# CHAPTER II

# REVIEW OF RELATED LITERATURE

## Theoretical framework

This chapter contains the term use which should be clarified for the benefit of the readers. The explanation is essential as requirement of mind mapping as scientific report so that there is no confusion about term intended.

## The Mind mapping Strategy

### Learning strategy

The selection of learning strategies does not fall apart from the curriculum used and the characteristics of learners. The characteristics of learners are primarily associated with the initial experiences and knowledge of learners, the interest of learners, the learning styles of learners, and the development of learners. Strategy comes from a noun and a Greek verb. As a noun, strategos is a combination of stratos (military) with "ago" (lead). As a verb, stratego means planning (to plan). Strategy has the sense of a careful plan regarding activities to achieve specific (desired) goals. In general strategy can be Having a teacher's strategy have guidelines in inverse as to the various possible alternatives to make and must be made. So the teaching learning would be systematic, purposeful, lancer and effective. The activity develops learners‟ ability to speak. For this R.S Brown and Nation suggest several strategies:

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* 1. The teacher presents new vocabulary or grammar (it is based on form-focused instruction) and then the students are given some practice.
  2. Frequently, before the students start to speak they work in groups or pairs to prepare the activity. The activity gives learners the opportunity to learn from each other.
  3. The students are given topics to talk about. They may prepare it for homework, use dictionaries or a reference text and then they present what they have prepared.
  4. Often, the activities are supported by pictures or written texts. They appear in a raking activity or a problem solving activity where the text contains important data about the situation and so on.
  5. Many speaking activities force students to ask each other. The pattern of these activities is that, each learner receives different information for completing the activity. In these kinds of activities students discover different names, two-way tasks or information gap. (“Teaching Speaking: Suggestions for the Classroom”).

So strategy is something a skill, a procedure, a pattern to design an action in preparing to achieve an optimum and maximum goal. Learning is basically a deliberate activity that conditions or stimulates a person to study well enough to meet the goal. Therefore the learning activity lead to two main activities, namely:

1. How people make changes in conduct to the activity through the study.
2. How do people practice the transmission of science through teaching activity.

Thus the meaning of learning is an external condition of learning activities done by teachers condition one to learn. The above exposure illustrates that learning is a student's internal process, and learning results from the action of learning. The learning strategy is the comprehensive approach in a learning system that is a general guide and The general framework of learning activities, described from a philosophy view or learning a particular theory.

### Mind mapping

The understanding of the mind mapping is one of the various forms of teaching and learning strategy that is used to train the ability of the students to furnish content with mind mapping. The mind mapping was developed by Tony Buzan as a way to encourage discerning learners using only key words and images.

Moreover, Buzan (2012) argues that, mind mapping is a way of developing thinking activities in all directions, capturing a variety of mind in a variety of angles. Mind mapping develop divergent thinking, creative thinking. Mind mapping is the easiest way to put the information into the brain and retrieve information when needed. From the above opinion can be said that mind mapping is a strategy designed by the teacher so that students can be skilled in thinking, and can help students to link concepts that are important in learning a subject matter as well as enhance the creativity of the students about a concept.

There are seven steps in making a mind map (Buzan, 2012:15), including:

* 1. Start making the central idea from the center of the blank sheet of paper that the long side is laid horizontally.
  2. Use pictures and photos for a central idea.
  3. Use color.
  4. Connect the main branches to the central image (central idea) and connect each branch. Branches at levels two and three are connected to levels one and two, and so on.
  5. Make connecting lines that curve like branches, not straight lines.
  6. Use one keyword for each line.
  7. Use pictures.

The mind mapping is a diagram used for Presenting words, ideas, duties or anything else to link and organize around the key word of the main idea. The mapping of the mind is a creative way for individual learners to come up with ideas, record lessons, or plan new research and instruct learners to make a mind map, they find it easy to identify clearly and creatively what they have learned and what they plan to do. A mind map differs from a concept map, which is also used to facilitate its mastery. The mapping of the mind is a technique for using the visual image and other graphic participants to form impressions. The brain often remembers information in the form of pictures, symbols, sounds, forms, and feelings. The mind map uses these visual and sensory reminders in a pattern of ideas related to the road map used for study, organization, and planning. This map can resurrect original ideas and trigger easy memories. It is also soothing, enjoyable, and creative. So the mind mapping is a learning model that uses a strategy to note using key words and images. The mind mapping can also make it easier for students to remember in the Settings of pictures, symbols, sounds, forms, and feelings.

Buzan (2012: 171) argues that mind mapping help students:

1. Easy to remember something;
2. Considering the facts, figures, and formulas with ease;
3. Increase the motivation and concentration;
4. Considering and memorize faster.

