CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Teaching of Speaking

1. The Process of Teaching Speaking

The prominent thing in teaching a foreign language is, getting students to speak in the classroom. This situation automatically represents students' ability in the real life speaking skill. That is why in teaching a foreign language in this case teaching English; teachers need an activity called teaching speaking.

Through speaking activities namely: information gap, role play, discussions, debate, retelling stories and list goes on, an English teacher tries to build a good teaching speaking. Automatically, they should not have to ignore the process of teaching speaking it self, because it takes dominant influence in gaining a good teaching speaking. In this session, the process related to teaching speaking will be discussed.

As a point of information, in teaching speaking process, teacher's preparation is very important to avoid misunderstanding between students and teacher, because sometimes teacher's explanation are often not as clear to their students as they are to themselves as Ur stated in A Course In Language Teaching. Some simply activities, for instance: regulating for a while words that will be used, illustration that

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will be provided. Then, write it out are very helpful to makes a thoroughly preparation before the teaching activity begin.[6]

At the beginning of teaching and learning process, there is teacher-students interaction session. To makes this session successfully, first of all the teacher have to make sure that he or she get the class is full attention. It is necessary to makes the students involved and avoiding they miss primary information; because if it is occurred sure they may find themselves in complicate later. An interaction between teacher and students can be produces through this part of classroom interaction: the cycle of initiation – response - feedback.

- Teacher   - Is the word 'easy' correct?   : [Initiation]
- Chorus   - Yes   : [Response]
- Teacher   - Yes, the word 'easy' is correct   : [Feedback]
  (Lynch, 1996:107)

The pattern above is merely representing a situation in a one classroom. Patterns of interaction in classrooms vary from place to place, influenced by local educational norms and also from time to time, as methodological fashions come and go.

To make it successful, teacher has to conduct several essential things such as: first, present the information more than once to give students more than once opportunity to see what they have to do. Second, teacher should be brief in giving information or deliver the

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[6] Ur, Penny, "A Course in Language Teaching: Practice and Theory" opcit, p. 16.

material, because the students are probably cannot longer listen and have fully concentrate to the teacher. Third, it will be better if the teacher provide the explanation with illustration; it is useful to makes teacher's explanation clearly given to the students and minimizes misunderstanding between them. In teaching speaking process, student – student interaction are sometimes found if the activity count the students on interacting each other, such as: group work discussion, information gap, role play and so on.

The benefits of this session are: students are able to express a wider range of language functions. It happens in group work. Meanwhile, in pair discussions students are able to expand their answer than in whole class work with a teacher. Furthermore, in this session students are correcting each other's errors.[7]

Last but not least part at the teaching speaking process is getting feedback. When the teacher have finished explaining, it is necessary to checking students' understood. The effective way, ask them to do something that will show their understanding; to use their own words, or provide further illustration of their own idea. In the other hand, student - student feedback is also getting more attention because of its functions:

- It increases students' speaking opportunity.

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[7] Lynch, Tony, "*Communication in the Language Classroom*", Oxford: Oxford University Press: 1996, p. 107.

- It develops a conscious focus on language form.

- It encourages them to express their own judgments on language points.

- It is an acknowledgement that different individuals know more about specific areas than others.

- It provides an opportunity for real communication.[8]

2. **The Problems Related to Teaching Speaking**

There are several problems involved in getting students to talk in the classroom. First, students are unable to relax and express their feeling naturally. That is we called inhibition. The factors caused this situation are: students are worried about making mistakes, fearful of criticism, or simply shy in getting attention of their speech.

According to Ur in a Course in Language Teaching, in spite students are not inhibited, sometimes they are complaining that they cannot find out anything to say and less motive in expressing themselves beyond the guilty feeling that they should be speaking.

An English teacher also should be aware by the domination of some students that caused each one will have only very limit or little time to talk. If this situation occurred, it automatically caused low or uneven participation.

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[8] Lynch, Tony, "*Communication in the Language Classroom*", opcit, p. 111.

