IMPROVING STUDENTS' SPEAKING SKILL BY MIND MAPPING STRATEGY

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BY:
SULASTRI
NPM.21702073088

UNIVERSITY OF ISLAM MALANG

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Sulastri

English Language Teaching Study Program
Postgraduate School, Universitas Islam Malang, Indonesia
Email: sulastriunisma2017@gmail.com

Abstract

This research anxieties with the mind mapping be implemented to improve the speaking skill of the students of Mentari class in elementary level at Fajar English course. In addition, the purposes of this research are to describe how mind mapping can be implemented to improve the speaking skill of the students of Mentari class in elementary level at Fajar English course. This research used Classroom Action Research. This research aimed to apply a strategy to help the students learning to speak effectively. Classroom action research is a research action that uses a specific strategy, uses significant teacher observations and has certain research rules. Likewise, researcher used questionnaires and interviews as instruments. Based on the result of data analysis, the researcher can conclude that in two research cycles, the researcher found strategies to solve problems in the speaking class, such as: brainstorming before starting teaching; show students examples of mind mapping; demonstrate how to make mind mapping, use pictures as initial ideas, use colors, use lines as a connecting topic; Explanation that mind mapping is a visual display of ideas. Branches of sub topics spread from ideas of thought; provide student paper for making mind maps; asking students to say words in mind mapping; asking the students to make paragraph from the topic and apply in mind mapping; giving the students a chance to speak base on mind mapping orally; asking the students to speak up based on mind mapping. The second, the technique was more effective to help them to improve talking. This was proven by the result of the observation checklist, analysis guide of the teacher, questioner, and the students' score often in the two cycles raised than preliminary study scores. Those scores were no one get 75 (previous score), 17 students or 70% got under 75 score or 8 students' or 30% passed the minimum started achievement 75 (in cycle 1), and 20 students or 80% passed the minimum standard achievement, 75 (in cycle 2). This research has reached the criteria for success.

Keywords: Extensive reading, Independent learning

MENINGKATKAN KETERAMPILAN BERBICARA SISWA DENGAN STRATEGI PEMETAAN PIKIRAN

Sulastri

Program Studi Pengajaran Bahasa Inggris
Sekolah Pascasarjana, Universitas Islam Malang, Indonesia
Email: sulastriunisma2017@gmail.com

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa kelas Mentari tingkat SD mata kuliah Bahasa Inggris Fajar. Selain itu, tujuan dari penelitian ini adalah untuk mendeskripsikan bagaimana pemetaan pikiran dapat diimplementasikan untuk meningkatkan keterampilan berbicara siswa kelas Mentari di tingkat dasar pada kursus bahasa Inggris Fajar. Penelitian ini menggunakan Penelitian Tindakan Kelas. Penelitian ini bertujuan untuk menerapkan strategi untuk membantu siswa belajar berbicara secara efektif. Penelitian tindakan kelas merupakan penelitian tindakan yang menggunakan strategi tertentu, menggunakan observasi guru yang signifikan dan memiliki aturan penelitian tertentu. Demikian juga, peneliti menggunakan kuesioner dan wawancara sebagai instrumen. Berdasarkan hasil analisis data, peneliti dapat menyimpulkan bahwa dalam dua siklus penelitian, peneliti menemukan strategi pemecahan masalah di kelas berbicara, seperti: brainstorming sebelum memulai mengajar; tunjukkan contoh pemetaan pikiran kepada siswa; mendemonstrasikan bagaimana membuat pemetaan pikiran, menggunakan gambar sebagai ide awal, menggunakan warna, menggunakan garis sebagai topik penghubung; Penjelasan bahwa pemetaan pikiran merupakan tampilan visual dari ide. Cabang sub topik menyebar dari ide pemikiran; menyediakan kertas siswa untuk membuat peta pikiran; meminta siswa untuk mengucapkan kata-kata dalam pemetaan pikiran; meminta siswa membuat paragraf dari topik dan mengaplikasikan mind mapping; memberikan kesempatan kepada siswa untuk berbicara berdasarkan pemetaan pikiran secara lisan; meminta siswa untuk berbicara berdasarkan pemetaan pikiran. Kedua, teknik itu lebih efektif untuk membantu mereka meningkatkan kemampuan berbicara. Hal ini dibuktikan dengan hasil observasi checklist, pedoman analisis guru, kuisioner, dan nilai siswa pada dua siklus lebih sering dibandingkan dengan nilai studi pendahuluan. Nilai tersebut adalah tidak ada yang mendapatkan nilai 75 (nilai sebelumnya), 17 siswa atau 70% mendapat nilai dibawah 75 atau 8 siswa atau 30% lulus minimal prestasi awal 75 (pada siklus 1), dan 20 siswa atau 80% lulus standar minimal. prestasi, 75 (pada siklus 2). Penelitian ini telah mencapai kriteria sukses.

