

**THE INFLUENCE OF USING CUBING TECHNIQUE ON THE
STUDENTS' SPEAKING ABILITY AT THE FIRST
SEMESTER OF THE ELEVENTH GRADE OF SMAN 1
PURBOLINGGO IN ACADEMIC YEAR OF 2023/2024**

A Thesis

**Submitted as a Partial Fulfillment of
the Requirement for S-1 Degree**

**By:
MUSRIFAH
NPM: 1911040141**

Study Program: English Education



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

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Advisor : Meisuri, M. Pd
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**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2023**

ABSTRACT

THE INFLUENCE OF USING CUBING TECHNIQUE ON THE STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMAN 1 PURBOLINGGO LAMPUNG TIMUR IN ACADEMIC YEAR OF 2023/2024

By:
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This research is conducted based on the preliminary research that are students still have difficulties in speaking ability to express their ideas and feelings, and more than half of the students are confused when they speak in the current learning process. The objective of this research is to know the influence of using Cubing Technique on the students' speaking ability of the eleventh grade students at SMAN 1 Purbolinggo in academic year of 2023/2024.

This research used two classes, the first class as the experimental class and the second class as the control class. The population of this research was the eleventh grade of SMAN 1 Purbolinggo. The total sample was 69 students who were taken from two classes, XI IPA 4 and XI IPS 4. In the experimental class the researcher used Cubing Technique to teach speaking, but in the control class the researcher used Mind Mapping Technique to teach speaking. The quantitative research method was used in Quasi Experimental research design to conduct this research, the researcher used pre and post test to collect the data by used a direct test that will measure five speaking criteria, namely pronunciation, grammar, vocabulary, fluency, and comprehension on both classes. After getting the score from pretest and posttest, the researcher used independent t-test, it had aim to compare the data from two different groups, then the researcher used SPSS 16 to calculate the independent t-test.

Based on the analysis on the data and the testing of hypothesis, the researcher found the result that was Sig. (2-tailed) = 0.001 and $\alpha = 0.05$ where if Sig. (2-tailed) $< \alpha = 0.05$ its mean that H_a was accepted. So, there was a significant influence in using cubing technique on the students' speaking ability at the first semester of the eleventh grade of SMAN 1 Purbolinggo in academic year of 2023/2024.

Keywords: *Cubing Technique, Quasi Experimental Design, Speaking Ability*

DECLARATION

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Department : English Department
Thesis Title : The Influence of Using Cubing Technique on the Students' Speaking Ability at the First Semester of the Eleventh Grade of SMAN 1 Purbolinggo in Academic Year of 2023/2024

There by declared that the thesis entitled "The Influence of Using Cubing Technique on the Students' Speaking Ability at the First Semester of the Eleventh Grade of SMAN 1 Purbolinggo in Academic Year of 2023/2024" is truly the researcher's own original work. The researcher was fully responsible for the publication of the thesis. The sources and structure of the writings in this research have complied with the provisions and ethical standards.

Bandar Lampung, 2023

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَأَحْلِلْ عُقْدَةً مِّن لِّسَانِي ٢٧

يَفْقَهُوا قَوْلِي ٢٨

And untie the knot from my tongue (27)
That they may understand my speech (28)
(Q.S Taha: 27-28)¹

¹ Abdullah Yusuf Ali, *The Meaning of Holy Qur'an*, (Maryland: Amana Publications, 2001), 184-185.

DEDICATION

Praise and gratitude to Allah the Almighty for His abundant blessing to me, and from deep of my heart and great love, this thesis is dedicated to:

1. Allah SWT who always loves and keeps me everywhere and everytime.
2. My beloved parents, my father Sriyono and my mother Mariyem who have cares and loves me until this time, prays for me, supports my success, thank you for all the motivations and supports. I love them so much.
3. My beloved eldest brother, Mardiyono, who always supports me in everything in my life and cheer me up until the completion of this thesis.
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7. My beloved Lecturers and Almamater of UIN Raden Intan Lampung which has contributed a lot for my development.

CURRICULUM VITAE

The researcher's name is Musrifah. She was born in Negara Ratu on March 29th, 2001. Musrifah come from Negara Ratu Village, Batanghari Nuban District, East Lampung Regency, Lampung. She is the youngest of three children of the Muslim couple Mr. Sriyono and Mrs. Mariyem. She has two older brothers named Mardiyono and Khoirul Anwar.

Musrifah began her study at Kindergarten at TK Dharma Wanita in 2006 and finished in 2007. Then she continued to SDN 2 Negara Ratu in 2007. Since elementary school she liked activities outside of school such as scouting and volleyball, she often took part in scouting activities and competitions and volleyball until she graduated from elementary school in 2013. Then she continued her study at SMPN 2 Purbolinggo in 2013, at junior high school she continued her hobby of participating in scout extracurricular activities until she served as scout treasurer, but not with volleyball, but she also took part in extracurricular activities such as the English Club, dance, traditional music, then she is also active in school activities, namely participating in the OSIS organization and the Social Education Olympiad, she graduated from junior high school in 2016 and she continued to study again at SMAN 1 Purbolinggo in 2016, in high school she remains active in extracurricular scouting and other scouting activities such as camping, social service activities, caring for the environment, caring for fellow human beings, and participating in the OSIS organization, she served as general treasurer of the OSIS in 2017/2018, she graduated from high school in 2019. After graduating from high school, the researcher decided to continue her study at the Lampung State Islamic University (UIN) as a student of the English Education Study Program of Tarbiyah and Teacher Training Faculty in 2019 through the SPAN-PTKIN route.

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In the name of Allah, the most meaningful, the most beneficent. Praise be to Allah, the almighty God. For blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis is submitted as compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN Raden Intan Lampung).

The researcher realizes that this thesis would never be finished without the help and support from others. So that, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Finally, none or nothing is perfect and neither is this final thesis. Any correction, comments, and criticisms for this thesis are always open-heartedly welcome.

Bandar Lampung,
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CHAPTER I INTRODUCTION

A. Title Confirmation

It is important to clarify the words link to the title of this thesis as a first step in getting an understanding to alleviate the process of writing this undergraduate thesis with the title "The Influence of Using Cubing Technique on the Students' Speaking Ability at the First Semester of the Eleventh Grade of SMAN 1 Purbolinggo in Academic Year of 2023/2024". In the title of this undergraduate thesis, there is an explanation of how various terminology should be understood. The explanation is as follows:

1. Influence

Influence is the ability to cause desirable and measurable actions and outcomes.¹ When students are given a technique, namely the cubing technique in learning activities, do they have the same potential to cause a similar effect to the influence of students who are not given the cubing technique in their learning process on their speaking achievement.

2. Cubing Technique

According to Perez, cubing is a technique designed to help students think about a topic or idea from many different angles. It means that cubing technique helps students more understand the topic using six different perspectives that are appropriate to the topic. According to Forget, the six sides are describing, comparing, associating, analyzing, applying, and arguing. Cubing is useful for quickly exploring a topic, and probing it from six different perspectives.² It means that by applying cubing technique students can develop their ideas about the topic. Furthermore, by using this technique, students also can analyze a topic in depth.

¹ Brian Solis, *Exploring and Defining Influence: A New Study Published*, (Geneva: A New Study, September 29, 2010).

² Mark A. Forget, *Classroom Activities for Helping Students Learn New Subject Matter While Acquiring Literacy Skills*, (Bloomington: Trafford Publishing, 2004), 124.

3. Speaking

According to Brown, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information the form and meaning of speaking is dependent on the context in which the conversation occurs, including participant themselves and purpose for speaking.³

Speaking is one of productive skills which it is used to communicate with others. It not only produces words or sounds but also has a meaning. The purpose of speaking is to share knowledge information and ideas. Furthermore, the ability of verbal communication such as gestures, pronunciation, and oral skills are needed.