Other problem that perhaps inserted in speaking activity is mother – tongue use. Students are tending to use it, because it seems natural and easy to speak with. Hence, we can conclude that students are afraid to be exposed in foreign language using besides they can't express themselves naturally with it.[9]

3.   The Characteristics of Effective Teaching Speaking

In classes where all, the students and teacher are have the same expectation; reach the successful speaking activity. Through this session, the researcher tries to discuss the characteristics of successful speaking activity. In fact, people considers the teaching speaking or speaking class as students' facilities to practice their communication skill orally; although sometimes we found a certain number of students dominate the class while other tends to be passives caused by many factors.

A good teaching speaking provides rehearsal opportunities, tasks and various elements of language activation. Those are provoke the students to gain fluently words and phrases using without a lot of intentionally thought.[10]

One criteria of a good teaching speaking activity is: If the speaking class provides stimuli and sufficient time that make the students talk a lot. Thus, the teacher is not the only dominant here. Other, no domination by a minority talkative participants; chance to speaks are

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[9] Ur, Penny, "A Course in Language Teaching: Practice and Theory" opcit, p. 121.
[10] Harmer, Jeremy, "*How to Teach English*", Pearson: Longman: 2007, p. 123.

spread balanced and contributions are impartially evenly distributed in each classroom discussion.

Then, this is the thing that should be underlined by the teacher, as the third representation of successful speaking activity: students are highly motivated. They are so enthusiastic to speak and involved in, because of the interesting topic or material, or because they are attracted in technique used by the teacher or perhaps they want to contribute to accomplish an assignment objective.

Furthermore, this is the fourth criteria of a successful speaking activity stated in a Course in Language Teaching: language is of an acceptable level. It means students understand each other speech, because they are expressing themselves in relevant language and easily to understandable each other. Hence we can conclude that they speak through acceptable level of language accuracy.[11]

B. Grouping Students

Many efforts have been made to achieve the objective of English teaching process, such as training English teachers, revising the curriculum, group the students and like. Above all, group the students is the interesting one because its sometime influenced by certain factors which able to make things problematic, for instance over crowding organized furniture and firmly fixed students attitudes. In spite of this,

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[11] Ur, Penny, "A Course in Language Teaching: Practice and Theory" opcit, p. 120.

teaching a class a whole group, getting to work on their own, or having them perform in tasks in pairs on groups all have their own advantages and disadvantages.[12]

1. A Whole Class Teaching

Whole class teaching is still the most ordinary teacher - student interaction in many cultures. Although it has many limitations, whole class grouping has it own advantages and disadvantages. It advantages are, this group student able to makes everyone involved in the same activity, it means that teacher and students have been such things to talk about and can be used as reasons to join together. It is also good solution for giving explanation and instructions.

Moreover, it can produce more cost efficient; it is also easy to get broad understanding of students' improvement. Besides covers such advantages, there are also some disadvantages of the whole class teaching. In this situation, everyone has to do the same thing at the same time and at the same pace. Furthermore, individual students do not have a lot of chances to shares their own opinion or participate in front of the whole class like this. It might be followed by certain factor such as reluctant of it risk of a failure. Even, it based on transferring knowledge from teacher to   students, means that it less activity of student discovers

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[12] Harmer, Jeremy, "*The Practice of: English Language Teaching, 3rd edition*", opcit, p.114.

things. Those might discourage students to take responsibility for their own learning.[13]

2. Students on Their Own

It is unlikely whole class teaching because it based on their working in a design of individualized learning. This can cover students doing exercises on their own class, or activity likes their own learning in self access centers or other out of class environments. So that, we can underlined it advantages: among them are: it is able to promote students autonomy, improve skills or self dependence, reduce noisy or chaotic situation and also an effective way to decrease stressful of students than performing in a whole class setting or talking in pairs or groups.

Yet, it also contained some lack or disadvantages for instance: no sense of belonging is developing here. Then, it will also spend many cost, time, energy and materials in preparation or when doing colleague tutor activity.[14]

3. Pair Work

It is believed as an activity that able to promote students independence and autonomy; because in this activity students can practice language together, reading a text, or do an information gaps. Even, it is relatively quick and easy to organize since the students are guaranteed belong on relaxed and friendly place.

