

IMPROVING STUDENTS' SPEAKING SKILL BY MIND MAPPING STRATEGY

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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

INTRODUCTION

The rudimentary skill that must be mastered by English learners is speaking. According to Hedge (2003), learning speaking is identical essential for scholars. 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. Subsequently, speaking is an important skill that should be grasped by language learners. By communication, learners will know how to express their feeling and their ideas orally. In the globalization era, learning English becomes an important thing according to Ari 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.

Based on the researches, Tutyandari (2005:37) breaking the passive student in an English language class. They lack confidence, lack insight, lack approach. To overcome this, the teacher stimulates students to ask questions about the topic. 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 prearranged platform, meanwhile, Teachers and students might have good communication (Cahyono and Widiati, 2011:38).

In the Mentari class Elementary level of Fajar English course the students' habits of using everyday language are the main influence on improving students' speaking. Speak English directly makes many students experience culture shock in their classrooms.

The shame of speaking makes them afraid to make mistakes. Students are very difficult to arrange words when they feel nervous in the forum. The teacher does not give enough stimulus either motivating or stimulating spontaneous speaking practice. so that students practice more carelessly with Indonesian. 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) external factors (students' environment) and internal (intelligence, interest, motivation, student personality, etc.) that influence the success of learning English.

The teacher tries to find a way out of the obstacles faced by students. The teacher starts from criticizing himself how he teaches and delivers material to students until students understand what must be done with the instructions given by the teacher so that students are able to respond to what the teacher says. 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. 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 effortlessly 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 enjoyable and imaginative manner. 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 eager to dig deeper knowledge regarding students' mind mapping and speaking in the title: "Improving Students' Speaking Skill by Mind Mapping Strategy in Mentari Class on Elementary Level at Fajar English Course".

METHOD

This research used Classroom Action Research design because it was intended to helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve. This research aimed to apply a strategy to help the students learning to speak effectively. Classroom action research is part of actions research in which this is a strategy of research that passes the control of practice over the individual teacher in a specific setting. In collecting the data, the researcher used two instruments, i.e. questionnaire and interview. The researcher used questionnaire as a primary instrument to collect data.

In the initial stages, researcher conducted preliminary studies where it was useful to identify problems faced by students in the class. This step was done by coming directly to the place of student learning. The researcher met with teacher and students. The researcher observed ongoing learning then conducted an interview to ask at a glance how the learning has taken place whether it has been successful or faced obstacles. The researcher interviewed the teacher and students. In addition, In the preliminary study, the researcher was conducted on 13 Augustus 2019 for questioner give to the students at Fajar English Course Metari Class Elementary Level 10 period Augustus and the pre speaking skill test, while 12 Augustus 2019 for the interview the classroom English teacher.

The questions consist of 10 items in the form of multiple choices which are distributed to scholars to know more about their attitudes toward students' motivation and students speaking skill.

The researcher assigned the students to tell the topic base on mind mapping to be submitted since their scores are also used as data for problems identification such as the students are lack of pronunciation, getting difficulty in expressing their idea, having problems in vocabularies and grammar. From the students' score, the researcher knows the students' ability in speaking skill.

The interview guide is used to know some facts correlated speaking and problems faced by the Mentari class elementary level at Fajar English course after getting the information the researcher analyzes the conversation carefully and convert it to the script so that it can be used as supporting data to the result of the questionnaire and students' in speaking skill.

Further, the planning stage. In this stage, the researcher identified the tricky and tactics what movements will be implemented in students. The researcher and the teacher prepared a strategy, lesson plan (This study focuses on implementing of strategy for teaching speaking. So, the designing of the plan should be relevant to the aim of the study. There were some items, like the subject, topic, time, objective, material, and reference. See appendix 14), criteria of success (the determinant of success is based on student achievement that shows improved student skills. Further, the score of 75-100 showed that this strategy was successful implemented.), learning materials and instruments for researchers to use in collecting data (Interview guides for the students and the teacher. It used in the preliminary research. In Addition, interview was used to gain deepest information about obstacles faced by teacher and students. See appendix 14; the writer did observation while implementing steps. The data was used to support the data whether the students' responses to the activity; the questioner for the students was distributed in the preliminary and the end of the research. Also, the questionnaire was, the students should give sign every number of questions. There were 10 question that had filed by the students. See appendix 22).

