THE INFLUENCE OF MIND MAPPING TOWARDS STUDENT'S SPEAKING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE NINE GRADES OF MTSN 1 PRINGSEWU IN THE ACADEMIC YEAR OF 2022/2023

A Thesis

Submitted as a Partial Fullfillment of The Requirements for S1 – Degree

By
Sya'dinis Barokatan Shobri
NPM. 1611040335

Study Program: English Education

TARBIYAH AND TEACHER TRAINING FACULTY RADEN INTAN STATE ISLAMIC UNIVERSITY OF LAMPUNG 2023

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ABSTRACT

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By :

Sya'dinis Barokatan Shobri

Mind mapping are a powerful graphic strategy that can facilitating students to develop ideas and concepts, this can help students to write important points that are more organized, and developed critical thinking. But the ability to speak requires a good level English language competence that most students in Indonesia still have struggle to achieve it. This experimental research examines and comparing the impact of collaborative mind mapping on development speaking skills for students who use it The purpose of this lesson is to improve students' ability to speak and writing descriptive text through collaborative thinking mapping. 2 Classes of English Conversation class of MTsN 1 Pringsewu appeared as a participant.

They split into two groups namely the control group and the experimental group, both have the same teacher. The control group received instructions as required in the student workbook only, while the experimental group is required to do a collaborative mind mapping before producing a written product. All participants must do the Pre and Post test first track their writing competence. The instrument used in this case this study is a checklist of writing and observation. Finally found as does the application of collaborative mind mapping does improve students' competence in writing with assistance provide excessive vocabulary from reading a passage, and input from researchers.

Keywords: Collaborative, Mind mapping, Speaking and Conversation skills

DECLARATION

The researcher is a student with the following identity:

Name	:	Sya'dini Barokatan Shobri
Student's Number	:	1611040335
Thesis Title	:	THE INFLUENCE OF MIND MAPPING TOWARDS STUDENT'S SPEAKING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE NINE GRADES OF MTSN 1 PRINGSEWU IN THE ACADEMIC YEAR OF 2022/2023

I hereby declare that this thesis is truly my own work. I am entirely for the content of this undergraduate thesis. Opinions or findings of authors or other experts included in the undergraduate thesis are cited or quoted in accordance with ethical standards.

Bandar Lampug,   Oktober 2023

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iii

APPROVAL

Title	: **The Influence of Mind Mapping towards Student's Speaking Ability in Descriptive Text at The First Semester of The Nine Grades of MTsN 1 Pringsewu In The Academic Year of 2022/2023**
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APPROVED

To be tested and defended in the examination session at
Tarbiyah and Teacher Training Faculty, the States Islamic University,
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ADMISSION

A thesis entitled: **"The Influence of Mind Mapping towards Student's Speaking Ability In Descriptive Text at The First Semester of The Nine Grades of MTsN 1 Pringsewu In The Academic Year of 2022/2023",** written by: **Sya'dinis Barokatan Shobri, NPM: 1611040335, Study Program: English Education**, has been **successfully defended at the Thesis Defense of** the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was **held on Friday, Juni 16th, 2023.**

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The Chairperson   : Prof. Dr. Idham Kholid, M. Ag(..................)

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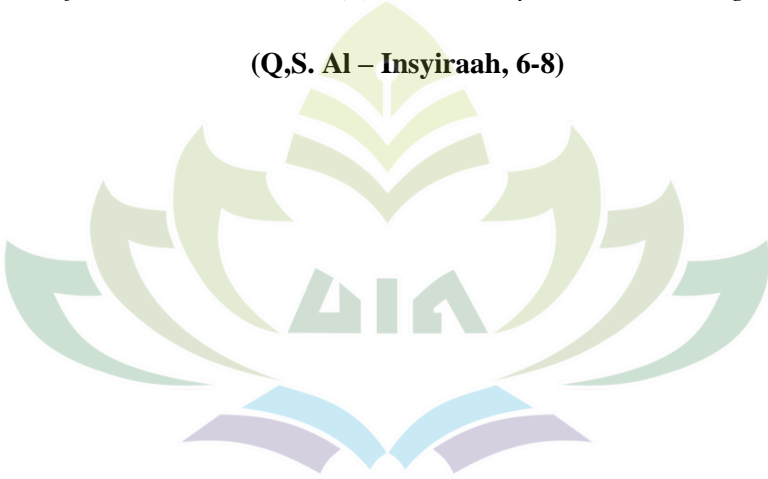Prof. Dr. Hj. Nirva Diana, M. Pd
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MOTTO

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۞ إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۞

فَإِذَا فَرَغْتَ فَٱنصَبْ ۞

(6) Most certainly, there is ease with hardship (7) so, whenever you are free, strive in devotion (8) and turn to your lord with longing[1]

(Q,S. Al – Insyiraah, 6-8)

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[1] Tafheemul Quran Surah 94 Al-„Insyiraah, Ayat 1-8" (On- Line), Available on:http//www.islamicstudies.info/(October, 01 2018)

DEDICATION

The thesis is proudly dedicated to:

1. The greatest inspiration and motivation of my life. My beloved father Mr. Baherudin the figure behind the scene who has always given me good advice and always hard work for me. The one and only my beloved mother Mrs. Ismiyah S.Pd, the figure behind all of my big dreams who has always patient to teach me everything, give motivation, inspiration, pray and love. And my brothers Maydinis Khoirul Munzie, Agdinis Tsalicandra Tawakal, Maulidinis Shodiq Mulya Akbar and my little sister Dzulbais Ranianulika Rafahinata, who always give me support on this thesis.
2. My friend there is Aditya Priono S.Pd, Atika Sari, Kristianingsih, and Robyanto Who always support and help me.
3. My best friend Irgi Akbar Fahri And Suci Miranti Mardiah, who give me a support as always, give advices and help me.
4. All of my PBI H class year of 2016 friends
5. All of my lecturers who teach me patiently
6. My beloved Almamater and all of my friends that study in SDN 3 Bulukarto, MTsN 1 Pringsewu, MAN 1 Pringsewu, and UIN RADEN INTAN LAMPUNG.