Kata kunci: Membaca ekstensif, Belajar mandiri

CHAPTER I

INTRODUCTION

This chapter, the researcher presents about background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of Study

Speaking is one of the important basic skills in learning English. According to Hedge (2003), learning speaking is very important for students. They may need this skill for a variety of reasons, such as for exchanging information, for influencing people, and for persuading the other people to speak with different background. So, speaking is an important skill that should be mastered by language learners. By speaking, learners will know how to express their feeling and their ideas orally. In the globalization era, learning English becomes an important thing according to Welianto (2015) since 1100 after English has been decided as the international language. Indonesian is one of the citizens who learn English as the foreign language.

As we know that one of language skill aspects which very important in yielding creative, critical and smart future generation is speaking skill. By mastering speaking skill the students will be able to express their thought and feeling intelligently based on the situation and context when they speak about the language.

According to Burn and Joyce (1997:45-55) state that one of the aims of most language into develop spoke language skill and most programs aim to integrative both spoken and written form.

1

Paulken and Brudder (1995:53) stated that the objective of the language teaching is the production of speaker's competence to communicate in the target language. Rever (1995:38) stated that the teacher should the students' opportunities to practice speaking. She further that if the students are able to practice the new speech habit throughout as the children do in her native language, the problem of speaking fluency of foreign language would be lessened.

Based on the researches, Tutyandari (2005:37) breaking the passive student in an English language class. It mentioned that students kept silent because they lack self-confidence, lack prior knowledge about topics, and because poor teacher learner relationship. In order to cope with students' limited knowledge, she advised speaking teachers activate the students' knowledge by asking the questions related to the topic under discussion. More particularly, Tutyandari (2005:37) recommended that the teacher acts as the teacher counselor who provides supports and supplies students' need for learning, rather than as one who imposes a predetermined program, meanwhile, Padmadewi suggested that there should be a close relationship between the teacher and the students (Cahyono and Widiati, 2011:38).

According to Burns and Joyce (1999:132) argued that there may be any social and culture which account for this situation, the factors accounting for limited English practiced outside the classroom many may include: lack of contact of native speaker, dependence on other family members who way undertake interaction in English on their behalf, lack of confidence or motivation, previous negative experience in using English, culture factors based on religion, gender and age.

In the Mentari class Elementary level of Fajar English course the fact has shown that the students are quite difficult to improve their speaking because they

are accustomed to using their native language in their daily life rather than English many students become very nervous and embarrassed when ask to speak English.

They do not have self-confidence to speak. They are afraid of making mistake. They can't arrange the words into sentence. When the teacher asked questions, no body responds. They have to lack of motivation to practice English either with the English teacher of friends, when the teacher ask for practice with their friends, they tend to use Indonesia language, or they just silent. In addition, researcher also sought information related to the value of daily speaking students. The teacher provides a summary of student assessment for three months of learning. The average grade a student has is fifty. It shows that, the average ability of students in speaking is very low.

According to Sugiono (2014:15) on the other hands, there are external and internal factors that influence students to succeed to learn English, special in speaking the external factors consist of condition around the students, for the example their family, friends, environment, culture, teaching materials and technique and teacher. Whereas the internal factors are factors that come from the students themselves, for example the students' intelligence, interest, motivation, personality, etc.

To improve students speaking skill, the teacher can choose the better techniques for example individual and group activities. Individual activities such as storytelling, describing things, and public speech are usually transactional, while role plays, paper presentation, debates, small group or panel discussions are interactional (Cahyono & Widiati, 2011: 39).

According to Buzan (2005), Mind Mapping is a very powerful tool for brainstorming, creative thinking, problem solving, organizing of ideas, of course and note taking. Mind Mapping is an important technique which can improve the

way to make students focus or concentrate to the topic. Mind mapping can help students to increase students 'understanding about the topic or material and gave a new insight for the students because it contains the key word or outline about the topic that will be conveyed to the others.

