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Zhang (2009) explicit that speaking is that the most tough talent to master for the bulk of English learners, and that they area unit still incompetent in human activity orally in English. in line with urban center (1996), there area unit some factors that cause problem in speaking talent, and that they area unit as follows: 1. Inhibition Students area unit disquieted to create mistakes, petrified of criticism and easily back. 2. Nothing to mention Students don't have any concepts to precise themselves. 3. Low or Uneven Participation The large of the categories and therefore the tendency of some learners to dominate build just one participant will speak at a time and. Mother-Tongue Use. They prefer to talk in their mother-tongue language as a result of it's easier and feel less exposed. In addition, Rababa'h (2005) mentioned several factors that cause difficulties in speaking English among EFL learners. a number of these factors area unit associated with the learners themselves, the teaching ways, the information, and therefore the atmosphere. as an example, several learners lack the mandatory vocabulary to induce their that means across, and consequently, they can not keep the interaction going. Inadequate strategic ability and communication ability is one more reason similarly for not having the ability to stay the interaction going. Some learners additionally lack the motivation to talk English. they are doing not see a true ought to learn or speak English.

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C. The Problems in Speaking Zhang (2009) stated that speaking is the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), there are some factors that cause difficulty in speaking skill, and they are as follows: 1. Inhibition Students are disquieted to make mistakes, petrified of criticism and easily back. 2. Nothing to mention Students don't have any concepts to precise themselves. 3. Low or Uneven Participation The large of the categories and therefore the tendency of some learners to dominate build just one participant will speak at a time and. 4. Mother-Tongue Use. They prefer to talk in their mother-tongue language as a result of it's easier and feel less exposed. In addition, Rababa'h (2005) mentioned several factors that cause difficulties in speaking English among EFL learners. Some of these factors are associated with the learners themselves, the teaching ways, the information, and therefore the atmosphere. As an example, several learners lack the mandatory vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic and communication ability is one more reason similarly for not having the ability to stay the interaction going. Some learners additionally lack the motivation to talk English. They do not see a true ought to learn or speak English.

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I. The Implementation of Mind Map for Speaking Mind mapping is a technique that uses brain management to open all the hidden brain potency and capacity. Buzan (2009) mentions seven stages to make a mind mapping as follows: 1. Putting the main idea in the center the beginning idea in the center in designed to give freedom to expand the ideas to any direction which is a perfect example of radiant thinking in action. 2. Using a picture or photo for the central idea picture and photo are important enough in making mind mapping. It is because pictures have a strong impact on imagination and memory. 3. Using colors makes mind map more alive and adds the energy on creative thinking. 4. Connecting main branches to the center picture and connect the second and third branches to the first and second, and so on because the brain works according to the association. 5. Making a curve line connector, not a straight line. 6. Using one key word for each line. 7. Using pictures.

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connections among branches make it easier to understand and remember. 5. Making a curve line connector, not a straight line. A mind map with straight lines is ...

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Teaching speaking should be done communicatively. Active interaction between the students in the classroom must be maintained by the teacher well. Nunan (2013) conveys, teaching speaking means teaching students (a) how to produce the English speech sounds and sounds pattern, (b) how to use the words and sentence stress, intonation **patterns and the rhythm of the second language**, (c) **select appropriate words and sentences according to the proper social setting, audience, situation and subject matter**, (d) **organize their thoughts in a meaningful and logical sequence**, (e) use language as a mean of expressing value and judgment, and (f) use the language quickly and confidently with few unnatural pauses, which is called fluency. While, Harmer (2008) states that the importance of giving students speaking tasks. **First, it is very important to give students opportunities to freely practice speaking in the classroom so that they can use English in their daily conversation.** For example, giving students a free time to discuss with their pairs or groups about up to date topics. Second, speaking tasks provide feedback for students and teachers. The teacher can monitor how well their students perform, what language problems they have and how to solve them, while students can see what they need to improve their skill. Speaking skill can also improve students' motivation and self- confidence and with teacher guidance can encourage them into further learning. The last reason shows that good speaking tasks should be highly motivating so that the students can engage with the teaching and learning process. From the explanation above, the writer concludes that teaching speaking should teach the learners to speak well in every aspect of speaking. The students have to be given lots of time to practice, either in pair or group. Not only that, but the teacher also have to choose appropriate teaching technique to engage the students being interactive in speaking class. Communicative Language Teaching will be alternative approach to teach speaking.

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b. Use word and sentence stress, intonation patterns and the rhythm of the second language. c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. d. Organize their thoughts in a meaningful and logical sequence. e. Use language as a means of expressing values and judgments. f.

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First, it is very important to give students opportunities to freely practice speaking in the classroom so that they can use English in their daily conversation.

