

IMPROVING SPEAKING ABILITY THROUGH MIND MAPPING TECHNIQUE TO THE SEVENTH GRADE STUDENTS AT SMP NEGERI 2 KEDIRI

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ABSTRACT

Speaking is the major factor that plays significant role in communication. Teacher's technique in teaching speaking is very important to improve the students' ability in speaking. One of the technique that can be used by the teacher is mind mapping which can assist the students in learning speaking to be able to express the ideas. This research is intended to improve students' speaking ability to the seventh grade students of SMP Negeri 2 Kediri through mind mapping technique. This research used Classroom Action Research method. The subject of the research were 32 students of the seventh grade at SMP Negeri 2 Kediri. This research used the techniques of observation, questionnaire, test, and project assignment. The data were analysed quantitatively and qualitatively. Based on the data analysis it was found that: (a). The percentage of students' speaking ability toward minimum completeness criteria increased in knowledge competence in which pre-test was 43.75%, increased to 68.75% in post-test 1, and 93.75% in post-test 2. Meanwhile, in skills competence, pre-test was 56.25%, post- test 1 increased to 68.75%, and 90.63% in post- test 2. (b). The improvement from pre-test to post-test cycle of 1 in knowledge competence was 10.19% and from pre-test to post-test of cycle 2 was 19.98%. Then the improvement from pre-test to post-test of cycle 1 in skill competence was 11.22% and from pre-test to post-test of cycle 2 was 19.95%. The conclusions of this research is my mind mapping technique is able to improve students' speaking ability. Therefore, it is suggested that mind mapping technique can be used as one alternative technique in teaching speaking.

Key Wordi: *improving, speaking ability, mind mapping*

ABSTRAK

Bahasa Inggris merupakan faktor utama yang berperan penting dalam komunikasi. Teknik yang digunakan guru dalam mengajar kemampuan berbicara sangat penting untuk meningkatkan kemampuan berbicara para siswa. Salah satu teknik yang dapat digunakan guru dalam mengajar kemampuan berbicara adalah mind mapping yang dapat membantu para siswa dalam melatih kemampuan berbicara agar dapat mengeksperesikan ide-ide nya. Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa kelas 7 di SMP Negeri 2 Kediri. Penelitian ini menggunakan metode penelitian ruang kelas. Subjek yang digunakan di dalam penelitian ini adalah 32 siswa kelas 7 di SMP Negeri 2 Kediri. Penelitian ini menggunakan teknik observasi, kuisioner, tes dan penilaian tugas. Data yang didapat dari penelitian ini dianalisis dilakukan secara kualitatif dan kuantitatif. Berdasarkan data analisis ditemukan bahwa :(a) pada post-test 1 presentase kemampuan berbicara para siswa meningkat dari Kriteria Kelulusan Minimum (KKM) pada kompetensi pengetahuan dari nilai pre-test yaitu 43.75% meningkat menjadi 68.75% dan pada post-test 2 meningkat menjadi 93.75%. Sedangkan pada kompetensi skill, nilai pre-test yaitu 56.25%, meningkat pada post-test 1 menjadi 68.75% dan juga meningkat menjadi 90.63% pada post-test 2. (b) terjadi peningkatan kompetensi pengetahuan dari pre-test ke post-test 1 sebesar 10.19% dan pada siklus 2 juga mengalami peningkatan dari pre-test ke post-test 2 sebesar 19.98%. kemudian peningkatan juga terjadi pada kompetensi skill dari pre-test ke post-test 1 yaitu 11.22% dan peningkatan juga terjadi dari pre-test ke post-test 2 pada kompetensi skill yaitu 19.95%.

kesimpulan dari penelitian ini adalah teknik mind mapping dapat digunakan sebagai salah satu cara dalam mengajar Bahasa Inggris.

Kata Kunci: *Penigkatan, kemampuan berbicara dan mind mapping*

I. Introduction

English is the most important language in the whole aspects of life in this globalization era. English also become basic needed of communication tool when the people do communication each other. Most of the people around the world learn English and try to master English orally and written in order to be able to communicate and socialize with the other people from different countries. In addition, the globalization requires the use of English widely. There are four skills in English, consisting of listening, speaking, writing and reading. The students should master the four basic skills to be able to express English effectively and communicatively. The skills consist into two groups. The first is receptive skill and the second is productive skill. Receptive skills are reading skill and listening skill, while the productive skills are writing skill and speaking skill.