CURRICULUM VITAE

Sya'dinis Barokatan Shobri. He was born in Bulusari on Desember 04, 1997. He is the second child of the five children from a happy couple Baherudin and Ismiyah, S.Pd.

The writer began his study in SDN 3 Bulukarto and graduated from elementary school in 2010. In the same year, he entered junior high school in MTsN 1 Pringsewu and graduated in 2013. He began his story in senior high school in MAN 1 Pringsewu and he finished in 2016. In the same year, he continued his study in State Islamic University of Raden Intan Lampung as a student of English Education Study Program of Tarbiyah and Teacher Training Faculty and he entered to the Futsal PBI, English Student Assosiation (ESA) and Pergerakan Mahasiswa Islam Indonesia (PMII).

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim, to beginning, the researcher would like to convey his thankfulness to the almighty Allah SWT for providing him with an opportunity, guidance, and blessings. As a result, the researcher was able to arrange and complete this undergraduate thesis. Peace and salutation may always be praised to our prophet Muhammad peace be upon him, who has taken us from darkness to brightness. By the grace of Allah SWT, the researcher was able to complete his undergraduate thesis : The Influence Of Mind Mapping Towards Student's Speaking Ability In Descriptive Text At The First Semester Of The Nine Grades Of MTsN 1 Pringsewu In The Academic Year Of 2022/2023. This undergraduate thesis is one of the requirements for the award of an undergraduate degree in the English Education Study Program at the State Islamic University of Raden Intan Lampung.

The researcher could not have completed this study and undergraduate thesis on his own. he had received a lot of aid, guidance, and prayers from people around him. Therefore, the researcher wanted to convey his greatest appreciation to those who have always taken care of him, and he wants to express his sincere appreciation to:

1. Prof. Dr. Hj. Nirva Diana, M. Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung and all the staff.
2. Dr. Moh. Muhassin, M.Hum , as the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. M. Ridho Kholid, S. S. M.Pd as the secretary of English Education Study Program of UIN Raden Intan Lampung.
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5. M. Ridho Kholid, S. S. M.Pd., as the Co- Advisor who has helped, guidance, support and solution until this undergraduate thesis finished.
6. All lecturers of English Department of Raden Intan Lampung, who have taught the researcher since the first year of her study
7. My beloved friends (Aditya Priono, Atika Sari, Kristianingsih, and all of my classmates (PBI Class H 2016)

However, the researcher realizes that this undergraduate thesis has limitations in certain way and it is far from being perfect. Thus, critique, comment, and suggestion are expected to arrange a better paper in the future. Hopefully, this research will be useful and can give the beneficial for the readers who want to get information about gender representatio

Bandar Lampug,   Oktober 2023

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x

TABLE OF CONTENT

CHAPTER 1
INTRODUCTION

A. Title Confirmation

Language is frequently utilized to interact or communicate with people, among other things. They can develop with the language they learn by mastering it. Furthermore, the communication section's most crucial component is language. They can communicate their thoughts and feelings through language. Speaking is a technique that students may use as a reminder or practice tool to help them practice and work with the language they have learned. Many students are uninterested in improving their foreign language speaking skills.

On the other hand, speaking is crucial for students who want to improve their foreign language skills. As a result, students should practice their speaking skills to improve their foreign language abilities. Thus, this proposal has entitled the influence of using Mind Mapping toward students' speaking skill in descriptive text at the first semester second semester of the nine grade MTSN 1 Pringsewu in the academic year of 2022/2023 by the following description.

Mind mapping is the most straightforward technique to build knowledge in a human mind and extract it from the brain. It is a fun and helpful approach to organizing our thoughts. Maps are more accessible to follow than long-winded note-taking or listing techniques, in which ideas are organized in top-down order, making it difficult to connect the last idea to the first. This method can help kids recall

items like a colored pencil, a piece of paper, an image, and an act. Then it may be connected with lines to make their imagination more colorful and appealing to their speaking ability.

One of the forms of English abilities that students must learn is speaking ability. Speaking abilities refer to the capacity to communicate ideas, views, and feelings to others via spoken language. The precision with which concepts are expressed must be backed up by the precision with which the language, vocabulary, grammar, and spelling are employed. The main point is that when students want to speak something, they must pay more attention to the component of speaking because if they do not pay attention to one of the components of speaking, the listener will struggle to comprehend the meaning of the language.

Finally, speaking ability is the ability in producing a language. The students must practice in their daily activities because speaking ability is verbal intelligence. This is supported by Broughton et al., who state that it is important that students should be able to produce naturally the language which has been presented to him and which he has practiced in various more or less controlled situations. It means that speaking ability is a form of productive skill verbally which the students can practice the English speaking naturally based on the context.

Descriptive speaking relies on linguistic specifics to bring a subject to life. A writer might construct a detailed scenario in the reader's imagination by describing one person, location, or item in great detail. A written English text in which the author explains an object is known as a description. The item in this paragraph might be either physical or abstract. It might be a person, an animal, a tree, a

home, or even camping. It may be about anything.

From the affirmation of the title above, it can be said that what is meant by the title of this thesis is a study that discusses the influence of using Mind Mapping toward students' speaking skill in descriptive text. This study needs to implement because this study needs to prove or test the truth of existing knowledge of mind mapping in improving student speaking ability based on relevant research and acquire new knowledge about students' speaking ability.