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Ersoz A. (2007) has different category of young learners. She put young learners into some categories, as follows: very young learners (age of 3 to 6), young learners (age of 7 to 9), and older/ late young learners (age of 10 to 12). Based on the category above, first grade of Junior High School students are included in category older/ late young learners. **The characteristics of older or late young learners are longer attention span but still children, taking learning seriously, world knowledge, more cooperation in groups and in pairs, developed social, motor and intellectual skills, learning strategies are used and developing.** According to Harmer (2007: 82), the characteristics of young learners, especially up to the age of nine to ten, are: They respond to meaning even if they do not understand individual words. a. They often learn indirectly rather than directly -- they take information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught. b. Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with. c. They find abstract concept such as grammar rules difficult to grasp. d. They generally display an enthusiasm for learning and a curiosity about the world around them. e. They have a need for individual attention and approval from the teacher. f. They are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom. g. They have a limited attention span; unless activities are extremely engaging, they can get easily bored, losing interest after ten minutes of so. Generally, the characteristics of language young learners can be concluded as having short concentration span, active learners, having short memory, egocentrics, having difficulty in learning abstract concept, learn indirectly. Therefore, teaching English to the first grade of Junior High School needs a special technique. So, using some fun and creative activities will at least keep them focused and less bored. In this case, teacher can apply this strategy by using Communicative Language Teaching. By using CLT method, students will get fun and creative activity.

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Generally, based on the descriptions above, the characteristics of language young learners can be concluded as having short concentration span, active learners, ...

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· d. They generally display an enthusiasm for learning and a curiosity about the world around them. e. They have a need for individual attention and approval from the teacher. Based on the characteristics above, it can be concluded that good teachers at this level need to provide a rich diet of learning experiences which encourages their students to get information from variety of sources. They ...

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English is a global language either in spoken or written that used for communication wide world. It becomes a foreign language and it is known as English as a Foreign Language (EFL) in Indonesia. The areas of authorization or government do not use English in spoken or written form all the time. On the other hand, The Education National Curriculum puts it as one of major subjects that has to be learned and mastered in the school, from the beginner into higher level of education. English has four skills that the learners must be able to do. The skills relate and influence each other. Liao (2009) believes that speaking becomes an important part in daily interaction that be the first impression of person to see his/ her ability to speak fluently and comprehensibly. In our communication, speaking is used twice much as reading and writing. Speaking will help the students to communicate to the world. They will be able to utter or express their ideas, opinion, intentions with friends or others inside or outside of the class. For the students, they will be judged in the most real-life situation through speaking. Relating to the importance of speaking skill, in fact, English teachers have just continued to teach speaking by memorization or repetition. In some cases, teachers just ask the students to read what they have written completely in speaking class which can't be mentioned as speaking. It has been undervalued. In fact, the goal of teaching speaking should improve students' communication skill as today's world required. The reason is because, only in that way, the students can communicate to the world well by expressing themselves and learning how to follow the social and culture in each communicative circumstance. Certainly, communicating using English is not easy for students, especially when they have to practice in the real life situation. Most of the students are not confident to state what they are going to express. They are confused how to say and present the ideas. They do not know how to connect and relate the words. In some situations, if they have many ideas or opinion, they cannot memorize them all instantly. Thus, teachers should help the students to practice the language. One of the ways is applying suitable teaching technique in teaching speaking. It is recommended that the teachers should apply communicative techniques. By using the communicative techniques, students will be able to speak and express their ideas better. The students will get more time to practice and they will get appropriate ways to help them conveying their ideas. Mind mapping is one of easy ways to help the students to utter or restate something. The structural information will make their mind easier to think then state what they are going to say. By taking note and generating their ideas, students will not just read the spoken text they want to express. Kotob, Styger and Richardson (2016) state that mind mapping is a technique for delivering effective and creative thinking. The technique will help the students in arranging and presenting the concepts visually around a central key word or ideas. While, Buzan (2009) conveys that a mind map is powerful technique that harnesses the full range of vertical skills-word, image, number, logic, rhythm, color and spatial awareness. For that reason, Michael Michalko (1998) states that mind mapping gives lots of advantages among them: 1). Activates our whole brain, 2). Clears our mind of mental clutter, 3). Allows us to focus on the subject, 4). **Helps demonstrate connections between isolated pieces of information.** Mind mapping can be applied to all level of education, include for young learner. Ersoz A. (2007) puts young learners into some categories; very young category learners (age of 3 to 6), young learners (age of 7 to 9) and late or older young learners (age of 10 to 12). For that reason, first grade of Junior High School students are late or older young learners. This paper would like to describe not only the benefits of Mind Mapping, but also how to apply mind mapping in teaching speaking skill. Speaking is orally statement which is recognized by both the speaker and listener to understand their intention. It will be a part of daily involvement of many people. Nasiri (2012) and

Pourhosein Gilakjani (2016) describe that speaking is a great significance for people interaction wherever and whenever they are. It also provides the main data of understanding bilingualism and language context. Liao (2009) beliefs that speaking becomes an important part in daily interaction that be the first impression of person to see his/ her ability to speak fluently and comprehensibly. In the field of education, speaking becomes one of skills that has to be learned and mastered by the students. It will be an important part of daily interaction either inside or outside of the class. Their ability to speak will be the first impression to know how fluently and comprehensibly it is. Kosar & Beider (2014) states that speaking is an important skill to be improved to make the learners conduct communication directly. From those statements, it is concluded that speaking skill is an important skill that should be taught in learning English even it is as an EFL. Speaking will allow people, especially the students, to produce or communicate and carry out the conversation in language.

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