

IMPROVING ENGLISH SPEAKING SKILL THROUGH MIND MAPPING AT JUNIOR HIGH SCHOOL 1 KARANGPLOSO MALANG

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ABSTRACT

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This study examined improvised English speaking skills with the mind mapping method. Speaking is one of the English skills that are asked to be able to do. By speaking, it is seen clearly how well the speaker's grammar, pronunciation, vocabulary, and ability to comprehend a message and deliver ideas. Learning to speak is not easy, however, especially for international students. Speaking in a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions.

Developing modern and conventional learning methods is needed a resistance method, namely, there is the ability of the teacher to "listen" the students are able to speak, read, practice, and carry out learning actions tentatively and constructively in order to be able to create a more lively, easy and careful learning environment.

Choosing the right teaching method is very influential on the effectiveness of learning. Accuracy of using method Teaching is influenced by many factors, including the nature of the objectives to be achieved, the state of students, teaching materials, and situations learn how to teach. Mind maps are the easiest way to place information into the brain and take information out of the brain. Mind mapping, or what is often called a mind map, is a creative way for students individually to generate ideas, take notes, lessons or plan new research.

Mind mapping, or what is often called a mind map, is a creative way for students individually to generate ideas, take notes, lessons or plan new research. By using the mind mapping learning method, students experience an increase in speaking skills. This can be seen from the achievement of students in the speaking test in terms of accuracy (pronunciation) in VII B SMP 1 Karangploso which is increasing after the mind mapping method is applied. Then, using the mind mapping method can increase self-confidence at the SMP 1 Karangploso level, which has increased self-confidence. Furthermore, the mind mapping method made the speaking skills of grade VII B students of SMP 1 Karangploso increase by 15%.

INTRODUCTION

One of the necessary English skills is the ability to speak. As vital as reading, writing, and listening, it is an essential skill. In addition, communicating is an indicator of how well a person comprehends English. By speaking, the speaker's diction, pronunciation, vocabulary, and ability to comprehend and communicate ideas become evident. However, learning to converse is difficult, particularly for international students. Foreign language learners find it particularly challenging to speak because effective oral communication necessitates the ability to use the target language appropriately in social interactions. He adds that mastering a foreign language involves more than just understanding its grammatical and semantic principles. Learners must also understand how native speakers employ the language. Verbal communication and paralinguistic elements of speech, such as pitch, stress, and intonation, contribute to the diversity of communication. In addition, there are non-linguistic elements such as body language and posture, facial expressions, etc.

Mind mapping is a technique or method that utilizes both hemispheres of the brain to generate new ideas. A mind map's visuals can help you organize the information you've just received and identify the major themes of the discussion. After determining the big theme, mind mapping can help you elaborate on the details of the theme and understand the concept thoroughly. Usually, making mind maps is done by students while studying for exams. Teachers also usually use this method so their students can understand the material presented comprehensively. So, the main purpose of mind mapping is that anyone who uses this method can understand the material thoroughly, not just memorize it. As explained earlier, mind mapping can help you understand a concept or material thoroughly. This is because you are 'forced' to connect new concepts with pre-existing knowledge when making a mind map. After creating and seeing the results, you will find it easier to understand and relate one concept to another. This simplifies the learning process in a way that is not heavy and boring. One of the main benefits of mind mapping is that you can visualize the steps needed in a project. When the visualization of the steps is finished, you can see what can be improved, what needs to be achieved, and so on. Mind mapping also makes it easier for you to determine priority tasks. Once you know your goals and tasks that need to be done immediately, you can manage your time well and be more productive. When creating a mind map, we will create a branching map based on the existing categories. To make it look attractive, the mind map will usually be given an image or an attractive color. This manufacturing process can stimulate the right side of the brain.

Developing modern and conventional learning methods a resistance method, namely the

teacher's ability to "listen" to students who are able to speak, read, practice, and carry out learning actions tentatively and constructively, is required to create a more vivacious, straightforward, and deliberate learning environment

Based on the interview by the author at Junior High School 1 Karangploso Malang, the majority of class VII students feel bored with the teacher's teaching pattern in the class, which is considered less interactive; the majority of them want a class that is more interactive and interesting. Of the 20 students who were interviewed, all of them stated that they wanted teachers to be able to teach in a different and fun way, of course, without reducing the effectiveness of students in understanding the subject matter.

