CHAPTER II

REVIEWED OF RELATED LITERATURE

To avoid misunderstanding between the writer and the readers, some term in this study should be made clear.

2.1. The Nature Of Speaking

2.1.1. The Definition Of Speaking

(Cameron, 2001) says that speaking is the use of language dynamically to communicate meaning so that others can understand it. In addition, it is considered an intelligent, social and context-oriented informative opportunity.

(Richards, 2008) reveals that in speaking we will quite often get things done, investigate thoughts, work on some part of the world, or just be together. If students can communicate in English fluently that can help them in conveying effectively and further investigating their thinking. Communicating well in English also helps students to get great information in various fields including science, innovation and welfare. Great English speakers will be in a strong position to help financially, socially, and develop their country.

Speaking is one of the useful skills used in acquiring English. Speaking is a very important skill for students who want to learn English, because by speaking, we can convey and enlighten what is quip to the general public. (Nunan, 2003) states that speaking is an important part of learning a second or unknown dialect.

Speaking is perhaps the most important and fundamental skill that must be prepared to be conveyed orally. (Chaney, 1998) says that speaking is a work of building and sharing interests using verbal and nonverbal images, in different settings. Thus, speaking dominance becomes important, considering that by dominating it, we can effectively recognize unknown dialects, can speak with other people and their achievement is estimated by the ability to discuss in that language. (Cameron, 2001) says that speaking is the use of language dynamically to communicate implications so that others can sort them out. Also, it is considered an intuitive, social and contextual open opportunity. (Brown, Teaching by Principle and Interactive Approach to language pedagogy, 2001) said that the type of execution spoke homeroom, they:

a.   Imitate

A very limited slice of homeroom talk time maybe human production succeeded in creating the discourse of "recording devices", where, for example, students practice any form or try to determine the point of a particular vowel sound. This kind of imitation is delivered come out not with the ultimate goal of significant association, but rather to center on some particular component of the structure of language.

b.   Seriously

Serious talk goes one step past impersonation for incorporates each executing speech to train some part of the language's fontology or syntax. Increased speech can be initiated alone or can even form

part of several pairs of passing movements, in which students "a certain structure" language.

    c.   Responsive

A well-managed student discourse in the study room is short answers apply to the initial questions of educators or students or once again comment. These answers are generally sufficient and do not reach into the discourse.

2.1.2.Kinds of Speaking Activities

There are many types of exercises that can be applied when speaking instructor. Exercise must be well organized succession to get the best results in educating speaking. What's an educator? must consider the exercises that will be applied to students. Should suitable to be applied at the student level, and it should be useful to practice speaking skills. "Good speaking practice can and should be very charming for the students" (Harmer, 2007). Assuming that they all take part fully, and the educator has set the movement properly, they will get the result of fulfillment after teaching speaking. Real instructors can help students to cultivate their speaking practice. (Hadfield, 2008) state that we can help students talking by helping them track their thoughts and supporting them so they feel very confident to speak". Brown classifies the type of oral language into two parts, monologue and dialogue.

    a.   Monologue

Monologue is divides in two parts: planned and unplanned.

Monologue means that when one speaker uses spoken language, as in speeches, lectures, reading, news broadcast, and the like, the hearer must process long stretches of speech without interrupting-the stream of speech will go on whether or not the hearer comprehends.

  b. Dialogue

Dialogue is divided in two parts: interpersonal and transactional. Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional). Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. Conversation, for example, may have more of negotiate nature to them than doe‟s responsive speech.

2.1.3. The Factor of Affecting Speaking Ability

The students must learn how to be open in communicating in English. They acquire additional speaking skills and encourage some attitudes towards speaking achievement. Therefore, speakers must know the topic of conversation to provide or some of their data.

In speaking courses, it is very important to know participation in speaking, as follows: (a) Speaking is described by at least two individuals verbally, as speaker and listener, (b) There will be many types of verbal correspondence between speaker and audience and (c) Instructor encourages himself to develop his speaking skills successfully.

