The Effectiveness of Applying Mind Mapping Strategy on Student Speaking Ability
(The Quasi-Experimental Study to Six Grades Student In Cikande I Elementary School – Serang)

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ABSTRACT

The Objective of the research are: 1) to know the effectiveness of applying Mind Mapping strategy on student speaking ability. 2) to determine the effectiveness of applying Mind Mapping Strategy to student' speaking ability 3) to ascertain the effectiveness of applying Mind Mapping Strategy to student' speaking ability. 4) to know the impact of applying Mind Mapping Strategy to student' speaking ability. The population of the research was all of the six grades student and the sample was VI B with 40 student as an Experimental Class And VI A with 40 student as a control class. The methodology of the research was quasi-experimental design with the equivalent Control group design, in which the writer provided the pretest and posttest which are given to the experimental Class and Control class. The score was taken from the pretest and posttest which are given on the student belong to experimental class and control class. The average score of pretest of experimental class and are 66.625, and posttest score area 79.625, and also the pretest for control class are 64.750 and the posttest are 74.875. To prove the hypothesis, the writer counted the significance by using t test. Based on the distribution table t 5% significance and of 78, the t table is 0,02 0.05(0.050-0.05), so all the t count in the table is higher than t table. Therefore, Ho is rejected and Ha is received.
Key Word: The effectivenness, Student Speaking Abilty, Mind Mapping Strategy

A. INTRODUCTION

The writer assumes that speaking is essential thing in our daily life because, it has many advantages such as building social interaction misunderstanding, reducing and sharing the information. From the advantages above, speaking ability is significant to be analyzed and this research focus on Mind Mapping strategy in learning English. To success the teaching for improving the students to speak English in a second language classroom, there is a material for speaking practice created by the writer namely mind mapping strategy, and the mind mapping diagram used to represent word, ideas, tasks, or other items linked to and arranged around a central key word or idea.
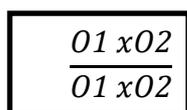
B. RESEARCH METHODOLOGY

The respondent of this study are several students of Cikande 1 Elementary School especially at six grades. These are consisting two groups, experimental group consist of 40 students and control group consist of 40 students.The writer used queasy experimental design in this research. The Data of students speaking ability were gathered from pre test and post test result. In practice, then was done

by non Equivalent control group Design. The writer took two classes as experimental group and control group. The students were given pre test in form of speaking followed by mind mapping as

Student' score	The averages of pretest	The average of posttest
Control Class	64.750	74.875
Experiment Class	66.625	79.625

treatment and the post test administered to know the students speaking ability after treatments. The design was taken from Sugiono (2009: 116), and it would be as follow

$$\frac{O1\ xO2}{O1\ xO2}$$

The diagram of non Equivalent control group design

Notes:

O1: The Students were given the pre test

O2 : The Students were given the posttest

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Concerning this test, the writer was know the result of students speaking abilty with applying mind mapping strategy is better than without applying mind mapping strategy. To test hyphotesis, the writer use t-test (9n righr side) in exeprimental class and control class.

C. RESEARCH FINDING

The data of the effectiveness of applying mind mapping strategy mind mapping strategy in speaking subject has taken from the result of the pre test and post test in experimental class and control class. There are on the table.

The Averages Score of speaking Ability

On the table, the averages score of students' speaking ability is still low for the control class, they are 64.750 and for the experiment class is 66.625. it showing that the student is still did not understand the material with a maximal and still not effective, but after the researcher gave the treatment, the result of the speaking ability is increasing. Then if the averages score of post test is compared, for experiment class is 79.625 and for the control class is 74.875, the writer take the averages score of posttest is higher than the averages score of pretest. So, based on the data, they are the effectiveness of applying mind mapping strategy after the researcher apply it and the achievement of the students is increase.

D. SUGGESTION

Having experimented the effectivenness of applying mind mapping strategy on students speaking abilty in Cikande 1 Elementary School Serang, the writer would like to make some following suggestion that would be helpful and useful for all students, all components of Cikande 1 Elementary school, especially for all people who are involved and caredabout education:

1. Giving materials should be appropriate with students' need.

2. Creating the comfortable atmosfere to get accustomed to communicative in English Class.

3. The applying Mind Mapping Strategy has to be imroved to increasing students speak

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