Although most of the students' capability in English is not good in speaking, in this case, the students from SMPN 2 Kediri made the researcher interested because of the school location is located in the village and most of the students are not good yet in English and having less confident in speaking. The students also have common problem like many other students have, which is the difficulty in mastering English, boredom in learning, and hardly possibility to understand this subject.

Speaking is one of the language productive skills that learn by the student English skill which involves a process of building and sharing meaning through the use of the language orally. Mackey (2007: 13) defines the speaking as: speaking as oral expression that involves not only the use of right patterns of rhythm and intonation but also that of right words order to convey the right meaning. By learning speaking, the students will know how the way to express the language communicatively. The students will learn how to express feeling and ideas orally even the utterances meaningfully. Mastering English speaking skill is not as easy as studying first or second language. The students must study hard to master the foreign language. The students start studying from the vocabularies and how to pronounce the words fluently. In relation with target, the teacher should create a good atmosphere in class. The real situation in the class is sometimes out of expectation. The students are afraid of making mistakes, being laughed by friends and having lack of confidence in ability. Learning English is considered not interesting, due to the method or technique use in learning process. Speaking is probably the language skill that most language learners wish to master perfectly as soon as possible.

As Heaton in Irianti (2011:7) states that there are five aspects of speaking including pronunciation, grammar, vocabulary, fluency and comprehension. Teacher and the students should make some efforts to develop the five aspect of the speaking skill itself, sometime the students have different value in speaking skill, as we know that speaking have a lot of component that is need to test.

Buzan (2010:4) states that "mind mapping is an easy way to place information to brain and take information out from brain. Mind Mapping is creative and effective way to write and will map your mind by a simple way". In this definition, five important concepts of mind mapping are used. Firstly, the mind mapping is one of the creative note taking

techniques. Secondly, the mind mapping helps people to enter the information into memory. Thirdly, the mind mapping helps people to keep information in the long term memory. Fourthly, the mind mapping helps people to take information out from the brain easily. Finally, the mind mapping engages the use of imagination and association in its application. In addition, Palmberg (2011) claims that our consciousness always analyses how things are connected to each other. And when it is done, the mind creates an image to symbolize the structure. By using Mind Maps, the people can see the way that pieces of information fit together, as well as recording the raw facts contained in normal notes.

Mind Map encourages creative problem solving, as the students hold the information in a format that the students' mind finds easy to remember and quick to review. Mind map is a good way to make the students understand more about the map about what the students want to speak. The teacher improves the students' ability by using this technique. This technique also makes the students easier to share the difficulties in speaking.

II. RESEARCH METHODOLOGY

This Research used Classroom Action Research method and used qualitative approach to investigate teaching and learning activities in the classroom. It is designed to improve students' speaking ability through mind map, and the subjects were students of SMP Negeri 2 Kediri. Due to the Covid-19 spreading, the method of research was adapted to the online class research used the hand phone, laptop and several software applications to support the research. The process of data collection lasted until all of the data has been collected. The researcher chose one class at SMP Negeri 2 Kediri as the subject of research. There were thirty-two students consisted of 12 males and 20 females in this class. This research began by doing the reconnaissance then continue next step using mind map techniques in cycle1 and cycle 2 which each cycle consists of two meetings.

The data were analyzed by utilizing quantitative and qualitative data analysis. The research used some instruments to gain qualitative data. The techniques are observation, questionnaire, testing, project assessment and documenting study. Then the quantitative data can be determined by following view step formula as shown below:

1. The accumulation of total student scores were processed into an average score which will later be used as a reference to increase student scores on each test. It well known as *mean*. Mean could be determined from the following formula:

$$\text{Mean} = \frac{\text{Total Score}}{\text{Total Student}}$$

2. The researcher used the formulas of the percentage both for student's pass and failed. The formula is:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage (%)

F = The value that will be determined as percent

N = Total value

3. To analyze the student's average score improvement from the pre-test to post-test. The researcher used the following computation:

$$P_{(n)} = \frac{Y_{(n)} - Y_0}{Y_0} \times 100\%$$

P = Percentage of improvement
 Y₀ = Mean score in Pre-test
 Y_(n) = Mean score in Post-test
 100% = fixed variable

III. RESEARCH FINDINGS AND DISCUSSIONS

1. Research Findings

Preliminary test

In the preliminary test, the researcher found that 14 or 43.75% of total students who passed the MCC from the total 32 students who get 65 or more. It means that some of the students got scores below the Criteria of Success. The Criteria of success of English subject matter of SMP Negeri 2 Kediri was not more than 75% from the total 32 students who got 65 or more. So the next step, in the cycle 1 of CAR, the researcher calculated the result of post-test to know the score improvement.