On the other hand, speaking is one of the language skills that will be difficult for students to need. The problem does come from the section itself, but also from students dividing problems that affect speaking ability into three parts (Brown, Teaching by Principles An Interactive Approach to Language Pedagogy., 1994) (a) Students cannot communicate their thoughts. (b) This problem goes to the students themselves, maybe he is shy, reluctant to talk or distant,. In situations like these, the educator should claim procedures for dealing with his or her concerns about eating lunch shyly or aloofly. (c) The students have nothing to say. This problem comes from the language element, maybe students can't get the topic of conversation. He didn't have anything to say, or maybe the theme the instructor gave him was strange to him. Therefore, he failed to see what the point was and he didn't know what and how to say it. To arrive at objective language, there are several elements that influence speaking. (Brown, Teaching by Principles An Interactive Approach to Language Pedagogy., 1994) namely:

a. Chronological Age: Most of the students indicated that age began to speak of achievement, namely academic, personality, and social components. Therefore, it is important for the instructor to consider whether the students will be ready to speak or not.

b. Mental Age: Age is a significant variable for students. Provide proper reproduction and opportunities for children to learn how to speak before reaching the psychological age of six and a half.

c. Intellectual Limits: there will be various tests that show the relationship between sharpness and achievement in speaking.

However, the fact that a child has high mental abilities does not guarantee that he will be affected in speech.

d.	Physical Element: assuming a person doesn't finish the real thing especially in his mouth. This affects the fluency of speech.

e.	Emotional and Social Development: Sometimes, speech failure is caused by character problems.

In the process of speaking between the speaker and the audience. This is a collaboration between them. They use language as a vehicle for speaking in the collaboration. There is a correspondence line that conveys the message from the speaker to the audience. A speaker needs to encode a message and an audience needs to uncover or decipher a message containing data.

2.1.4.Speaking Tips

Practice makes perfect is one of sentences to motivate the students to improve their speaking achievement. ―Stephen.D.Boyd.Ph.D.CSP‖ is a professor of speech communication at Notherm Kentucky University in Highland Height, Kentucky, has some tips to build the confidence of speaking, also make a good communication to others, they are:

a.	Be Brief A key to success in speaking is not just having something worthwhile to say, but also saying in briefly. One way to keep the speech is the point or the material that you will give the listener from the audience.

b.	Begin with something to get the attention from the audience This be your own story, listeners will pay attention when a person

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begins with a current event. Whatever technique that you see, when you grab the attention of the listeners, you are on your way to successful speaking.

c.   Be energic in delivery Speak with variety in your voice. Slow down for the dramatic point and spend up to show excitement. Pause occasionally for effect. When you will be encouraging the listeners, take a step forward them. Gesture to show how big or wide or tall or small an object is that you„re describing. Demonstrate how something works or looks or moves as you tell about it. Show facial expressions you speak. Smile when talking about something pleasant and let your face show other emotions as you tell about an event or activity.

d.   Tell your own story To make a good speaking and communication, tell about the interesting story, especially about your experience. From the topic, you enjoy the speaking and it is not hard to build the conversation. Of course, it must connect to the listeners what you are talking about.

e.   Touch of humor in speaking Do not panic in this suggestion, you are not becoming a comedian but rather lightening up a serious speaking so that people will be more accepting and interested in your idea. Humor will help you to be perceived as an aarniable person and it is hard for people to disagree or bored if they are smiling at you.

f. Leave the listeners with something to think about People remember best what you say lest. So, make the interesting statement for the listeners of your topic. Finally, this is one of the prove that your speech is well.

