

JURNAL

Pengaruh Teknik Mind Mapping Terhadap Kemampuan Berbicara Siswa Kelas Delapan Smp Islam Sejahtera Badas Kediri Pada Tahun Akademik 2016/2017

The Effect of Mind Mapping Technique to Eighth Grade Students' Speaking Ability of SMP Islam Sejahtera Badas Kediri in the Academic Year 2016/2017



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THE EFFECT OF MIND MAPPING TECHNIQUE TO EIGHTH GRADE STUDENTS' SPEAKING ABILITY OF SMP ISLAM SEJAHTERA BADAS KEDIRI IN THE ACADEMIC YEAR 2016/2017

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ABSTRAK

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. By learning speaking, the students will know the way to express language communicatively. In other hand, the students are confused what they want to speak. As the result, the students get low speaking score. Therefore, the teacher should have a good method to improve their speaking ability. In this research, the writer wants to present one of the techniques of teaching speaking by using mind mapping to Eighth Grade of SMP Islam Sejahtera Badas Kediri. The writer's research problem is How is effect of mind mapping in students' speaking ability at Eighth Grade of SMP Islam Sejahtera Badas Kediri in academic year 2016/2017?. This research uses quantitative design experimental pre-test and post-test technique. The subject of this research is Eighth Grade of SMP Islam Sejahtera Badas Kediri that takes only 1 class contains 16 students. The writer was done in four meetings. The data are collected using pre-test and post-test in the form spoken test with the topic of retelling narrative text. The data was analyzed using t-test formula. The result show that at t-score is 11.92, at the degree t-tables of freedom 1% at is 2.947 and 5% is 2.131. It means that Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_a) was accepted. Therefore, the result of this research is there is significance of mind mapping and it can influence the students' speaking. Therefore, the writer has some suggestion, for to English teacher to teach speaking using mind mapping technique. For students suggestion was to students expected to used mind mapping technique in learning speaking, it can help them to improve their speaking ability easier and relax. For future writers may this research be used as references.

KATA KUNCI : Speaking, Narrative text, Mind Mapping

I. BACKGROUND

According to Kathelen Baily and David Nunan (2004:2) Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open ended, and evolving but it is not completely unpredictable.

Speaking is one of the language skills learned by the student in a foreign language. It involves a process of building and sharing meaning through the use of the language orally. By learning speaking, the students will know the way to express language communicatively. Because of that speaking is one of important skills that should be mastered by the students learning foreign language besides reading, listening and writing. So this study investigates students in order to be easy to speak or retell something that they have in their mind.

This study needs to be carried out because some of students sometimes cannot communicate well in English language and they get difficulties in speaking test, especially doing retell story orally.

Although they have been given the explicit background knowledge about narrative texts, but from the result of speaking test for Junior High School especially the students that are

lower than the expected result is found that most of students get difficulties of using English in speaking activities especially in the retelling about narrative text. It is difficult for the students because they cannot explain it well and they are confused what they will say about.

In addition, they cannot both make good grammatical sentences while retelling story and producing the appropriate pronunciation like the target language. As the result, the students get low speaking score and cannot obtain the passing score for speaking competency. It is provided by their test result in speaking which is lower than Minimum Achievement Criteria (KKM). They usually forget what they have studied, because they do not know how to manage their memory to recall the information that they receive and memorize.

In order to improve students' speaking skill, the teachers must strive hard to drill and stimulate students' skill including their skill, intelligences, creativity, technique, and interest by giving good learning material and designing learning activities that make them have challenge and be active to practice the language especially in retell objects orally.

Narrative text is one type of genre taught to the students in Senior

High School. Some techniques that can be used in teaching speaking on narrative texts is; role play, cooperative learning, etc. This technique can be done by dialog and monolog. One way to do monolog is by doing retelling story orally. This activity is to enable the students to retell story orally on narrative texts based on the given material or text.

All material that have to be learnt in stage of school was written by ministry curriculum of Indonesia and published it, so all of school in Indonesia has known about it. The writer was not arbitrary to take this case and material. It was taken in curriculum section of SMP Islam Badas Kediri. In writer's material was about narrative text that contained in SK (4) and KD (4.1) of speaking skill in Junior High school by using KTSP curriculum that has purpose to "melakukan monolog pendek dalam bentuk Narrative / Descriptive dan Recount text".

Buzan (2007:103) says that mind mapping is an extremely effective method of taking notes. Mind maps show not only facts, but also the overall structure of a subject and relative importance of individual part of it. The teachers' assumption that using mind

mapping technique also could reduce the less confidence of the students and also made easy to remember and recall descriptive texts parts, because the students still could use their mind mapping notes when they should practice the material of descriptive texts in front

Besides, the students will be easy to remember something by using their own color, symbol, picture, and key words in their mind mapping, and if the students had their own mind mapping it will be easy to the learners to recall their memory when they are needed. By using mind mapping, the students are not only can recall their memory but also can learn visual memory easily.