As a productive ability, there are some aspects that the speaker needs to consider. The aspects such as grammar and vocabulary can impact the message in speaking. Moreover, body language, intonation, and pronunciation also have an important role in speaking. Communicate competence refers to the grammatical and how to generate the meaning. The knowledge of grammatical refers to the ability to arrange sentences with well-organized grammar. Furthermore, the knowledge of generating the meaning relates to the competence to use a language based on the context. In short, the researcher concluded that speaking is a monologue speaking activity to express meaning or ideas on a topic in a pamphlet.

4. Students' Speaking Ability

Students' speaking ability are defined as the ability which allow students to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Speaking is one way to communicate which ideas and though message orally. To enable the students to communicate, we need to apply the language in the real communication. According to Gert and Hans, speaking is speech or utterances with the purpose of

³ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (New York: Wesley Longman, 2003), 267-268.

having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.⁴

Furthermore, the speaking can be defined as the activity of socialization to transfers and receive the information, it means, the speaking is not only focus on the speaker itself but this skill involved another individual trough processing information, it could be like, imitation, transaction (dialogue) interpersonal dialogue, and intensive.

Speaking is the natural state of language, as all human beings are born to speak their native languages. It is thus the most distinguishing feature of human beings. This verbal communication involves not only producing meaningful utterances but productions. Speaking is thus regarded as a critical skill in learning a second or foreign language by most language learners, and their success in learning a language is measured in terms of their accomplishment in oral communication.⁵

B. Background of the Problem

Indonesian students in a school have to learn English as one of the target languages. They need to learn both language abilities and also language components. Language abilities as stated by Brown are listening, reading, speaking, and writing. Language components contain vocabulary, grammar, and pronunciation.⁶ Furthermore, students are expected to be able to apply those abilities and components in their daily activities.

In order to be able to use English, learners have to master English abilities such as listening, speaking, reading, and writing. Although all four abilities are equally important, the speaking abilities could be seen as the leading ability during the English learning process. During the learning process, learners need to

⁴ Gert Rickheit and Hans Strohner, *Handbook of Communication Competence*, (Germany: Hubert Co., Gottingen, 2008), 207.

⁵ David Nunan, *Second Language Teaching and Learning*, (Beijing: Foreign Language Teaching and Research Press, 2001), 247.

⁶ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco: Addison Wesley Longman, Inc., 2001), 232.

communicate with others in order to express their ideas and feelings. One of the ways to communicate with others is through speaking.

However, speaking is one of the abilities in English that is difficult to apply in everyday life. In Indonesia, it is rare for anyone to speak English, apart from being difficult because of the lack of vocabulary master. As Choliludin said, that: "Before we master English communication and grammar, we must have a vocabulary that is used every day in conversation. Here we know and master a little vocabulary to help facilitate our conversation. It will be difficult if we do not have the slightest basic knowledge of basic vocabulary that is commonly use in everyday life."⁷ So, the first step to learning English, especially speaking is to increase vocabulary and then to grammar, because the main capital to be able to speak English is to have a lot of skills vocabulary so that you do not get confuse when you want to express something. Learning English in Indonesia is also difficult because if you make a little grammar mistake, you will immediately be blasphemed, whereas if you talk to a Caucasian, you say "I go to the beach yesterday" he/she also understands, and it is judge better than you who speak "eee..... eee....." because it is pegged to grammar.

Based on the preliminary research that the researcher conducted in June 2022 at SMAN 1 Purbolinggo, the researcher found several problems by conducting interviews with the English teacher, the teacher said that class XI students had limited knowledge of grammar rules, limitations in terms of vocabulary, limitations in pronunciation, so that students do not dare or lack confidence to speak and express their ideas and feelings. Then for some students which not understand the correct use of vocabulary, so they choose the wrong vocabulary, they do not know the function of the word itself.⁸

Based on the explanation above, the researcher knows that students still have difficulty in speaking ability to express their

⁷ Evelyn Rientje Elsjelyn Choliludin, *The Key to Success in Learning English* (Jakarta: Kesaint Blanc, 2014), 447.

⁸ Rubiatun, "Teachers Preliminary Research Interviews", *Unpublished*, June 16, 2022.

ideas and feelings, and more than half of the students are confused when they speak in the current learning process. This is one of the reasons why their speaking ability do not develop in school. They have some difficulty in speaking. First, the difficulty of students in expressing ideas orally and difficulties in pronunciation. The second problem is the limited vocabulary. This makes it difficult for students to speak for a long time. Third, they have limited grammatical skills. And lastly, they feel very worried that they will make some mistakes while speaking. This makes them less likely to contribute to the process of learning to speak. They choose to be passive than to speak during the process of learning English.

Based on the description of the problem in speaking above, the researcher used the Cubing Technique as one of the cooperative learning techniques to be applied in the speaking class. The reason the researcher applied the cubing technique is because the class XI teacher at SMAN 1 Purbolinggo has never used this technique in the English learning process, especially in speaking ability, usually the teacher use video viewing techniques for students before learning begins, therefore the researcher tried to use the cubing technique to students. According to Axelrod and Cooper, cubing is useful for quickly exploring a topic, probing it from six different perspectives. It means that, in applying cubing technique students can develop their ideas about the topic. Furthermore by using this technique, students also can analyze a topic in depth.⁹ In addition according to Head & Lester, cubing technique encourages students to look at information in different ways and to use different ways of critical thinking, this technique can be used in speaking, this technique can work individually or group to go through each side of the cube.¹⁰ The reason why the researcher using cubing technique because cubing technique is useful for quickly exploring a topic, and investigating it from six different perspectives (describe, associate, structure, analyze,

⁹ R. B. Axelrod, Cooper, and R. Charles, *The St. Martin's Guide to Writing*, (Boston, MA: Bedford, 2010), 568.

¹⁰ H. M. Head and H. J. Lester, *Reading in Content Areas: Literacy and Learning*, (Louisiana, La: Louisiana Public Broadcasting, 1999), 29.

apply, and argue). That is, by applying the cubing technique students can develop their ideas to the maximum on the topic. Furthermore, in this study the researcher used pamphlet as the medium, the use of media in the learning process can attract interest and motivate students learning. Actually, the cubing technique can be used with any media, as the researcher has read in articles on a website, one of which is the Google Scholar. The researcher found that this cubing technique can also use other media, one of which is posters, but the researcher tried to use pamphlet media as an update from existing research. According to an expert, Hermiko explained the definition of a pamphlet as a kind of booklet that is not bound. Consists of only one sheet printed on both surfaces. But it can also be folded in the middle so that it becomes four pages. Or it can be folded three to four times to become several pages. In teaching speaking skills, the presentation of pamphlets is useful because students can see and touch them directly, and by using interesting pamphlets can make students interest in the material. They do not need imagination so it is easy to express their ideas. So, the researcher decided to choose the title of this study "The Influence of Using Cubing Technique on the Students' Speaking Ability at the First Semester of the Eleventh Grade of SMAN 1 Purbolinggo in Academic Year of 2023/2024". This research is expected to be a more significant way to determine the influence of students' speaking ability.

C. Identification and Limitation of the Problem

Based on the identification of the background above, several considerations are put forward regarding the importance of conducting this research. The problem in this research is the students' speaking ability is still low. Based on the preliminary research that the researcher did in June 2022 at SMAN 1 Purbolinggo the reason was that they had some difficulty in speaking, namely:

1. The difficulty of students in expressing ideas orally and wrong in pronunciation.
2. The limited vocabulary, this makes it difficult for students to speak for a long time.

3. They have limited grammatical skills.
4. They feel very worried that they will make some mistakes while speaking, this makes them less likely to contribute to the process of learning to speak.

They choose to be passive rather than speak during the English learning process.

