the dialogue related were activate Based Competence and also the assessment objective of the syllabus.

B. The Implementation

The teaching speaking in this class designed to facilitates the students to speak. Besides, the application of mind mapping here was helpful to assist the students in regulating their ideas. This session will quite explain the procedures related to the implementation of mind mapping in X-1 teaching speaking activity based on the class observation result. Among them are the following:

- At pre teaching of second and two meetings, the teacher was conducting three activities namely: greet and check students' presence, reviewing the previous lesson and also confirm the group presenter.
- At their turn, both of group presenters were presenting their work using LCD power point in front of the class and getting fully attention from others. They were presenting the material which is in line with the learning objective. After present their work, both of group presenters were getting feedback such as: comment, suggestion and questions directly. Members of both group presenters were discussing each other to answering the question and responding to the comment or suggestions. They were able to overcome the questions and so on. although they have a bit problem of grammatical errors and stumble over stand when presenting the material, nevertheless they still able to gives a clear explanation to others Later, the both of group presenter were also pursue a dialogue practicing in front of class.

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- Things happened at the post teaching these were: teacher was observing the students' activity gives the students chances to convey the difficulties they have faced. Then, the teacher was correcting the students' mistakes; it was also supported by students' statement on the questionnaire. The teacher also gives rewards to their work especially the group presenter by praising their performance. After that, the teacher reminds the students to prepare themselves for the next meeting.
- Meanwhile, these are students' action during the teaching and learning process: the students were able to organize their individual opinion effectively, it can be seen on the way they asking questions or shares comment and suggestion to the group presenter and to the teacher. At that time, other was pay attention although they were having a bit problem with grammatical error and stumble over stand. Unfortunately, most of them were not copying the concept of mind mapping to their notes. In addition, the teaching and speaking activity was in accordance with the time allocation, because it was start and ends on time.

Discussion

Based on the class observation result, the teacher conducted all of pre teaching such as greet and check students' presence, reviewing the previous lesson and also confirm the group presenter. It was necessary to do, because the thoroughly pre teaching will provoke a positive approach which has influence in gaining the good teaching and learning process. . If the teacher comes into the classroom in a good, positive mood, planning to deliver an interesting and enjoying lesson, it will

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automatically rub off on the students and surely the teacher would get better reaction from them.[50]

To the students, mind mapping was so helpful to find such number of expressions and responses of both Congratulation and Praise. Then, its brief form also makes easy to remembered and easy to understand. To the group presenter, mind mapping was helping them in regulating their ideas and guiding them in explaining their thought. Besides, makes them get fully attention from other, and easy to utter their ideas when presenting the material. In addition, students teaching students are able to help reinforce higher order thinking and problem solving.[51]

The two group presenters also present the material which is in line with the learning objectives (See Syllabus and Lesson Plan) both of two group presenter were discussing each other to overcome questions and like, so that the questions were overcame.

On the first meeting, the group presenter got an interesting question related to the use of unbelievable expressions to response praise expressions, but they were able to overcome it. Meanwhile, on the second meeting, the group presenter got questions such: why new arrival included to the use of congratulation, then whether or not congratulation can be applied in advertisement. Ones more, they were able to solve those questions.

The whole students of X-1 knew well the implementation of mind mapping. All of them were gives the same statement in the questionnaires sheet. They were also

[50] Cowley, Sue, "*How to Survive Your First Year in Teaching*", London, New York: Continuum: Unknown Year, p. 56
[51] Gross Davis, Barbara, "*Tools for Teaching*", opcit, p. 182.

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interested with this technique because it was simple to be presented and makes the material clearly given to them, easy to be understood. In addition, they said that it was motivate them to utter their ideas in order to support and extend their statement. Furthermore, they were also agreed that the teacher often correcting their mistakes during the teaching and learning process. But the teacher wasn't dominate the activity in the implementation of mind mapping, there was students chance to be more active there. Anyway most of the students were not copying the concepts into their note, it were also stated on the questionnaires sheet. They said that they were a bit reluctant to copying it because they can get the soft copy of the material by transferring with the group presenter.