Choosing the right teaching method is very influential on the effectiveness of learning. Accuracy of using method Teaching is influenced by many factors, including the nature of the objectives to be achieved, the state of students, teaching materials, and situations learn how to teach. Mind maps are the most efficient method for storing and retrieving information in the brain. The mind map is a creative and efficient note-taking method that will literally outline our thoughts. Mind maps are also very simple. Mind mapping, or what is often called a mind map, is a creative way for students individually to generate ideas, take notes, plan new research, or teach. By requiring students to create mind maps, it will be simple for them to articulate plainly and creatively what they have learned and what they intend to do.

METHOD

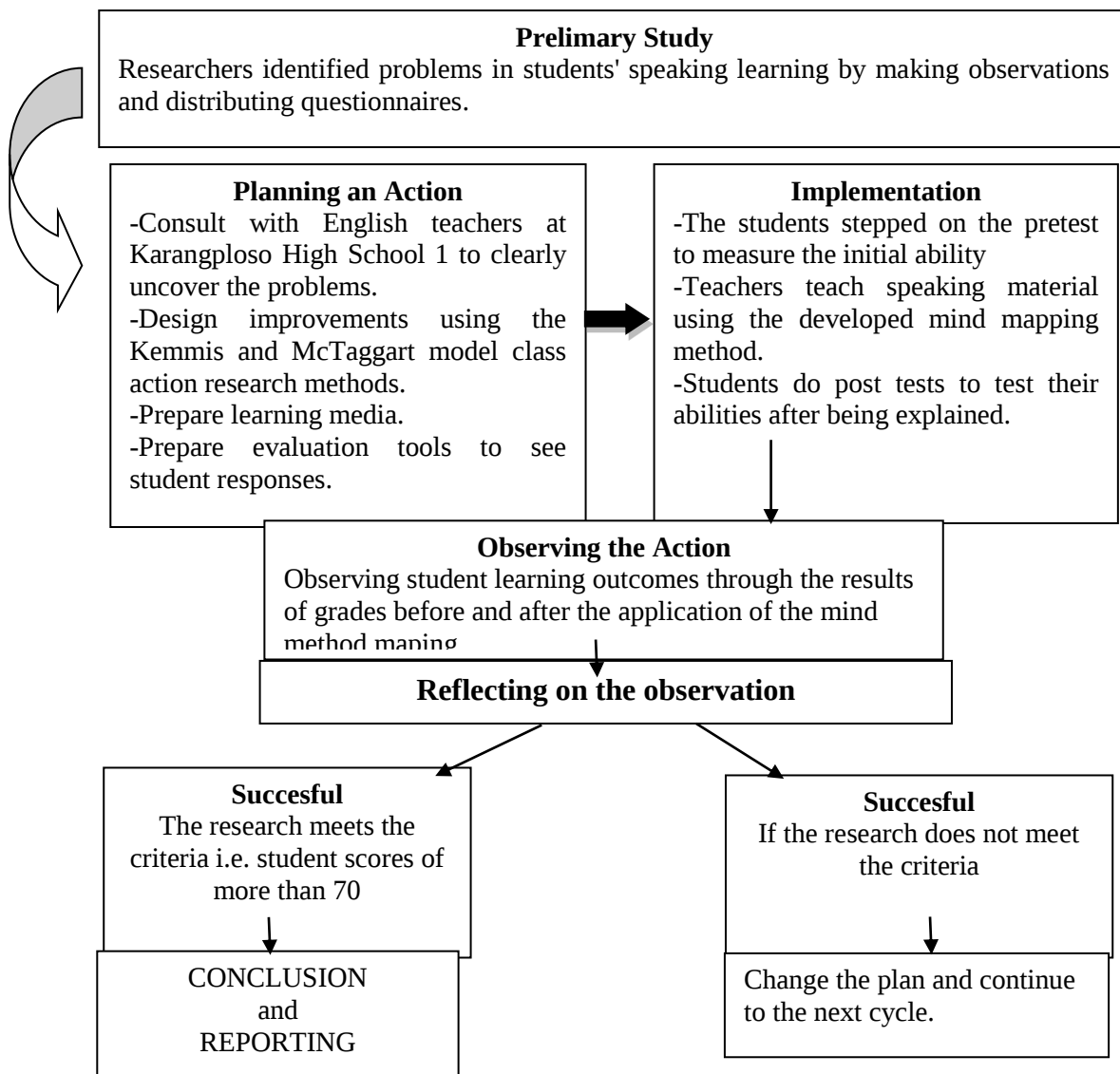
This research is intended to find out how learning using the mind mapping method can increase students' understanding in speaking material in grade 7 at Junior High School 1 Karangploso Malang. In conducting the study, researchers used the Classroom Action Research (CAR) method. The CAR used is based on the theory of McTaggart (1998) where the stages of research are planning, action, observation, and reflection. Planning refers to instructional strategies that are proposed and drawn up to be developed. Actions tend to lead to the implementation of the planning that has been drawn up. Observation and reflection lead to an assessment of the success or failure of new media developed by researchers.