The scope of this research is experimental research that focused on teaching English speaking ability. To clarify the problem, the problem is limited to the use of the cubing technique on students' speaking ability where the English teacher class XI SMAN 1 Purbolinggo has never used the technique. The reason the researcher applied the cubing technique is because the class XI teacher at SMAN 1 Purbolinggo has never used this technique in the English learning process, especially in speaking ability, usually the teacher use video viewing techniques for students before learning begins, therefore the researcher tried to use the cubing technique to students. Then this research is limited by using pamphlet media. In addition, this research focused on material about revealing or explaining the contents contain in the pamphlet.

D. Formulation of the Problem

The formulation of this research was formulated as follows: Is there a significant influence of the use of the cubing technique on the students' speaking ability with pamphlets?

E. Objective of the Research

Based on the research problems above, the objective of this research is to find out the significant influence of using the cubing technique on students' speaking ability with pamphlets.

F. Significance of the Research

This research is important to do to deep knowledge about learning English in speaking comprehension ability, especially by using the cubing technique. This research is expected to be able to contribute to:

1. Theoretically

Theoretically, this research will be useful:

1. It is hope that this research will be able to provide useful information about cubing techniques, pamphlets as media and speaking ability.
2. This research will also enrich previous research on the use of cubing techniques, pamphlets and speaking ability.

2. Practically

Practically, the results of this research will be useful for:

1. For English Teacher, to improve their teaching and learning process through the Cubing Technique on students' speaking ability through pamphlets.
2. For the Students will be able to find out their difficulties in speaking using the Cubing Technique and pamphlet media.
3. For the Next Researchers, they can get information and guidance to conduct other research by reading this manuscript.

G. Relevant Research

Several studies on the analysis of the use of the cubing technique have been carried out. One of them is the first, by Resi, Sudarsono, and Ikhsanudin in 2018 with the title *The Use of Cubing Technique to Teach Writing Recount Text*. The purpose of this study was to test whether the use of the cubing technique was significant in learning to write recount texts in 8th grade students of SMPN 8 Pontianak. This study used an experimental design and the sample of this study was class VIII D students, totaling 34 students. The instrument in this study was to collect data by conducting pre-test and post-test, the recount text writing test was used in this study. The result of this research is the cubing technique is very effective for teaching writing recount text. The cubing technique also makes it easier for students to develop and organize their ideas.¹¹

¹¹ Resi, Sudarsono, and Ikhsanudin, "The Use of Cubing Technique to Teach Writing Recount Text," *Pontianak: jurnal.untan.ac.id*, Vol. 7, no. 7 (2018): 1-8, <http://dx.doi.org/10.26418/jppk.v7i7.26577>.

The second research was conducted by Ardian, in 2019 with the title *The Effectiveness of Cubing and Peer Reviewing Techniques in Teaching Writing Descriptive Text to the Eleventh Grade Students at SMA Negeri 1 Banyuasin I*. The purpose of this study was to find out: 1) whether the cubing technique was effective significantly in improving students' writing achievement; 2) whether the peer review technique is significantly effective in improving students' writing achievement, and 3) whether or not there are differences in the writing achievement of the students of SMA Negeri 1 Banyuasin I who were taught the cubing and peer review techniques. This study used a randomized two-group pretest-posttest design and the sample in this study was 90 students of class XI SMA Negeri 1 Banyuasin I. The instrument in this study was data collected through pre-test and post-test writing descriptive text, then the results of the pre-test and post-test were analyzed using a t-test. The results of this study showed that: 1) the cubing technique was significantly effective in improving students' writing achievement; 2) the peer review technique is significantly effective in improving students' writing achievement; 3) there is a significant difference in the writing achievement of the students of SMA Negeri 1 Banyuasin I who are taught through cubing and peer review techniques.¹²

The third research by Mukhaiyar, Zaim, and Ananda in 2020, entitled *The Cubing Technique: A Technique in Pre-Writing to Improve Students' Writing Skills*. The purpose of this research is to improve students' writing skills. This study used a quasi-experimental design and the sample in this study was class 4A in the fourth semester of IAIN Kerinci. The instrument in this research is to use two kinds of data collection techniques; quantitative and qualitative data collection techniques. The result

¹² Ratmi Ardian, "The Effectiveness of Cubing and Peer Reviewing Techniques in Teaching Writing Descriptive Text to the Eleventh Grade Students at SMA Negeri 1 Banyuasin I," *Palembang: ELTE Journal (English Language Teaching and Education)*, Vol. 7, no. 1 (2019): 57-67, <http://dx.doi.org/10.31851/elte.v7i1.2998>.

of this research is that students' writing skills have increased through the cubing technique.¹³

The fourth research by Azka, in 2019 with the title *The Influence of Using Cubing Technique Towards Students' Writing Ability in Descriptive Text at The Seventh Grade of SMPN 4 Sekampung Lampung Timur in the Academic Year of 2018/2019*. The purpose of this study was to determine whether there was a significant effect in writing student descriptive texts using the Cubing Technique. This study used a quasi-experimental design and the sample of this study was 30 students for the experimental class and 31 students for the control class. To collect data, this study used a written test as the instrument. There was a pre-test held before they were given treatment in the experimental class and a post-test was held after being given treatment. From the results of the study obtained the value of Sig = 0.047 and = 0.05. It can be concluded that H_a is accepted and there is a significant effect of the use of the Cubing Technique on students' writing skills in descriptive texts in seventh grade at SMP Negeri 4 Sekampung for the 2018/2019 academic year.¹⁴

Then the next research by Cholidah, in 2019 with the title *Applying Cubing Strategy to Enhance Students' Writing Ability of Recount Text*. The purpose of this study was to improve students' ability to write recount texts through cubing learning strategies. This study used a classroom action design and the sample of this study was class VIII B MTs Al-Awwabin, totaling 17 students. The model used in this classroom action research uses a research model from Kemmis and McTaggart which consists of 4 stages, namely planning, implementation stage, observation stage, and reflection stage. From the results of the study, it can be concluded

¹³ Mukhaiyar, M. Zaim, and Azwar Ananda, "The Cubing Technique: A Technique in Pre-Writing to Improve Students' Writing Skills," *Padang: Eighth International Conference on English Language and Teaching*, Vol. ICOELT-8 (2020): 131-136, <https://doi.org/10.2991/assehr.k.210914.025>.

¹⁴ Alviana Azka, "The Influence of Using Cubing Technique Towards Students' Writing Ability in Descriptive Text at the Seventh Grade of SMPN 4 Sekampung Lampung Timur in the Academic Year of 2018/2019", (Skripsi, UIN Raden Intan Bandar Lampung, 2019).

that there is an increase in the student's ability to write recount text after using cubing as a learning strategy.¹⁵

In this study the researcher still did the same topic, namely using the cubing technique. In previous research discussing the use of cubing techniques in improving a student's ability. The aim is to test whether the use of cubing techniques is significant in a lesson, this is the same as the purpose of this study which tried to test whether the use of cubing techniques is significant in a lesson.

Apart from the similarity of the topics, this study discussed the extent to which the use of cubing technique influence students' speaking ability. Because there are still problems that have not been discussed by all the studies above, namely the influence of using cubing technique on students' speaking ability. Based on the preliminary research that the researcher conducted by reading from various website sources, especially Google Scholar, starting from 2018, there were eight previous research that had used the cubing technique on students' writing skills. From the preliminary research that the researcher conducted there was also one previous research that had used the cubing technique on students' speaking ability using media, but the media used was poster media. If previous research discussed the use of cubing technique on students' writing achievement and on students' speaking ability by using poster media, this study discussed the use of cubing technique on students' speaking ability by using pamphlet media.

H. Systematics of the Research

In this thesis consists of five chapters as follows:

1. Chapter I Introduction

This chapter consists of title confirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objectives of the research, significances of the research, relevance research and systematics of the research.

¹⁵ Afifah Nur Cholidah, "Applying Cubing Strategy to Enhance Students' Writing Ability of Recount Text", (Skripsi, UIN Syarif Hidayatullah Jakarta, 2019), 1-50.