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[13] Ibid, p. 114
[14] Ibid, p. 115-116

However, some disadvantages are also involved in its possible to makes the teacher lose control of their class because of it noisy situation and tend to difficult to organize. Besides, the students who have a bit problem with their not keen on partner or some students who feel more comfort get the attention of the teacher as and individualization than interact with other who may just as linguistically as weak as they are.[15]

4. **Group Work**

Likely pair work, this group work activity also able to promote students independence and develop students cooperation. Thus, its more reduce problematic because it consists of more than two people. In this activity, students will feel comfort to shares their opinion and evaluating each other performance, both of negative and positive. It more allows students to have a preparation in select their level of participation than in whole class teaching.

Unfortunately, not all students enjoy it since they would rather to the focus of teacher attention rather than work in with their peers. In addition, it creates a greater chance for individual students to become passive whereas others may dominate.[16]

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[15] Ibid
[16] Ibid, 117-118

C. **Mind Mapping**

1. **The Nature of Mind Mapping**

Mind mapping is a technique which was originated by Tony Buzan as a tool in helping people to gain an effective learning. Buzan has gone on to be known as the world's leading trustee on how to use the brain more effectively.[17]

Its refer to a diagram used to represent words, ideas, tasks or other items related to and arranged radically around a central key word or idea. It has a several functions such as: to generate, visualize, structure and classify ideas, and as an aid in study, organization, problem solving and decision making. Furthermore, it is useful for detailing information; supporting information from different research sources, thinking through complex problems and presenting information in a certain format that able to shows the whole structure of the subject.[18]

Nowadays mind map continues to be used in a sort forms and for sort applications. Involving learning and education, and also in planning and engineering diagramming.
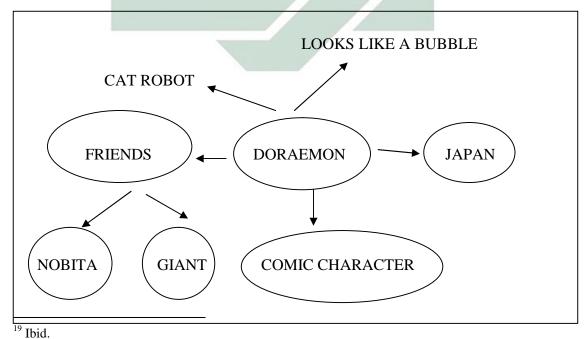
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[17] Muzdalifah, Vibriyanda, "The Use of Mind Mapping to Improve the Abilities in Writing Descriptive Text of 10th Grade Students", opcit, p. 17
[18] Ibid.

2. Mind Mapping Techniques

Mind mapping is a technique of regulating ideas and its interconnections visually as a popular brainstorming technique. It is an extremely effective method of taking notes.[19]

In teaching and learning English, mind maps can be used to learn a language with grammatical ideas, vocabulary and even conversational ideas such as question and answer. Each person is free to create their own mind mapping through different way. Perhaps, some are clean and orderly others seem to be pure chaos. Really it does not matter. Eventually, the style of mind mapping is representing someone's style.

A mind map is often created around a single word or text, placed in the centre, to which associated ideas, words and concepts are added.

LOOKS LIKE A BUBBLE

CAT ROBOT

FRIENDS   DORAEMON   JAPAN

NOBITA   GIANT   COMIC CHARACTER

[19] Ibid.

3.   The Advantages of Using Mind Mapping

Result of the research indicates that our brain preserving the information through small muscular which seems as branches at glance. Thus we can conclude, if we trying to preserving the information likes the way brain works, sure the information will be preserve better. Then, automatically our learning process will be easier. Above statement means that, through mind mapping we will be able to focuses on the main idea of each problem we have learned, the essential point of it. Then, its development followed each other relation. Hence, we will get the illustration of things we knew and each part of things that unknown before.

D.   The Teaching Speaking Using Mind Mapping

Some previous research merely tends to discuss the use of mind mapping in teaching writing. And the result of the studies are supported by some experts statements which claimed mind mapping as an effective tools that help students to think and learn. Meanwhile, the relation between mind mapping and teaching speaking is not discussed yet.