B. Background of the Problem

Speaking is communication skill with other people in daily life and also it is a way of informing specific purpose to person. There are four skills in English which the students need to master, they are listening, speaking, reading and writing. Listening and reading are receptive skill, while speaking and writing are productive skills. Among these four skills, speaking skill is naturally difficult for the students in the learning English. According to Richard, speaking is difficult skill among the other skills for foreign language because active in oral communication to used social instruction[1]· It means that, the ability to speak English, the students should master the aspects of speaking. They are pronunciation, grammar, vocabulary, fluency and comprehension.

Based on preliminary research in MTSN 1 Pringsewu in the nine grades, by interviewing Mrs. Rita as nine grade English teacher. She said that he used a scientific approach

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[1] Jack C. Richards, Willy A. Renandya, Methodology in Language Teaching:An Anthology of Current Practice (New
   York: Cambridge University Press, 2002), p. 204

to teach speaking. The writer found out some students' problems with speaking ability. She said that the students' problems in learning speaking were the students still cannot develop and express their ideas to speak, the students make mistakes due to a lack of vocabulary, and the students' grammar is incorrect. The writer also asked the teacher about the student's English ability, especially in speaking in descriptive text. From that interview, the writer also got data showing that more than 69, 5% of students in nine grade did not pass the minimum score.

Based on the preliminary research, it also found that the data speaking test of the students. The test was about descriptive text tests that students performed in the class.

Table 1

The Score of Speaking at the Nine Grade students At MTSN 1 Pringsewu in the Academic Year Of 2022 /2023

No	Students'	The Number of	Percentage
1	≥ 75	60	30.4%
2	< 75	137	69.5%
	Total	197	100 %

Source: Table Score of the nine grades Students MTSN 1 Pringsewu

According to the table of students' speaking results in the nine grade at MTSN 1 Pringsewu 60 students passed the speaking test based on the average score, while 137 students failed. In the second semester of MTSN 1 Pringsewu nine grade, the average speaking skills score was 75. Many students had a score of less than 75. It indicates that many students still failed with their speaking.

Based on the questionnaire the writer gave to the students, the writer also found three factors of students' problems in learning English, especially in speaking descriptive text. The problems in speaking are vocabulary, pronunciation, grammar, fluency and comprehension so, most of students speaking ability still low. Instead, the teacher always uses the same strategy to teach English, so they have boring activities in the English class. English lesson is difficult especially in speaking ability because the teacher rarely using other strategy to support teaching English. The students had less motivation in English lesson especially in speaking ability, the students almost never practice to speak English, The students found problems in developing and expressing their ideas and the students had lack pronunciation, grammar, vocabulary fluency and comprehension. The students also felt shy and unconfident to speak English in the class, the students felt lazy and bored to learning English because the teacher very often using textbook in the teaching learning process. One of the factors is probably method or strategy of teaching, the teacher used the strategy that is monotonous so the students do not enjoy the strategy used by the teacher.

Some strategies can be applied in teaching speaking to solve the problems including mind mapping. Mind mapping is the easiest way to develop information in a human mind and take from out of brain. It is a creative and an effective way that map our ideas. Maps are easier to follow than the long tardy note taking or listing technique where ideas are kept in a top down sequence and it becomes difficult to make connection of the last idea to the first in the list. This technique can make students" easily remember things such as color pencil, a paper, picture and act. Then, it

can be connected with lines in order to make their imagination colorful and more interesting toward writing skill.[2]

Narrative, descriptive, procedure, explanation, recount, report, analytical exposition, argument, and other genre texts can all be used to teach speaking. They aid the instructor in attaining the instructional goals of the teaching-learning process, and they can also be enjoyable for students. Descriptive text is a particular genre that is employed. In the descriptive text, students are expected to generate on describing a specific object, event, person, or location. It tries to conjure the text's subject's sights, sounds, scents, tastes and feels using all five of the reader's senses.

In the previous research Ari Prayogo with the title Using Mind Mapping in Teaching Descriptive Writing (An Experimental Study at the First Grade of Private Junior High School Riyadlul Jannah Bogor). The research design of this study is categorize as an experimental research about using mind mapping in teaching descriptive writing at SMP Riyadlul Jannah Bogor Revealed that, through Mind Mapping, they can learn together from their friends how to write good and correct. The editors get valuable editing practice which enables them to edit their own work better in the future.[3]

Third research from Galih Indra with the title the use of mind mapping strategy to improve students' ability in writing procedure text (an action research at the tenth grade of sma negeri 1 susukan kabupaten semarang). In that study,

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[2] Syeda Saima Ferheen Bukhari, "Mind Mapping Techniques to Enhance EFL Writing Skill", vol. 4, no. 1, June 2016, p. 62 (On-Line), Available on
:https://doi.org/10.15640/ijlc.v4n1a7. Pdf (March 13th 2018)
[3] Ari Prayogo, Thesis, Using Mind Mapping In Teaching Descriptive Writing (Bogor, IAIN Laaroiba, 2017)

they found significant results at post-test in using mind mapping Technique. Thus, it can be concluded that the mind mapping Technique is a significant or good way of writing skills. Because in mind mapping students can develop and express their ideas to write find out the mistakes they are making and students can increase their knowledge of the technique.

Thus, it can be concluded that the mind mapping Technique is a significant or good way of writing skills. Because in mind mapping students can develop the idea they are making and students can increase their knowledge of the technique. In this research, the writer focused on speaking skills in essay text by using Mind Mapping Technique. Mind Mapping Technique can help the writer received input and guidance, and it also helps students develop and express their ideas to speak.

