IMPROVING STUDENTS` SPEAKING SKILL OF DESCRIPTIVE TEXTS THROUGH MIND MAPPING AT GRADE X-1 COMPUTER AND NETWORK TECHNIC PROGRAM (TKJ) OF SMK N 1 PANYABUNGAN

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Abstrak: *penelitian ini bertujuan untuk mengetahui apakah Mind Mapping Technique dapat meningkatkan keterampilan siswa dalam berbicara melalui teks deskriptif, serta faktor- faktor apa saja yang mempengaruhi peningkatan keterampilan tersebut. Penelitian ini adalah penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari lima kali pertemuan. Masing – masing siklus terdiri dari plan, action, observation, dan reflection. Partisipan pada penelitian ini adalah siswa kelas X-1 Teknik Komputer Jaringan (TKJ) SMK N 1 Panyabungan yang berjumlah 44 siswa. Data penelitian ini dikumpulkan melalui: (1) lembar observasi; siswa, guru, langkah mengajar(2) catatan lapangan (3) wawancara, dan (4) tes berbicara. Penelitian ini menemukan bahwa penggunaan Mind Mapping technique dapat meningkatkan keterampilan siswa dalam berbicara melalui teks deskriptif. Faktor- faktor yang mrmpengaruhi peningkatan keterampilan siswa dalam berbicara melalui teks deskriptif adalah (a) media pembelajaran yang menarik, materi yang menarik, kegiatan belajar dikelas yang menyenangkan, pengelolaan kelas yang menyenangkan, pendekatan guru yang menarik,dan strategi mengajar guru.*

Keywords : *speaking skill, Descriptive Texts, Mind Mapping*

Introduction

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. The students will learn how to express utterances meaningfully. Because of that speaking is one of important skills that should be mastered by the students learning foreign language besides reading, listening and writing.

In fact, Speaking English is not easy for Grade X-1 Computer and Network Technic Program (TKJ) at SMK N 1 Panyabungan. This is proven by the researcher as a teacher at Vocational High School SMK N 1 Panyabungan. The students of grade X-1 Computer and Network Technic Program (TKJ) cannot communicate in English language and they got difficulties in speaking test, especially doing describing objects orally, although they had been given the explicit background knowledge about descriptive texts. It was reflected from the result of speaking test for

Vocational High School especially the students of the tenth of SMKN 1 Panyabungan that was lower than the expected result. It was found that most of students got difficulties of using English in speaking activities especially in the describing objects orally based on the given topic description. Here, It was difficult for the students to understand the descriptive texts they could not describe it well and they were not able to answer the researcher's question related to the descriptive texts content.

In addition, they could not both make good grammatical sentences while describing objects and produce the appropriate pronunciation like the target language. As the result, the students got low speaking marks and could not obtain the passing score for speaking competency. It is provided by their test result in speaking which is below than Minimum Achievement Criteria (KKM). They usually forgot what they studied, because they didn't know how to manage their memory to recall the information that they received and memorized.

Descriptive texts is one type of genre taught to the students in Senior High School. Some techniques that can be used in teaching speaking on descriptive texts are: role play, cooperative learning, etc. This technique can be done by dialog and monolog. One way to do monolog is by doing description objects orally. This activity is to enable the students to describe objects orally on descriptive texts based on the given material or text. Then the purpose of teaching speaking through descriptive texts in describing objects is to make the students able to use the language communicatively and meaningfully by not only paying attention on its language features and generic structure but also by using appropriate vocabulary, good pronunciation, fluency and comprehension.

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

To reach good atmosphere, improve their skill, and make the students interest in the lesson, many activities could be used. One of them is mind mapping for descriptive texts. It was considered as an effective technique in learning and teaching process, because the students could learn English more excitedly by creating mind mapping to speaking descriptive texts. It could help them to understand the lesson and memorize new vocabulary more easily.

