○ Teacher disclosed the topic ○ Teacher also informed the purpose of study ○ Teacher used mind mapping a strategy in learning activity ○ Teacher explained about mind mapping and how to applied this strategy ○ According to Buzan (2012) claims that there are some procedures or steps how to make the mind mapping. Those include: <ol style="list-style-type: none"> 1. Start in the center of the 	<ul style="list-style-type: none"> ● Students responded teacher's greeting ● Students responded it ● Students gave respond ● Students listened ● The students listened the explanation carefully ● The students listened carefully ● The students listened and tried to understand it

Meetings	Teacher's Activity	Students' Activity
	<p>blank page</p> <ol style="list-style-type: none"> 2. Use an image or picture for central idea 3. Use colors 4. Connect your main branches to the central image and also connect sub -branches of your mind map 5. Make your branches curved, because using straight line will be boring to your brain. 6. Use one key word in every line. 7. Use images throughout <ul style="list-style-type: none"> • Teacher requested the students to create mind mapping based on the topic <p>Post-activity</p> <ul style="list-style-type: none"> • Teacher enquired about the topic and strategy 	<ul style="list-style-type: none"> • The students tried to create mind mapping

Meetings	Teacher's Activity	Students' Activity
	<ul style="list-style-type: none"> • Teacher retold the explanation about mind mapping • Teacher made conclusion in the end of study • Teacher closed the class 	<ul style="list-style-type: none"> • Students asked teacher questions • The students listened carefully • The students paid attention
<p>3</p> <p>Treatment</p>	<p>Pre-activity</p> <ul style="list-style-type: none"> ○ Teacher commenced the class by greeting students ○ Teacher checked students attendance list ○ Teacher reviewed the previous topic <p>Whilst-activity</p> <ul style="list-style-type: none"> ○ Teacher disclosed the unclear explanation of previous topic ○ Teacher informed the purpose of study 	<ul style="list-style-type: none"> ○ Students responded teacher's greeting ○ Students responded it ○ Students listened the explanation ○ The students created mind mapping based

Meetings	Teacher's Activity	Students' Activity
	<ul style="list-style-type: none"> ○ Teacher asked for students to continue creating mind mapping ○ Teacher invited students to present their mind mapping in front of the class ○ Students evaluated students' performing <p>Post-activity</p> <ul style="list-style-type: none"> ○ Teacher asked students some questions ○ Teacher made conclusion ○ Teacher closed the class 	<p>on the topic that teacher gave</p> <ul style="list-style-type: none"> ○ Every students showed their presentation by using mind mapping <ul style="list-style-type: none"> ○ The students responded it ○ The students paid attention
<p>4</p> <p>Treatment</p>	<p>Pre-activity</p> <ul style="list-style-type: none"> ○ Teacher started by greeting students ○ Teacher checked students' attendance list ○ Teacher gave a warmer game ○ Teacher reviewed the previous topic <p>Whilst-activity</p>	<ul style="list-style-type: none"> ○ Students' responded teacher's greeting ○ Students played the warmer game ○ Students gave

Meetings	Teacher's Activity	Students' Activity
	<ul style="list-style-type: none"> ○ The teacher informed the purpose of study ○ Teacher invited students who had not present yet ○ Teacher evaluated students' performing ○ Teacher asked for students to create new mind mapping with new topic <p>Post-activity</p> <ul style="list-style-type: none"> ○ Teacher drilled the difficult target in which students could not understand ○ Teacher made conclusion ○ The teacher finished the class 	<ul style="list-style-type: none"> respond ○ The students listened it ○ The students listened the explanation carefully ○ Some students presented their mind mapping ○ The students created mind mapping with new topic ○ Students paid attention to the teacher
<p>5</p> <p>Post-test</p>	<p>Pre-activity</p> <ul style="list-style-type: none"> ○ Teacher commenced the class by greeting students ○ Teacher verified students' attendance list 	<ul style="list-style-type: none"> ○ Students responded teacher's greeting

Meetings	Teacher's Activity	Students' Activity
	<p>Post-test</p> <ul style="list-style-type: none"> ○ Teacher gave post-test to students ○ The test was speaking test about explanation text ○ Teacher asked students to present explanation text by using mind mapping ○ Teacher scored students by scoring rubric of speaking ○ Teacher closed the class 	<ul style="list-style-type: none"> ○ The students did posttest

3.6 Data Collection Technique

3.6.1 The Pre Test Data

Because of the pre- test was used to know the students' basic speaking skill, so the researcher gave the students the oral speaking test without applying treatment first. It means that the researcher gave the test before introduce the mind mapping as strategy in teaching speaking to students.