2. Chapter II Frame of Theory and Hypothesis

This chapter consists of definition of speaking, speaking ability, types of speaking performance, elements of speaking, the difficulties of speaking, technique of teaching speaking, concept of speaking ability, the nature of cubing technique, the procedure of cubing technique, the advantages of cubing technique, definition of pamphlet, characteristics of pamphlets, the purpose of the pamphlets, benefit of pamphlets, pamphlet type, procedure of teaching using pamphlet, the advantages and disadvantages of pamphlet, and hypothesis.

3. Chapter III Research Method

This chapter consists of place and time of the research, research design, population, sample and data collecting technique, operational definition of variables, research instrument, validity and reliability of the instrument, fulfilment of the assumption, and hypothesis testing.

4. Chapter IV Result and Discussion

This chapter consists of result of the research, result of data analysis, and discussion.

5. Chapter V Conclusion and Recommendation

This chapter consists of conclusion and recommendation.

CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. Frame of Theories

The study of theory is a supporting factor in a study because in this theoretical study describes the theories associated with the variable under study.

The theories are used as the basis or reference for the discussion of research. The theories are used to support the problem to be examined for clarity in research.

1. Speaking

Speaking is an effective way used in real interaction communication. It is impossible if someone understands English in written but he or she does not understand the productive abilities, especially speaking. According to Brown, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information the form and meaning of speaking is dependent on the context in which the conversation occurs, including participant themselves and purpose for speaking. Moreover, speaking is one of four skills in English in speaking skills which have an important role in daily life, even as a main ability in communication among human beings.¹⁶

Cameron says that speaking is the active use of language to express meanings so that speaking is much more demanding than listening language on learners' language resource and skills. It is because speaking activities require careful and plentiful support of various types, not just support for understanding, but also support for production.¹⁷

¹⁶ Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 267-268.

¹⁷ Lynn Cameron, *Teaching Language to Young Learners*, (New York: Cambridge University Press, 2001), 40.

Harmer stated that speaking is one of productive skill. Productive skills are including writing and speaking. As productive skill means that speaking involves the students to express their thoughts with their friends. It also enables students as the speaker to express their feelings or information orally. Different from writing, the form of speaking through the aspect of communication such as gesture and intonation in order to let the listener get the information clearly.¹⁸ Likewise, McDonough and Shaws stated that sub-skills such as pronunciation, fluency, gesture, etc. are really needed in speaking. In addition, speaking is a verbal communication which involves a speaker and a listener in the communicating situation. It is allowing interrelationships between speaker and listener so that only by speaking the speaker can know directly how the listener responds to their thought. Hence, to make the interaction between the speaker and the listener become easier the mastering of sub-skills is really needed.¹⁹

From the definition above, it can be concluded that speaking is one of productive abilities in which it is used to communicate with other. It is not only producing words or sounds but also having a meaning. The purpose of speaking is to share knowledge information and ideas. Furthermore, the ability of verbal communication such as gesture, pronunciation, and oral skills are really needed.

a. Speaking Ability

As a productive ability, there are some aspects that the speaker needs to consider. The aspects such as grammar and vocabulary can impact the message in speaking. Moreover, the body language, intonation, and pronunciation also have important role in speaking. The communicate competence refers to the grammatical and

¹⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman Group UK Limite, 1991), 349-350.

¹⁹ McDonough and Christopher Shaws, *Materials and Methods in ELT-A Teacher's Guide*, (Oxford: Blackwell, 1993), 157-161.

how to generate the meaning. The knowledge of grammatical refers to the ability to arrange sentences with well-organized grammar. Furthermore, the knowledge of generate the meaning relates with the competence to use a language based on the context.

In short, there are some aspects which need to consider by the speaker. Then, the speaker needs to combine those aspects in order to have a good performance in speaking.

b. Types of Speaking Performance

Brown describes six categories of speaking abilities area. Those six categories are as follows:

1) Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation.

2) Intensive

Intensive speaking performance is related to the production of short stretches of oral language to demonstrate the competence such as grammatical, phrasal, lexical, or phonological relationship (prosodic elements: intonation, stress, rhythm, juncture).

3) Responsive

Responsive performance includes interaction and test comprehension but at some what limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student initial questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For examples here is conversation which is done in pair work.

5) Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

6) Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches.²⁰

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

In this research, the type of speaking used is the extensive (monologue) category, where speaking is a monologue speaking activity to express meaning or ideas on a topic in a pamphlet.

c. Elements of Speaking

According to Hughes, there are five components of speaking. They are pronunciation, grammar, vocabulary, fluency, and comprehension.²¹

1) Pronunciation

According to Nunan, pronunciation the production and perception of considerable language features in order

²⁰ H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (New York: Person, 2004), 271-273.

²¹ Arthur Hughes, *Testing for Language Teachers*, 2nd Edition, (New York: Cambridge University Press, 2003), 113.

to get the meaning of language use. Therefore, pronunciation itself become the main concern in speaking in order to give the meaningful communication and avoid the misinterpreting while talking.²²

2) Grammar

Grammar is the one of language components. Grammar is needed in order to correct the language structure. Especially in speaking, grammar is needed to correct the correctness of spoken language. Likewise, Nelson said that grammar indicates to produce words into larger units.²³ Moreover, Yule stated that can be produced well language structure of a language. Therefore, grammar also plays important role in speaking. Without the comprehending about grammar, the communication is cannot be understandable by the speaker.²⁴

3) Vocabulary

The other component that is very crucial and it will show us the speaking ability of some bodies from the quality of the vocabularies that can express in conversation. Furthermore, the learners also need to understand the meaning of words that they use when they try to express what they want to say. According to Harmer stated that there are some aspects in knowing a word. The aspects are the meaning of the word, the use of the word, the information of the word, and also the position of the word in grammar.²⁵ Therefore, students have to be able to use words of vocabulary accurately.

4) Fluency

According to Sihem stated that the ability to give feedback about the element of pronunciation in a

²² Carter, Ronald and David Nunan, *Teaching of English Language Teaching*, 4th Edition, (London: Pearson, 2007), 92.

²³ Sidney Greenbaum & Gerald Nelson, *An Introduction to English Grammar* (Second ed.), (London: Longman, 2002),

²⁴ George Yule, *The Study of Language: An Introduction*, 4 th ed., (Cambridge: Cambridge University, 2010), 81.

²⁵ Harmer, *The Practice of English Language Teaching*, 233.

comprehensible way is called fluency. In speaking, fluency makes us easy to understand the meaning.²⁶

5) Comprehension

Another element in speaking that need to be considered is comprehension. Theodore stated that the well-success of speaking depends on the listener when having interaction can achieve the message in the target language. It indicates that in comprehension the speaker and the listener have to understand what the intended meaning of the speaker when he or she says something.²⁷

d. The Difficulties of Speaking

According to Brown, the eight following characteristic of spoken language include:

- 1) Clustering Fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.
- 2) Reduced Forms Contractions, elisions, reduced vowels, etc; all form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.
- 3) Performance Variables One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent, we insert certain "fillers" such as uh, um, well, you know, I mean, like, etc. One of the most salient differences between native and

²⁶ Saci Sihem, "Using Video Techniques to Develop Students' Speaking Skill", (Skripsi, University of Biskra, 2013).

²⁷ C. Jack Richards and S. Rodgers Theodore, *Approaches and Methods in Language Teaching, Second Edition*, (New York: Cambridge University Press, 2001), 58.

nonnative speakers of a language is in their hesitation phenomena.

- 4) Colloquial Language Students should be reasonably well acquainted with the words, idioms, and phrases of colloquial language and get practice in producing these forms.²⁸

e. **Technique of Teaching Speaking**

According to Harmer writes that when teaching speaking or producing skill, we can apply three major stages, those are:

- 1) Introducing new language
- 2) Practice
- 3) Communicative activities

When introducing new language, the teacher should find out the genre or the text, which is meaningful. In this stage teacher can ask student to pronounce the unfamiliar words, find out the meaning of the expression used in the text.