Buzan (2005) 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

of the class. He also states that mind mapping makes the students have a good imagination if they remembered something that full of colors and made the students more creative, and the students are not only easy to remember the description, but they can also learn the visual image of the thing.

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 needed. By using mind mapping, the students are not only can recall their memory but also can learn visual memory. The students can recall their memory and visual memory easily if the use mind mapping. It is supported by buttress and colanders (2010) that visual memory is the ability to recall information that has been presented visually.

Method

This research was a Classroom Action Research. According to Wallace (1998), a Classroom Action Research is a research which focuses to facilitate the reflective cycle and this way provides an effective method for improving professional action. It means that a classroom action research is conducted to improve and solve the problems that occur in the classroom. Besides that, it also increases the students' quality in learning process. The researcher found the students in his classroom have a problem in speaking skill. The researcher considered that CAR is conducted to help her to solve the

problems that occurred in the classroom.

Based on the statement above the researcher can conclude that classroom action research is one of ways to solve teaching problem in a form of action which done in the class. In this case, she was helped by English teacher called a collaborator.

There are some steps that researcher should know if they want to conduct the action research. Kemmis and Taggart (1988 : 10) state that there are four fundamentals steps of action research; they are plan, action, observation and reflection. In this research the researcher planned to conduct one cycle design only. But, because the result was still not satisfactory, the second cycle was conducted.

The participants of this research were the researcher, collaborator and 44 students at *grade X-1 Computer and Network Technic Program (TKJ) of SMKN 1 Panyabungan* got difficulties in speaking skill of Descriptive Texts. So the researcher thought that it is much better if she helped the students to improve their skill in speaking of descriptive texts through Mind Mapping. The data in the research were gathered from: (1) observation checklists on students, teacher, and steps of teaching, (2) fields notes,(3) interviews and (4) speaking test. The writer used scoring rubric for students` speaking modified from Hughes (2003). Hughes proposes five components; Grammar, Vocabulary, Pronunciation, Fluency, Comprehension.

FINDING AND DISCUSSION

There are two different kinds of data; quantitative and qualitative data gathered in the research. The findings are important to answer questions of the research. The quantitative data gathered in the research is aimed to answer whether Mind Mapping technique of Descriptive Texts could improve the teaching and learning process in teaching speaking at *grade X-1 Computer and Network Technic Program (TKJ) of SMKN 1 Panyabungan*. While the qualitative data answered the second question about what factors influence the improvement of students ` speaking skill of Descriptive Texts at *grade X-1 Computer and Network Technic Program (TKJ) of SMKN 1Panyabungan*.

1. **The extent to which Mind Mapping could improve the students `speaking skill of Descriptive texts**

During two cycle treatments in 10 meetings, the result showed that the students could speak Descriptive Texts better than before the research. It was indicated from the improvement of mean score of the students skill in speaking Descriptive texts at the end of cycle two. Moreover, there are were also improvement of students` speaking skill for each indicator of speaking descriptive texts. The following are the detail explanations about the teaching and learning process and the finding of the research.

The first cycle

The first cycle was done for five meetings on August 14th 2013 August 31st 2013 until the twice a week. In this case , the researcher took about one hour to apply the technique of Mind Mapping that focused on the students` speaking skill and the rest hour was used for the teaching process as stated in the syllabus. In this part, the researcher applied her lesson plan to teach the students about speaking skill by Mind Mapping. The collaborator observed the teaching and learning process. Actually, two meetings had to be provided for one lesson plan or for one topic with its activity because one meeting was not enough to finish one lesson plan. It means that four meeting consist of two lesson plan. And two topic description. In each two meetings the student had to complete all the activities and the task designed based on the given lesson plan. The task was in the oral form whether they did discussion or asking and answer the related question to the topic either in peer activity or group activity. At the end of the test, the students had to be able to perform describing objects orally in front of the class. the test had function to evaluate the students` respond and progress toward the given subject and to give reflection for the researcher to rethink the better progress for the meeting.