In fact, mind mapping is note taking technique, thus it able to used in almost any subject and done in any language. It is especially useful for students in intermediate level and as equal. The more advanced the studied

material, the greater the need to minimize it in a form that is easy to learn by the students.[20]

Furthermore mapping also claimed as effective way to help students in developing and organizing their ideas before they began write something. In teaching speaking it is also helpful to create an active teaching – learning process. First, it is able to activate four components of effective speaking as discussed before, namely: learners talk a lot, participation is even, motivation is high, and language is of an acceptable level.[21] (Ur, 1996)

Besides that, it is also touch one of active learning criteria stated in Active Learning, a book by L. Silberman: Having note by guidance

The Procedures:

1. Prepare a note which is content your necessary material point.

2. As the whole text substitution, let the following part blanked then fulfilling by students later.[22]

Moreover, the procedures of teaching speaking using mind mapping in this class also represent an effective teaching characteristic as Ryan K. Cooper stated on his book: Those Who Can Teach, among them are following:

1. The ability to ask different kinds of questions, each of which requires different types of though processes from the student.
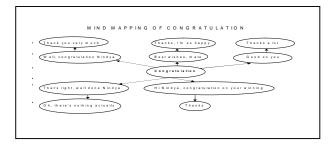
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[20] Ibid.
[21] Ur, Penny, "A Course in Language Teaching: Practice and Theory", opcit, p. 120.
[22] Silberman, L, Melvin, *"Active Learning",* Bandung: Nuansa Nusa Media: 2006.

2. The ability to vary the learning situation continually to keep students involved.

3. The ability to recognize when students are paying attention and to use this information to vary behavior and possibly the direction of the lesson.[23]
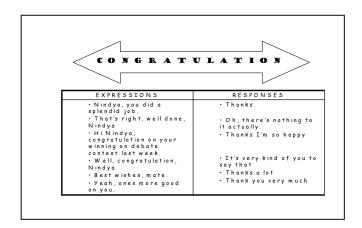
This session will discuss about the theory related to the teaching speaking using mind mapping. As discussed before, when the English teacher wants to teach material such as expressions of greetings (which is included to speaking skills material), she takes these procedures:

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.

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.

The following is, the example of Mind Mapping used in this teaching speaking:

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[23] Cooper, K, Ryan, *Those Who Can, Teach 4rd edition*. Houghton Mifflin Company: 1984, p. 325-326

Then, to make the students easy to understand, easy to remember, and easy to copy it as a concept, the teacher rewrite it down into form of the above table.

At the above procedures of teaching speaking used Mind Mapping, especially the first point; the teacher writes down some examples of greetings using mind mapping chart. It proposed to let students knowing what they are expected to learn. As stated in the books *Tools for teaching:*

"Alert your students to the key concepts of the course and to the most important points in a session "[24]

Then, we should notice these following statements to analyze point 2, 3, and 4:

- Present the material in ways that are meaningful to students

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[24] Gross Davis, Barbara, "*Tools for Teaching*" Sansome Street, San Francisco, Jossey: Bass. Inc, Publishers: 1993, p. 180.

If teacher can relate what they are teaching to something already meaningful, relevant or important to students, students are more likely to understand and remember the new material.

- Limit the amount of information presented

    Students can absorb only a small amount of new information at a time. So, try to limit the number of new points made in any single presentation to three or four.

- Stress concepts, not facts

    Broad concepts are more easily understood and remembered and are more meaningful than facts or details.[25]

    Automatically, point 2, 3, and 4 are covers the above statement. It is able to make the way presenting the material looks so brief but still leaded sense. Through dividing the material into formal and informal or expressions and response, the teacher was already limiting the information that will be presented. It is aimed to makes students easy to absorb the material. Give them a chance to regulating what is on their brain (the previous information) remembering that the students can absorb only a small amount of new information at a time.