3.6.2 Treatment

In treatment students was explained about mind mapping and they would be taught by using this strategy in learning speaking. This treatment was

conducted in the second meeting after the students took pre –test. It would be held in three meetings, second meetings to the forth meetings.

3.6.3 Post Test Data

After the treatment was held for three meeting, the researcher would give students a post – test. The test was as same as pre- test but different topic. The students were asked to speak orally by using mind mapping, afterwards the researcher analyzed and got the post test data.

3.7 Data Analyze Technique

Technique that be used in this research was quantitative technique. This quantitative technique used the performance assessment adapted from Diknas (2000) in Azhar (2015). The aspect of performance assessment was based on speaking components, including grammar, vocabulary, pronunciation, and fluency. The speaking components that were scored could be explained as the following:

Table 3.6 Scoring Rubric

Aspect	Score	Criteria	Weight
	5	Easy to be understood and accent like a native speaker	
	4	Easy to understood though with certain accent	
Pronunciation	3	Problem with pronunciation , so need	

Aspect	Score	Criteria	Weight
		concentration and sometimes misunderstanding	25
	2	Hard to understood because of pronunciation and often repetition	
	1	Serious problem with pronunciation, cannot be understood at all	
	5	No or very little mistakes in grammar	
	4	Sometimes make mistakes in grammar that interfere in meaning	
Grammar	3	Often make mistakes in grammar that interfere in meaning.	25
	2	Many mistakes in grammar that interfere meaning and sentences repetition.	
	1	Sever mistakes in grammar and hard to be understood.	
	5	Choosing and using vocabulary or phrase like native speakers.	

Aspect	Score	Criteria	Weight
Vocabulary	4	Sometimes using inaccurate vocabulary and making repetition cause of limited vocabulary.	25
	3	Often using inaccurate vocabulary, conversation stop cause of limited vocabulary.	
	2	Severe mistakes in using vocabulary so hard to be understood.	
	1	Very limited vocabulary, conversation impossible to run	
Fluency	5	Smooth and no disturbance, like native speakers	25
	4	A little bit disturbance causes of language problem.	
	3	Many disturbance cause of language problem.	
	2	Sometimes unsure and pause cause of limited language.	
	1	Pause and stop, conversation impossible to run	

The data of this research would be collected and analyzed by using T-test and IBM SPSS Statistic version 24. Based on Hatch (1987) mentioned if the value t-calculated were equal or lower the value t-test on the degree freedom (df) at $\alpha = 0.05$ for two tail test, the null hypothesis were accepted. On other hand, if t-calculated were great at value t-table the null hypothesis are rejected.



CHAPTER IV

THE PRESENTATION OF RESEARCH FINDINGS

4.1 Data Presentation

4.1.1 The Result of Pre-Test

Pre-test was the test that given before treatment. The pre-test score was taken as data of research. Meanwhile, posttest was data that was given after treatment. The score of this test was also used as the research data. To finding the result of data, both tests would be compared. The result had a purpose to know the improvement of students speaking skill after them giving treatment.

The data of students' pretest then were arranged in form of descriptive statistic of pretest score, as they were presented in the following table:

Table 4.1 Descriptive Statistic of Pre-Test Score

Statistics		
Pretest		
N	Valid	27
	Missing	0
Mean		60.56
Median		60.00
Mode		65

The table above showed that there were 27 test takers. The means of pre-test score was 60.56. In other word, the pre-test's means was average. Meanwhile, median was 60. And mode was 65.

The data of students' pre-test were arranged in form of frequency and percentage through score's criteria, the presented as table below:

Table 4.2 Percentage of Pre-Test Score

Grade	Criteria of score	Frequency (f)	Percentage (%)
A	91 – 100	-	-
B	81 – 90	-	-
C	71 – 80	4	14%
D	61 – 70	8	30%
E	51 – 60	8	30%
F	0 – 50	7	26%
		27	100%

Based on the table percentage above, the students' score in pre-test were presented as follow:

Table 4.3 The Score Criteria of Score's Pre-test

No	Score's Criteria	Grade	Criteria
1	91 – 100	A	Excellent
2	81 – 90	B	Very Good
3	71 – 80	C	Good
4	61 – 70	D	Average
5	51 – 60	E	Poor

No	Score's Criteria	Grade	Criteria
6	0 – 50	F	Very Poor

From the criteria above, it could be concluded that students' achievement in pre-test above the score categorized as good was only 14% where student got score range from 71-80 with C grade. Otherwise, very poor score which had score range from 0-50 with F grade were 26%. Meanwhile, score range from 61-70 and 51-60 average and poor criteria with D and E grade had same percentage, it was 30%. These scores also became the most score which students got in this pre-test. From the explanation above, the majority of students still got score below the average.