At the end of cycle one, the researcher did the test in oral form by asking the students to perform describing object orally in front of the classroom individually to evaluate students` achievement and to see whether the researcher had to revise the technique into the second cycle. Actually the teaching was done into three steps; pre teaching activity, whilst teaching activity, and post teaching activity that should be focused on the students centered as the purposed of teaching and learning process.

Second cycle

Because unsatisfactory result in the first cycle on the students` improvement on the speaking skill, the researcher and the collaborator continue the research into the second cycle started on September 11th and ended on September 28th 2013. For this case, the researcher and the collaborator though hard how to apply new teaching and learning strategies to make students more excellent, what material that would be given to attract them to go involved totally in describing object orally, and what activities had to be designed to ask them to practice speaking English actively.

Different from the condition in the previous cycle, after listening and watching the video description the students were quite easy to understand the topic description and they could discuss with their friends. In this occasion, the researcher designed new teaching strategy to help the students be able to create their own topic description and ways completing the descriptive structures of topic description and grammatical sentences.

The researcher conducted the test to evaluate the students` improvement on speaking skill on each component to prove whether the students gave dynamic changes. Virtually, the students had been informed a week before the test, so they study hard at home to practice their own description. At the time , there were many topic described, but the topic description to be tested had to be one of topic description which had been listened in the previous meetings. A few minutes before having the test they were given the chance for preparing their own description in seriously. Then, the researcher evaluate the students` competence one by one in front of the class.

In this case, the students` improvement on speaking indicators from the first cycle to the second cycle could be described from the comparison of students` means of task and test from the beginning of the meeting till the end. One in the following table and figure:

Table 1. The comparison of students means speaking indicators in pre-test, cycle 1 and cycle 2

Cycle	Grammar	voc	pron	fluency	comp
Pre-test	3.03	2.83	3.02	2.89	3.22
Cycle 1	3.58	3.28	3.55	3.43	3.51
Cycle 2	4.14	3.70	4.10	4.10	4.07

Figure 1. the Comparison of students speaking skill in pre-test and cycle 1
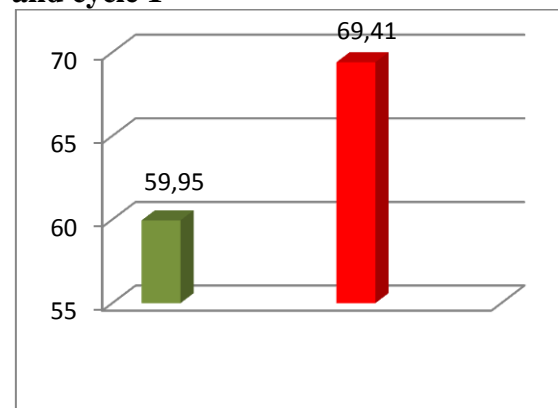
The table and the diagram of students` means score of each component above shows that the students did the significant changes in their mark. In the first pre-test done in, the averages students got low speaking skill in each component as seen from the mean of students` score in each indicator; 3.03fo r grammar, 2.83 for vocabulary, 3.02 for pronunciation,

2.89 for fluency, and 3.22 for comprehension. Then, after revising her teaching ways and activities to implement her technique in the classroom, the students made a little changed as figure out in the diagram above. At the result of the first cycle, the students` means scores for speaking component were increased they are 3.5 for grammar, 3.28 for vocabularies, 3.55 for pronunciation, 3.43 for fluency, 3.5 for comprehension. Thus, the students improvement in the test for the second cycle of the research were increased became 4.14 for grammar, 3.70 for vocabulary, 4.10 for pronunciation, 4.10 for fluency, 4.07 for comprehension.