To find the data to support this study, researchers need a participants. The participants in this study were grade 7 students at Junior High School 1 Karangploso Malang. Researchers will select participants from class 7 C, totaling 32 students.

The research use classroom action research (CAR). The CAR used is based on the theory of

McTaggart (1998) where the stages of research are planning, action, observation, and reflection.

The cyclical classroom action research is presented as follow:



The procedure of Classroom Acton Research by Kemmis and McTaggart (1988)

In the early stages, researchers will find out about what are the problems in learning English speaking. As for finding these problems, researchers will make observations in class and distribute questionnaires.

In planning, researchers will consult with English teachers at Karangploso High School 1 to clearly uncover the problems that exist in English speaking learning in the classroom. Then researchers will design improvements using the mind mapping, prepare learning media and prepare

evaluation tools in the form of formative tests and questionnaires to see student responses, as well as determining the criteria for success.

After knowing the existing learning problems, in this stage the researcher will consult with English teachers to correct and solve the problems that exist in current speaking learning to make it more efficient.

After consulting with an English teacher, the researcher will begin to prepare a media mind mapping development plan. The planned includes how the teaching and learning process will be carried out and how the evaluation process will be.

In this stage, researchers will develop new learning media, namely learning media with mind mapping. In this study, there will be 3 stages of action, namely:

- 1) Students take a pre-test to measure how far the student's understanding is at the beginning;
- 2) The teacher will teach the material using mind mapinh media;
- 3) Students do practice questions to measure understanding after the use of new learning media.

After the three stages are completed, the researcher will evaluate by providing post test questions as evaluation tools.

In the development of this new learning media, researchers set success criteria to find out how far the use of mind mapping learning media is successful. The success criterion set by the researcher is that the student's score must exceed the KKM, which is 70. If 75% of students in the class get a score above 70, then this newly developed medium is considered a success and deserves further development.

After planning, researchers will implement learning using the media that has been developed, namely mind maping. Implementation will be carried out in six meetings. The actions to be taken in the six meetings are:

1. The first meeting

At the first meeting, researchers will share the pre-test questions that have been made to students. The purpose of sharing pre-test questions is to find out the students' initial understanding in speaking learning. Next the researcher will ask the student to introduce themselves in English to find out the student's ability to speak English.

2. The second meeting

For the second meeting, the researcher will again make a lesson plan. The researcher will divide the students into 8 groups. In group discussions, researchers will provide text sheets for students to learn

to speak according to the content of the text. In the text that the student learns there will be a conversation in everyday life.

3. Third meeting

In the third meeting, researchers will provide speaking learning materials using the mind mapping method. Next, the researcher will provide multiple choice practice questions where students must complete the dialogue and adjust to the existing choices.

4. Fourth meeting

At the fourth meeting, researchers will again provide speaking material using the mind mapping method. Then, the researcher will give the question exercise again in the form of a description. In working on the questions, students are asked to complete the English dialogue in their own language.