Based on the explanations, there are difference between the previous research and present research. The first previous research has been done in at SMP Riyadlul Jannah by using mind mapping technique in descriptive text. The second research has been done in sma negeri 1 susukan kabupaten semarang by used mind mapping technique in procedure text. And the present, research will conducte MTSN 1 Pringsewu in the academic year of 2022/2023 by using Mind Mapping toward students' speaking skill in descriptive text at the first semester of the nine grade of MTSN 1 Pringsewu in the academic year of 2022/2023.

C. Identification of the Problem

Some factors such as the teacher, the students, the learning material, the process, and the technique commonly

are influencing the teaching and learning process of speaking in the classroom. Based on the preliminary observation at MTSN 1 Pringsewu, there were some problems related to the teaching-learning process of spaking.

1. The students' motivation is still low.

2. Some of the students have lack of vocabularies to express their idea in English.

3. They do not know what they are going to say in front of the class.

4. They afraid in producing the correct pronunciation.

5. The technique used by the teacher is monotone.

D. Limitation of the Problem

Based on the identification above, the researcher focuses and emphasize the research on the influence of using Mind Mapping toward students' speaking skill in descriptive text at the first semester second semester of the nine grade MTSN 1 Pringsewu in the academic year of 2022/2023.

E. Formulation of the Problem

Based the identification of the problem above, the researcher formulated the problem as follows: "the Influence of using Mind Mapping toward students' speaking skill in descriptive text at the first semester of the nine grades of MTSN 1 Pringsewu in the academic year of 2022/2023

F. Objective of the Research

To find out whether there is any the Influence of Mind Mapping toward students' speaking skill in descriptive text at the first semester of the nine grades of MTSN 1 Pringsewu in the academic year of 2022/2023.

G. Significance of the Research

This research study is expected to give a valuable contribution presented as follow:

1. Theoretical Significance

This study will aid in the teaching and learning of English, notably in teaching speaking. The findings of this study can a reference for those who like to conduct research in English teaching and learning.

2. Practical Significance

a. For the English teachers

By having experiences and a variety of teaching strategies, the educator will become more confident and ready to assist in the teaching-learning process. For the next of teaching speaking, the teacher will have a variety of strategies and will select the most appropriate strategy and method for the students.

b. For the students

The students will gain a lot of experience in speaking ability. The students can construct their spoken ability based on their experiences that they have gotten from their teacher. By using a variety of teaching methods, Students will feel more at ease when confronted with the teaching-learning process. It will motivate the

students to speak.

c. For the next researchers

They can have an alternative source when they intend to do another research about the same technique or skill. They can develop other ideas based on this research.

H. The research scope is limited to the subject and object that will be investigated.

1. The Subject of the Research

   The students at the first semester of the nine grade of MTSN 1 Pringsewu in the academic year of 2022/2023 will be the subject of this research.

2. The Object of the Research

   The object of this research is Mind Mapping toward students' speaking skill in descriptive text at the first semester of the nine grades of MTSN 1 Pringsewu in the academic year of 2022/2023.

3. The Place of the Research

   The researcher will conduct the reasearch at the students at the first semester of the nine grades MTSN 1 Pringsewu

4. The Time of the Research

   The researcher will conduct the research on the first semester in academic year of 2022/2023.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Definition of Speaking

There are many definitions of speaking, According to Lado in Nunan speaking is described as the activity to deliver situation or the activity to deliver a sequence of ideas fluently.[4] According to Cameron, speaking is also important to organize the discourse so that the interlocutor understands what the speaker says. Speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.[5] Brown states that, speaking is the ability to improve the language in speaking skill and to show what are in mind. In the learning English speaking there are many aspects. But must be focused on many use aspects are pronunciation, vocabulary, grammar, comprehension and fluency.[6]

According to Thornbury, speaking is so much a part of daily life that we take it for granted. The average person produces tens thousands of words a day, although some people like auctioneers or politicians may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve the ability until,

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[4] David Nunan, Research Method in Language Learning (Cambridge University Press, 1991), P.23.

[8] Laynne Cameroon, Teaching Languages to Young Learners, (Cambridge: Cambridge University Press, 2001), p.41

[9]H. Douglas Brown, Language Assessment Principle and Classroom Practice, San Francisco: Pearson Education ESI, Ed.2, (2010), p. 149**.**

that is, we have to learn how to do it all over again in a foreign language.[7]

From the explanation above, the researcher concludes that speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills such as vocabulary, pronunciation, accuracy and fluency. Students need to master all of those elements. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners because from this activity people can understood what the other said who use a foreign language too.

B. Speaking Ability

Speaking ability can be categorized as an important aspect and beneficial skill in learning language. It is a part of the goal in learning English in the curriculum besides listening, reading and writing. It is supported by Paulston and Bruder who said that Speaking ability has to be taken as an objective in language teaching.[8] It means that in learning English students are not only focused in listening, reading, and writing, the learners should also master speaking as one of the goals of learning English. As we know, students' speaking ability is students' capacity to express their opinion, ideas, feelings, and experiences using English with good grammar, pronunciation, fluency, vocabulary, and comprehension.

Speaking ability is the ability in producing a

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[7] Scott T. Hornbury, How to Teach Speaking, (London : longman, 2005), p.1

[8] Christiana Bratt Paulston and Mary Newton Bruder, Teaching English as Second Language: Technique and
Procedure, (Cambridge: Winthrop Publisher, INC, 1976), p.55

language. The students must practice in their daily activities because speaking ability is verbal intelligence. This is supported by Broughton *et al.,* who state that it is important that students should be able to produce naturally the language which has been presented to him and which he has practiced in various more or less controlled situations.[9] It means that speaking ability is a form of productive skill verbally which the students can practice the English speaking naturally based on the context.