The significant improvement on the students means score for each indicator was shown in the second cycle where the students got good mark or very good mark and nobody got poor or failed mark. It was proved from the students` test result at the end of meeting for the second cycle for the speaking test. It can be concluded that the students did the improvement on their speaking mark in each cycle on each speaking component. Besides, the total means of students` speaking competence could be figure out in the following table and diagram:

Table 2.The comparison of students` total mean of speaking skills (cycle and cycle 2)

Cycle	Grammar	Voc	Pron	Fluency	Comp
Before	60.68	56.59	60.45	57.73	64.32
Cycle 1	71.59	65.68	70. 91	68.64	70.23
Cycle 2	82.73	74.09	82.05	82.05	81.36

Figure 2. the comparison of students` total mean of speaking skill (cycle 1 and cycle 2)
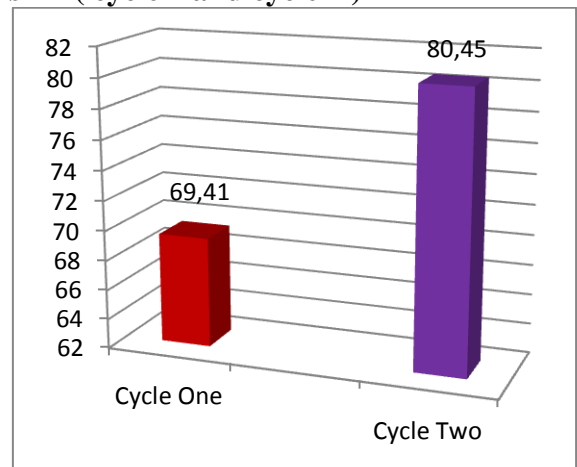
The diagram shows the huge improvement happened in the second cycle, the activity in the second meeting shows that the students did the significant improvement on their score. The previous test means from the test of cycle 1, that was from 59.95 in the pre-test cycle to 69.41 and in the first cycle. Then, means score of speaking test was also increase in the second cycle when the students got 80.45 for their total means. Furthermore, the speaking test make the positive effect for the students` competences by which all students could pass the minimum standard achievement for speaking and they had done the skill that enabled them to speak better than before. Here, the total of the students ` total means score was 80,45 or they got B for their speaking competence. The students made significant improvement on their speaking competence that made the researcher decided to stop the research in the second cycle.

In conclusion, based on the result of speaking test in cycle 1 and the test in cycle 2 it is known that the students` speaking skill was improved continuously and significantly by implementing Mind

Mapping technique. Consequently, Mind Mapping technique is the appropriate technique to implemented to improve students` speaking skill in the class.

2. The factors that influenced the improvement of students` speaking skill

There were many changes done during the research especially on the improvement of students ` speaking skill as proven from the comparison of test result in each cycle. Virtually, there were several factors which influenced the students` improvement as stated in the observation checklist, field notes, and interview sheets. After having the intensive discussion with the collaborator the researcher decided that the factors which influenced the students` speaking skill improvement are following:

a. Interesting teaching media

Media is all physical tools that can convey the message and can stimulate the students in learning. In this research the researcher used a big paper and draw the map of the mind mapping from the material with full colors. This media was useful and helpful of the students. Because the group discussion could create or draw their map by themselves in a big paper with full colors so the students was very interesting of this study. The result on interview:

Teacher: *Do you think a big paper and pen colors in drawing mind mapping can convey the material direct you in speaking? Give your reason!*

Student 10: Yes, I think the media is good. Because the material which presented can be clearer.

Teacher: *What about you student 34 and 26?*

Student 34: Yes, mam. Because we can do by our group and we can see the example of the other group too

Student 26: Good, Mam. We can draw the map in a big paper with full color and it can be seen more interesting.

Furthermore, Video description, laptop, LCD and loud speaker that the researcher used the media to teach speaking by using mind mapping for descriptive texts gave new atmosphere for the student they would not get bored and reluctant to study. They could listening directly how the native speaker pronounced the word. It was supported by the result of interview. The researcher asked the student, *"What do you think about media of descriptive texts used by the teacher? Why?"* Then, one of the student named Annisya answered: *it was more interesting, enjoy, and it made me not boring in learning English mam".* Because by watching the video, I could see the *real* answered: *"the media helped me fully, mom"* and it could motivate me to learn English".