Other technique used for teaching speaking:

- 1) Information gap by using picture
- 2) By using photographs
- 3) By using song
- 4) By using mysterious thing
- 5) Educational drama which covers miming, role play, the empty chair, simulation.

f. **Concept of Speaking Ability**

We know that speaking is an effective way to send our brain message to the other one. Pardiyono stated that someone capability to speak English is very influenced by his message, grammar, and pronunciation understanding. The information or message will be achieved and interpreted by listeners correctly if the speakers are able to

²⁸ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco: Addison Wesley Longman, Inc., 2001), 270.

express the information or message in the correct sentences based on grammatical and cultural correctness.

In addition, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. The following five components are generally recognized in analysis of speech process are Pronunciation (including the segmental features: vowels and consonants; and the stress and intonation); Grammar, Vocabulary, Fluency (the ease and speed of the flow of speech), Comprehension that should be student's mastery to get speaking ability.²⁹

Furthermore, while speaking is a productive skill that can be directly and empirically observed, so there are some types of speaking assessment can be used in assessing speaking skill. Brown identifies five categories of speaking assessment types, first is imitative speaking. It is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in criterion of performance.

Responsive speaking includes interaction and test comprehension but at the some what limited of very short conversations, standard greetings and small talk, simple requests and comments, and the like. And then is interactive speaking. The difference between responsive and interactive speaking is in the length and complexity of the interaction. Interaction can take the two forms of transactional language. And the last is extensive (monologue) speaking. Extensive oral production tasks include speeches, oral presentation, and the story telling, during which the opportunity for oral interaction from listener is either highly limited.

²⁹ Pardiyono, *Pasti Bisa Teaching Based Speaking*, (Yogyakarta: Andi Publisher, 2009).

g. Procedure in Scoring Students Speaking

In evaluating the students' speaking ability, the researcher used the oral English Rating Sheet proposed by Brown. Based on this Rating Sheet, there are five aspects to be considered: pronunciation, grammar, vocabulary, fluency, and comprehension.

Table 2. 1
The Rating Sheet Score by Brown³⁰

ASPECT	SCORE	DESCRIPTION
Pronunciation	5	Easy to understand and the accent like native
	4	Easy to understand with an accent of particular in speaking
	3	There are several problems in pronunciation which make the listener should more concentrate, and sometimes there is a misunderstanding.
	2	Difficult to understand the pronunciation because there is a problem in pronunciation
	1	The pronunciation cannot be understood by the listener
Grammar	5	There is no mistake in grammar
	4	Sometimes makes mistakes in grammar mistakes, but it is fine
	3	Often makes mistakes in grammar and it influences the meaning.

³⁰ Brown H. Douglas & Abeywickrama Priyanvada, *Language Assessment Principles and Classroom Practices*, 2018, 245.

	2	Many mistakes in grammar hinder meaning and should be changed in the sentence.
	1	The mistake in grammar is so bad and it is difficult to understand
Vocabulary	5	Using vocabulary and express it like a native speaker
	4	Sometimes using appropriate vocabulary in sentence
	3	Often using appropriate vocabulary, the speaking is limited because the language is limited.
	2	Using the vocabulary is limited, so it is difficult to understand
	1	Vocabulary is so limited that speaking not go on
Fluency	5	Speaking is so smooth like a native speaker
	4	The fluency is not disturbed by the language problem, and it is fine
	3	Language problems disturb the fluency
	2	Speaking is hesitant the sentences become uncompleted.
	1	Speaking is so halting and fragmentary.
Comprehension	5	Understand all in the speaking without any difficulties
	4	Understand almost all in the speaking, even though sometimes there is

		repetition in a specific part
	3	Understand most of what she/he says in the speaking
	2	Difficult to understand what she/he says in the speaking
	1	Do not understand at all, although in simple sentence in the speaking

Score on a scale of 5 to 1. On the scale, 5 is the highest score, and 1 is the lowest score. It depends on the students' performances.

Table 2.2
Table of The Rating Rate Scale

No.	Assessment Aspect	Score				
		1	2	3	4	5
1.	Pronunciation	4	8	12	16	20
2.	Grammar	4	8	12	16	20
3.	Vocabulary	4	8	12	16	20
4.	Fluency	4	8	12	16	20
5.	Comprehension	4	8	12	16	20
	Total	20	40	60	80	100

Notes:

5 = 86 – 100 (Excellent)

4 = 75 – 85 (Good)

3 = 60 – 74 (Average)

2 = 40 – 59 (Fair)

1 = 10 – 39 (Poor)

2. Cubing Technique

Cubing is a technique for swiftly considering a subject from 6 points of view. Axelrod and Cooper state that cubing is useful for quickly exploring a topic, probing it from six different perspectives.³¹ It means that, in applying cubing technique students can develop their ideas about the topic. Furthermore, by using this technique, students also can analyze a topic in depth. In addition, Head & Lester state that cubing technique encourages students to look at information in different ways and to use different ways of critical thinking, this technique can be used in speaking, this strategy can work individually or group to go through each side of the cube.³²

Perez states that cubing is a technique designed to help students think about topic or idea from many different angles.³³ It means that, cubing technique help students more understanding about the topic using six different perspectives that appropriate with the topic. According to Forget, the six sides are describing, comparing, associating, analyzing, applying, and arguing. This technique was originally intended to be a speaking technique to explore topics or subjects from a variety of dimensions. A concrete visual of a cube is used to consider these multiple dimensions. Cubing works well when students are locked into a particular way of thinking. It allows students to look at an issue or topic from a variety of angles and to develop multidimensional perspectives. Cubes can be differentiated by readiness, interest or learning style in order to engage all students. Cubing enables you to consider your topic from six different directions; just as a cube is six-sided,

³¹ Axelrod, *The St. Martin's Guide to Writing*, 568.

³² Head, *Reading in Content Areas: Literacy and Learning*.

³³ Ayu Putri Nulmi & Yetty Zainil, "Using Cubing Strategy in Teaching Explanation Text for Eleventh Grade Students of Senior High School," *Padang: English Department Faculty of Languages and Arts, State University of Padang*, Vol. 7, no. 4 (2018), <http://ejournal.unp.ac.id/index.php/jelt>.

your cubing brainstorming will result in six "sides" or approaches to the topic.³⁴

According to Nazario, proposes that six perspectives of cubing technique as follows.

1) Describe

Visualize the topic and list as many details, qualities, and characteristics as you can. This perspective, the teacher asks the students to describe the topic, qualities, and characteristics clearly.

2) Compare or contrast

What is the topic similar to? What is it different from? List as many comparisons as possible. This perspective, the students make list many comparisons as possible about the similarities and the differences.

3) Associate

What does the topic remind you of? What does it makes think of? What other ideas, events, or issues can that associate with the topic? This perspective, the students must connect the topic with the other object that reminds them about the topic.

4) Analyze

What does the topic consist of? What are its parts? How does it work? What types does it consist of? How is your topic meaningful and significant? This perspective, the students must analyze about the topic details.

5) Apply

What can you do with the topic? How is it meaningful? How is it useful? This perspective, the students must explore the application of the topic.