The next step was acting. The teacher implements what was planned in the previous stage. The teacher taught five times in five days where each meeting had a duration of sixty minutes. As long as the teacher implemented it, the researcher collected data by observing the course of learning in the classroom. Moreover, mind mapping technique would be implemented during teaching learning process. That is related to speaking. In this case, the researcher would implement the cycle, every cycle consisted of five meeting (See appendix 1) while observing and reflecting would be evaluated. So, if the first cycle was not reached such as the teacher planning, acting, observing and reflecting, it meant teachers failed to identifying the problems, make lesson plans and materials that will be used in acting teacher failed to apply the strategy while learning and it does not get a good achievement, will find it difficult to

identify the data. The researcher should repeat the cycle but difference topic until reaching the successful result then the study would be stopped.

The next step was observing. In this study, the researcher conducted the observation based on the preliminary study and condition of class. The observation was done at the same time as the teaching and learning process by using scoring rubric (See appendix 16) the researcher observed the students score in presenting work during speaking process.

Reflection is the final step in this research. In this stage, the whole data processing starts from the previous stages. The researcher analyzes the percentage of students' speaking skills scores then compares with the success criteria. The success or failure of this strategy depends on the suitability of student achievement with the indicator of success criteria indicated. The cycle will be repeated again if it has not shown an increase in skills.

RESULTS

Based on the analysis of the teaching and learning process and the students' final score of students' speaking skill in the first cycle and it provided that half of students involved in teaching and learning process (See Appendix 16), it had not meet the criteria of success yet. The motive was only 12 students or 48% reach the expected score. (See Appendix 16), and the other reason was only 10 students or 40% has not reached the expected score of students' speaking skill performance (See Appendix 20).

After the researcher implemented the first cycle, the researcher gave the students questionnaire to know the students' motivation and speaking skill, so that it could be as supporting of the data in the first cycle, here the researcher explained the result of questionnaire after the first cycle:

1) The arguments toward English lesson using the lines of mind mapping the result of the questionnaire presented that twenty five percent of the students like English very much, thirty percent of the students like English lesson, thirty percent of the students felt fair to the English lesson, and fifteen percent of the students did not like English lesson.

2) Developing idea in speaking performance to text based on mind mapping. The result displayed that twenty percent of the students felt very easy to develop their idea in speaking performance, thirty percent of the students felt easy, thirty five percent of the students felt fair, fifteen percent of the students felt difficulty.

3) Class atmosphere when speaking performance to text based on mind mapping. The result exhibited that twenty five percent of the students felt very interested in joining speaking performance, twenty percent of the students felt

interested in joining speaking performance, thirty percent of the students felt fair in joining speaking performance.

4) Students' attitude towards speaking performance class. It showed that twenty five percent of the students are very active in speaking performance class, twenty five percent of the students are active in speaking performance class, twenty percent of the students are fair in retelling performance class, and thirty percent of the students are not active in speaking performance class.

5) The students' feeling toward speaking performance to text based on mind mapping. It showed that thirty percent of the students had self confidence in speaking performance, twenty five percent of the students had self confidence in speaking class, thirty five percent of the students had fairly self confidence in speaking performance, and ten percent of the students had no self confidence in speaking performance.

6) The students' fluency in speaking performance to the text on mind map. It showed that twenty percent of the students are very fluent in speaking performance, twenty five percent of the students are fluent in speaking performance, thirty percent of the students are fair in speaking performance, and twenty five percent of the students are still fair in speaking performance.