Buzan also shows that the students memorize quickly and easily concentrate the mind mapping technique, giving rise to the desire to acquire knowledge and desire to succeed. From the foregoing, it can be seen that learning by using mind mapping were designed by teachers to help students in the learning process, store information such as the subject matter received by students during the learning, and helps students prepare cores are important of the subject matter in the form of maps or graphs so that students more easily understand it.

As for the advantages mind mapping method according to (Firdaus, 2010), namely:

* + 1. Mind maps can make learning more fun because they are appropriate with the way the brain works of each individual, so individuals are free work.
    2. Can access it whenever we need, “what you see, you remember." because the brain is easier to capture, remember images than words from a series of texts. Basically a mind map made by pouring material briefly, prioritizing the core of the material clearly.
    3. The brain is easier to remember important words or short sentences rather than remembering a long text, I see Also elementary school students are certainly easier to remember a short sentence rather than a long text.
    4. Mind maps can transfer information to our brain in large quantities significant and easy to understand.
    5. Notes are creative and more focused on the core of the material, no must describe all the material.

While the advantages of the mind mapping method according to (Warseno & Agus, 2011) as follows:

1. Can express opinions freely.
2. Can discuss and collaborate with other friends.
3. Notes are made shorter, clearer, and easier to understand.
4. Notes are more focused on the core material.
5. Can see the whole picture.
6. Helps the brain to understand, organize, remember, and make a relationship.
7. Make it easy to find the information you need

Disadvantages of the mind mapping method according to (Warseno & Agus, 2011) Including:

* 1. Some active students are involved.
  2. Not all students want to learn.
  3. Mind maps are made by students creatively and vary, so that it takes the teacher's time when check the student's mind map.

Based on the statement above, it can be concluded that the mind method Mapping has advantages and disadvantages. The advantages of the mind method mapping, which can create a fun learning atmosphere and increase students' creativity and interest in learning. Whereas The disadvantage of the mind mapping method is that mind maps take time a long time for students who are beginners and lack interest in reading.

## Speaking ability

### The Concept of Speaking

Speaking is one of four skills that should be mastered in learning English. Speaking is productive language skill the same like writing. The productive language should pass the mental process or it is called as a process of thinking. When the people want to say something and transmit information they need communication. Speaking English as a foreign language is difficult skill to be taught and learned because the learners should master some aspects like mastery vocabulary, correct pronunciation, know about grammar, and other. When the learners want to speak, they also should think about all of those aspects. (Haryudin and Jamilah, 2018: 59).

Therefore, speaking skill is the most difficult aspect for learners to master. This is a hard thing because when people want to talk or say something to others, they have to consider several things that are interrelated like ideas, language that is used, what to say, how to use grammar and vocabulary, pronunciation, as well as listening and reacting to interlocutors. There are lots of definitions about speaking according to some expert. Speaking is process of conveying or sharing ideas orally (Eliyasun, Rosnija, and Salam, 2018: 1). Therefore, if learners do not learn how to speak and never practice in the classroom, they soon lose interest in learning and get motivation to learn or practice English speaking. Learners who do not develop strong oral skill during this time find it difficult to keep face with their peer in the later years.

Additionally, according to Zuhriyah (2017: 122), speaking is the way of people to express something and for communicating to other people orally. Speaking is the first way to interact with others in the social community because in daily activities people cannot be separated from interaction and communication. Meanwhile Leong and Ahmadi (2017: 34) state that speaking not only just saying words trough mouth (utterance) but it means conveying message through the words.

By speaking the people can convey information and ideas, express opinion and feeling, share experiences, and mention social relationship by communicating with others. Haryudin and Jamilah (2018: 61) state that speaking English is a foreign language that should do by many practices for master it. The learners should practice in the classroom activity and also in outside of the class because with lot of practice the learners habit to use English language and their speaking be fluently.

### Factors of Speaking Effectiveness

To master speaking skill, learners should know not only linguistic knowledge, but also the culturally acceptable ways of interacting with other in different situations and relationship. There are several factors that make speaking effective Abbaspour (2016: 146) has summed some factors of speaking effectiveness. According to his research, factors of speaking effectiveness are grammar, discourse, sociolinguistic, strategy, interaction, accuracy and fluency.

* 1. Grammar

Grammatical ability is an umbrella concept that includes increasing expertise in grammar, vocabulary, and sounds of letters and syllables, pronunciation of words, intonation and stress. Every language has a grammar or system that makes a rule how to use codes in communicating with each other. To understand meaning, learners need to have enough knowledge of words and sentences, that is must figure out how words are segmented into various sounds, and how sentences are stressed in particular ways. It is necessary for the learners to arrange the correct sentence in conversation. So grammatical ability helps speakers to use and understand English language structure accurately and immediately, which facility their fluency, so their spoken English be accepted easily by listeners if the speech is delivered by using appropriate structure.