Based on the instruments used in this research, the researcher really agrees with the implementation of mind mapping in the teaching speaking. But it will be better if the use of mind mapping can also cover the grammatical learning.

Remembering the previous data related to the way implementation of mind mapping in teaching speaking; (when using white board as medium) and the recent data related to the way implementation of mind mapping in teaching speaking; (when using power point as medium), the researcher are getting some the differentiation between them.

The previous way, was tend to the whole class teaching. Hence, 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. Notwithstanding, through this way individual students do not have a lot of chances to

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shares their own opinion or participate in front the whole class like this. It could be caused by certain factor such as reluctant of it is risk f a failure.

Meanwhile, the recent way used group work presentation. It was relatively let the students to have a preparation in select 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.[52]

Things to be considered are: both of those ways are facilitating students to speak and provoke students' involvement, at the previous ways, the teacher act as prompter, whereas at the recent version the teacher acts a controller. In addition, both of those ways, the teacher also act as an observer.

Furthermore, the previous ways provides students to taking notes in order to let the students having the concept with them. Unlikely the recent ways 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 ways have their own advantages and disadvantages. But so far, it is okay to have teaching speaking using mind mapping through each of those ways.

C. The Problems Arouse

In classes where all, there are problems arise during the teaching and learning process. When conducting this class observation, the researcher also found some common problems appeared.

[52] Ibid

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Through questionnaires distributed, some students were sharing the problems they have faced during the implementation of mind mapping at their learning and teaching speaking activity. They said that they can't utter some of their ideas (involved comment, question and suggestion)

Other problems that appeared during the class observation were, grammatical errors done by some students. This fact supported by the teacher's answer of interview session related to the problems arise in the implementation of mind mapping in teaching speaking.

Discussion

Related to the questionnaires, some students said that they have a bit problem with the duration; in this case interactive session of presentation or the turn to asking question with others. Those things were makes them could not optimal to shares their ideas and questions. The researcher consider that it is not a big problem because it could be solved after he presentation if the students who unsatisfied with the presentation willing to ask to the teacher n order to get further explanation related to the material.

Meanwhile when the group presenter presents the material through mind mapping they were also have a problem with grammatical error exactly according to the observation result. That case was happened when they were support the written statement using their own words. This situation was supported by the teacher's explanation at the interview session. She was said that the significant problem she had face during the teaching speaking using mind mapping was grammatical errors mad by students.

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Then when the researcher confirms her, what was her act to anticipate that problem, she said that she was anticipating it by try to always correcting her students' mistakes after the presentation. Absolutely she was observes her students activity before, so that she had a note of grammatical errors mad by students during presentation. Thus, the teacher and students have a chance to evaluating their performance together.

As point of information, this group work presentation using mind mapping was reduce such problems that follows teaching speaking. Such as: inhibition, domination, nothing to say and mother tongue use. 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. But, according to finding above, this situation was automatically reduced by this group work presentation, because the presenters are the students.[53]

In this activity; group work presentation, 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.[54]

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. That situation was not happened in the implementation of teaching speaking

[53] Ur, Penny, "A Course in Language Teaching: Practice and Theory", opcit, p. 121.
[54] Harmer, Jeremy, "*The Practice of: English Language Teaching, 3rd edition*", opcit, p.117-118.

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in this class, because it was so helpful to regulating students' ideas and makes them freely develop it deeper.

The domination of some students that caused each one will have only very limit or little time to talk, also become one of several problems in teaching speaking. If this situation occurred, it automatically caused low or uneven participation. That is why the students were informed to share the asking chance with others. Some of them were already realize it.[55]

Broadly speaking, most of big problems in teaching speaking class were reduced through this technique. But, one significant problem that still follows was grammatical errors, the researcher consider that teacher's act was already good enough to anticipate it. Anyway, it just need more frequent action to get an optimum result.

[55] Ur, Penny, "*A Course in Language Teaching: Practice and Theory*", opcit, p. 121.

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