USING CONCEPT MAPPING METHOD

IN SPEAKING CLASS

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Abstract

This research aims at finding out whether Concept Mapping method can improve speaking skill and know the class condition when this technique is implemented in speaking class at the Eighth Grade of SMP N 3 Teras in 2016/2017 academic year. The research method used was an Action Research. The research was conducted in six meetings in two cycles. One meeting for pre-test and one meeting for post test. In first cycle, it was carried out in two meetings and the second meeting was also carried out in two meetings. The result of the study after research showed that there were improvements of the students speaking skill. The students enjoyed the activities by using Concept Mapping by having a discussion and corporation. There was improvement of students` speaking skill; it was proven by the result of their speaking tests which increased from test to test. In the pre-test, most of the students got low score less than 50. In post test one, none of the students got score less than 50. In post test two, most of the students score were more than 65. The data showed that there were only two students who got less than 65. Based on the result above, Concept Mapping can be used as an alternative of teaching learning process especially to improve students` speaking skill. The classroom condition became more active and effective, all of the students were enjoyed to join the teaching learning process. In speaking class, the students were directly involved to every activities that was conduct by the researcher. They should work in together with their friends and do cooperation well.

Keywords : Concept Mapping, Speaking Skill, Classroom Action Research
INTRODUCTION

English has been set as one of international languages that can be used by all people around the world. As an international language, this language should be learnt by all people in all generation. It is because English is one of the most common languages that be used for some aspects such as in business, education, economy, tourism and many more. It will not be possible for us to communicate to each others in globalization era without mastering English.

In Indonesia, English is the first foreign language that is used by many people. This language is learnt from kindergarten until students in university. Even Indonesia is one of the countries which adopt English as first foreign language. Many people still get so many difficulties in learning English. As a result, Indonesia is left behind the others ASEAN countries in English proficiency.

According to the data of English Proficiency Index in 2015, Indonesia places in the thirty second rank; it is far behind the other ASEAN countries such as Malaysia and Singapore. Singapore takes the lead in the ASEAN countries in twelfth position and Malaysia in the fourteenth position. It seems frightening because in the beginning year of 2016 the government has officially opened ASEAN Economic Community (AEC) which is every country in ASEAN members can do economic activity freely.

Language proficiency is very important to be mastered because it will support us to have easier communication, especially to communicate in English. When talk about English proficiency, it will closely related to the language skill. There are four main language skills that should be learnt by people if they want to learn new languages; those are speaking, reading, listening, writing. All of those language skills are very important to be learnt because it cannot be separated between one to the others.
According to Thornbury (2005:1) “speaking is so much a part of daily life that we take it for granted. It means that speaking is very important in daily life.” People share their ideas through many ways. One of the ways to share is by speak to other people.

The researcher conducted the research by using Classroom Action Research. According to Ferrance (2000:1) Action research is a process in which participants examine their own educational practice systematically and carefully, using thecnique of the research what the future practice should be. The result will be used to evaluate the students or used as a reflection for the teacher. In the speaking issues which had been observed at SMP N 3 Teras. The result shows that there were some problems that were faced by the students. The major problems that affect in teaching learning process can be seen from three factors. Those are from students, from teachers and from school. From the students’ factors are: 1. the students do not have high motivation to learn and they are not interested to learn English. 2. The students get difficulties in pronounce words. From the teachers’ factors are: 1. The teaching method is not appropriate enough to be given because the class is full of students. 2. The way of teaching is not really effective and from the school’s factor is: 1. The school does not support enough facilities for teaching learning process. It needs new method to avoid the next failure that will be got by students.

One of the ways to solve all of those problems is by providing an appropriate method in teaching. Brown (2000:16) states that “method is a generalized set of classroom specification for accomplishing linguistic objectives”. One of good methods for teaching learning process is Concept Mapping. According to Whiteley (2005:7) “Concept mapping is a visual method of learning”. This method is suitable to be applied and it is suitable also to the students’ characteristic. According to Whiteley (2005:9), Concept Mapping has some benefit for the students such as drawing concept maps can be
a creative process similar to brain storming, concept mapping allows you to collaborate with other people, concept map is a concrete visual image, concept maps aids memorization. Not just learning, maps build on the human capacity to recognize information in images. Moreover, concept mapping has simple procedures that easy to be done by the students. Those procedure are gather concept map-making materials, gather research materials, choose concept maps format, make your first map, revise and try alternatives and keep a record of your concept maps (Whiteley, 2005: 57).

The researcher focused on two problems. The first problem is to describe that Concept Mapping be implemented in teaching speaking. The second problem is to find out that Concept Mapping can be used in the teaching learning process especially in Teaching Speaking

**METHODOLOGY**

An Action Research was a method that was used in this research. Ferrance (2000) points out that “Action research is a process in which participants examine their own educational practice sistematically and carefully, using technique of the research what the future practice should be”. The other expert says that action research is a term which refers to practical way of looking at your own work to check that it is as you would like it to be (Ferguson, 2011:8). While Tripp (2005) states that Educational action research is principally a strategy for the development of teachers as researchers so that they can use their research to improve their teaching and thus their students’ learning, but even within educational action research distinct varieties have emerged.

This research was conducted at SMP N 3 Teras Boyolali which is located at JL. Tawangsari, RT. 1 RW. 3, Tawangsari Teras, Tawangsari, Boyolali, Kabupaten Boyolali, Jawa Tengah 57372. The participants of the research were the students in the eighth grade especially class D. The numbers of the students in class D of SMP N 3
Teras were twenty six students. Most of them live in around SMP N 3 Teras. So, it could be said that SMP N 3 Teras was their neighbor.