Meanwhile, the frequency of pre-test consisted of frequency, percent. Valid percent and cumulative percent were presented below:

Table 4.4 Frequency of Pre-test

Pretest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	2	7.4	7.4	7.4
	50	5	18.5	18.5	25.9
	55	3	11.1	11.1	37.0
	60	5	18.5	18.5	55.6
	65	6	22.2	22.2	77.8
	70	2	7.4	7.4	85.2
	75	4	14.8	14.8	100.0
	Total	27	100.0	100.0	

The table showed that the frequency of pre-test after it was distributed there were 6 students (22%) who got score (65). It was the most score that students got in pre-test. Slightly different, the highest score (75) were 4 students (15%) whom got it. While, students who got the lower score (45) were only 2 students (7%) and score 50, 55, and 60 were average score which students got. In conclusion, because of score (65) as the most score that students got; it means that students' achievement in this pre-test was still average.

Table 4.5 The Result of the Pre-Test Students Score in Experimental Class

NO	Students	Speaking Skills				Total
		P	V	F	G	
1	Student 1	15	20	15	15	65
2	Student 2	10	15	15	15	55
3	Student 3	15	20	15	20	70
4	Student 4	20	20	15	20	75
5	Student 5	15	20	15	20	70
6	Student 6	20	20	15	20	75
7	Student 7	10	15	15	15	55
8	Student 8	15	15	15	15	60
9	Student 9	10	15	10	15	50
10	Student 10	10	15	10	10	45
11	Student 11	15	20	20	20	75
12	Student 12	15	15	15	20	65

NO	Students	Speaking Skills				Total
		P	V	F	G	
13	Student 13	10	15	10	15	50
14	Student 14	15	15	15	15	60
15	Student 15	15	15	15	20	65
16	Student 16	10	15	10	15	50
17	Student 17	15	15	15	15	60
18	Student 18	10	15	10	15	50
19	Student 19	15	15	15	15	60
20	Student 20	15	15	15	20	65
21	Student 21	15	15	15	15	60
22	Student 22	10	15	10	10	45
23	Student 23	15	20	15	15	65
24	Student 24	10	15	10	15	50
25	Student 25	15	20	15	15	65
26	Student 26	20	20	15	20	75
27	Student 27	15	15	10	15	55
	Total	375	450	370	440	1635
	Mean	13.88888 889	16.66666 667	13.703703 7	16.29629 63	60.55555 556

From the table 4.1 it was found that the total sample of pre-test of experimental group was 27 students and the score was 60.56.

4.1.2 The Result of Post-Test

Table 4.6 Descriptive Statistic of Post-Test Score

Statistics		
Posttest		
N	Valid	27
	Missing	0
Mean		77.78
Median		80.00
Mode		80

The table above showed that there were 27 test takers. The means of post-test score was 77.78. In other word, the post-test's means was good. Meanwhile, median was 80. And mode was 80.

The data of students' post-test were arranged in form of frequency and percentage through score's criteria, the presented as table below:

Table 4.7 Percentage of Post-Test Score

Grade	Criteria of score	Frequency (f)	Percentage (%)
A	91 – 100	-	-
B	81 – 90	8	30%
C	71 – 80	11	40%
D	61 – 70	7	26%
E	51 – 60	1	4%
F	0 – 50	-	-
		27	100%

Based on the table percentage above, the students' score in post-test were presented as follow:

Table 4.8 The Score Criteria of score's post-test

No	Score's Criteria	Grade	Criteria
1	91 – 100	A	Excellent
2	81 – 90	B	Very Good
3	71 – 80	C	Good
4	61 – 70	D	Average
5	51 – 60	E	Poor
	0 – 50	F	Very Poor

From the criteria above, it could be concluded that students' achievement in posttest above the very good was 30% where the students got score range from 81-90 with grade B. Meanwhile, the good was 40% where the students got score range from 71-80. The table showed also there were 26% categorized as the average where students got score range from 61-70. Then, 4% with poor criteria where students only got score range 51-60.