2.2. Mind Mapping Method

2.2.1. The Definition Of Mind Mapping Method

Mind mapping is a way of noting the fun, easy way to absorb and release information and new ideas in the brain (Buzan, Mind Map, 2007). Mind mapping using color, symbols, words, curved lines and an image related to the workings of the brain. (Sugiarto, 2004) states that, mind mapping (mind map) is a technique summarizes the material to be learned, and projecting the problems encountered in the form of a map or chart making them easier to understand. (Weinstein, 1986) state that use of this learning strategy in the class, help learners attend to the exercises, pay attention to important points and have a productive atmosphere for learning.

Mind mapping is a technique of preparation of notes to help students use the full potential of the brain to the optimum. How, incorporate the work left and right halves of the brain. With mind mapping students can improve memory by 78%. Mind maps to integrate and develop the potential of the brain contained within one self. It can be concluded that each model has its own characteristics that no model was suitable conducted groups and some individuals so every model that there are advantages and some draw backs, there is no the best or the worst model,

because of a model that would be helpful if in accordance with the purpose and role.

Mind mapping is visual frameworks such as figures, diagram, or chartused to present structural knowledge spatialy with the intention of empowering comprehension and learning. Mind mapping are used for note-taking to develop ideas and gather the information.

2.2.2. Characteristics of Mind Mapping

According to (Budd, 2003) there are four main characteristics of mind mapping:

a.   Each mind-map has a central picture as a starting location containing the main theme or idea. The central point in the mind-map commonly used picture because picture can helps brain to generate idea easily.

b.   The ideas of the mind-map "released" from the central topic or image as branches with sub-topics connected to each other. The sizes of the branches are different and the connecting words are used to support relations to main topic.

c.   The final structure of the mind-map becomes a hierarchy of linked ideas. (Palmberg, 2011) claimed that our consciousness always analyses how things are connected to each other. And when that is done, the mind creates an image to symbolize the structure.

d.   Each branch has keywords or colorful pictures connected to each other. It Is recommended to use the picture in the entire mind-map.

A traditional outline is often lack of color whereas the use of color is important in creating mind-maps. In particular, many mind-maps use one color for each major topic to help in organization. Each branch used a single keyword, not a phrase or sentence.

2.2.3.Advantages of Mind Mapping

(Murley, 2007) explained that the radiating design of a mind-map keeps the main topic or idea central stand together with all its major subtopics neighboring it. Similarly, sub-subtopics stay close to their topics. This arrangement keeps the big picture in focus and makes relationship s and connections easier to notice. Furthermore, mind mapping is more flexible that students" creativity will be encouraged. Memory storage is enhanced as mind mapping allows displaying all related topics on the same mind map, with keywords and connections indicated by images, symbols, and colors. Mind map is not only enhancing students" creativity, but also attracting students" attention. The benefits of mind mapping include providing the students with a more attractive and enjoyable format for their eye and brain.

(Buzan T, 1993) states that there are some benefit of teaching with mind maps. They automatically inspire interest to the student, thus making them more receptive and co-operative in the classroom. They make lesson and presentations more spontaneous, creative and enjoyable, both for teacher and the students. The teacher"s notes are flexible and adaptable. In these times of rapid change and development, the teacher needs to be able to alter and add to teaching notes quickly and easily.

Mind mapping only relevant material in a clear and memorable form, the student tend to get better marks in examination. Mind mapping not only the real fact, but the relationship between those facts, thus giving students a deeper understanding of the subject. The physical volume of lecture notes is dramatically reduced.

2.2.4. Disadvantages of Mind Mapping

According to (Abdul Muhib, 2014), the disadvantages of Mind Mapping is that it demands a great amount of time in organization and finding an effective keyword and thus, it is sometimes difficult for students to create a comprehensive mind map due to the allocation of time needed.

2.3. Descriptive Text

2.3.1. The Definition of Description Text

Explained by (Kane, 2000), Description text is defined like in the following sentence: Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Descriptive text is a text that portrays normal for an individual or things in a expressive way. As per (Oshima, 1999), enlightening composition requests to the faculties. It tells what something looks like, feels, scents, tastes, or potentially sounds. In addition, a decent depiction resembles a "word picture"; the per user can envision the article, spot, or individual in their brain. An essayist of a decent portrayal resembles a

craftsman who paints an image that can be "seen" unmistakably in the brain of the per user.