This study was conducted into two cycles. Each cycle consisted of several stages of Classroom Action Research procedure, they are: Identification of problem area, Collection and organization of data, Interpretation of data, Action, Reflection. In the identification of the problem area, the researcher prepared and identified the problems about the students speaking skill in teaching learning process. In Collection and organization of data, the researcher took the data such as interview records (audio records) both from the students and the teacher, field notes from the observation, and the video record from the students during their pre-test. In Interpretation of data, the researcher focused on analyzing and identifies the data. In action, the researcher implemented the lesson plans by using Concept Mapping Method in speaking class. In the last step of reflection, the researcher evaluated the use of Concept Mapping in speaking class to improve students’ speaking skill. Thus, the researcher could continue study to the afterward point.

In collecting data, the students were given tests of pre-test, post-test 1 and post-test 2. In pre-test the students were given test to introduce their shelves in English. In post-test 1, the students were asked to present the concept map that they had made with the topic asking and giving opinion. The last, in post-test 2 the students were asked to present the concept map that they had made with the topic offering helps.

RESULT AND DISCUSSION

A pre-test was held on Thursday, July 21, 2016. At 07.15 a.m until 8.35 a.m. The purpose of the pre-test was to know and to measure the students’ speaking skill. Before starting the pre-test, the researcher explained about rule of the pre-test and asked the students to speak in front of the class one by one using English. The whole students did
not achieve KKM yet. Many aspects of students’ speaking needed to be repaired and improved. The aspects of students’ speaking that needed to be improved were: pronunciation, fluency, grammar, vocabulary, and comprehension.

Post test 1 was held on Saturday, July 30, 2016. Post test 1 was done to know the improvement of students speaking skill after concept mapping method was implemented in Cycle one. In this post test, the students were asked to present the concept map that they had made with the topic asking and giving opinion. The mean of post test 1 was higher than during the pre test. The score of post test 1 was 58.92 and the score of pre test was 41.23. The improvement of students’ speaking was assessed by using writing scoring rubric. There were significant improvements of some aspect in speaking such as comprehension and fluency. Even though, there was some improvement in the post test 1. The researcher still find some weaknesses in cycle one, such as The students lacked in vocabulary, The students felt difficult to use grammar well, Some of the students were still unconfident to speak English in front of the class, The result of the posttest one did not reach the minimum score or KKM (Kriteria Ketuntasan Minimal). In the other hand, the researcher also found some strength of implementing concept mapping method in cycle one, such as The students were able to do corporation with the students in group, The students were creative in making concept with map, The students were so excited with the technique in teaching learning process, The result of the first post test was higher than the students’ pretest score. It showed that there was improvement of students’ speaking score. Then, the researcher conducted cycle 2 to solve the problems appeared in cycle 1.

For the cycle 2, the researcher revised the plan to solve the students’ problem in understanding grammar, how to pronounce well, and how to improve fluency. The researcher and the teacher revised the lesson plans for cycle 2, the revised lesson plans
were emphasized more on teaching grammatical structure, pronunciation and fluency. After cycle 2 had been completed, the researcher conducted post-test 2. The Post-Test 2 was held on Monday, August 8, 2016. In the post-test 2 the students were asked to present the concept map that they had made with the topic offering helps. The mean score of Post-Test 2 was 70.92. The improvement of students’ speaking was assessed by using speaking scoring rubric. There were significant improvements of students’ grammar and vocabulary aspect based on the post-test 2 result. After the cycle 2 was completed, the researcher did a reflection. Many improvements were showed in cycle 2. Those improvements were: the students became more active during the lesson, the students could pronounce the words properly, the students comprehension were also improved, the students understood in how to apply the concept mapping well and they also enjoyed to learn.

Based on the result of observation, the Concept Mapping Method can improve students’ speaking skill. The improvement of students’ score of pre-test, post-test 1 and post-test 2 can be seen from the table below:

<table>
<thead>
<tr>
<th>The mean of pre test</th>
<th>The mean of post-test 1</th>
<th>The mean of post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>41.23</td>
<td>58.92</td>
<td>70.92</td>
</tr>
</tbody>
</table>

The result of pre-test was 41.23 and the result of post-test 1 was 58.92. It means that there was improvement. The improvement happened after teaching learning process using concept mapping. There was improvement also cycle two. It was shown by the mean score of the students were increased into 70.92. It can be concluded that there were
improvement of the students` speaking skill.

The implementation of Concept Mapping method in teaching speaking was successfully done to solve the students’ speaking problems. Thus, it can be concluded that the Concept Mapping is an effective and beneficial method for teaching speaking.

CONCLUSION

Based on the result of the study, can be concluded that:

1. When Concept Mapping was implemented, the students became more active and have more motivation. It is proven when they had to make a concept map; they looked so enthusiastic to join the class. They also become more creative in making concept of learning. They were not afraid of asking some question and giving opinion or idea. Their vocabulary, grammar, pronunciation, comprehension and fluency were also improved. The students also learnt how to work in group and how to do cooperation well.

2. Concept Mapping improves the students` speaking skill. It can be seen from the result of the test. When the researcher did the research for the first time, the students` speaking skill was so poor. It can be seen from the pre-test score, the mean score of the pre-test score was 41, 23. After the researcher conducted a research, the mean score of post test 1 was 58, 92 and the mean score of post test 2 was 70,92. It shows that there are improvements on their speaking skill.
REFERENCES