Based on the explanations above, it can be concluded that speaking ability is verbal intelligence in producing language naturally to achieve the communicative competence, which can be measured by five criteria: vocabulary, grammar, pronunciation, comprehension and fluency.

C. Teaching Speaking

Thornbury defines that the teaching speaking depends in there is class or not, and in the classroom need conversation in other words, students will confidently speaking so,student speaking skill will improve.[10] It means that in teaching speaking to improve the students toward speaking skill through describing something or conversation between student with students or teacher with students in the class. Teaching speaking gives benefits to students like students' motivation and will improve their speaking skill. The teaching speaking can also help the student in the communication with other people exactly to deliver of

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[9] Geoffrey Broughton, et al., Teaching English as a Foreign Language, (2nd Ed), (New York: Routledge, 1980), p.82

[10] A.S Hornby, Op. Cit, p. 10.

specific purpose. The teacher must give different material to students, because students need the media into the lesson. This is way to improve speaking skill toward students in the classroom.

Teaching is giving the guidance to person (students) give a person about knowledge character, knowledge skill based on their requirement, it is according by Hornby. As well as speaking means to use word for make of sentence through voice, so the teaching speaking is giving guidance to students for improving their speak English in order to communicate.

D. Types of Classroom Speaking Performance

According to Brown suggests some types of classroom speakin performance,[11] are an follows:

1. **Imitative**

   A very limited portion of classroom speaking time may legitimately be spent generating "human recorder" speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. **Intensive**

   Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of

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[11] H. Douglas Brown, Principles of Language Learning and Teaching, (London: Longman,2001), p. 271-274

language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

3. **Responsive**

A good deal of student speech in the classroom is responsive: short replies to teacher-or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

4. **Transactional (Dialogue)**

Transactional language, carried out for purpose of conveying or exchanging specific information, is an extended form of responsive language.

5. **Interpersonal (Dialogue)**

The other form of conversation was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6. **Extensive (Monologue)**

Finally, students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

E. Functions of Speaking

Speaking is very important, especially in daily communication. A person is recognized that someone has educated from the way and what someone has speaking. When speaking, peoples have to know what to speak and

understand the ideas of what someone has talking about.

Harmer states that through speaking, the students will understand ideas, opinions and information from other people. Moreover, Richard state that made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.[12]

F. Aspect of Speaking Assesment

Welty states that speaking is one of four basic skills of language and it has important role in daily life because it is the main skill in communication. Speaking must fulfill these following criteria[13], they are:

1. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation. There are 3 basics of the main range of the teaching technique which can be involved to assist pupils in learning pronunciation. The first is exhortation. Exhortation is the instruction to imitate and mimic, to make such a sound, without further explanation. The second is speech training. It is the construction of special games and exercises which entail the use of word or sentence so as to practice particular sounds, sequences of sounds, stress-patterns, rhythm, and intonation. The third is practical phonetics which

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[12] Jeremy Harmer, How to Teach English, An Introduction to the Practice of English Language Teaching,(Cambridge: Pearson Education, 1998), p. 87

[13] Don A Welty, and Doroty R Welty, the Teacher Aid in the Instruction Team, (New York: Mc. Graw Hill, 1976), p. 45

including description of the organ of speech, description of the articulation of sounds, description of stress, rhythm, and intonation.

2. **Grammar**

The study of how words and their component parts combine to form sentences, structural relationship in language or in a language, sometimes including pronunciation, meaning, and linguistic history. Grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language. Grammars refers it is a kind of regularity of sounds structure that nobody could learn language without grammar.

3. **Vocabulary**

Vocabulary means the appropriate diction which is used in communication. Vocabulary refers to the selection of words that suitable with content. Vocabulary is divided in to two parts close class and open class. Close class consist of preposition, pronoun, conjunction, e.g.[14]

4. **Fluency**

Fluency is the smoothness of flow with which sounds, syllables, words, and phrases are joined together when speaking. It can be seen that fluency as the maximal affective operation of the language system so far acquired by the students. It refers to the one who express a language quickly and easily without and difficulty.

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[14] [19]Timothy M. Harris, testing English as second language, (New York: Mc. Graw Hill Book Company,1974), p. 68-69

5. Comprehension

Comprehension the study how well students understand a
language, or that helps them to improve their understanding
of it, in which they read a piece of writing or listen to
someone speaking, and then answer question. Besides that,
comprehension is the ability to understand completely and
be familiar with a situation, facts. It refers to the ability of
understanding the speakers intension and general meaning.

G. Types of Classrooms Speaking Activities

According to Harmer, kinds of speaking activities can be
used in the classroom, [15]six speaking activities are:

1. Acting from a Script

   Acting from a Script activity is a classroom
   speaking activity that asks the learner to turn out acts
   starting shows, files, or conversations printed by them.
   Filming is the outcome sometimes, and ask the learner
   to come to the front of the class frequently. Teachers
   need to allow learners to practice their written script
   before they perform in front of the class. This kind of
   practice allows learners to learn continuously in
   producing language.

2. Playing Communication Games

   Playing communication games is a classroom
   speaking activity that lures students to have
   communication with their partners. It usually depends
   on information gaps, puzzles, drawing a picture,
   arranging things properly, and finding similarities and

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[15] Jeremy Harmer, *the Practice of English Language Teaching, (3rd Edition),*
(Cambridge: Longman, 2001), 271-274.

differences between pictures. Learners have to speak to the pair in order to make the required assignments.

3. Discussions

Discussions are classroom speaking activities that allow learners to have and give an opinion in the front class. Sometimes discussion fails if the learner cannot think of anything to say. They might use the confidence of the language to say the idea.