* 1. Discourse

The rules of cohesion and coherence should be applied in each discourse, whether formal or informal to hold the communication together in a meaningful ways. In communication, both the production and comprehension of a language require the ability to perceive and process stretches of discourse and to formulate representations of meaning from referents in both previous sentence and following sentences. So, the learners should acquire a large repertoire of structures and discourse makers to express idea, show relationship of time, and indicate cause, contrast, and emphasis.

* 1. Sociolinguistic Factors

For mastery English speaking learners not only should mastery grammar, vocabulary, pronunciation and other but also they should master also in linguistic include sociolinguistics. Learners should be familiar with the culture of native speaker to enable to use target language which is socially and culturally by native users (Abbaspour, 2016: 146). To achieve to this goal, it is imperative to figure out of sociolinguistic side of language which enables learners distinguish appropriate comments, how to ask question during interaction, and how to respond nonverbally according to aim of the talk.

* 1. Strategy

Strategy ability is the way learners manipulate language in order to meet communicative goal. Every learner has a different strategy to learn or master English speaking like how to master vocabulary, pronunciation and grammar. Maybe some learners train with watching the videos, hear English song, or read article or story that they like. Further, strategy ability can be the ability to make up for faulty knowledge of linguistic, sociolinguistic, and discourse rules.

* 1. Interaction

Interaction is one of the important things when learners want to master in speaking English. There are some problems when learners want to interaction to other people such as, shy, anxiety, nervous, and other. Interaction develop the learners’ speaking ability. Learners can practice their ability, increase their vocabulary, and also can increase learners’ confidence in speaking English to others.

The goal of interaction is to keep social relationships, but that of the latter is to pass information and ideas because much of daily communications are interactional being able to interact is imperative (Abbaspour, 2016: 147). In teaching and learning speaking skill usually includes meaning focused activity and learners can learn how to listen and talk to others, how to negotiate meaning and shared context both verbally and non-verbally with the help of teacher. In his teaching teacher must arrange how learners can interact with each other using English in the learning process, because interaction is one of the components that are very important in learning and practicing to master English speaking skill.

* 1. Accuracy and Fluency

Accuracy and fluency are related because accuracy is the basis of fluency, while fluency is a further improvement of a person’s linguistic ability (Abbaspour, 2016: 147). Generally, accuracy refers to the ability to produce the grammatically correct sentences while fluency refers to the quality or condition of being able to speak or write a language or perform an action smoothly, accurately, and easily, which includes the ability to produce written or spoken language with ease. In the simply words, accuracy more often emphasize in formal instruction, language acquisition, grammar ability, and grammar translation method, while fluency related to a level of proficiency in communication and emphasize to procedural skill, expression proficiency, lexical phrase, social interaction, necessary topic and discourse

### The definition of speaking ability

There are many definitions of speaking that have been proposed by some experts in language learning. According to efrizal (2012: 127), speaking is a speech or utterances with purpose of having intention to be recognized by speaker and the receiver process the statements in order to recognize their intention. Speaking is one way to communicate which ideas and through a message orally. Meanwhile, Khorashadyzadeh (2014: 12) states that speaking not only needs the learners’ understanding about the way how to produce the linguistic competence such as grammar, pronunciation, and vocabulary but also students’ comprehension abut sociolinguistic competence such as when, why, and how to speak.

To enable students to communicative, we need to apply the language in real communication. Gilakjani (2012: 105) stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language changing. It also provides our main data for understanding bilingualism and language contact.

Two criteria of speaking test are accuracy and fluency. Each criteria is consist of four levels. Accuracy is divided into; little or no language produced all mistakes in pronunciation, poor vocabulary, mistake in basic grammar, many mistakes in pronunciation, adequate but not rich vocabulary, occasional grammar slips, few mistakes in pronunciation, good range of vocabulary, good grammar and good pronunciation.

While fluency is divided into ; little or no communication, very hesitant and brief utterances, sometimes difficult to understand, get ideas across but hesitantly and briefly and effective pronunciation and natural .

### Six Ways to Use Mind Maps in the Classroom

Mind mapping isn’t just an activity to teach students, it’s also one way to actively use every day in the classroom to improve collaboration and speaking ability of students. Students are more interesting to learn if the class was fun and enjoyable, then students understand and retain information when it’s displayed through a combination of words and their imagination. Mind maps offer a fantastic format that combines not only words and images but also colors, a graphical structure, and other mental triggers that improve long-term memory. Here are six great ways to use mind maps in classroom every day by Raphaela Bradner Meister:

1. Create a curriculum overview or lesson plan

At the beginning of the semester, prepare a lesson plan by applying mind map that provides an introduction of all of the topics you’re planning to cover. We as teacher can also add exam dates and learning goals to the mind map and attach worksheets. Then, share this map with students so they can use it as a guide during the semester and find out what they need to catch up on if they’ve missed a class.