5. Fifth meeting

At the fifth meeting, researchers will provide speaking material using the mind mapping method again. After that, the researcher will do a speaking game where the researcher will give questions to the designated student, then the student must answer in his own language.

6. Sixth meeting

At the last meeting, researchers will share a post test sheet to find out how much students improve their understanding if they learn using the mind mapping method. Furthermore, researchers will conduct a speaking test to see changes in students' speaking skills. Then postly, researchers will share a questionnaire sheet to find out how students react to learning using the newly developed mind mapping method.

At observing stage, researchers will make observations by observing students while receiving learning from teachers using the mind mapping method. Researchers observed students' interest in the learning process and observed student activity during class. At the end of the study, researchers will analyze how to improve understanding and ability and how students' interest in learning using the mind mapping method. Researchers will draw conclusions based on the results of the post test and the results of students' answers on the questionnaire shared.

After observing the learning process, researchers will discuss again with the teaching teacher. To talk about Shiva's success. Researchers will look at the results of student practice questions and post tests to determine the level of student success. If 75% of all students in the class score more than 70, then the development of mind mapping learning media is considered to have been successful and can be developed even greater.

FINDINGS

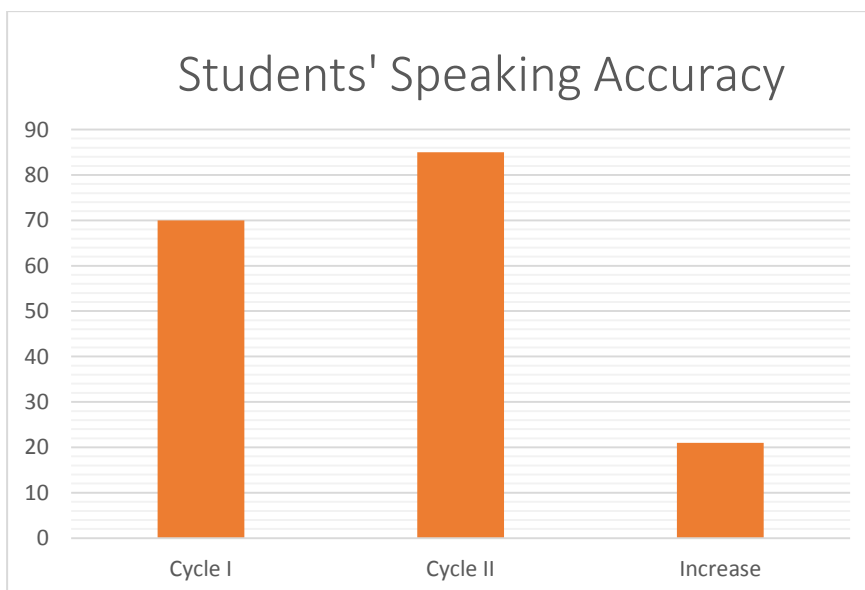
The use of Mind Mapping Method could increase the students' speaking accuracy (pronunciation), could be seen clearly in the following table:

The Increasing of the Students' Speaking Accuracy (pronunciation)

No	Indicators	Mean Score		Increasing (%)
		CI	CII	CI-CII
1	Accuracy (Prononciation)	70	85	21

In terms of speaking accuracy (pronunciation), the mean score for the first cycle was 70 and for the second cycle it was 85, as shown in the table above. Thus, the percentage of students who improved from cycle I to cycle II was 21%; this was a substantial improvement, as it resulted in the students' achievement category in cycle I shifting from fairly good to good in cycle II.

The preceding table demonstrated that the use of Mind Mapping Method in the teaching and learning process could improve the speaking accuracy of students following action in cycles I and II. The accompanying graph illustrates the improvement in the student's speaking accuracy (pronunciation).



The Increasing of the Students' Speaking Accuracy (pronunciation)

The chart above shows that the increasing of the students' speaking accuracy (pronunciation) from the first cycle 70 to the second cycle 85 was 21%. Postly, Mind Maping Method was effective for students. The results of this study are supported by the results of research by Dwi Setiyawan (2020) which states that the mind mapping method can increase speaking accuracy and speaking fluency simultaneously.