From the table above, the score categorized good became the most score which students got, it could be conclude that the majority of students got score upper the average.

Meanwhile, the frequency of posttest consisted of frequency, percent.

Valid percent and cumulative percent were presented below:

Table 4.9 Frequency of Post-test

Posttest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	3.7	3.7	3.7
	65	2	7.4	7.4	11.1
	70	5	18.5	18.5	29.6
	75	4	14.8	14.8	44.4
	80	7	25.9	25.9	70.4
	85	4	14.8	14.8	85.2
	90	4	14.8	14.8	100.0
	Total	27	100.0	100.0	

The table show that the frequency of posttest after it was distributed there are 8 students (26%) who got score (80). It was the most score that students got in post-test. Meanwhile, the highest and lowest score which got by students were 90 and 50 with percentage 15% and 4%. The table also showed only 11% students who got score below average, it means that the students' achievement in post-test was upper average.

Table 4.10 The Result of Post-Test Students Score in Experimental Class

NO	Students	Speaking Skills				Total
		P	V	F	G	
1	Student 1	20	20	20	20	80

NO	Students	Speaking Skills				Total
		P	V	F	G	
2	Student 2	15	20	15	20	70
3	Student 3	20	20	20	25	85
4	Student 4	20	25	20	25	90
5	Student 5	20	20	20	25	85
6	Student 6	20	25	20	25	90
7	Student 7	15	20	15	25	75
8	Student 8	15	20	20	25	80
9	Student 9	15	15	15	20	65
10	Student 10	15	15	15	20	65
11	Student 11	20	25	20	25	90
12	Student 12	20	20	20	25	85
13	Student 13	15	20	15	20	70
14	Student 14	15	20	15	20	70
15	Student 15	15	20	20	25	80
16	Student 16	15	20	15	25	75
17	Student 17	20	20	15	25	80
18	Student 18	15	20	15	20	70
19	Student 19	15	20	15	25	75
20	Student 20	20	20	15	25	80
21	Student 21	20	20	15	25	80

NO	Students	Speaking Skills				Total
		P	V	F	G	
22	Student 22	15	15	15	15	60
23	Student 23	15	20	20	25	80
24	Student 24	15	20	15	20	70
25	Student 25	20	20	20	25	85
26	Student 26	20	25	20	25	90
27	Student 27	15	20	15	25	75
	Total	465	545	465	625	2100
	Mean	17.22222 222	20.18518 519	17.22222 222	23.148148 15	77.7777 7778

From the table 4.6 it was found that the total sample of posttest of experimental group was 27 students and the score was 77.78.

4.1.3 Increasing of Pre-Test and Post-Test

The research used statistical test with paired sample t-test stated by SPSS version 24 to convince the pretest and posttest of the effect of using mind mapping strategy toward students' speaking skill. The result is as follow:

Table 4.11 Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	60.56	27	9.337	1.797
	Posttest	77.78	27	8.359	1.609

Based on the table 4.12 showed that the total of students was 27, the mean of pretest was 60.56 and mean of posttest was 77.78. Standard deviation of pretest was 9.337, while standard deviation of posttest was 8.359. So, it could be seen that students' score of pretest and post-test was different. Students' score was increase in posttest. In other word, students' score was increase after giving treatment. It means that there was significant effect of using mind mapping strategy toward students speaking skill of second year students at SMA YLPI Pekanbaru.

Table 4.12 Paired Sample Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	27	.965	.000

The table of paired samples correlation above showed that large correlation between samples, the numeral of both correlations was (0.965) and numeral significance was (0.000).

Table 4.13 Paired Sample Test

Paired Samples Test						
		Paired Differences				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
					Lower	Upper
Pair 1	Pretest - Posttest	-17.222	2.532	.487	-18.224	-16.221

Paired Samples Test				
		T	Df	Sig. (2-tailed)
Pair 1	Pretest – Posttest	-35.345	26	.000

Based on output SPSS version 24, paired sample T-Test showed paired differences to know the same variances.