    Whereas, the point 5, count her students to fulfill the board with their own idea, means that the teacher is asking students or give them such

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[25] Gross Davis, Barbara, "*Tools for Teaching*", opcit, p. 181.

question related. Thus, we can see these following statements are already covered on it.
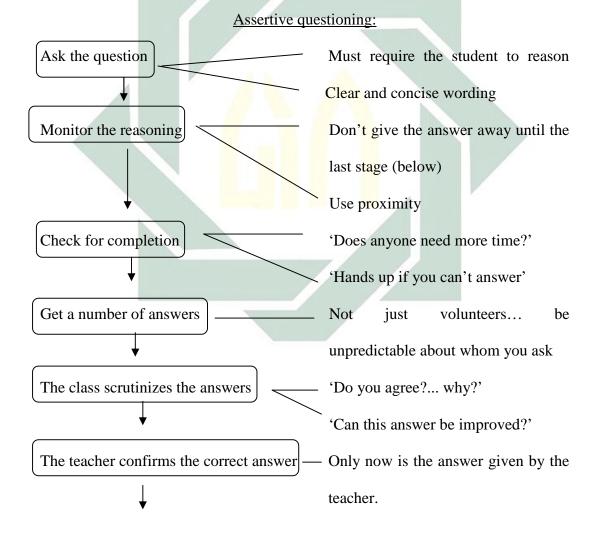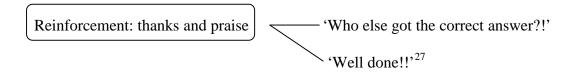
<u>Functions of questions:</u>

- To arouse interest and curiosity concerning a topic.

- To focus attention on a particular issue or concept.

- To develop an active approach to learning.

- To stimulate students to ask questions of themselves and others.

- To structure a task in such a way that learning will b maximized.

- To diagnose specific difficulties inhibiting students learning.

- To communicate to the group that involvement in the lesson is expected, and that overt participation by all members of the group is valued.

- To provide an opportunity for pupils to assimilate and reflect on information.

- To involve students in using an inferred cognitive operation on the assumption that this will assist in developing thinking skills.

- To develop reflection and comment by students on the responses off other members of the group, both students and teacher.

- To afford an opportunity for students to learn vicariously through discussion.

- To express a genuine interest in he ideas and feelings of the students.[26]

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[26] Wragg, E.C, "*Classroom Teaching Skills*" Great Britain: Biddles, Ltd: 1984, p. 100.

The implementation of mind mapping in this class of teaching speaking is tends to the whole class teaching. As discussed before, this group of students (whole class teaching) has both of advantages and disadvantages. Then, to create a dynamic mix of teacher talk (about 40 percent) the teacher may apply an assertive questioning into the teaching activity. Assertive questioning has a function to maximize participation, built an active learning and the linking of recent learning with the previous.

Assertive questioning:

Ask the question	Must require the student to reason
	Clear and concise wording
Monitor the reasoning	Don't give the answer away until the last stage (below)
	Use proximity
Check for completion	'Does anyone need more time?'
	'Hands up if you can't answer'
Get a number of answers	Not just volunteers… be unpredictable about whom you ask
The class scrutinizes the answers	'Do you agree?... why?'
	'Can this answer be improved?'
The teacher confirms the correct answer	Only now is the answer given by the teacher.

Reinforcement: thanks and praise	'Who else got the correct answer?!'
	'Well done!!'[27]

Teacher's reasons for asking specific questions:

- Encouraging thought, understanding of ideas, phenomena, procedures and values.

- Checking understanding, knowledge and skills.

- Gaining attention to ask, to enable teacher to move towards teaching point. As a 'warm – up' activity for students.

- Review, revision, recall, reinforcement of recently learnt point. Reminder of earlier procedures.

- Management, settling down. To stop calling out by students. To direct attention to teacher or text. to warn of precautions

- Specifically to teach whole class through students' answers.

- To give everyone a chance to answer.

- Ask bright students to encourage others.

- To draw in shyer students.

- Probe children's knowledge after critical answers. re-direct questions to students who asked or to other pupils

- To allow expressions of feelings, views and empathy

- Unclassifiable, unreadable, incoherent. [28]

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[27] Petty, Geoff "Teaching Today: a Practical Guide", opcit, p. 270.
[28] Wragg, E.C, "*Classroom Teaching Skills*", opcit, p. 101.

The Tactics of Questioning:

A. During whole class teaching the teacher should nominate students to answer, not just rely on volunteers.

B. If a student gives an incorrect answer it is best to ask someone else in the class to correct it.

C. Teachers should not ask question unless they know the answer.

D. If a student does not understand a question it is better to rephrase it for him rather than put the same question to another student.