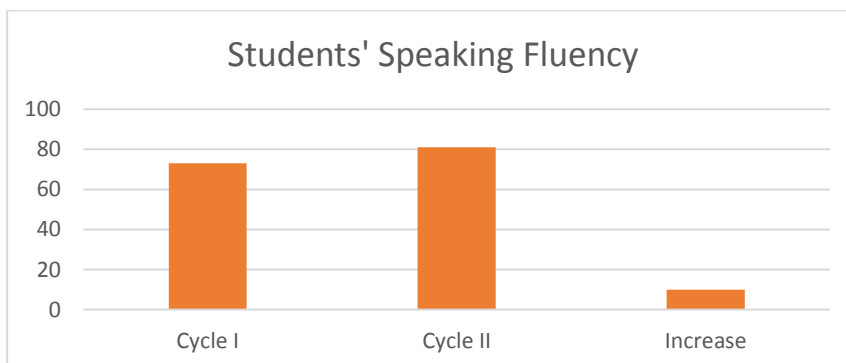
The used of Mind Maping Method could increased the students' speaking fluency (self-confidence), could be seen clearly in the following table:

The increasing of the students' speaking fluency (self-confidence)

No	Indicators	Mean Score		Increasing (%)
		CI	CII	CI-CII
1	Fluency (self-confidence)	73	81	10%

The table above demonstrates that the students' speaking fluency (confidence) is increasing. The cycle I mean score was 73 and the cycle II mean score was 81. Thus, the percentage of students who improved from cycle I to cycle II was 10%; this was a substantial improvement, as it resulted in the students' achievement category in cycle I shifting from fairly good to good in cycle II.

After taking action in cycles I and II, the use of the Mind Mapping Method in the teaching and learning process can increase students' speaking fluency (self-confidence).



The Increasing of the Students' Speaking Fluency (self-confidence)

The chart above shows that the increasing of the students' speaking fluency (self-confidence) from the first cycle 73 to the second cycle 81 was 10%. Postly, Mind Maping Method was effective for students. The results of this study are supported by the results of research by Dwi Setiyawan (2020) which states that the mind mapping method can increase speaking fluency simultaneously.

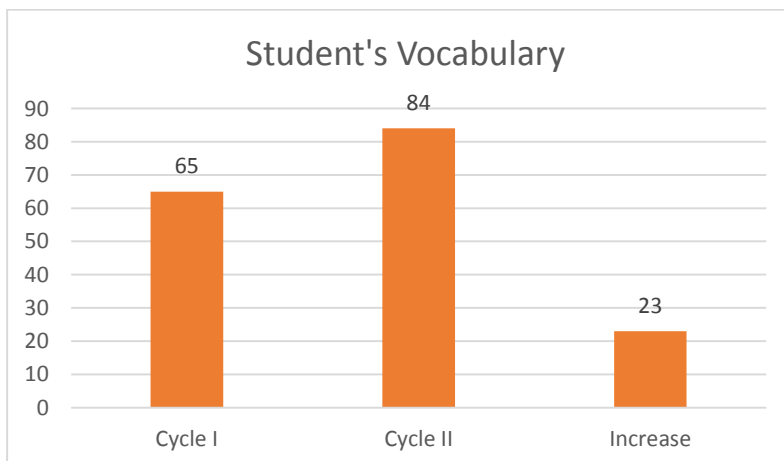
The used of Mind Mapping Method could increased the students' vocabulary, could be seen clearly in the following table:

The Increasing of the Students' Vocabulary

No	Indicators	Mean Score		Increasing (%)
		CI	CII	CI-CII
1	Vocabulary	65	84	23%

The table above shows that the students' vocabulary is increasing. The average score of cycle I was 65 and the average value of cycle II was 84. So, the percentage of students who increased from cycle I to cycle II was 23%; This is a significant increase, because it resulted in the category of student achievement in cycle I changing from good enough to good in cycle II.

The following chart was presented so that the increase in students' vocabulary could be observed clearly:



The Increasing of the Students' Vocabulary

The chart above shows that the increase in students' vocabulary from cycle I 65 to cycle II 84 was 23%. This shows that mind mapping is effective in increasing students' vocabulary. The results of this study are supported by the results of research by Fu et al (2019) which state that the mind mapping method can improve students' vocabulary learning.