Table 4.2 The Percentage of Student's Pass in Pre-test

Criteria		Total of Student		Percentage (%)	
		Knowledge	Skill	Knowledge	Skill
P_{p0}	Passed	14	14	43.75	43.75
P_{f0}	Failed	18	18	56.25	56.25
Total		32	32	100	100

Cycle 1

Compared to the percentage of students who passed the pre-test with post-test cycle 1, both in terms of knowledge and skills increased the number of students who passed. While the percentage of students who failed the post-test decreased. In the pre-test the P_{p0} variable was found in the number 14 student with a percentage of 43.75% in the aspect of knowledge, the exact number and percentage were also seen in the skill aspect. Whereas in the post test cycle 1, it was found that the P_{p1} variable was 22 student with a percentage of 68.75%, both in the knowledge and skill aspects. Then the increase obtained from the comparison of pre-test results with post-test cycle 1 of 8 people or with a percentage of 25%, both in terms of knowledge and skills. Then the data seen in table 4.6 as a basis for calculation, the total score generated by students in post-test cycle 2 is 2438 for competence in knowledge with mean of 76.19, and 2405 for competence in skill with mean of 75.16.

Table 4.8 The Percentage of Students' Score in Post-test Cycle 1

Criteria		Total of Student		Percentage (%)	
		Knowledge	Skill	Knowledge	Skill
P_{p1}	Passed	22	22	68.75	68.75
P_{f1}	Failed	10	10	31.25	31.25
Total		32	32	100	100