As per (Wyrick, 1987), the author of depiction makes of word pictures of individual, spots, items and emojis utilizing a cautious choice of detail to make an impact on the peruser. As per (Gerot, 1994), "Descriptive text is a sort of text with a reason to give data. The setting of this sort of text is the portrayal of specific thing, creature, individual, or others, for example: individuals pet are notable". By perusing an descriptive text, perusers feel that they see the portrayal very much like they see pictures. It intends to portray an item or an individual that the essayist needs to depict.

Accordingly, recorded as a hard copy an engaging text, the journalists should know well what they need to portray. They describe their thoughts and think clearly dependent on what they see, hear, taste, smell, or contact. From the clarification above, it tends to be inferred that expressive text is a text that describing a specific individual, spot or thing. It tells what something looks like, smells, tastes, feels and sound.

So, it can be said that this descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

2.3.2.Generic Structure of Description Text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is: Identification: (contains about the introduction of a person, place, animal or object will be described.). Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

2.3.3.Language Features of Description Text

According to (Oshima, 1999), there are some of language features in a descriptive text. They are Use of particular nouns, Use of detailed noun groups to provide, Information about the subject, Use of a variety of types of adjectives, Use of relating verbs to provide information about the subject, Use of thinking and feeling verbs to express the writer"s personal view about the subject or to give an insight into the subject"s thoughts and feelings, Use of action verbs to describe the subject"sbehavior use of adverbials to provide more information about this behavior, Use of similes, metaphors and other types of figurative language, particularly in literary descriptions.

2.3.4.Materials Used In Teaching Speaking Using Descriptive Texts.

Teaching materials are very important for teacher in teaching an English Language. The materials should be appropriate for students" needs. It must be able to increase the students" competence and knowledge. The materials should help the students to understand the lesson. Materials should be interesting for the students. The materials that

the teacher used are student"s worksheet book, descriptive texts examples, the favorite objects and other sources like from internet, and etc. This is the some example lesson materials used by English teacher to teach the students, there are :

a.   My room

I will describe about my room. When I open the door in the right side I can see my colorful plastic book case. I arranged all of my books there, depends on its size and the book title and on the next there is my rack shoes, I also arranged my shoes depends of its color. In the left side there are many things. There is my wardrobe, in the upside of my wardrobe there is my television and my indoor antenna, there is also my mirror. Next, there is my book-case. I kept my collection books there. And the most important thing in my room is my bedstead, a place where I feel so peaceful.

b.   Cristiano Ronaldo

I would describe about my soccer idol. His name is Cristiano Ronaldo. We can call him as Ronaldo. But, Madridista (Real Madrid's fans) often calls him CR7. CR is the abreaviation of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid. Ronaldo was born in Funchal, Madeira, Portugal on 5 February 1985. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia. Cristiano Ronaldo is a famous footballer. He is from Portugal,

a country in Europe. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United. People know Cristiano Ronaldo is a good football player. He can run fast and dribble well. As a striker, he becomes a goal getter for Manchester United and Real Madrid along his career. He can get more than 30 goals every season.

c.   Monas

The Monas National Monument is a 132-meter tower in the center of Merdeka Square, Central Jakarta, Indonesia Jakarta, is the capital of the state. It symbolizes the struggle for Indonesian independence of our country. The monument consists of a 117.7 m obelisk on a 45m square platform at a height of 17 m. The towering monument symbolizes the philosophy of Lingga and Yoni.

Resembles a phallus, or pestle mortar pestle and Yoni resembles rice or mortar, two important things in the tradition of Indonesian agriculture. Construction began in 1961 under the direction of President Sukarno, the first president and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil, and now the monument calls.