E. The important questions have to be set and answered in written form rather than discussed orally.

F. I address questions to the whole class

G. I call on a students by name to answer question

H. I praise correct answers

I. I get children to ask each other question

J. I ask questions systematically around the class calling on each student in turn. [29]

Above all, the statement of functions of questions, the teacher's reasons for asking specific questions and the tactics of questions are indicates that questions take a necessary role in the teaching and learning process, besides facilitate students to speak.

In accordance, point 5 (this point) will help students move to higher levels of cognitive development, because it is stimulate the students to share their own

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[29] Ibid, p.111.

idea. As stated in *Tools for Teaching,* "Plan activities that will help students to move higher levels of cognitive development."

Here are some purposes to design the stimulation activity in helping students to move higher levels of cognitive development, which is still concerning to point 5; using mind mapping in teaching speaking.[30]

- To help students appreciate other points of view: Challenge students' clichés; require them to provide evidence in support of their opinions; reinforce the value of entertaining competency point of view; support students in their growing awareness that it is all right to change their mind on the basis of rational arguments.

- To help students evaluate different point of view: encourage students to appreciate why some points of view are logically stronger than others; help students appreciate why authorities disagree; identify criteria for judging between conflicting points of view; divide arguments into component parts; emphasize that not all evidence is equally valid.

- To help students understand the process of making judgments: encourage students to rethink their decisions whenever conditions change and new information comes to light; discuss how to make decisions when information is uncertain; explain reasoned judgment; encourage probabilistic statements.

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[30] Gross Davis, Barbara, "*Tools for Teaching*", opcit, p. 179.

By applying this way, the teacher also has been creating an enjoyable and stimulating learning for students. An enjoyable and stimulating learning it self, has a function to increasing students' involvement, as stated in *Motivational Strategies in the Language Classroom*: "Make learning stimulating and enjoyable for the students by enlisting them as active task participants." More specifically:

• Select task which require mental or bodily involvement from each participant.[31]

Furthermore, the teacher decision to have students' involvement is one of many ways that is relatively effective to provoke students' self esteem. The simple reason is people usually enjoy a task if they play an essential part in it. As far the activity able to make the students enjoy, they were also be motivated.

Self esteem grows from the beliefs of others. When the teachers believe in students, students believe in them selves. When those you respect think you can, you can.[32]

During the implementation of mind mapping in teaching speaking of this class, the teacher also count the students to copy the writing on the board to their book/ note. In the other hand, students like to know exactly what should they be able to recall and in what detail. This is obvious to the teacher, but not to the student. They can not be expected to recall every word teacher say, so key facts for learning notes can provide this detail. Once key facts are recalled, they act as reminders for associated information. Research shows we remember

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[31] Dornyei, Zoltan, "*Motivational Strategies in the Language Classroom*", Cambridge: Cambridge University Press: 2001, p.78.

[32] Ibid, p. 91.

most from the beginning and the end of a lesson, so summarizing at these times maximizes learning.[33]

Even, Geoff stated in her book, *Teaching for Today*, that Tony Busan style mind maps are very helpful here. These make use of association, and presents information in a partially visual way which imitates the way our memory works. Hence, the teaching speaking using mind mapping in this class also force the students to have their own note in mind mapping chart, in order to have a neat arrangement.[34]

At last, the teacher makes sure that the whole students already have the concept written down on their book. It is very important because note taking increases students' performance on tests. Teacher should provide general outlines so students do not have to figure out the organizational pattern while they are taking notes besides, give students' specific suggestions on how to take notes in their class.[35]

Obviously, teaching speaking using mind mapping is full of sense. It is more interesting when the teacher do a variation on it. The variation itself purposed to make learning stimulating and enjoyable as stated in Motivational Students in the Language Classroom: "Make learning more stimulating and enjoyable by breaking the monotony of classroom events." More specifically:

- Vary the learning tasks and other aspects of teaching as much as teacher can.

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[33] Petty, Geoff "Teaching Today: a Practical Guide", opcit, p. 262.
[34] Ibid.
[35] Gross Davis, Barbara, "*Tools for Teaching*", opcit, p. 182.