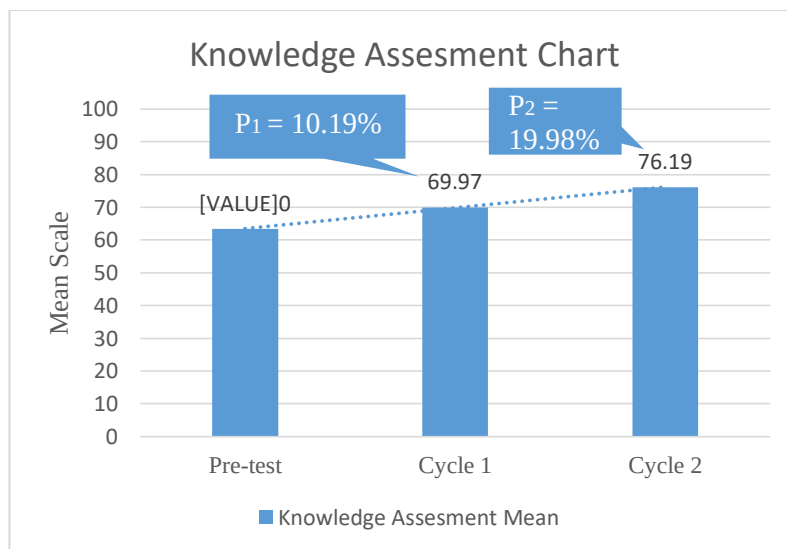
Cycle 2

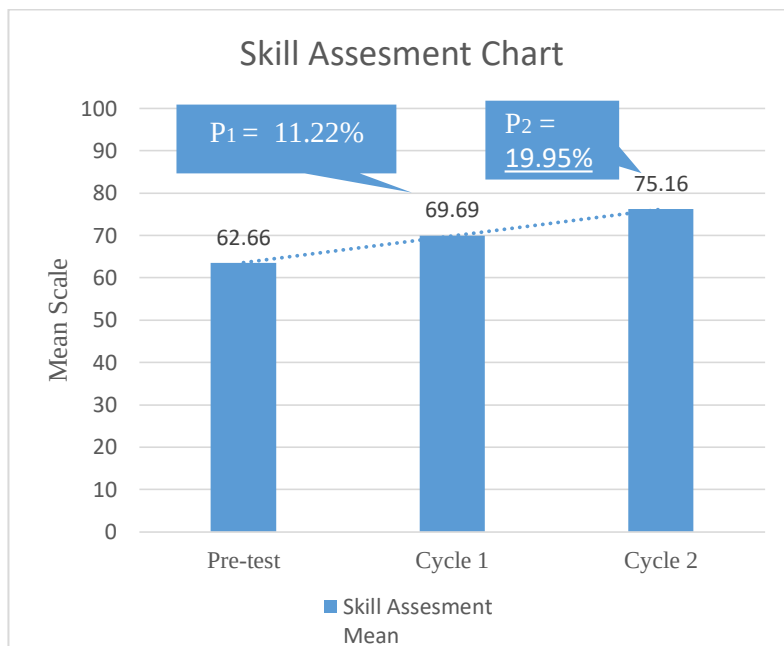
Using mind mapping in the implementation of the post-test cycle 2 managed to improve significantly. In the post test cycle 1, it was found that the P_{p1} variable was 22 student with a percentage of 68.75% in the knowledge aspect, both in the skill aspect having the same number. Whereas in post-test cycle 2, P_{p2} variable was obtained by 30 student with a percentage of 93.75% in the knowledge aspect and 29 student or with a percentage of 90.63% obtained in the skill aspect. Then the increase obtained from the comparison of the results of post-test cycle 1 with post-test cycle 2 as many as 8 student or with a percentage of 25% of the aspects of knowledge and as many as 7 student or with a percentage of 21.88% of the aspects of skills.

Table 4.9 The Percentage of Students' Pass in Post-test Cycle 2

Criteria		Total of Student		Percentage (%)	
		Knowledge	Skill	Knowledge	Skill
P_{p2}	Passed	30	29	93.75	90.63
P_{f2}	Failed	2	3	6.25	9.37
Total		32	32	100	100

To find out the percentage of student average score improvement during the test is shown in the chart below:





2. Discussions

In the preliminary section, the researcher found that the score of most students in speaking were still low. Based on the data received, there were 18 students who did not pass the minimum score of English. As the data found from the observation, the researcher found that there were several reasons that made the students felt difficult in developing the speaking skill. The problems were including: the students felt that English was difficult because English is second language, the students felt shy in expressing the idea, lack of vocabulary and the students were not confidence in delivering the sentence.

After doing the preliminary test, the researcher planned to do the post-test 1 after giving the material through mind mapping technique. In delivering the material through mind mapping technique, the researcher had to give the students motivation in order to make the students relax and tried to accept the material easily. But in fact, the researcher need several times to re-explain the material using mind mapping technique because some students were still confused how to applied the technique in mastering the material. After delivering the material the researcher made post-test 1. The result of the post-test one showed progress. It showed that 22 students passed the minimum score criteria, but the result might be continued due to the passing score did not pass the 75%.

The researcher continued the research into the post-test 2. In this cycle the researcher gave the students review and evaluation of post-test 1 result and gave them suggestion about how to mastering the material using mind map technique. Actually the researcher had a basic problem in doing the research, such as internet strength, online participants and internet package. As the advice of the collaborator, the researcher divided the students in several groups in order to be focused on students' progress. Then the researcher made the second test at this cycle. The result was satisfied and made researcher decided to end the research. There were 30 students passed the minimum score criteria and only 2 students did not pass the minimum score. After analyzing the

data found in this researcher, the researcher concluded that, mind mapping technique was success in improving the students' speaking English skill.

IV. CONCLUSION

The use of mind map in teaching speaking skill had succeeded to improve the students' speaking ability. Based on the pre-test result, the P_{p0} variable was found 14 students with percentage of 43.75% in the aspect of knowledge, the exact number and percentage were also seen in the skill aspect who passed the MCC (minimum completeness criteria) from the total 32 students who get 65 or more. The application of mind mapping method to the implementation of post-test cycle 1 showed significant results. it was found that the P_{p1} variable was 22 students with a percentage of 68.75%, both in the knowledge and skill aspects. The increase obtained from the comparison of pre-test results with post-test cycle 1 of 8 people or with a percentage of 25%, both in terms of knowledge and skills. The implementation of Mind mapping technique at the post-test cycle 2 improved significantly. In post-test cycle 2, P_{p2} variable was obtained by 30 students with a percentage of 93.75% in the knowledge aspect and 29 students or with a percentage of 90.63% obtained in the skill aspect. The increase obtained from the comparison of the results of post-test cycle 1 with post-test cycle 2 as many as 8 students or with a percentage of 25% of the aspects of knowledge and as many as 7 students or with a percentage of 21.88% of the aspects of skills.

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