According to Budd (2004), a mind map is an outline in which the major categories radiate from a central image and lesser categories are portrayed as branches of larger branches. According to Kotcherlakota, Zimmerman, & Berger (2013), mind maps help students clarify their thinking and lay the foundation for in-depth expertise related to their research focus, review of the literature, and conceptual framework.

In addition, this is creative method which is possible for students to identification the topic that they have planned and students can be able to concentrate on their talk as to convey their opinion systematically. For example, the students write the topic in the middle of paper. The topic usually uses pictures because using pictures can help the students in developing an imagination to open their mind. After that, it connects the branch of mind to the central picture, the branches use colors because the color makes mind mapping funny, increases creativity, and enjoyable. And then, the students practice to speak in front of the class one by one based on their mind mapping.

Mind mapping is one of many strategies in teaching and learning English. Many teachers use this teaching strategy to teach writing, reading, and speaking. Buzan (2005:1) Mind mapping is a visual form of note taking that offers an overview of a topic and its complex information, allowing students to comprehend, create new ideas and build connections. Through the use of colors, images and words, mind mapping encourages students to begin with a central idea and expand outward to more in-depth sub-topics.

To solve this, the teacher should find a solution regarding the problems discussed. Otherwise, they need to put their teaching style into variation and find a way that at least the students knows what they are going to speak and they will be easy express their ideas fluently. The process should be designed to make the students active and creative in order to speak. The teacher can use the same techniques to enhance the students' speaking skill. According to Ferry Kurniawan (2017:67). There are so many technique that can improve the students' speaking skill. One of them is teaching technique. Based on the writer observation on Bina Darma University, technique that was applied by the teacher before focused on the pronunciation, so the students speaking activity is not communicative. In fact that speaking should be communicative and natural. The purpose of using mind mapping technique in teaching speaking is to make the appropriate concept. Before speaking the students need to prepare concept, by using mind mapping technique the students could easily make the concept, and apply it when they have to speak. Furthermore, According to Shahab (2019), there are several advantages possessed by mind mapping methods such as: helping the brain to concentrate; because mind mapping is visual, information becomes clearer and more interesting to read; the essence of matter is clearly seen; the connection between one idea and another idea is easily seen; improve brain memory skills; learn in a fun and creative way. Based on the advantages of the method, the researcher feels this is the right way to overcome the problems faced by students. All in all, the researcher has great willingness to conduct a research related to the impact of mind mapping to the ability of students in speaking under the title: "***Mind Mapping Technique to Improve Students' Speaking Skill of Mentari Class in Elementary Level at Fajar English Course***".

In addition, according to Anggreini (2013) Mind mapping is an effective visual way to connect and organize our thoughts because it conducts the color, picture/symbol, and association. It also requires a map with the central theme at the center and supporting ideas around it. Using a mind map can help us to plan and to deliver our speech. Making a mind map can convey ideas to be presented visually as a supporting material for speaking about the lesson.

At this case, the students can produce their own mind maps to answer questions which are formulated for speaking. It can be done individually, pair work, or group work. By using mind map, students can produce oral language in a coherent, cohesive, clear, organized, and memorable way, because its advantages are to describe, compare, classify, make sequence, and make a decision. It also allows them to expand their vocabulary and associate new and old words to images that help to convey meaning easily in a specific context.

These mind maps serve as a record of the learner's thinking process and can be used to assess students' knowledge and understand the content, thinking skills, and creativity (Steve Darn, 2012). Creating mind maps require the understanding of the basics of mind maps. Literacies and critical thinking are also presented in the use of mind maps. We can see of mind maps created by the students to prove that.

1.2 Research Question

The statement can be formulated by the researcher in this study and based on the background of the research, the researcher formulates the research questions as follows: How can mind mapping be implemented to improve the speaking skill of the students of Mentari class in elementary level at Fajar English course?

1.3 Objective of the Study

The objective of this research is to describe how mind mapping can be implemented to improve the speaking skill of the students of Mentari class in elementary level at Fajar English course.

1.4 Significance of the Study

The result of this study will be significant for three parties. The first party is the students. The researcher expects that mind mapping will boost the students' skill on speaking skill. In addition, the students can prepare the outline of the topic before presenting in fornt of the class and they can practice speaking easily and happily so that they are able to speak well. The second party is the teachers. The finding of this research will be beneficial for the teachers by providing additional information and additional supplementary knowledge for teaching English speaking class. This study will be able to be a reference to do next research about enhancing speaking skill for the next researcher.