BuzzFeed Group is one of the discussions where students will have quick discussions in a small group before learners speak in front of the class. Learners need to think about the idea and language before performing to make tension levels decrease.

An instant comment is the second way of discussion where learners need to respond fluent and directly into the lesson. The teacher can show the photographs or topics of the lesson and ask the learner to give their idea that runs in their mind for the first time. Another way is the formal debate. The learner prepares an idea in a positive and negative argument. The talker will produce their paragraph argument where the listener will pitch their idea or thought in their script.

In the middle of the lesson, some discussions may happen, the teacher does not prepare them. It can give several the greatest gratifying and creative communication in verbal courses. Successful discussions resolve be influenced by on the teacher's capacity in the direction of push in addition to boost and possibly change our assertiveness to mistakes then inaccuracies from one minute to the next. Pre-

planned dialogues will depend proceeding the way we propose learners do the assignments at hand.

The best way of boosting discussion is to give learners activities that push them to decide or agree to choose between specific alternatives.

4. Prepared Talk

Prepared talk is a classroom activity that asks a learner (learner in a group) to make a presentation, and the topic will base on their own choice. We do not design the presentation for spontaneous conversation because learners prepare for this activity. However, learners may talk by using notes rather than a script. Prepared talk can be a proper speaking genre and can fascinate both speakers and listeners if appropriately organized.

5. Questionnaires

Questionnaires are a speaking activity that asks the learners to make questionnaires from some kinds of topic. While making questions, learners may use repetitive language patterns, which will affect the communication continuum. The teacher can be the facilitator who can help learners to design the questioners. The results of questioners can form written work, discussions, or prepared talks.

6. Simulation and role-play

Simulation and role-play are classroom speaking activities where the learner simulates a real-life encounter such as an interview, business meeting, and euro plane cabin. Learners take the role of the character from the other thought and feelings. Simulation and

role-play can push learners' oral fluency and train learners to specific situations or English for a specific purpose.

H. Text

The text, according to Halliday, is a semantic unit or a unit of meaning.[16] Morphemes, phrases, clauses, sentences, and other linguistic components make up the text. The text, on the other hand, is something that has to do with the language that is used in writing or audibly. Because humans use language to interact with one another, writing is created and understood between two people in a certain context.[17] The text, which contains meaning, is an arrangement of words used to convey information, explain the meaning, and so on.

A text is also a language, whether spoken or written, according to Derewianka.[18] Text is a linguistic unit with content and form, both oral and written, that is sent from one person to another to express certain messages. As a result, the text is made up of multiple words. Furthermore, the text has content or the ideas or mandates that the author wishes to impart to the reader.

According to the above view, a text is a collection of material, ideas, or requirements that have meaning and are organized in a way that can convey information or explain the meaning. Not only is the text written, but it is also

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[16] Emi Emilia, Pendekatan Berbasis Teks, (Bandung : PT Kiblat Buku Utama, 2011), p.14.

[17] Lihong Shen, Context and Text, (Theory and Practice in Language Studies, Vol. 2, No. 12, pp. 2663-2669, December 2012) available on: http://www.academypublication.com/issues/past/tpls/vol02/12/28.pdf

[18] Beverly Derewianka, Exploring How Text Work, (Laura street Newtown: primary English teaching association, 1990), p.17.

spoken.

1. **Types of Text**

   According to Gerot and Wignall, the following are the types of texts:

   1. Spoof Text: A spoof text is a hilarious retelling of an event.

   2. Recount Text: Recount text is used to repeat events in order to enlighten or entertain people.

   3. Report Text: The purpose of the report text is to describe how things are in our surroundings, with reference to the arrangement of natural, mode, and social phenomena.

   4. Narrative Text: Narrative text is a sort of text that is intended to entertain or educate its audience.

   5. Descriptive Text: Descriptive text is used to describe a person, a place, or an object.Procedure Text: A procedure is a type of text to tell how to do something.

   6. Exposition: An exposition is a type of paragraph that is used to provide information, explain something, or interprets something; it can be found in editorials, essays, informative, or instructional materials.

   7. News Item: A news item is a piece of information that informs readers, listeners, or viewers about current events that are considered newsworthy or significant.

   8. Debate: Debate to present at least two opposing viewpoints on a topic.

   9. Anacoded: Anecdote about an uncommon carousing occurrence to share with others.

10. Review: A review is a critical examination of a work of art or an event for a public audience.[19]

From this argument, it can be stated that students must understand a variety of texts in order to develop their speaking talents. Because the form will be included as material that students must study for the nine grades, the researcher will solely focus on the capacity to create student descriptive text in this situation.

I. Descriptive Text

a. Definition of Descriptive Text

Descriptive speaking relies on linguistic specifics to bring a subject to life. A writer might construct a detailed scenario in the reader's imagination by describing one person, location, or item in great detail. A written English text in which the author explains an object is known as a description. The item in this paragraph might be either physical or abstract. It might be a person, an animal, a tree, a home, or even camping. It may be about anything.

A description, according to Crimmon, is speaking that presents a descriptive portrait of a person, place, or object.[20] When we talk about description, we're talking about how to describe a person, a location, or a thing. Students should put down the features of an item in written form in order to let the reader comprehend the object being described in this sort of literature. Students

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[19] Linda Gerot and peter Wignell, *Making Sense of Functional Grammar*, (Australia: Antipodean Educational Enterprises (AEE), 1994), p.152-171.

[20] James M. McCrimmon, Writing With a Purpose 8th Edition, (Houghton Mifflin Company, 1984), p.163.

are asked to give an introduction to the object and to describe the object's look in detail while speaking descriptive language.