2.4. Previous Study

Relevant research is required to observe some previous the writer conducted by another researcher, in which they are relevant to our research. In order to avoid plagiarism, the writer states, some of researchers dealing

Mind Mapping Method. According to (Nurazisah, 2020) in his research in her title" The Effectiveness Of Mind Mapping Method To Build Students" Speaking Skill" The objective of this research is to find out whether or not the use of mind mapping method effective to improve the students" speaking skill interms of fluency. The research belongs to pre experimental research design. The participants of the research are the second-grade students of SMA Negeri 5 Tanralili, Maros and there are 34 students as participant in academic year 2019/2020. The research uses Narrative text and English test as the instrument. The data in her research are mainly gathered through pre-test and post-test. After the data collected, the researcher calculated uses t-test polled variance to calculate and to test hypothesis proposal. The result showed that test was higher than table (7.409>2.034). So, H1(alternative Hypothesis) was accepted and Ho (Null Hypothesis) was rejected. Also, the mean score of post-testis 66.18than the pre-test is 55.00 so that the post test is higher than the pre-test. Thus, there was a significant influence.

(Novena, 2017) said in his research with the title "The Use Of Mind Mapping Technique To Improve Students" Speaking Skill" The aim of this research is to investigate whether or not the use of mind mapping technique improves students speaking skill. In this research, the researcher used quantitative research design. The population was the students at Junior High School Level, and the sample was taken from 2 classes at Junior High School Muhammadiyah 8 Batu, they were 7E as the experimental class and 7C as the control class. The finding of this research showed that mind mapping

technique significantly improved students" speaking skill. Based on the students" mean score of pre-test, it showed that experimental class resulted 43.33 and the control class was 40.00. It showed that the mean score of pretest both of groups has the equal achievement.

According to (Fitriana, 2017) in his research "The Use Of Mind Mapping Technique To Improve Students" Speaking Ability: An Experimental Study At Class Xi Ipa Of Sman 6 Mataram" This thesis is aimed to find out the effectiveness of Mind Mapping Technique in improving the students" speaking ability at class XI IPA of SMAN 6 Mataram. This study is an experimental study which was conducted at SMAN 6 Mataram.. The subjects of the study were class XI IPA 1 and XI IPA 2 which consists of 39 and 40 students, this method sampling was called purposive sampling technique. The data were analyzed by quantitative method The researcher used this method to solve the students" problem such as less motivation, afraid of making mistakes and hard to say something. In collecting the data, three kinds of instruments were used, those are pre-test, treatment and posttest. The result this research is Mind mapping technique was significantly effective to used in improve the students" speaking ability at class XI IPA of SMAN 6 Mataram.

From English Education Journal (EEJ) (Dina, 2020) the title "Mind Mapping to Improve Students" Speaking skill" The method of this research was Classroom Action Research. The participant in this classroom action research was 44 students of grade X-2 TKJ of SMK N 1 Panyabungan, Mandailing Natal - Sumatera Utara. The researcher said the result of this

research is Mind Mapping better improves the students` Speaking Skill. This can be evidence from the students` means which better gradually improved in cycle one, and the researcher found that the changes of students` speaking skill are influenced by six factors, namely, interesting teaching media, interesting material, attractive classroom activities, enjoyable classroom management, attractive teacher`s approach, teacher strategy.

(Robert, 2018) said in his book under the title Menjadi Guru Hebat Zaman Now. mind mapping is one of effective method to improve students" creativity from their process of creating the maps. By mind mapping the students can make like tree diagrams which enable for them to create their own way to find the mind idea from the text.

Therefore, after the researcher reads and understands the previous research which is still related to the discussion of the researcher, but of course there is a significant difference between the author's research and the previous one, such as the place of research which the author will examine when doing an internship at the Kolak MTs school, the object of research is of course different here, the author will conduct an object in class 7 B MTs and will examine their learning English on speaking skills in the text descriptive material and then by applying the Mind Mapping method. by using classroom action research.