6) Argue for or against

What controversies surround the topic? What strengths or weaknesses does it have? What challenges does it face? How can it be improved? This perspective, the students

³⁴ Forget, *Classroom Activities for Helping Students Learn New Subject Matter While Acquiring Literacy Skills*.

have to make argument about the topic, and explain about the strengths or weaknesses about the topic.³⁵

The researcher concluded that based on the opinions of experts, the cubing technique was able to contribute to developing students' speaking skills. In addition, the cubing technique can be applied to several levels of students. In conclusion, the cube is a speaking technique whose application is inspired by the shape of a cube which has six sides. The technique is based on a physical appearance that represents the idea of a six-sided cube. The six sides or perspectives of the cube are: describing, comparing, associating, analyzing, applying, and arguing. Cubing is one of the speaking teaching techniques to explore topics quickly and can help students organize and develop their ideas to make them able to convey something or their ideas about a topic. In cubing, students must examine a topic from every different perspective before speaking more fully. Cubing requires students to construct meaning about a topic from six different perspectives.

a. The Procedure of Cubing Technique

Sejnost proposed procedure of cubing technique as follow:

- 1) Introduce the topic and the six perspectives from which it might be considered.
 - a) The students pay attention to teacher explanation on the topic that going to learn,
 - b) The student's attention teacher explanation about six perspectives of the cube.
- 2) Next, allow students five minutes to consider each side of the cube.
 - a) The students consider each side of the cube,
 - b) The students are divided into small groups.
- 3) Finally, ask students to tell about the topic from any one or the six possible aspects.

³⁵ A. L. Nazario, D. D. Borchers, & W. L. Lewis, *Bridges to Better Writing (2nd ed.)*, (Boston, MA: Wadsworth Cengage Learning, 2013), 329.

- a) The students in their groups discuss the topic from six perspective of the cube,
- b) The students combine the six perspectives of the topic,
- c) The students share their topic in front of the class.³⁶

b. The Advantages and Disadvantages of Cubing Technique

There are some advantages of cubing technique. They are developing students conceptual understanding of a topic, developing student activity, and developing students speaking skill. Alteri says that cubing can be disigned to help students look at a topic from different perspective. The purpose of the activity is to help student which students brainstorm each of the six perspective and write on of the perspective (describing, associating, comprising, analyzing, applying, and arguing).³⁷ This technique can help the students to analyze the topic in depth. In addition, Axelrod explains the benefits of cubing technique are:

- 1) Allows students to explore multiple dimensions of a topic to grasp a deeper understanding.
- 2) The students are able to review the information they covered and clarify main points.
- 3) Helps students build a structured outline for a writing assignment.³⁸

In other hand, using cubing technique has disadvantages. According to Cahyono, "when looking at the students more specifically, I noticed that the most difficult part of the cubing technique is the third phase, that is 'associating'." Some students failed in stating the association which is resulted from the "it". Thus, the

³⁶ R. L. Sejnost, *Tools for Teaching in the Block*, (California, USA: Corwin, 2009), 169.

³⁷ L. J. Alteri, *Literacy+Match= Creative Connection in the Elemantary Classroom*, (Washington, DC: International Reading Association. Inc., 2010), 61.

³⁸ Axelrod, *The St. Martin's Guide to Writing*, 35.

associating part is not about the “it” per se, but about something else that comes to mind because of the “it”.³⁹ It means that, the most difficult part of the cubing technique is the third phase, namely associating. Usually, some students fail the difficulty in the transmission of this section is to bring together several thoughts that already exist. To overcome these student difficulties the researcher was guided and direct students so that they can associate and unite some of the thoughts that already exist then can be convey properly. The researcher was also tried to used pamphlets that are familiar/often seen by students and provide several different types of pamphlets so that students can more easily distinguish and express their ideas, opinions and thoughts.

c. Procedure Teaching Speaking Using Cubing Technique with Pamphlet

This procedure used to teach speaking through cubing technique by using pamphlet. The procedures are as follows:

- 1) Students are divided into some groups each group consists of 4-6 students.
- 2) Each group gives various pamphlets.
- 3) Guide the students to express their idea, give a chance to think about what to speak, based on the media that is given.
- 4) Give students 4-5 minutes.
- 5) Students observe the pamphlets with cubing technique.
- 6) Students discuss the topic of pamphlet with cubing technique by using six perspectives: describe, compare/contrast, associate, annalyze, apply, argue/against.

³⁹ Bambang Yudi Cahyono, "Helping EFL Learners to Develop Ideas in Writing Using the “Cubing” Technique," *Malang: Bambang Yudi Cahyono STBA Cahaya Surya Kediri*, Vol. 01, no. 01 (2012), www.cahayasurya.ac.id/jurnal/fileBambang%20Yudi%20Cahyono.pdf.

Students share about the contents of the pamphlet in front of the class by using six perspectives: describe, compare/contrast, associate, analyze, apply, argue/against.

3. Mind Mapping Technique

Mind Mapping was popularized by the author, Tony Buzan. "A mind map is the easiest way to put information into your brain and to take information out of your brain - it is a creative and effective means of note taking that literally 'maps out' your thoughts. And it is so simple".⁴⁰ In another view, "mapping (sometimes called clustering or webbing) is a way of visually analyzing the parts of a subject".⁴¹

Writing center learning guide of the University of Adelaide share "mind mapping is an effective means to take notes and brainstorm essay topics. A mind map involves writing down a central theme and thinking of new and related ideas which radiate out from the centre. By focusing on key ideas written down in your own words and looking for connections between them, you can map knowledge in a way that will help you to understand better and retain information".

Mind mapping is also one of technique which helps not only in generating ideas but also with organizing them. This technique develops new ideas by finding connections to original thoughts. Relationships between ideas are shown by drawing branches from a central theme or topic that should be clear.⁴²

a. The Procedure of Creating Mind Mapping

Mind mapping is a technique that so easy to do because we need simple ingredients to make mind mapping such as blank paper, coloured pens, and pencils,

⁴⁰ Tony Buzan, *Mind Map: The Ultimate Thinking Tool*, (London: Thorsons, 2005), 1.

⁴¹ Robert Keith Miller, *Motives for Writing: Fifth Edition*, (New York: McGraw-Hill Companies, Inc, 2006), 11.

⁴² Carol A. Binder and Susan Lopez-Nerney, *Writing in Process: Strategies for Organization and Development: Second Edition*, (New Jersey: Pearson/Prentice Hall, 2005), 8-9.

our brain and imagination. Coloured pens, pencil, and blank paper may be better because we can find our imagination or inspiration out more quickly and the act of drawing the branches can help to recall them. There are 7 steps to making mind mapping:

- 1) Start in the center of blank page turned sideways,
- 2) Use an image or picture for your central idea,
- 3) Use colours throughout,
- 4) Connect your 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 for line,
- 7) Use images throughout

Image and colours in mind mapping make more attractive. Colours also enhanced students' creativity. They make mind mapping more interesting, so the teaching and learning become fun. In mind mapping, one idea is associated with other ideas, the information is also classified. Therefore, the students writing product well organize and can be delivered in front of the class smoothly.

b. Advantages and Disadvantages of Mind Mapping Technique

According to Michael Michalko, in his book *Cracking Creativity*, the advantages of mind mapping as follows:

- 1) Mind Map activates whole brain,
- 2) Clears mind of mental clutter,
- 3) Allows to focus on the subject,
- 4) Helps demonstrate connections between isolated pieces of information,
- 5) Give a clear picture of both the details and the big picture,
- 6) Allows to group and regroup concepts,
- 7) Encouraging comparison between them,

- 8) Requires to concentrate on subject,
- 9) Which help get the information about it transferred from short-term memory to your long-term memory.

However, according to Buzan, the disadvantages of using mind mapping technique are:

- 1) Can not be digitally stored other than as a scanned document.
- 2) Map size is limited.
- 3) Preference of user for mind mapping software advantages.⁴³

In addition, according to Liu et al. assert that mind maps incorporate a limited amount of text. Therefore, instructors who want to include vast amounts of information in their presentations may find mind maps less useful. In addition, creating a mind map may be time-consuming. Therefore, a learner may find that reading through texts is better than spending time creating mind maps. Furthermore, personalized mind maps may not be understood by other people.⁴⁴ To overcome the lack of space or waste of paper and pen, the researcher was guided students to draw as simple as possible but clearly and easily understood. Then to save time when drawing a mind map beforehand the researcher must ensure that students really understand the material that will be used as the mind map.

c. Procedure Teaching Speaking Using Mind Mapping Technique with Pamphlet

This procedure used to teach speaking through mind mapping technique by using pamphlet. The procedures are as follows:

⁴³ Buzan, *Mind Map: The Ultimate Thinking Tool*, 3.

