CHAPTER I

INTRODUCTION

A. Background

Having a good achievement in acceleration program, SMAN 1 SIDOARJO is enthusiastic to improve this by using RSBI labels. In this academic year, four classes were opened for first year students. Each class consists of approximately 30 students. This outstanding senior high school becomes the pioneer of RSBI program especially for senior high school level in Sidoarjo. Cambridge curriculum is applied here, combined with local curriculum while knowing whether or not it is appropriate to apply in this school. Most of the subject in RSBI class is using English. That is why fluency in English is needed to conduct RSBI program. Sure, RSBI students and teachers have a good English competency, because they are selected and prepared well to face this teaching and learning process.

These facts make people consider that it will automatically be easier to teach English in this class than in regular classes. The reasons are RSBI students have sufficient English ability and talents, to learn and develop their English. Moreover, RSBI students are classified as adolescent learners group or teenage

students that in fact, overall the best language learners; as the methodologist Ur, Penny suggests.¹

For an English teacher, it is a challenge to improve their English skills and teaching ability. In order to build a successful teaching, those aspects must be improved. Successful teaching means giving the lessons so that transferring is guaranteed. Less understanding means less transferring, more understanding means more transferring. These facts force the teacher to make an effective effort to produce a good teaching process to their students.²

It was so interesting when the researcher had a chance to observe the teaching speaking way in one of RSBI classes, X-1. The English teacher of this class was using Mind mapping to teach speaking skills to her students. It was unique, because the material at that time was delivered that way. As a point of information, when the English teacher wants to teach material such as expressions of greetings (which is included to speaking skills material), she is taking these procedures:

- 1) Write down the title of the material on the white board.
- 2) Divide it (white board) into: formal and informal greetings.
- 3) Divide it (white board) into: expressions and response.
- 4) Fulfill her writing with some appropriate examples.

 1 Harmer, Jeremy, "The Practice of: English Language Teaching, 3^{rd} edition". Longman Press: unknown year, p.38.

² Mursell, J & Prof. Dr. S. Nasution, M.A. "Mengajar Dengan Sukses (Sucessful Teaching)". Jakarta: Penerbit Bumi Aksara: 1995.

- 5) Count her students to fulfill the board with their own idea.
- 6) Count her students to copy the writing on the board to their book, as their concept.
- 7) Make sure whole students already have the concept.

It becomes more interesting when the English teacher put a variation on it. Students divided into group work presentation of four or five. Besides, each group is supported by mind mapping in the slides form of power point to be presented. It covers students' done thought, because they are automatically being forced to do a preparation and discussions before presenting the material. Their project also completed by students' own dialogue script that will be practiced later.

That was attractive, having a mind mapping to teach speaking. Through that way, this English teacher had an effort to develop students' cognitive aspects by using their own idea and classify it through the Mind mapping chart.

The Cognitivist school believes that learning by doing, and asking students challenging questions, will help students make their own sense of what they are studying, and enable them to make use of their learning in real life.³

Based on those statements, the researcher considers that mind mapping is one of appropriate means for teaching speaking. It will also automatically promote successful speaking activity.

-

³ Petty, Geoff "Teaching Today: a Practical Guide, 3rd Edition" Nelson Thornes Ltd.: 2002, p. 4.

- 1. Learners talk a lot
- 2. Participation is even
- 3. Motivation is high
- 4. Language is of an acceptable level⁴

The study related to the use of mind mapping in writing was conducted by some researchers: Ali (2005), Setyadik (2008), Sumartini (2008), and Muzdalifah (2008). Each of them discuss about the use of mind mapping in descriptive pre-writing process, the use of semantic mapping in descriptive writing, the clustering as an alternative writing technique to teach writing descriptive, and the use of mind mapping to improve the ability in writing descriptive text.

As a contribution in teaching speaking, some researchers have been conducting the studies which are aimed to find the appropriate means to apply in. Nawawi (2004), have been discussing about group work discussion technique, especially its implementation in teaching speaking. Then, in Susanti's (2005) thesis, the use of *realia* in teaching speaking was being the interesting topic to be scrutinized. Hand puppets also eligible to be an alternative means in teaching speaking, Yuanita (2006) in her thesis have been discussing about it. Whereas, two more researchers Fauzi (2007) and Nugroho (2008) were conduct

⁴ Ur, Penny, "A Course in Language Teaching: Practice and Theory" Cambridge: Cambridge University Press: 1996, p. 120.

the research to knowing the existing of story retelling and Friends series as means to gaining an effective teaching speaking.

We can conclude that some research before tend to discuss the use of mind mapping in writing and the use of other alternatives means of teaching speaking. Furthermore, there is no previous research related to the use of mind mapping in teaching speaking. That is the reason why the researcher intends to conduct the research to know more the use of mind mapping in teaching speaking skills. As result, the researcher decides to present the research by title: "Using Mind Mapping in Teaching Speaking Skills at RSBI Class, SMA Negeri 1 Sidoarjo"

B. Problems

On a level with the research background, the problem of this research can be formulated as:

- 1. What are the materials used in the teaching speaking skills using mind mapping at RSBI class, SMA Negeri 1 Sidoarjo?
- 2. How did the teacher implement mind mapping in teaching speaking skills at RSBI class, SMA Negeri 1 Sidoarjo?
- 3. What are the problems of using mind mapping in teaching speaking skills at RSBI class, SMA Negeri 1 Sidoarjo?

C. Objectives

Concerning the above problems, the research aims:

- To describe the materials used in teaching speaking using mind mapping at RSBI class, SMA Negeri 1 Sidoarjo.
- 2. To describe the implementation of teaching speaking using mind mapping at RSBI class, SMA Negeri 1 Sidoarjo.
- 3. To describe the problems that arise in using mind mapping in teaching speaking skills at RSBI class, SMA Negeri 1 Sidoarjo.

D. Significance

Perceived by the objectives above, this research tries to provide English teachers with the appropriate procedures of improving the students' speaking skills through Mind mapping technique.

E. Scope and Limitation

This action research will be conducted at first grade students of RSBI class SMAN 1 SIDOARJO, academic year 2008-2009. There are 28 students in X-1. This research is focuses on the teaching and learning speaking process of RSBI students; to describe how the implementation of teaching speaking using mind mapping and describe what the problems are arise related to the use of mind mapping in teaching speaking.

F. Definition of Key Terms

In order to avoid misinterpretation, the following key terms used in this research will be defined:

- Students of RSBI class SMAN 1 SIDOARJO refer to students who are studying at International level class of SMAN 1 SIDOARJO.
- 2. Mind mapping refers to a diagram used to represent words, ideas, tasks or other items related to and arranged radically around a central key word or idea.⁵
- 3. Teaching speaking refers to classroom activities that develop learner's ability to express themselves through speech.

⁵ Muzdalifah, Vibriyanda, "The Use of Mind Mapping to Improve the Abilities in Writing Descriptive Text of 10th Grade Students": Surabaya: UNESA unpublished thesis: 2008, p. 17.