Sig. (2-tailed) > 0.05 Ho was accepted and Ha is rejected

Sig. (2-tailed) < 0.05 Ho was rejected and Ha is accepted

From the table 4.14, it could be seen that the level of significant was 0.000. It means that $0.000 < 0.05$. Because of the level of significance was less than 0.05, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that using mind mapping strategy showed the significant effect toward students' speaking skill. Based on explanation above, it could be concluded that there was significant effect of using mind mapping strategy toward students' speaking skill.

Table 4.14 The Result of Pre-test and Post-Test one group of experimental

No	Students	Score of Pre-Test	Score of Post-Test
1	Student 1	60	75
2	Student 2	50	65
3	Student 3	65	80

No	Students	Score of Pre-Test	Score of Post-Test
4	Student 4	70	85
5	Student 5	65	80
6	Student 6	70	85
7	Student 7	50	70
8	Student 8	55	75
9	Student 9	50	70
10	Student 10	45	65
11	Student 11	70	85
12	Student 12	60	80
13	Student 13	45	65
14	Student 14	55	70
15	Student 15	60	75
16	Student 16	50	70
17	Student 17	55	75
18	Student 18	45	65
19	Student 19	55	70
20	Student 20	60	75
21	Student 21	55	75
22	Student 22	45	65
23	Student 23	60	75
24	Student 24	45	65

No	Students	Score of Pre-Test	Score of Post-Test
25	Student 25	60	80
26	Student 26	70	85
27	Student 27	50	70

Based on the table above, there were 27 students as the sample of the research. The test was conducted by the researcher before and after using strategy of mind mapping.

4.2 Description of Research

The description of researcher's and students' activities in learning process, as the following bellow:

First meeting, the researcher gave a pre-test for students. The pre- test was directly given without any treatment first. Before the test began, the researcher would give a direction and instruction which consist of the procedure of pre-test activities. In instruction and direction, the researcher mentioned students should present in front of the class about the topic that the researcher had chosen and presentation would be finished in one or two minutes. Afterward, the researcher analyzed students' speech performance based on speaking components such as grammar, vocabulary, pronunciation and fluency.

Second meeting, researcher gave a treatment for students. In treatment, the researcher did the learning activity with student such as, disclosed the topic of

lesson to students. The topic that be chosen by researcher in this treatment is explanation text. After the students understood about explanation text and could write their own text, the researcher asked for them to present their explanation text in front of the class. Before they showed their presentation, the researcher taught them how to present by using mind mapping strategy. Then, the students were learned how to create mind mapping by using iMindMap application.

Third meeting, the researcher would give second treatment for students. Researcher reviewed the previous topic to refresh their mind about that topic. By asking them one by one, the researcher tried to make sure the students understood about the precious topic. After that, students would create mind mapping based on the precious topic. The researcher gave option for students to choose their own tittle at least it was still in context of explanation text.

Fourth meeting, the students would be given third treatment by researcher. Students presented their mind mapping that had created in previous meeting. Every student had three minutes to show their presentation. After finished, the researcher asked for students to create new mind mapping with the same topic for their post-test. Before that, the researcher gave advice and suggestion for students to make their next presentation better than prior.

The last meeting, researcher gave post-test for students. As well as pre-test, post-test also had direction and instrument of the test which should be passed by students. The post-test had different topic with pre-test. Although it was same in giving the duration of presentation that is only three minutes. In post-test,

students showed their presentation by using mind mapping strategy. Meanwhile, researcher analyzed their performance by using scoring rubric which had used in pre-test. Afterwards, the researcher got the data for that analysis. The data of posttest was important, because it would be compared with the data of pretest.

4.3 Hypothesis Testing

The hypothesis testing of this study was as follows:

- a. If the significant value $<$ significant level, the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. It means that there was significant effect of using mind mapping strategy towards students' speaking skill of the second year students at SMA YLPI Pekanbaru.
- b. If the significant value $>$ significant level, the null hypothesis (H_o) was accepted and alternative hypothesis (H_a) was rejected. It means that there was not significant effect of using mind mapping strategy towards students' speaking skill of the second year students at SMA YLPI Pekanbaru.

Based on the statistical calculation using SPSS version 24 the research gave interpretation to significant value. The significant value of the research was 0.000 and significant level 0.05. According the explanation above, when the significant value (0.000) $<$ significant level (0.05) the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. While significant value (0.000) $>$ significant level (0.05) the null hypothesis (H_o) was accepted and the alternative hypothesis (H_a) was rejected. Because significant value was 0.000, it

means that smaller than significant level (0.05). Thus, it can be concluded that alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. In other word, there is significant effect of using mind mapping strategy towards students' speaking skill of second year students at SMA YLPI Pekanbaru.