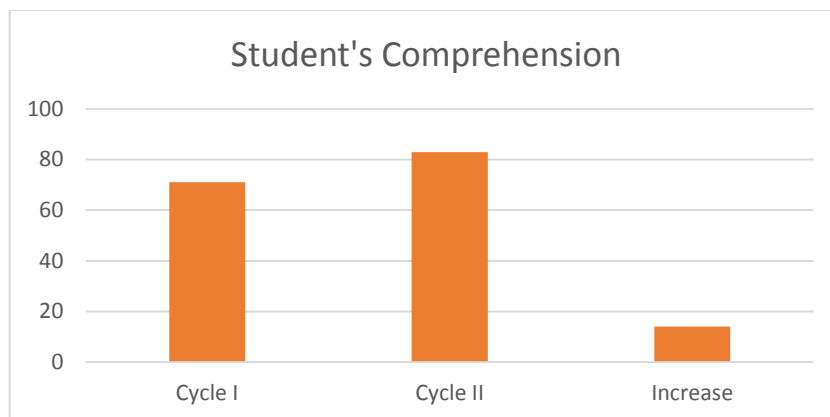
The used of Mind Mapping Method could increased the students' comprehension, could be seen clearly in the following table:

The Increasing of the Students' Comperehension

No	Indicators	Mean Score		Increasing (%)
		CI	CII	CI-CII
1	Comprehension	71	83	14%

The table above shows that students' comprehension has increased. The average score of cycle I was 71 and the average value of cycle II was 83. So, the percentage of students who increased from cycle I to cycle II was 14%. This is a significant increase, because it resulted in the category of student achievement in cycle I changing from good enough to good in cycle II.

The following chart was presented so that the increase in students' comperehension could be observed clearly:



The Increasing of the Students' Speaking Comperehension

The graph above shows that the increase in students' comperehension from cycle I 71 to cycle II 83 was 14%. This shows that mind mapping is effective in increasing students' comprehension.

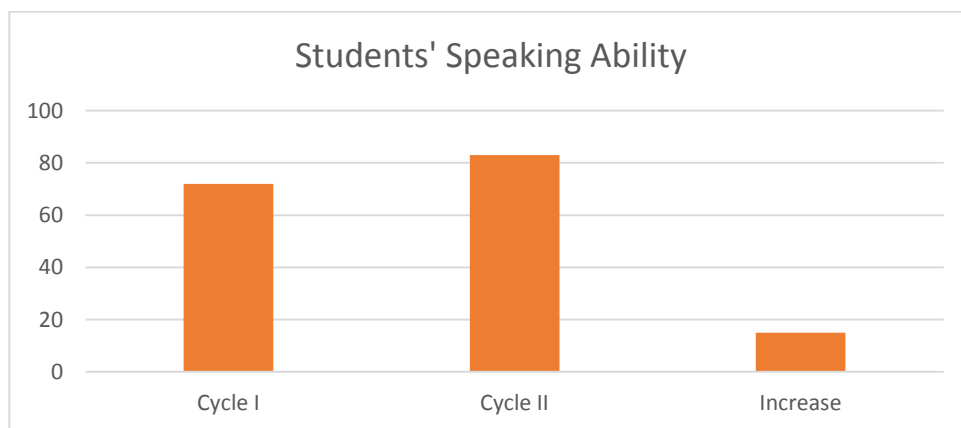
The use of Mind Mapping Method to improve students' speaking skills relates to accuracy (accuracy), fluency (self-confidence), Vocabulary and Comprehension as shown in the table below.

The Increasing of the Students' Speaking Ability

No	Variables	Mean Score		Increasing (%)
		CI	CII	CI-CII
1	Accuracy (Pronunciation)	70	85	21
2	Fluency (self-confidence)	73	81	10
3	Vocabulary	65	84	23
4	Comprehension	71	83	14
Total		279	333	68
Average		70	83	17

The table above indicates that the students' speaking ability increased by 15% from cycle I to cycle II. This increase was significant enough to change the category of the students' achievement in cycle I from fairly good to good in cycle II, where the mean score of the students' speaking ability in cycle I was 72 and in cycle II it was 83. Therefore, the achievement of the students' speaking ability increased substantially from cycle I to cycle II.