7) The students' pronunciation in speaking performance to text on mind mapping. It show that twenty percent of students had very clear pronunciation in speaking performance, twenty five percent of students had very clear pronunciation in speaking performance, thirty five percent of students had fair pronunciation In speaking performance, twenty percent of students were unclear in pronunciation.

8) The students' grammar in speaking performance to topic based on mind map. It showed that twenty five percent of the students had high grammar in speaking performance, twenty five percent of the students had grammar in speaking performance, thirty percent of the students had fair grammar in speaking performance, and twenty percent of the students had low grammar in speaking performance.

9) The students' terminology in speaking performance to the topic based on mind mapping. It showed that thirty percent of the students had increased their vocabulary very much in speaking performance, thirty five percent of students had increased their vocabulary in speaking performance, twenty percent of students had vocabulary fairly in speaking performance, and had fifteen percent of students had low vocabulary or not increased in their speaking performance.

10) The students' comprehension in speaking performance to the topic based on mind mapping. It showed that twenty five percent of students did comprehend to the

topic being discussed, thirty percent of the students comprehend to the topic enough, and twenty percent of students don't comprehend the topic yet.

Not ask students to give color in their mind mapping, the researcher less controlled the students' pronunciation, vocabulary, grammar, and less approached to the students in class, the researcher did not give the students a fortuitous to speak in the presence of session before they retold a topic based on mind mapping, and the researcher did not make the class enjoyable, so that the researcher's attendance make some the students still nervous and shy. Based on the reflection, the researcher and her collaborator made a decision to continue the implementation of the study to the second cycle by revising the lesson plan with additional strategy in teaching and learning process.

Referring to the result of the teaching and learning process and the scores of the students' speaking skill in the cycle. It can be inferred that it could improve student skill. Based on the two criteria of success set in this study (classroom atmosphere and students' achievement), it had pointed out that they had been fulfilled. Here, the researcher compared two cycles between the first cycle and the second cycle:

The activities in the first cycle less interested because the researcher did not ask the students to give colors in their mind mapping, the researcher less controlled the students' pronunciation, vocabulary, and grammar, and less approached to the students in the class, and the researcher did not make the class enjoyable, so that the researcher's attendance make some the students still nervous and shy. Because all of sages of speaking skill activities process was not done well, the researcher and observed found 55% of the students' involved in the teaching and learning process (See Appendix 16), then only 10 scholars or 40% of the students got great score or passed the minimum standard achievement 75.

But, in the reflection in the second cycle, the observed and researcher had found that the strength of this second cycle was the teacher's involvement with the students by controlling the students' pronunciation, vocabulary and grammar, giving approach and making class enjoyable with game, the teacher gave the students accidental practice, the teacher asked the students to give color to their mind mapping so that the students felt interesting and enthusiastic in learning English and easy to speak based on mind mapping. Because of all stages of speaking skill activities process had done well, the researcher and observer found 85% of the pupils elaborate at pedagogy progression, and 21 students or 84% of the students got great scores or passed the minimum standard achievement 75.

After the researcher implemented the second cycle, the researcher gave the students questionnaire to distinguish the students' motivation and speaking plus it

can be supporting of the data in the improvement of the second cycle, here the researcher explained the result of the questionnaire after second cycle:

1) The arguments toward English lesson using the color of mind mapping the result questionnaire showed that 35% of the student like English very much, 40% of the students like English lesson, 15% of the students felt fair to the English lesson, and 10% of the students did not.

2) Rising clue in speaking performance to the topic on mind mapping the result showed that 30% of the students felt easy, 20% of the students felt fair, 5% of the students felt difficulty. So, the most of the students felt easy to explain the topic based on mind map.

3) Class atmosphere in speaking class based on mind mapping. The result showed that 40% of the students felt very interested in joining to speak, 45% of the students interesting in joining speaking performance, 15% of the students felt fair in joining speaking performance. And 0% of the students felt not interested in speaking performance.

4) Students' attitude toward learning speaking performance to topic based on mind mapping. It showed that 35% of the students are very active in speaking performance, 35% of the students are active in speaking performance, 20% of the students are fair in speaking class, and 10% of the students are not active in speaking class.