4.4 Data interpretation

The using of mind mapping strategy in teaching especially speaking activity could increase students' skill in speaking. It could be seen from the comparing of result pretest and posttest score in this research. So, it could be interpreted that students could accept mind mapping as strategy of learning speaking.

Moreover, the data analysis showed that t_{table} on the level of significant 5% was 2.055 and in level 1% was 2.779, while $t_{observe}$ was 35.345. It means that the value of $t_{observe}$ bigger than t_{table} ($35.345 > 2.055$). On other word, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It showed that there was significant different score between pretest and posttest score.

In additionally, the hypothesis testing, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Thus, the finding indicated that using mind mapping strategy gave significant effect on students' speaking skill and it also could improve students' speaking skill.

According to the research method, the researcher finished the study in three activities; those were pretest, treatment and posttest. Pretest and posttest

were test which be given to students, then score of both testes became finding result. In this research, pretest's average score was 60.56. While, the average score in posttest was 76.30. The score showed that posttest score was better that pretest score. So, it can be concluded that the students got good achievement in speaking after taught using mind mapping strategy.

Based on the result above, teaching speaking by using mind mapping strategy was implementation of appropriate strategy in teaching and learning process which gave a positive effect on students' achievement, because it can help students memorized and understand about the thing that students want to speak by using key words, symbols and colors in mind mapping. Mind mapping also could be fun strategy in learning process, because in process of creating mind map as like creating an artworks. Then, the students were instilled to be creative.

From the explanation above, it can be concluded that mind mapping strategy can be used as alternative strategy in teaching process mostly in speaking activity. This strategy also gives positive effect on students' speaking achievement. It based on the result of test in this research. The score of students was increase after using mind mapping strategy.

CHAPTER V

CONCLUTIONS AND SUGESTIONS

5.1 The Theoretical of Conclusion

From the theory, mind mapping strategy is strategy which can be applied by teachers in teaching process. The implementation of mind mapping strategy students can improve students' speaking skill in some aspects; those are included pronunciation, vocabulary, clarity and naturalness of speech, and task achievement and skill of communication. Furthermore, students are more confident to speak English. This strategy also encourages students to be creative and effective in learning by using note taking which has the center and uses lines, symbols, colors, and images.

5.2 Practical of Conclusions

This research was Pre-experimental research that only used one class as sample. This Pre-experimental research was taught by using mind mapping strategy. This research consisted of two variables; those were independent variable refers to Mind Mapping Strategy (X) and dependent variable refers to Speaking skill (Y).

Finally, the researcher concluded that:

- a. Due to value of $t_{\text{observe}} > t_{\text{table}}$, where t_{observe} bigger than t_{table} ($35.345 > 2.055$). It means that H_0 rejected and H_a accepted. From these calculations, it can be conclude that X variable give the effect on variable

Y. In other word, there was significant effect of students' achievement by using mind mapping strategy.

- b. The use mind mapping as strategy in learning helps students to see the connection among the pieces of information. Thus, this strategy will ease student to understand the information and also remember it. Mind mapping strategy also can improve students' speaking skill, so that students are more confident to speak English.
- c. The use mind mapping as strategy can increase students' achievement mostly in speaking.

5.3 Suggestions

Based on the conclusion above, the researcher would like to offer some suggestion as follow:

- a. For the teachers

For English teachers, there are many methods, media, and strategy in teaching learning process, but teacher should be selected to choose methods, media, and strategy which be used, whether it is appropriate for students or not. For example mind mapping strategy, it can be used as strategy in teaching speaking because this strategy can encourage students to be more creatively and effectively. Mind mapping strategy also can make students more confident in speaking English.

b. For the students

Mind mapping strategy should be increase students' speaking skill. The students must speak fluency and confident when speak in speaking English. By using mind mapping students can exercise to speak fluency because it can less students' blank which disturb students' concentration in speaking by using note taking in mind map.

c. For the next researchers

The researcher hopes that this thesis will be useful for the next researcher such as it can contribute for references. Then, the content and systematic of writing in this research can guide the next researcher in constructing their research. Hopefully, the next researcher who take on the similar topic, make research better than what the researcher had over done and the existence of this thesis can provide a significant effect.

