

CHAPTER I INTRODUCTION

A. The Background of the Study

Nowadays, curriculum 2013 has already been launch by our government. Even though curriculum 2013 is still using in some schools. In ERIA senior high school is still using the curriculum that progresses now that it is called A *Kurikulum Tingkat Satuan Pendidikan (KTSP)* as the script in teaching learning process. In this curriculum, the aim of the English teaching in Indonesia especially teaching English to Senior High School is to enable students to have the ability in developing communicative competence in both oral and written, to have the awareness about the essence and the important of English in increasing competition in global community, and to develop the students' comprehension about interrelatedness between language and culture. It can be concluded that Senior High School students are demanded to master the communicative competence both in spoken and written form in order to compete in the globalization era.

English is one of the lessons that has four skills, they are listening, speaking, reading, and writing. Speaking is one of the skill in english, beside writing, listening and reading. Speaking is expressing automatically and spontaneously with what is in their mind. According to Halliday (2003:23), speaking is the verbal use of language to communicate with others. The purposes for which we wish to communicate with others are so large that they are

innumerable. The outward manifestation of speech is found in sound waves. Its meaning lies in the structure and meaning of all language, whether this is written or spoken. According to Gumperz (1999), speaking is cooperatively constructed which is based on contributions, assumptions, expectations, and interpretations of the participants' utterances.

In learning Speaking the students need to recognize that speaking involves three areas of knowledge, those are: 1) the mechanical elements of language there are pronunciation, grammar, and vocabulary which should be developed by the students in order to speak English fluently, 2) speaking functions (transaction and interaction), which enables the speaker to know when the clarity of the message is needed, 3) the sociocultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants) which enable an individual to realize the conversational situation, to whom the students are talking, and what the purpose of speaking is.

Based on the preliminary observation was done by writer in SMA Eria Medan on X grader in February 2nd, 2015. The English Teacher states that there are many students could not achieve the minimal completeness criterion (KKM), especially in speaking descriptive text. Based on this finding, writer concludes that students' speaking achievement in English of describing place is still below the minimal completeness criterion. So it means that the students have no competence to speak in descriptive text yet.

Based on this preliminary observation the writer can conclude as follow:
First, the writer found that the teacher technique were used by them still valued

passive interaction from students. Second, the students felt nervousness to speak because they were bad in pronunciation, lack of vocabulary and grammar especially in descriptive text.

Descriptive text is a text which says what a person or the thing is like. Descriptive text has the purpose of the text is to tell about a particular person or the subject by describing its features without including personal opinion.

Actually, there are many types of technique which can be used as teaching and learning instrument. But, a teacher also should be able to choose the suitable one especially in teaching descriptive texts. Conducted a study about how to improve students' speaking achievement in descriptive text by applying mind mapping technique. She proved that applying mind mapping technique significantly improved the students' speaking achievement.

Mind mapping technique is one of the technique in teaching. Mind Maps not only show facts, but also show the overall structure of a subject and the relative importance of individual parts of it. It helps students to associate ideas, think creatively, and make connections that might not otherwise make (Tony Buzan, 2010). Mind Mapping also can help students to convey ideas to be presented visually as a supporting material for speaking about the lesson. At this case, the students can produce their own mind maps to answer questions which are formulated for speaking. It can be done individually or group work. By using mind map, students can produce oral language in a coherence, cohesive, clear, and memorable way, because its advantages are to describe, compare, classify, make

sequence, and make a decision. It also allows them to expand their vocabulary and to images that help to convey meaning easily in a specific context.

Based on the explanation above, the writer told that her study is different from the studies above because in this study the writer apply a teaching technique by modifying the conventional method become a mind mapping technique was applied on teaching speaking in descriptive text. The writer also made some words that have been mind mapping to be applied in the class. However, those previous studies gave some contributes to this study. It supported the writer to vary the aspects or problems investigated in order to bring the new finding.

This mind mapping technique as a teaching media is more excellent than conventional method as teaching technique. In this case mind mapping is a maps showed some key words. So, automatically it stimulated students mind to describe a place by using the key words. It's very important to increase the students' achievement in speaking. According to the writer, the grade X students of Senior high school will be better to learn speaking in the descriptive text and share about their knowledge by using Mind Mapping Technique.

B. The Problem of the Study

As related to the background of the study, the problem is formulated as follows: "Is there any significant effect of applying Mind Mapping Technique on students' speaking achievement in descriptive text?"

C. The Objective of the Study

The objective of this study is to know the effect of applying mind mapping technique on students' speaking achievement in descriptive text.

D. The Scope of the Study

The research focuses its study on the applying mind mapping technique on students' speaking achievement in descriptive text monologue. In this case, the writer limits only in speaking to describes place and object in descriptive text. Descriptive is a text which says what a person or the thing is like . They are expected to be able to describes all things in the classroom in simple monologue.

E. The Significance of the Study

The findings of the study are expected to supply beneficial input for:

1. Teachers will get an effective method to increase the way of teaching speaking by using Mind Mapping Technique.
2. The students interest on speaking and improve their achievement on it.