- Focus on the motivational flow and not just the information flow in your class.

- Occasionally do the unexpected.[36]

Hence, the teacher decides group work presentation to vary the implementation of mind mapping in teaching speaking skills. Group work presentation is chosen because it contains such benefit:

"Provide opportunities for active learning. Students learn best by doing, writing or taking action, because active learning situations provide opportunities for student to test out whet they have learned and how thoroughly they understand it. For example, discussions give students a chance to check their thinking with each other and articulate their ideas clearly enough to prevent being misunderstood".[37]

The process of teaching speaking using mind mapping and group work presentation it self can be divided into three phase:

- Pre teaching

- Whilst teaching

- Post teaching

Pre teaching is conducted by teacher. The activity that happens here: teacher greets and checks students' presence, reviewing the previous lessons and confirms the group presenter. Above all are facilitating the teacher to take a

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[36] Dornyei, Zoltan, "*Motivational Strategies in the Language Classroom*" opcit, p. 75.
[37] Gross Davis, Barbara, "*Tools for Teaching*", opcit, p. 181.

positive approach. It is so important because students are surprisingly sensitive to the vibes given off by their teachers.[38]

In this case, the teacher should have a skill of conducting pre teaching (to start the lesson) it is aimed to:

a. Prepare students' mental to get the beat of lesson.

b. Whet motivation and students' attention to tread on lesson.

c. Shows the boundaries for the learning

d. Bring students round the relation between previous knowledge with the recent knowledge.

e. Giving a purpose to the work.[39]

After pre teaching, the class will have whilst teaching, which is involves: group presentation and feedback from students' attention, perception, understanding and short term memory. These following are important to be underlined; especially for the presenters in pursuing their presentation.

What Happens In An Effective Presentation?

• Attention

The students are alert, focusing their attention on the teacher or the material to be learnt, and aware that something is coming that they need to take in.

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[38] Cowley, Sue, "*How to Survive Your First Year in Teaching*", London, New York: Continuum: Unknown Year, p. 56.

[39] Anitah, Sri. Et al, "*Strategi Pembelajaran Di Sekolah Dasar Edisi Satu* (1)" Jakarta: Penerbit Universitas Terbuka: 2007, p. 8.5.

- Perception

    The students see or hear the target material clearly. This means not only making sure that the material is clearly visible or audible in the first place; it also usually means rehearsal opportunities to reinforce perception.

- Understanding

    The students understand the meaning of the material being introduced, and its connection with other things they already know.

- Short term memory

    The students need to take the material into short term memory, to remember it; and the further activity will provide it.[40]

    Whereas, in order to gain an effective presentation, there are some guidelines to be noticed by the presenters:

Guidelines on Giving an Effective Explanation and Instructions:

- Prepare

- Make sure that you have the class is full of attention

- Present the information more than once

- Be brief

- Illustrate with examples

- Get feedback.[41]

    After conducting presentation, there must be feedback from the audience or student. It can be suggestion, question, or criticism. In the teaching and learning process, getting students teaching students obviously has such benefits. That is why

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[40] Ur, Penny, "A Course in Language Teaching: Practice and Theory", opcit, p. 12.
[41] Ibid, p. 17.

there are many reasons to defend the way students take on the role of corrector and advises, among them are following:

- It increases students' speaking opportunities

- It develops a conscious focus on language form

- It encourages them to express their own judgment on language points

- It is an acknowledgement that different individuals know more about specific areas than others

- It provides an opportunity for real communication.[42]

In the end of lesson, or we called it as post teaching; there are some activity such: teacher give the students chances to convey the difficulties they faced, correcting students mistakes, gives rewards to students' work and reminds the students to prepare themselves for the next activity on the next meeting. Anyway, those activities that covered in post teaching also have an important role too, in teaching and speaking process, because sometimes it can help to determining whether or not the teaching process have been conducting effectively. So that, teacher should has sufficient skills in conducting post teaching. In addition, skills of conducting post teaching purposed to:

1. To firm students understanding toward learning process

2. Checking students' progress in teaching and learning process

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[42] Lynch, Tony (1996), "*Communication in the Language Classroom*", opcit, p. 18.