Text that describes information or an item is referred to as descriptive text.[21] The object, according to Siahaan, can be anything. It can be a physical item such as a person, an animal, a plan, or an automobile.[22] Descriptive text, on the other hand, is the text that is employed to explain items. Typically, descriptive is used to describe or produce a description of a location, person, or object.

Furthermore, Gerot and Wignell stated that descriptive speaking is used to describe a person, location, or object by describing what they are like.[23] Furthermore, descriptive text will be used to describe certain objects. Giving a detailed explanation with specific and clear examples is preferable. Furthermore, when speaking descriptive, make sure to depict the description as realistically as possible, so that the thing may be visualized and seen as genuine. A description text, according to Anderson, often discusses a single subject, as opposed to an information report, which describes a broad group.[24]

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[21] Pardiyono, Teaching Genre Based Speaking, (Yogyakarta: ANDI OFFSET2009), p. 122.

[22] SanggamSiahaan,The English Paragraph,(Yogyakarta:CandiGerbangPermai 2008.), p.119.

[23] Linda Gerot and Peter Wignell, Making Sense of Functional Grammar, First Edition, Gerd Stabler. p. 208

[24] Mark Anderson and Kathy Anderson, Text types in English 3, (Yarra; MacMillan, 1998), p. 26

According to those definitions, descriptive speaking is a spoken English text that explains the features of anything, which can be a person, a location, or an item. We explain something in more detail and specificity in descriptive speaking.

b. Generic Structure of Descriptive Text

Descriptive text is a sort of written text that has a specific purpose: to describe an object (human or non-human). The generic structure of the descriptive text is made up of identification and description, which is based on the rhetorical structure of the descriptive text. Identification is a statement that describes an object to be described, while the description is a statement that describes an object's location, mode of transportation, people, weather, size, and so on. The term "description" refers to the act of describing the physical appearance, quality, or behavior of anything.[25]

Based on the most important components, namely the generic structure, which includes identification and description.

c. Grammatical Features of Descriptive Text

The descriptive text contains grammatical aspects that aid in the improvement of the student's understanding, they are:[26]

1) It employs a specific term or subject and focuses on individual participants.

2) Attributive and identifying processes in ole states of

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[25] Pardiyono, "Teaching Genre-Based Writing",Andi Ofsset, Yogyakarta, 2007, p.34

[26] Linda Gerot and Peter Wignell, Making Sense of Functional Grammar, (Queensland: Antipodean Educational Enterprises Publishing, 1994), p.220

being; relation processes (including having). They can be categorized based on whether they're used to identify something or to ascribe a characteristic to it.

3) Epithets and classifiers are frequently used in nominal groups, which is epithets usage and functional grammar.

4) Use of the present simple tense.

Based on the above explanation, it can be inferred that there are various grammatical aspects that should be addressed while speaking a descriptive content.

J. Mind Mapping

Mind Mapping is a visual form of note taking that offers an overview of a topic and its complex information, allowing students to comprehend, create now ideas and build connections. Through the use of colors, images and words, mind mapping encourages students to begin with a central idea and expand outward to more in-depth sub-topics. According to Buzan, the mind map is an expression of radiant thinking and is therefore a natural function of the human mind.[27] Therefore, mind mapping is the result of thinking brain expression. A Mind Map is a powerful graphic technique which provides a universal key to unlock potential of the brain. It harnesses full range of cortical skills, word, image, number, logic, rhythm, cooler and spatial awareness, in single, uniquely powerful manner.[28]

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[27] Tony Buzan and Barry Buzan, The Mind Map Book, (London : BBC Book, 1993) p. 211.

[28] Tony Buzan, Mind Map to Develop Writing. P.1 (On-Line), Available on: http://www.teachingenglish.org.uk/think/articles/using-mind-maps-develop-writing.. Pdf(March 13th 2018)

Mind Mapping is especially diagram that suitable with our mind, and help us to think, imaging, memorizing, planning, and choosing information. Its Diagram form which is like tree diagram and its ratification facilitates for the reference of information to another.[29]

A mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. Mind maps are used to generate, visualize, structure, and classify ideas, and as an aid in study, organization, problem solving, decision making, and speaking.

Mind Mapping represents the way to place the information into brain and take it return out brain.[30] Form of the Mind Mapping is like map a road; street in town having a lot of branch. As doing our road; street map can make the view totally about the root of the matter in a very wide area. With a map can plan a quickest route and precisely and know where we will go and where we reside.

A mind map is a powerful graphic technique which provides a universal key to the potential of the brain. It harnesses full range of cortical skills, word, image, number, logic, and rhythm, cooler and spatial awareness in single, uniquely powerful manner. In doing it gives us the freedom to the roam the infinite expanse of your brain.[31] A mind mapping is alternative thinking throughout the brain to linear thinking, and an easy way to put information into the brain

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[29] Tony Buzan, Buku Pintar Mind Map untuk Anak.Jakarta; Gramedia Pustaka Utama. 2008.p.11.

[30] Herdian, "Model Pembelajaran Mind Mapping", p. 13 (On-Line), Available on: http: (http://herdy07.wordpress.com/2009/04/29/model-pembelajaran-mind-mapping/. Pdf (April 15th 2018)

[31] Waruwu, Drs. Fidelis E., M.Sc. Ed. Mind Mapping, (Education Training & Consultant
http:www.edutraco.com fidelis@edutraco.com). Pdf (April 15th 2018)

and retrieve information out of the brain.[32] Mapping is the creation of a graphic or word picture, so that all pertinent information is visible at one time. "Mind" or "concept" maps (sometimes also referent to as "think links") should be constructed so as to visually represent relationship among concepts. Major and minor supporting information to remember is placed in a form that resembles a map; hence the term mapping is issued. For some students, this visualization enables them to recall the textual information much more readily, and it stimulates "creative thinking". Maps are not as rigidly organized as outlines allowing greater flexibility in note making, can incorporate information more easily and more items around on a page. Based on those explanations, it can be concluded that using mind mapping technique can help the students in making some ideas and process in speaking descriptive text.