5) The students' feeling toward speak performance to the topic based on mind mapping. It showed 40% high self confidence in speaking, 35% self-confidence speak performance, 20% equally, and 5% unconfident.

6) The students' fluency speaking to the topic based on mind map in showed that 40% of the students are very fluent in speak, 35% of the students are fluent in speaking performance, 15% of the students are fair in speak, and 10% of the students are not fluent in speaking performance.

7) The students' pronunciation in speaking to the topic based of mind mapping. It showed that 30% of the students had very clear pronunciation in speaking, 35% clear pronunciation, 20% equally pronunciation, and 15% unclear pronunciation.

8) The students' grammar in speaking to the topic based on mind map. It showed that 30% of the students had high grammar in speaking performance, 35% equally, 25% low, and 10% very low.

9) The students' vocabulary in speaking performance to the topic based on mind mapping. It showed that 50% of the learners had augmented their vocabulary very much in speaking performance, 40% of the students had amplified their vocabulary in speaking performance, 10% of the students had vocabulary fairly in speaking performance.

10) The students' comprehension in speaking performance to the topic based on mind map. It showed that 30% understand the topic well, 35% students comprehend to topic being discussed, 20% of the students comprehend to the topic enough, and 10% of the students don't comprehend to the topic yet.

DISCUSSION

The researcher and collaborator conducted teaching strategies and preparing the data analysis of mind mapping. In preliminary study, no one of the students' achieved the minimum standard of achievement only 5 got the standard minimum achievement. It showed that they still faced the difficulty in speaking skill improved, 7 students reached the minimum standard achievement but it does not encounter the success criteria. Therefore, the researcher and collaborator decide to continue to the next cycle. In the second cycle, the researcher found the improvement of the students' speaking skill. The students' speaking score who achieved the standard achievement was 18 students', it showed that 80% of the students reached the target, event most of the students' achieved more than the target of success criteria 75.

Base on the discussion above, it showed that the result of the students' speaking skill reached the target of success criteria.

Furthermore, as what the researcher told at the chapter two, she chose speaking assessment for mind mapping adapted from Anggerini (2013) include the five strategy such as pronunciation, grammar, vocabulary, and comprehension.

At the first cycle, the scholars' faced various problems, some of them get difficulty in speaking. The teacher guided them to speak well based on mind mapping. But, in this cycle, the researcher less control their grammar, pronunciation and vocabulary, and less approached to the students in the class, the researcher did not give the students' a change to try speak one by one before they speak up and the researcher did not make enjoyable, so that the researcher attendance made some the students' still nervous and shy. While, the result of classroom atmosphere was still low (see appendix 8) the result of students' speaking skill was still low (see appendix 12)

In the second cycle, the researcher conducted an addition teaching strategy to solve the problems happened in the first cycle. Therefore, the researcher planned to give the students' game, and the implemented of mind mapping technique by using pictures, doing approach to the students', controlling the students' grammar, pronunciation, and vocabulary and giving the students a coincidental to speak before they speak at discussion so that an activity was easier and interesting for students

After conducting the implementation that strategy, it showed that it could help the students' in enlightening their skill. They could learn a lot of strategies in using mind mapping technique. The felt more enthusiastic. They tried to deliver their ideas before their speaking in front of the class. It was proven by the students' questioner

result based on their opinion about this activity (see appendix 19). It was also proven by the result of the observation checklist of the second cycle (see appendix 9).

CONCLUSION

All in all, based on the research findings, the researcher found the instructional strategy in expenditure of mind mapping techniques solve problem in speaking class, for instance: students brainstorm at the beginning of class. exemplify the making of mind mapping, how to make it, the use of visual media in it, the explanation of one idea in mind mapping, the development of ideas in mind mapping, and overall practice.; asking the students to pronounce the words in their 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 based on mind mapping. The second, this techniques was more effective to help the students' in improve speaking. 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). It means that the criterion of success was achieved.

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