3. Giving follow up to expand students' recent input.[43]

There are some differentiations between the implementation of mind mapping in this class of teaching speaking; that were: the previous version (using white board as medium) with the recent version (group work presentation using power point as medium)

In the previous version, it used whole class teaching. Thus, produce more cost efficient and easy to get broad understanding of students' progress because everyone has to do the same thing at the same time and at the same pace. Unfortunately, individual students do not have a lot of chances to shares their own opinion or participate in front the whole class like this. It might be followed by certain factor such as reluctant of it is risk f a failure.

Meanwhile, the recent version used group work presentation. Its relatively allows students to have a preparation in selecting their level of participation than in whole class teaching. Besides, the way students teaching students are able to encourage higher order thinking and problem solving.[44]

Things to be noticed are: both of those versions are facilitating students to speak and provoke students' involvement, at the previous version, the teacher act as prompter, whereas at the recent version the teacher acts a controller. But both of those versions, the teacher also act as an observer. Furthermore, the previous version provides students to taking notes in order to let the students having the concept with them.

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[43] Anitah, Sri. Et al (2007), "*Strategi Pembelajaran Di Sekolah Dasar Edisi Satu* (1)", opcit, p. 8.5.
[44] Gross Davis, Barbara (1993), "*Tools for Teaching*" opcit, p. 182.

Unlikely the recent version that most of the students are reluctant to taking notes because the presenters provide them by soft copy of the material. Anyway, both of those versions have their own advantages and disadvantages. But so far, it is okay to have teaching speaking using mind mapping through each of those versions.

B. Review of Previous Study

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. Those studies indicates the same fact, mind mapping is an effective means to promote students' creativity in regulating ideas to their writing.

In teaching speaking, several studies have been attempted to find out the appropriate means to apply in. Group work discussion technique is one of them. According to Nawawi (2004) in his thesis, group work discussions are able to arouse the students' knowledge. For instance, if students are interested in the topic, they will actively participate and will get valuable thing of it.[45]

Meanwhile, Susanti (2005) in her bachelor's thesis initiated a study about using *realia* as teaching media to develop elementary school students' speaking

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[45] Nawawi, Muhammad (2004) "Using Group Work Discussion Technique to Promote Students Speaking Ability". Surabaya: UNESA unpublished thesis.

ability. The result of her study is the use of *realia* can also help the students from unknown to know the object. Besides, it can make them more skilful, more competence and more knowledgeable in speaking.[46]

Hand puppets can be an alternative means to gaining successfully in teaching speaking. The study related to this, leaded by Yuanita (2006). Her thesis concludes that puppets are one of the stimuli that able to create a fun and relaxed atmosphere. It also motivates students to speak without the need to be shy or fear. For teacher, it can be used to vary the common technique, in order to avoid the boredom.[47]

Two more recent studies, one by Fauzi (2007) and the other by Nugroho (2008) have reported the existing of story retelling and *"Friends"* series as an effective means to build the conductively atmosphere in speaking class. In his thesis, Nugroho said that students could regain their self esteem, because their freedom to share their opinion and ideas are totally guaranteed here. Those are provoking students' speaking ability to be improved eventually. In the other hand, story retelling made the students eager to speak up because the atmosphere of the class supporting them to speak up without being afraid of making mistakes. It indicates students were motivated to speak up freely. Those statements are stated in Fauzi's thesis. Supposing these researcher confirmed, "Friends" and series and story retelling are surely build a conductively atmosphere of speaking class.[48]

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[46] Susanti, Evi (2005) "Using *Realia* as Teaching Media to Develop Elementary School Students Speaking Ability". Surabaya: UNESA unpublished thesis.

[47] Rini, Yuanita (2006) "Teaching Speaking Using Hand Puppets To The Fourth Year Students of SDN Lidah Wetan III / 463 Surabaya". Surabaya: UNESA unpublished thesis.

[48] Fauzi (2007) *"Story Retelling as a Technique of Teaching Speaking to the 1st Year Students of SMA TRISILA Surabaya"* Surabaya: UNESA unpublished thesis.