1. Organize and manage class projects

Planning a project with students and to make sure everyone knows exactly what they are supposed to do. A mind map is a great format you can use to create a visual overview of a whole project. Then, add a description of the assignment, provide deadlines, add links to useful websites, embed examples, and more.

1. Create engaging presentations in less than three minutes

Mind maps are a great tool to present complex concepts to students. Drawing a mind map live in front of the students help them follow the train of thought more easily.

1. Create discussion templates and foster critical thinking

Create topic and discussion templates and circulate them to all of the students. These templates may either be filled in by students or used as a springboard to create their own maps. The goal is to get students to critically think about sources and share their thoughts. We review the work in class by projecting the mind map on a white board .

1. Facilitate oral exams and lesson reviews

To test how much a student knows or understands about a certain topic, let them draw a mind map about one topic and explain it simultaneously, either on the blackboard or on a piece of paper. At the same time, the act of drawing the mind map put the student’s brain into action. Instead of forgetting big chunks of information due to nervousness and stress, the mind map help them relax and enable their brains to retrieve information more easily.

1. Create games, quizzes, and questionnaires

The use of mind maps isn’t limited to brainstorming and project planning. teacher can also use this versatile tool for games, quizzes, and questionnaires.

## Conceptual framework

Speaking is the is the way of people to express something and for communicating to other people orally. Someone speak her/his opinions and ideas to other people.

Speaking should be organized effectively and include some aspects such as : grammatical use, vocabulary use, interaction, pronunciation, accuracy and fluency. Therefore, speaking English is not an easy process. To speaking about something in someone’s mind must be confidence and make sure that the grammar was correct and other people understand what the speaker said. Speaking English can be easier to do if someone make it as a habit. By mind mapping strategy, students be thinking and ing to share their idea to other. This strategy build them to make a teamwork to solve the purpose of the picture or the map concept.

## Relevant of the studies

In this planning research, the researcher find other related studies as follows:

1. Irfan Afriansyah *“The effectiveness of mind mapping technique to teach students’ speaking ability at the tenth grade students of SMAN 1 Jatiwangi in the academic year 2017/2018”.* The data, which are analyzed in this research, is was gained by the result of pre-test and post-test after given treatment and readability test was gained by the result of the questionnaire that gave before students conducted pre-test.The result of the study showed that the average score of pre-test was 8,9 and the average score of post-test was 13,3. The observe was found to be 11,5 and the critical was 2,03. It showed that observe was higher that critical which meant there was a significant effect to teach students' speaking ability by implementing the mind mapping technique. In conclusion, the mind mapping technique is effective to teach students’ speaking ability at the tenth grade students of SMAN 1 Jatiwangi.
2. Ida Nuraida *“The Effectiveness of Applying Mind Mapping Strategy on Student Speaking Ability”.* Applied mind mapping strategy is effective to increase the students’ speaking ability. based on the data, the averages score of students’ speaking ability is still low for the control class, they are 64.750 and for the experiment class is 66.625. it showing that the student is still did not understand the material with a maximal and still not effective, but after the researcher gave the treatment, the result of the speaking ability is increasing. Then if the averages score of post test is compared, for experiment class is 79.625 and for the control class is 74.875, the researcher take the averages score of posttest is higher than the averages score of pretest.
3. Fitriana Amalia “The use of mind mapping technique to improve students’ seaking ability : An experimental study at class XI IPA of SMA N 6 Mataram. ”. This study is an experimental study which was conducted at SMAN 6 Mataram.. The researcher showed that, the experimental group show a better improvement than the control group. The result of the study, which was higher than the value of t-test at the homogeneity test of 1,03 at the pre-test and 0,48 at the post-test. The result of normality test of experimental group in pre-test was 2, 87, then it becomes 7,22 after receiving the treatment. It indicates that, the speaking ability was increased 4,35. Meanwhile, the result of normality test of control group in pre-test was 3,23, then it becomes 4,76 without having the treatment. In conclusion, Mind mapping technique was significantly effective to used in improve the students’ speaking ability at class XI IPA of SMAN 6 Mataram.

Based on the relevant research above, the researcher stated that of the three studies above, all three used an active method and also involved students directly in the learning process. The difference of the three research results are the Method, the treatment and the test used. Therefore, the researcher use the symbol, color to teach the students to design the mind map and use oral communication test in pre-test and post-test.

Researcher have compared previous studies. Therefore researcher have a novelty as qualification for a research. This research present a new information and develops a previous research.