K. Procedure of Teaching Speaking by Using mind mapping

There are several procedures of teaching descriptive writing using mind mapping that the teacher could apply in the class[33]

1. Explain mind mapping

   The teacher needs to explain about mind mapping using example and comparing it to regular brainstorming. Brainstorming is an activity with which most people are familiar; the object in brainstorming is to compile as large a list as possible of potential examples for a given topic. This is great activity to do in small groups or with

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[32] 61Tony Buzan, "Buku Pintar Mind Map" p. 3, 4 Pt Gramedia Pustaka Utama (Jakarta, 2006).

[33] Susan, How to Teach Writing: 6 Methods for Generating Writing Ideas, 2014, (http://busyteacher.org/11274-how-to-use-mind-maps-jump-start-writing.html)

the entire class.[34] The students could make the mind mapping started from the topic in the middle, and then proceeds with keywords that branch off the main topic idea.

2. Making choice

The next procedure that the teacher could do is to ask the students to evaluate how they feel about what is on their map. The teacher might ensure them about what ideas that they might want to write about. So, the teacher could tell the students to be not included everything that is on the mind map; the students could erase, edit, and revise it as they move forward.

3. Begin Writing

After the students clearly understand to the ideas that by have put in their mind map, the teacher should ask them to begin writing. They could use much of the same language they have already spoken down. It makes the task of composition much more manageable and gives them a concrete tool in reference. Students generally move from the mind map activity into the writing process with more enthusiasm and more direction.

4. Adapting it

The last procedure is that the teacher of writing could use mind mapping based on the level of students she/he met. For example, the students of lower level could use mind map by attraced them with the colors or picture that they could make creatively. For students of higher level, the technique of mind map could be used before

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[34] Joyce B, How to Use Mind Maps in Your ESL classroom, 2014, (http://busyteacher.org/4650-how-to-teach-writing-6-methods-for-generating.html)

they write several kinds of writing such as essay, speech writing, or for organizing presentation.

Buzan said that there are several steps in making mind map:

1. Start in the center of a blank turned sideways.

2. Use a image or picture for your central idea.

3. Use colours throughout.

4. Connect you main branches to the central image and connect your second and third-level branches to the first and second levels, etc.

5. Make your branches curved rather than straight-lined.

6. Use one key word per line.

7. Use image throughout.[35]

Based on the explanation above, the technique is use for teaching speaking. it can be concluded that there are some steps can be modified by the teacher when she or he is going to teach and explain descriptive text in speaking by using mind mapping.

L. Advantages of Mind Mapping Technique

Buzan and Buzan say that there are some advantages of using mind mapping in teaching, there are as follows

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[35] Tony Buzan, Buku Pintar Mind Map (Jakarta: PT. Gramedia Pustaka Utama, 2005),
P.15.

1. They automatically inspire interest in the students, thus making them more receptive and co-operative in the classroom.

2. They make lessons and presentations more spontaneous, creative and enjoyable, both for the teacher and the students.

3. Rather than remaining relatively rigid as the years go by the teacher‟s notes of rapid change and developments, the teacher needs to be able to alter and add to teaching notes quickly and easily.

4. Because mind maps present only relevant material in a clear and memorable form, the students tend to get better marks in examinations.

5. Unlike linear text, mind maps show not just the facts but the relationships between those facts, thus giving students a deeper understanding of the subject.

6. The physical volume of lecture notes is dramatically reduced.[36]

Based on advantages of using mind mapping, it can be concluded that mind mapping technique can help the students in process speaking descriptive text.

M. Disadvantages of Mind Mapping Technique.

There are some disadvantages of mind mapping in teaching , they are as follows:

1. A disadvantage of mind mapping is that the types of links being made are limited to simple associations.

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[36] Tony Buzan and Barry Buzan, The Mind Map Book, (London : BBC Book, 1993) p. 232.

2. Absence of clear links between ideas is a constraint. Mind maps have been said to be idiosyncratic in terms of their design, often hard for others to read; representing only hierarchical relationships (in radial form); inconsistent in terms of level of detail; and often to complex and missing the "big picture".[37]

3. The students took a long time to finish their writing because they focused more on listing down their ideas from their maps rather than focusing on the structure of their writing.[38]

Based on disadvantages of mind mapping technique, it can be concluded mind mapping technique is good technique to be used in teaching learning speaking especially for showing ideas before making paragraph. But this technique will make hard and passive to improve their skill inpeaking.

N. Hypothesis

Based on the theoretical views and assumption above, the researcher formulates the hypotheses as follows:

Ha: There is influence of using Mind Mapping toward students' speaking skill in descriptive text at the nine grade of MTSN 1 Pringsewu in the academic year of 2021/2022.

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[37] Eppler In Martin Davies, Concept Mapping, Mind Mapping And Argument Mapping, What Are The Differences And Do They Matter?, (2010), Journal, Available On Www.Acrl.Ala.Org (Acces On February 23th 2019).

[38] Alma Prima Nurlaila, "The use Mind Mapping Technique in Writing Descriptive Text", journal of English and Education 2013, p. 14 (On-Line), Available on : http:ejournal.upi.edu/index.php/L-E/article/view/578/453. Pdf (February 24th 2019).

Ho: There is no influence of using Mind Mapping toward students' speaking skill in descriptive text at the nine grade of MTSN 1 Pringsewu in the academic year of 2021/2022.

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