REFERENCES

- Adodo, S O Ph.D.2013."Effect of Mind Mapping as a Self – Regulated Learning Strategy on Students' Achievement in Basic Science and Technology".Mediterranean Journal of Social Sciences Published by MCSER-CEMAS-Sapienza University of Rome,4.
- Ali, Elhadi Musa Elebeid.2016."Importance of Speaking Interactive Activities in Developing Speaking Skills". Sudan: Sudan university of Science and Technology.
- AR, Fitra Murni.2017."Using Mind Mapping Enhances Students' Ability in Speaking Report Text".Padang Panjang: ISIN Batusangkar.
- Azhar, Fadly.2015."Developing English Language Teaching Materials, Tests, & Assessments".Pekanbaru: UR Press.
- Baidawi, Achmad.2016."Using Media in Teaching Speaking".OKARA Journal of Languages and Literature,1.
- Brown, H. Douglas. 2000. *Teaching by Principle: An Interactive Approach to Language Pedagogy, Second Edition*. New York: Addison Wesley Longman.
- Brown, H. D. 2003. *Language Assessment; Principles and Classroom Practices*. Pearson Longman: Cambridge.
- Bygate, M. 1987. *Speaking*. Oxford: Oxford University Press.
- Buzan, T. 2012. *The Ultimate Book of Mind Maps*. United States: HarperCollins Publisher.
- Dionar, Wellli Septia et al. 2018."Improving Speaking Ability of Senior High School Students by Using Truth or Dare Game". Journal of English Language Teaching,7.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching. Third Edition completely revised and up dated*. England: Longman
- Hacth, Evelyn and Lazaraton Anne.1991. *The Research and Manual Design and Statistics for applied Linguistics*. Los Angeles: Heinle & Heinle Pub
- Harmer, Jeremy. 2007. *The Changing World of English, in the practice of English language teaching*. Cambridge: UK, Pearson Longman
- Krasnic, Toni. 2012. *How Study with Mind Mapping*. Concise books Publisher.

- Leong, lai Mei and Seyedeh Masoumeh Ahmadi.2017."An Analysis of Factors Influencing Learners' English Speaking Skill".International Journal of Research in English Education.
- Liu, Ying, et,all. 2014."The Effect of Mind Mapping on Teaching and Learning a Meta –Analysis".China: Beijing Normal University.
- Michalko, Michael. 2001. *Cracking Creative; The Secrets of Creative Genius*. United Stated: Ten Speed Press.
- Mirza, Asrifal.2016."The Use of Mind Mapping Strategy to Improve Students' Speaking Ability". Banda Aceh: Islamic State University of Ar-raniry.
- Nayan, Surina et al. 2017."A Preliminary of the Post- Secondary School Students' Language Learning Strategies ".e-Academia Journal,7,26-34.
- Pramono, Satrio Aji et al. 2016. *The Use of Project-Based Learning to Improve the Speaking Skills of Grade XI Students of SMA N 1 Yogyakarta in the Academic Year of 2016/2017*. Yogyakarta: Yogyakarta State University
- Putri, Indah Dwi.2016."The Effect of Four Corners Technique Toward Speaking Ability of the Second Students at SMA Negeri 14 Pekanbaru".Pekanbaru:UIR.
- Rahmah, Addinu and Aryuliva Adnan.2017."Activating Students' Speaking Ability in Asking and Giving Opinion by Using Quality Questioning Strategy for Senior High School Students".Journal of English Language and Teaching,6.
- Reza, Thezia Februa,et,all.2017."The Practice Rehearsal Pair Strategy towards Students' Speaking Ability the Tenth Grades Students of SMA N 2 Lubuk Alung".Lubuk Alung:STKIP Dharma.
- Richards, Jack C. and Willy A. Renandya. 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Rohim, Abdur.2014."Improving Students' Speaking Skill through Problem Based Learning (PBL) Strategy".Malang: UNISMA.
- Soomro, Abdul Fattah and Muhammad Umar Farooq.2018."EFL Learners' Attitude Towards Developing Speaking Skills at the University of Taif, Saudi Arabia".International Journal of English Linguistics,8.
- Scott, Thornbury. 2005. *How to Teach speaking*. Harlow. England: Longman
- Zarandi, Seyedeh Zahra Arfaei,et, all.2016."Enhacing Speaking Ability through Intervening Scaffolding Strategies". Theory and Practice in Language Studies, 6, 2191-2195.