The following chart was presented so that the increase in the students' speaking ability could be observed clearly:



The Increasing of the Students' Speaking Ability

The preceding graph demonstrated that the percentage of students who improved their speaking skills after implementing the Mind Mapping Method was greater than before. 15% improvement in the speaking ability of pupils from cycle I to cycle II (72-83) proved this. This study's findings are consistent with those of Dina Syarifah Nasution's (2020) study, which found that the mind mapping

method can enhance students' speech abilities. Next, Frederika Mei Anggraeni's (2014) research supports the findings of this study, as she concluded that the implementation of mind mapping techniques is a highly effective method. Thus, it can be concluded that the Mind Mapping Technique enhances students' communication skills.

DISCUSSION

Based on the problem statement, this section discusses the interpretation of findings derived from the results of findings. The application of Mind Mapping Method in Class VII B at Junior High School 1 Karangploso could improve students' communication skills.

The Mind Mapping Method is effective because it can increase students' speaking ability in terms of pronunciation accuracy. It was demonstrated by the students' pronunciation prior to the researcher employing the Mind Mapping Method that the students' pronunciation was still inadequate, even for some familiar words.

After applying mind mapping, the students' pronunciation improved because they had the opportunity to practice producing words with proper pronunciation. For the students who, as the audience, were tasked with writing unpronounceable words that they heard from their mind-mapping peers and also the researcher. After completing the mind map, the researcher asked the audience to collect the words they had written. The researcher then pronounced the words correctly and had the students repeat them.

To assist the students in remembering the correct pronunciation of words that they had practiced together after mind mapping, the researcher asked the students to repeat the words before beginning the lesson at each meeting. At the conclusion of each cycle, there was a test in which students were required to memorize 25 vocabularies chosen by the researcher and then practice them in front of the class. Thus, the average score on the speaking examination for the first cycle was 70 and for the second cycle it was 85, an increase of 21%. It indicates that the objective has been met because the category has changed from fairly decent to good.

Vocabulary is one of the important aspects in English that will influence the students' speaking skill, if the students lack of vocabulary will effect to their speaking performance that will cause the students unable to speak in front of the class. It is because the students will fluent and accurate to speak when the have a lot of vocabulary mastery. Then, the researcher applied Mind mapping technique to find out the effect of the students' speaking accuracy in term vocabulary. According to Wani et al (2019), by using mind mapping in English Teaching and learning process

especially in teaching speaking accuracy in term vocabulary is beneficial to improve the students' speaking ability in term of accuracy of vocabulary.

Using the Mind Mapping Method could improve the students' speaking fluency (self-assurance). It was demonstrated by the students' assurance before the Mind Mapping Method was implemented. Where students' self-confidence is still low, the majority of students still find it difficult to express their argument when the teacher asks for their opinion. This is not because they don't have an opinion, but because they fear expressing it incorrectly and are embarrassed to speak in front of the class.

By utilizing the Mind Mapping Method, students gain the confidence to speak English in front of the class by presenting their arguments based on the topic given to each team by the researcher. And in mind mapping, each team member was responsible for expressing themselves, ensuring that everyone had an opportunity to speak. Another effort the researcher made to boost the students' self-esteem was to have them perform dialogue in front of the class that they had composed based on the expressions taught by the teacher. This activity occurred at every meeting, so it was sufficient to boost the students' confidence. According to the researcher's findings, the mean score of the students in the first cycle was 73, while in the second cycle, the mean score increased by 10% to 81. It indicates that the objective has been met when the category changes from fairly decent to good.

According to Buzan (2005), mind mapping is a method of learning that maps information in a graphical format. Mind mapping may utilize branching lines, images, or keywords associated with the central concept or idea. Mind Mapping will aid a person in a variety of areas, including planning, communicating, remembering information well, becoming more creative in problem-solving, concentrating attention, organizing and explaining thoughts, and learning things more swiftly and efficiently. The nature of mind mapping is closely associated with mental processes. This is an outline with concepts and illustrations. It can be utilized in nearly all activities involving the intellect, memory, planning, and creativity. Mind Mapping, or the so-called spidergram, was discovered by Tony Buzan after he conducted research using recording techniques. Mind maps, according to Buzan, are a simple method for transferring information in and out of the brain.