1.5 Scope and Limitation of the Study

The scope of the research is about English teacher of Fajar English Course pare Kediri in academic years 2018/2019 who teach mind mapping media to improve the students speaking skill. Further, the limitation of this research is that the time is very limited so that the researcher must arrange the time as well as possible so that the researcher obtains sufficient data for this study.

1.6 Definition of Key Terms

1.6.1 Speaking Skill

Speaking skill is a process that the students are able to convey their minds in situations of daily conversation effectively and well organized.

1.6.2 Elementary Level

Elementary level is the level which decided by Fajar English Course to determine the skill of students.

1.6.3 Mind Mapping Technique

Mind mapping is a method used to present ideas, concepts, and tasks to make students of Fajar English Course easily determine idea to speak.

CONCLUSION AND SUGGETION

This chapter discusses conclusion and suggestion as an inference of the result of the research finding in teaching speaking skill through the use of mind mapping.

6.1 Conclusion

When the teaching and learning process conducted in the classroom, the teachers are expected to create variation model of presenting the materials. It might be in form of the strategies or the techniques used in order the learning process will be more attractive and challenging for the students. The teachers also should not be monotonous in the teaching and learning process.

In speaking class, the teachers can create a good condition that might involve students' participation in any kinds of class activity; therefore they will be active and desire to talk. This, the researcher analyzed the process of action, observation, and reflection of each cycle by observing of the implementation of approximate systems. The researcher analyzed the data without waiting all cycles over. But the researcher analyzed the data directly when she got them from the participant of the research problem. The overall analysis in this part, the researcher analyzed the data completely in all cycles.

She waited the complete data from the participant of the research then all data were collected. In other word, she began analyzing the complete data of all cycles accurately and precisely. The researcher also helps students to talk about what the material to be taught. Then, the researcher necessary to give them the treatment that what they are able to express the material in form of picture and

61

also the picture must be related with their material to be taught. Through this case, between the researcher and learners will be easier to do this activity.

The study reveals that the use of mind mapping technique in language teaching provides an active role for students, while a teacher becomes a facilitator and a coordinator, helping the students. The most significant results of this study have shown that mind maps are useful for solving problems, brainstorming the ideas, learning new vocabulary, taking notes, improving reading skills and preparing presentations. Summing up the results of the personal teaching experience, and the results of the survey, it can be concluded that mind mapping technique can be successfully implemented in the language classroom, providing creative and available tool for students, educators and researchers.

The enhancement of students' ability in speaking a report text so far faces serious problems since the students did not know and understand "what and how to speak a report text". This means that the steps of speaking a report text was not clear enough for the students. The students never got enjoyable and challenging speaking materials. In fact, these problems can be solved by various techniques and media. In other word, the students' ability in speaking a report can be enhanced by using various technique and media. One of the media is mind mapping. Mind mapping helps and motivates students to speak especially in speaking a report. Mind mapping is enjoyable and interesting for students. It makes the students understand and know how to express their ideas into speaking. The students know what and how to speak a report well. This aim can be reached 71 if the learning process using mind mapping is handled well in accordance with the steps of teaching speaking a report.

In addition, mind mapping implementation actually lies in giving examples to students ranging from making mind mapping to how to utilize mind

mapping so that mind mapping makers can express ideas that have been poured into writing. Furthermore, researchers accustom and provide support to students to continue to get used to making mind mapping and speaking practices in a sustainable manner. Habituation and support from the environment including the teacher become important points in the implementation of this strategy.

This research report could give us a proof that students' language skill can be enhanced from time to time if we know the students' problems. Speaking is one of the skills that have to be enhanced. For that purpose, my suggestions are:

First, enhancing students' ability in speaking should be managed systematically in order that the students know what and how to speak a report text. Second, a collection of teaching aid / media should be available, interesting, enjoyable and fruitful. Third, the ways in teaching speaking a report text should be more various (not monotonous) so that the students have high motivation in the learning process. Speaking tasks should be challenging, interesting, and enjoyable. The last one is students' speaking works should be shown on the class events, so it gives an appreciation to the speakers of the speaking tasks and make them proud of themselves.

6.2 Suggestion

Referring to the conclusion, the followings are some suggestions addressed to the English teacher of Fajar English Course.

Based on the finding of this study, it is suggested for the English teacher of Fajar English Course and other English teacher whose students have similar classroom problem such as classroom atmosphere even students' achievement in speaking skill, the use of mind mapping technique as an alternative teaching way

to improve the students speaking and also active the students participation in the classroom.

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