⁴⁴ Ying Liu, Guoqing Zhao, Guozhen Ma, & Yuwei Bo, "The Effect of Mind Mapping on Teaching and Learning: A Meta-analysis," *Standard Journal of Education and Essay*, Vol. 2 no. 1 (2014), <https://standaresjournals.org/journals/SJERE/index/html>.

- 1) Students are divided into some groups each group consists of 4-6 students.
- 2) Each group gives various pamphlets.
- 3) Guide the students to express their idea, give a chance to think about what to speak, based on the media that is given.
- 4) Give students 4-5 minutes.
- 5) Students observe the pamphlets with mind mapping technique.
- 6) Students discuss the pamphlet topics with mind mapping technique, then students make pictures starting in the middle of a blank page turned to the side, students draw for the central idea/topic, then proceed by connecting the main branch to the central image and connecting the second and third level branches to the first level and second, and so on. Make curved branches rather than straight lines, use one keyword for lines, draw and color in mind mapping to make it more interesting.

Students share the contents of the pamphlet in front of the class using the mind mapping that has been made.

4. Media

Media is every tool to convey information or messages from one place to another place. In teaching learning process also use media to make the process run effective and interesting. Harmer says that a range of objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in the activities.⁴⁵ Popular print media offer good opportunities for improving learners' reading and writing skills in particular. Popular electronic media provide teachers with excellent resource for improving language skills, such as listening and

⁴⁵ Jeremy Harmer, *The Practice of Language Teaching*, (Cambridge: Ashford Colour Press, 2007), 177.

speaking.⁴⁶ It means that there are so many medias that can be used in eaching listening.

Reiser and Dick designate instructional media as one of the instructional planning that should be prepared by teachers before coming in classroom.⁴⁷ Instructional media can be defined as the physical means including traditional means such as chalk, blackboard, textbooks and modern means such as videos, tape, recorders, computers, overhead projectors, and others presenting instructional activities delivered to the students. In line with them, Harmer says that a range of objects, pictures, and other things can be used as instructional media to present and manipulate language and to involve students in the activities.⁴⁸ Computers, DVDs, interactive whiteboards, and all sorts of other technology are present to one degre or another in every school, and most middle-class children, at least, as DeBell and Chapman, go home to an array of technology as well.⁴⁹ Instead of Borgman, yet only gradually is technology truly changing the core of teaching and learning in schools.⁵⁰ More specifically, Sands stated that instructional process in which media, as teacher's language, deliver message to the students.⁵¹ Thus it can be concluded that instructional media are everything connecting and delivering messages purposively from teachers to students in order to bring in controlled instructional environment.

a. The Function of Teaching Media

The importance of using media for teaching is a media that can be used to help the students in their study, in

⁴⁶ Carol Bertram, Peter Ranby, Mike Adendorff, Yvonne Reed, and Nicky Roberts, *Using Media in Teaching in John Gultig (Ed.)*, (South Africa: South African Institute for Distance Education, 2010), 91.

⁴⁷ Robert A. Reiser and Walter Dick, *Instructional Planning*, 2nd Ed., (Boston: Allyn and Bacon, 1996), 67.

⁴⁸ Harmer, *The Practice of English Language Teaching*.

⁴⁹ Robert E. Slavin, *Educational Psychology: Theory and Practice*, 10th Eds., (Johns Hopkins University: Pearson, 2012), 268.

⁵⁰ *Ibid.*

⁵¹ Lester B. Sands, *Audio-Visual Procedures in Teaching*, (New York: University of California, 1965), 5.

order to make the teaching learning process more effective and efficient. By using media, the material is more interesting concrete and easier to understand.

According to Sudjana, the function of teaching media in teaching and learning process as follows:

- 1) The using of media in teaching learning process is not addition function, but has own function as an aid to express effective teaching learning situation.
- 2) The using of teaching media is integral part of all learning situation. It means that teaching media is one of element that should be developed by teacher.
- 3) The using of teaching media is more important to accelerate teaching and learning process and help student in comprehend material from teacher.⁵²

In addition, teaching media function based on Mulyani in Dewi, are:

- 1) Auxiliary tool to create effective learning situation.
- 2) Integral part of all learning situation.
- 3) To concrete the abstract concept, so, can decrease verbal comprehension.
- 4) To build up students' motivation to learn.⁵³

b. Kinds of Teaching Media

As we know that teaching media is all tools/aids that may be used by teacher and learner to attain certain education objectives. Then the teaching media can be divided into some classification.

According to Mahajan, media are classified into seven categories such as:

- 1) Graphic Media: any kinds of printed media. Such as, books, pictures, photographs, maps, charts, posters, graphs, pamphlets, diagrams.

⁵² D. Sudjana, *Metode & Teknik Pembelajaran Partisipatif*, (Bandung: Falah Production, 2001), 64.

⁵³ U. Mulyani, & M. Al-Hafiz, *Teaching Junior High School Students to Write Recount Text Through Wikis Media*, (Medan: Journal of English Language Teaching, 1(1) 2012), 225-229.

- 2) Display Media: a board used to show information in small group, e.g., chalkboard, bulletin board, flannel board, and peg boards.
- 3) Three Dimensionals Media: A the medium that has 3D shape. For example, models, objects, specimens, puppets.
- 4) Projected Media: a kind of media that need projector to show the messages. For example, slides, filmstrips, transparencies, films, video tapes, gramophones, records.
- 5) Audio Media: media that just can be heard. Such as, radio, audio cassettes, gramophones, records.
- 6) Video Media: this media is combination between audio and visual, e.g., TV, videocassettes, CD, computers.
- 7) Activity Media: media that can act some activity. For example, fieldtrips, dramatization, demonstration, and role-playing.⁵⁴

Based on Sahid, teaching media can be grouped as follows:

- 1) Visual Media: the media which can show information that just can be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, pamphlet, comic, book, etc.
- 2) Audio Media: the media which can show information that just can be heard. For example: radio, tape recorder, language laboratory, MP3 player, etc.
- 3) Projected Still Media: the media that need projector to show the information which inform of no-motion picture writing. For example: Power Point slide, micro film, etc.
- 4) Projected Motion Media: the media that need projector to show information inform of motion

⁵⁴ Gouvray Mahajan, "Multimedia in Teacher Education: Perceptions and Uses," *Pathankot: Journal of Education and Practice*, Volume 3, Number 1, (2012), www.iiste.org.

picture/writing. For example: film, television, video (VCD, DV, VTR), computer, etc.⁵⁵

The other classifications of teaching media also stated by Leshin, et al in Arsyad, those are: (1) Human-based media (teacher, instructor, role-play, group activity, field-trip); (2) Printed-based media (book, guide line, workbook, paper); (3) Visual-based media (video, film, slide-tape program, television); and (5) Computer-based media (interactive video, hypertext).⁵⁶ In addition, Rusman in Kusantati, et al, classified teaching media into six kinds, those are: (1) Visual media, (2) Audio media, (3) Audio Visual media, (4) Group presentation media, (5) Object media, and (6) Interactive computer-based media.⁵⁷

From the explanation of teaching media, the researcher has been used pamphlet media. The used of media in the learning process can attracted interest, effective, and motivate student learning.

c. Pamphlet

According to Hermiko, a pamphlet is a kind of booklet that is not bound. It may consist of only one sheet printed on both surfaces. But it can also be folded in the middle so that it becomes four pages. Or it can be folded three to four times to become several pages. Pamphlet is a promotional media used to market a particular product to the public. Pamphlets are also called leaflets, distributions, treatises, scatters are writings that can be accompanied by pictures or not, without cover or binding,

⁵⁵ Sahid, "Pengembangan Media Pembelajaran Berbasis ICT," *Yogyakarta: State University of Yogyakarta is a state university established in the Special Region of Yogyakarta*, <http://staffnew.uny.ac.id/upload/131930136/penelitian/Pengembangan+Media+Pembelajaran+Berbasis+ICT.pdf>.