Based on the theory proposed by Buzan (2005), it can be seen that this research is in line with and supports the existing theory. According to Buzan, mind mapping can help a person to plan and communicate more creatively. The results in this study show that students become more confident to communicate with their speaking skills. In addition, with mind mapping students become more creative

so that it is easier to accept learning and increase the truth pronunciation.

This research is closely related to the other research findings that prove that mind mapping technique are able to improve the students' self-confidence and the students' learning achievements. Yeni (2012) discovered that "The Using Mind Mapping Technique" is able to investigate students' ideas in order to convey the mind point in lesson. Motivating students to learn is essential for gaining their attention and interest in the material. According to research conducted by Humaerah (2017), the three factors that influence students' speaking skills are comprehension, interest, and practice. She found that the big influence from lack of students' ability is low comprehension about how importance of English speaking until the students didn't interest in learning, and make they are lazy to practice their material in the daily live and especially in speaking class they are, cannot be active in discussion or answer the questions and asking. According to Frederika (2014), it has been demonstrated that mind mapping is an effective technique that has a positive impact on the speaking ability of students. Agus (2017) this is one of comparing research, where the researcher give the comparing, the effectiveness between the other technique and mind mapping technique "Improving the students' speaking ability by Using Mind Mapping and guided questions at fourth semester of english education study program at islamic university of Indragiri Tembilahan. Nasrul (2018), this is the last of related reserch, "Using Mind Mapping Technique to Improve the Students' Speaking Ability. And he found that the students was able to improving their speking ability with Mind Mapping Technique (improving mind point).

The researcher observed the ability of students to assess the implementation of the Mind Maping Method in the teaching and learning process to improve the speaking ability of students of SMP 1 Karangploso in class VII B which was carried out in 2 cycles during 6 meetings taken by observers through observation sheets.

Researchers observed each meeting in two cycles where each cycle was four meetings. In cycle I the student's ability but in cycle II the student's activeness is relatively good.

According to the findings of the study, student participation at each meeting of the two cycles increased normally. There is a 15% increase in speaking ability between the first and fourth meetings of cycle I, when students score an average of 72, and the second meeting of cycle II, when students score an average of 83, indicating a 15% increase in speaking ability.

Students' speaking skills can be improved through the Mind Maping Method, since in this method they can give their arguments. So, interestingly, they can be motivated in studying English subjects.

The results in this study show that students become more confident to communicate with their speaking skills. In addition, with mind mapping students become more creative so that it is easier to accept learning and increase the truth pronunciation. This is in accordance with the results of Sholeh's research (2018) which shows that with mind mapping the learning process is organized because it has been arranged creatively through mind mapping. In addition, mind mapping is able to facilitate oral presentations in English among students.

Research conducted by Wihastiningrum and Andari (2018) also showed results that mind mapping techniques improve students' speaking skills. Furthermore, research by Kara (2021) also shows the results that Mind Mapping learning strategies are more effective than conventional learning strategies, and there is an interaction relationship between Mind Mapping learning strategies and confidence in students' speaking ability in English learning.

One of the efforts that can be made to improve students' language skills is by applying the mind mapping learning method. The Mind Mapping method or commonly referred to as the concept map technique is one of the techniques that can be used in students' speaking skills. Concept maps are an individual student's creative way to generate ideas, record lessons, or plan new research (Afriyanti, 2020; Supadmi et al., 2017; Warahmah et al., 2020)

CONCLUSION

By using the mind mapping method, it was found that students' speaking skills and self-confidence increased. This is evidenced by the existence of an assessment score received by students. In cycle 1, students got an average speaking ability score of 70 and in cycle 2 it increased to 85, resulting in an increase of 21%. Next, students' self-confidence is assessed from speaking fluency where in cycle 1 it has an average of 73 and there is an increase in cycle 2 to 81. This means that there is an increase of 10% in students' self-confidence when learning using mind mapping.

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