II. METHODS

The design of the research is quantitative research. According Donal Ary (2009:26), the quantitative researcher would suggest in-depth case studies of the two block scheduling schools to determine what differences in the social context of the schools could account for the different results. Data could be collected through observation and focus groups

The technique used by the writer in this research is experimental

research. Creswell (2012:21) states that Experimental designs are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants. The purpose of experimental research was to know whether there is an effect or not from treatment that would have given to the subject of the research.

In this research, the writer used one-group pre-test and post-test design which followed by three steps. According to Ary (2010:303) the one-group pretest–posttest design usually involves three steps: (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment to the subjects; and (3) administering a posttest, again measuring the dependent variable.

The writer gave the pre-test to know the students speaking ability before being taught using mind mapping technique and post-test after treatment to know the students' speaking ability after being taught using mind mapping technique. Then, the result of pre-test and post-test would be analyzed using t-test to know the effect of mind mapping technique in students speaking ability.

III. FINDING AND CONCLUSION

In this activity most of the students are didn't get motivation, they are lazy to study English, the student didn't want to bring the dictionary and didn't pay attention when the teacher was teaching. They also got problems in speaking narrative text including fluency, accuracy, performance, and structure. This bad behavior is supported by the result of their score in pre-test. Based on the data, the maximum score of the students' speaking in each item is same that is 25, but it has different achievement in result of each item. In the average of fluency the students only get 16, accuracy the students get 14, performance the students get 11 and the structure the students get 11. So from the pre-test, the writer knew that the students' score is low. And there are not students who pass the test. It can be concluded that from the data pre-test score, the writer has known that the big score is in fluency. And the worst score is in the performance and structure. Therefore, all of the students speaking ability need to be increased.

First meeting on Tuesday, 09 Mei 2017, the writer opened the class by praying together and the writer did greeting to the students and asked

students' condition likes "how are you" in order to make a chummy the condition. Next the writer would introduce herself and the aim why the writer entered in that class. Before the writer entered in the material, writer checked the students like called their name one by one, next the teacher did leading question to make the students interesting and curious about the material like there was the legend in every students' hometown, they could mention the title of its legend. After leading the question the writer began the material with introduction narrative text including the definition, the generic structure, and language feature. Before the writer continued to the material, the teacher asked to the students about their understanding and something that made them felt difficult in speaking especially retelling story. After discuss about it the writer continued explained about mind mapping, what mind mapping is, kind of mind mapping following by example, what and why mind mapping can be useful in retelling story and how to not only make but also use mind mapping in speaking retelling story. After that, the writer divided the students in to four groups containing four students, the writer gave the

example of narrative text in a paper under title "the legend of Banyuwangi", writer asked them to make mind mapping by that text and prepared to retell, and writer asked one of the students in each group to retell the story. In this learning the writer did not write the material by writing in the white board yet only giving the paper contained the material of narrative text and mind mapping in order the writer did not take too long to write. After giving all of material, the writer asked more to the students about something difficult in this lesson and might be any question before.

In the Second meeting was on Friday, 10 Mei 2017. Writer opened the class by praying together and the writer did greeting to the students and asked students' condition likes "how are you" in order to make a chummy the condition. Before the writer entered in the material, writer checked the students like called their name one by one, next the teacher reviewed material yesterday in order to make students remembering about last material about narrative and mind mapping technique. Next the teacher did leading question to make the students interesting and curious about the material. Beginning the material, the writer gave a paper to

every student about example of narrative text under the title “The legend of Surabaya”. Then, the teacher read text and allowed by all of students. The teacher asked to the students about the most difficult one in vocabulary and did translate it together. Next, the teacher asked the students to try to make mind mapping especially using central image about information in a text such as Who, What, When, Where, why and how. Next, writer asked them to come forward one by one in front on the class to retell the story by using mind mapping. In the last of class the teacher gave opportunity to the students about something that students had not been clear, made discussion or evaluated the lesson and asked their difficult during the lesson. The writer and the students made summarize about the technique that had given and the researcher close the class.

After giving the treatment, the students said that retelling story by using mind mapping is easier than memorized it each sentences. By using mind mapping, the students became very interested and excited in learning speaking. Before they did not pay attention to the teacher but now, they are already to study English well. Therefore the students not only can

learn easily and enjoy to practice speaking skill but also can feel confident to practice in front of class. To know whether mind mapping influence students’ ability or not in speaking, the writer gave a post-test to the students. The item was same with the pre-test but different topic; the test was conducted in the retelling story of text. Post-test is conducted to measure the students’ writing ability after having treatment. Based on the data, the maximum score of the students’ speaking in each item is same that is 25, but it has different achievement in result of each item. In the average of structure the students get 20, fluency the students get 19, accuracy the students get 19, and performance the students get 18. So from the pre-test, the writer knew that the students’ score is increasing and most of the students pass the test. It can be concluded that from the data post-test score that the big increasing aspect is structure. Actually the score of each item is increasing, the second score is better than the first. It means that students score is increasing.

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