⁵⁶ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Rajagrafindo Persada, 2009), 36.

⁵⁷ Rusman, dkk., *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi: Mengembangkan Profesionalitas Guru*, (Jakarta: PT. Raja Grafindo Persada, 2013), 38.

which are printed on a piece of paper on one side or both sides, then folded or cut in half, one third, or even a quarter, so that look smaller. Pamphlet has been used as a medium in this study, the used of media in the learning process is expect to attracted interest and motivate student learning.



Figure 2.1
Sample of Pamphlet

d. Characteristics of Pamphlets

The following are the characteristics of the pamphlet, among others, as follows:

- 1) Usually offers a product or service.
- 2) Use short, concise and clear language that is easy for readers to understand.
- 3) Using persuasive language, it means that an article in the pamphlet aims to influence the reader to want to do things as stated in the pamphlet, such as buying the products offered in the pamphlet.
- 4) Information written in a pamphlet is usually information that is actual or related to things that are new and up to date.
- 5) The contents of the images and pamphlets are clear to make it easier for readers to understand the meaning of the contents of the pamphlet.
- 6) The information submitted is updated information.

e. The Purpose of the Pamphlets

The purposes of the pamphlets are as follows:

- 1) To provide education or lessons to the readers, such as a pamphlet about education, as well as to promote good schools.
- 2) To promote products, for example, promotional pamphlets, which of course are to market a company's products.
- 3) To attract everyone to be captivated by the contents of the pamphlet.
- 4)

f. Benefits of Pamphlets

The benefits of pamphlets include the following:

- 1) Encourage or give a positive invitation.
- 2) Provide information, such as waste management, greening the environment.
- 3) Provide advice, such as the importance of washing hands before eating.
- 4) Reminding again, for example throwing garbage in its place.
- 5) Provide information about impacts, for example the impact of littering.

g. Pamphlet Types

Here are some types of pamphlets, including the following:

- 1) Political Pamphlet

Political pamphlets are a type of pamphlet that contains a political activity, for example on a campaign that aims to invite readers to vote for a candidate in a political party, such as the president, regional head, DPR, lurah, and so on.

competitions that students or teachers can participate in, and others.



Figure 2. 4
Sample of Educational Pamphlet

4) Activity Pamphlet

An activity pamphlet is a type of pamphlet that is made to convey information about an activity that is intended for readers to be willing to participate in an activity. An example of this activity is a religious activity or other seminar activity.⁵⁸



Figure 2. 5
Sample of Activity Pamphlet

⁵⁸ A. K. Hermiko, *The Definition of Pamphlet*, (Jakarta: AHSA, 2010).

h. The Advantages and Disadvantages of Pamphlet

There are some advantages and disadvantages of using pamphlet presentation as media in learning.

1) Advantages of Pamphlet

Here are several advantages of using pamphlet presentation as media in learning, such as:

- a) Pamphlet presentation can be used as excellent alternative medium for developing communication skills.
- b) Involve students in the assessment process.
- c) Encourage students to investigate a topic thoroughly.
- d) Provide opportunities for peer-learning.
- e) Promote a positive attitude for students.
- f) Exploring and confronting misconceptions.
- g) Students enjoy and engage in the activity.
- h) Opportunity to dialogue about learning.

2) Disadvantages of Pamphlet

There are several disadvantages of using pamphlet presentation as media in learning, such as:

- a) Students can be nervous in doing presentation.
- b) Students must prepare themselves confidence before doing presentation.
- c) Time and space to present the material, students need much time and space to prepare their presentation.
- d) Need to have clear criteria for good inter-rater reliability.

5. Text

According to Siahaam, a text is a meaningful linguistic unit in a context. A text is a both a spoken text and written text.⁵⁹ A text is not only ideas that conveyed in form of written but also ideas or information delivered orally.

⁵⁹ Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), 1.

Furthermore, Anderson said that a text is when these words are putting together to communicate a meaning, a piece a text is created. There are two main categories of text-literary and factual.⁶⁰ Text is arranging of words to be a sentence in order to deliver a message or information.

From the explanation above, it can be concluded that text is a contains expressions that have structure, content, purpose, which are conveyed in written form. The text also has several different types and meanings in its delivery. Therefore, the structure of the text varies depending on the type of text itself.

a. Kinds of Text

Gerot and Wignel classify the genre into 13 kinds.

They are:

1) Spoof

Spoof is a text to retell an event with a humorous twist.

2) Recount

Recount is a text to retell events for the purpose of information orentertaining.

3) Report

Report is a text to describe the way things are with reference to arrange of natural, man make and social phenomena in our environment.

4) Analytical exposition

Analytical Exposition is a text to persuade the reader or listener that something in the case.

5) News Item

News item is text to inform readers, listeners or viewers about events ofthe day which are considered newsworthy or important.

6) Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7) Narrative

⁶⁰ Mark Anderson, Kathy Anderson, *Text Types in English*, (Australia: Macmillan,1997), 17.

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8) Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

9) Descriptive

Descriptive text is a text to describe a particular person, place or thing.

10) Hortatory Exposition

Hortatory Exposition text is a text to persuade the reader or listener that something should or should not be the case.

11) Explanation

Explanation is a text to explain the process involved in the formation or workings of natural or socio-cultural phenomena.

12) Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13) Reviews

Reviews text is a text to critique an art work or event for public audience.⁶¹

Based on the statements above, the researcher can conclude that there are 13 kinds of text: Spoof, Recount, Analytical Exposition, News Items, Anecdote, Procedure, Descriptive, Hortatory exposition, Explanation, Discussion, Reviews. But, in this research used explanation text for the research.

b. Explanation Text

Explanation is a text which tells process relating to forming of natural, social, scientific and cultural phenomena. An explanation is one of writing text that has multiple definitions sorted by experts. It is a text which

⁶¹ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: GerdStabler, 1994), 192-220.

establishes that the phenomenon exists and explain ‘why’ or ‘how’ this come about.⁶² Explanation text as a non fiction to describe natural, social, and scientific phenomena formed. So that, a text which gives the reason ‘why’ and ‘how’ the process of events that has no human involved is called explanation text.

c. **The Social Function of Explanation Text**

To explain why and how something in the universe happen is an explanation texts’ function. The text is more concerned to actions that have scientific and technical processess.

d. **Generic Structure of Explanation Text**

Generic structure is a way to compile the text. Generic structure is used to compose text properly. The generic structure of explanation text are, (1) title (2) general statement (3) series of sequenced paragraphs (4) labelled diagram and flow charts (5) concluding paragraph.⁶³

e. **Grammatical Features**

Many language use components mostly should be considered to write an explanation text as follow: (1) use present tense as the text tells about an evidence (2) use abstract nouns (phrases) as a subject or an object (3) use pronouns for words already introduced (4) use action verb with its agreement (5) use adverbial phrases of time and place to tell when and where actrion happen (6) use time sequence connectors (7) use passive voice to link the events through cause and effect (8) use time conjunctions to keep the text flowing.⁶⁴

⁶² Blake, *Explanation Texts Structure and Features of Explanation Texts*, (London: Blake Education Fully Reproductive), 2.

⁶³ *Ibid*, 62-63.

⁶⁴ *Ibid*.

B. Hypothesis

The researcher formulated the hypotheses of this research as follows:

H_a: There is a significant influence in using cubing technique on the students' speaking ability at the first semester of the eleventh grade of SMAN 1 Purbolinggo in academic year of 2023/2024.

H_o: There is no significant influence of using cubing technique on the students' speaking ability at the first semester of the eleventh grade of SMAN 1 Purbolinggo in academic year of 2023/2024.

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