From the interview result it was also supported that the student could know some vocabularies used in the describing objects orally from the video directly. Through the video, they could see the meaning of the word directly, because it was shown clearly, so, they did not feel difficulty in figuring out the words in the descriptive texts.

b. Interesting material

The material used in this meeting was not really difficult rather than the previous meeting. The topic of cycle 1 and 2 were "missing relatives" and "describing profession". They could understand some vocabularies used in descriptive Texts especially in describing object orally. It happened because the materials were presented in the simple form were appropriate with the students of vocational high school.

It was supported by the result of interview, the researcher asked Annisya? "*did you like the text which were given by the teacher?*" she commented the researcher`s questions: "yes *I did, I love the texts because the texts were simple, interesting, colorful, and easy to understand*".

The interview result above revealed that topic of missing relatives and describing profession were not really difficult for the student. Then, they said that the topic description provided in the video was easy to be understood. Using a familiar and an interesting topic description was really useful in helping the students understanding and comprehending the topic description better.

c. The attractive classroom activities (discussion)

The classroom activity was one of factors which influenced the students` speaking skill on descriptive texts. By varying the classroom activities, the researcher could make the students became

more challenging in the teaching speaking. It supported the finding from Hemei (1977) who says that effective methods and techniques as well as wide variety of activities will ensure active viewing and participation from the students.

In discussion can help the students to solve their problem, because it can be done by two or more students through direct interaction in formal way about their experiences or information. The researcher divided the students into some group which consists of one clever students, middle students and low students. According to collaborator and researcher, when the students did discussion among them, they did discussion seriously. The researcher interviewed one of the students about the discussion in group. The result of interview:

Teacher : what do you think about the discussion during the teaching and learning process through mind mapping?

Student 2 : I think it is good, Mam. Because we divided into same groups and we can share our problem.

Teacher : And you student 9?

Student 9 : Good situation, Mam. I was helped by some friends to do the task.

Based on the interview above, it could be concluded that the variation of classroom activities, doing discussion also helped the students in improving their speaking skill on descriptive texts. Through discussion the students got reinforcement from what they did not understand about the material. The teacher guided them in the discussion, and then by working in their group they could share the opinions, ideas, and knowledge`s among the groups` and learn to accept, appreciate and stimulate another

d. Enjoyable Classroom Management

The teacher had to manage the classroom well in order to build the conductive classroom atmosphere in what situation the students could get enjoyable study process and seriously follow the teaching instruction. In this case researcher build group Presentation. Presentation is a hand-off demonstration or presentation is a communication. Here the students could present their mapping in different material in a big paper in every group. It was helpful the students to increase their knowledge, because after they present their mapping they could ask what they didn't know about the material and they could receive the reason of their friends. The result of interview:

> Teacher   : *What do you think about the activities of presentation in cycle 2?*
> Student 20 : *Enjoy, Mam*
> Teacher   : *Why do say like that?*
> Student 20 : *I think it is good situation,*

Mam. Because we can more understand and the material was clearer for us.

In this research the researcher always sat the students' seats into good and interesting arrangement like circle form or U from that intended to ease the student to do the teaching activities and to provide them fun learning situation. It was supported by the result of interview.

The researcher asked, "What do you think about management*?"* *Winda answered: "the teacher managed the classroom well and provided the class with various activities in group correction. The teacher also made the several of seat arrangement. Sometimes, the teacher arranged the seat into row, circle and U form that made students feel comfortable without feeling bored in learning process."*

Then, before teaching, the researcher ensured about the cleanliness class environment and they could concentrate in learning.

e. Attractive teacher`s approach

Teachers` approach was also really significant in improving the students` speaking skill. Here, the researcher used guidance and modeling as the teaching approaches for the students in order to make them reach the expected speaking skill. Firstly, at the beginning of the teaching process, the researcher explained briefly the goal and the basic competence that must be accomplished. Then, she explained the students the way how to understand the topic description that was consisted of how to identify and to describe the objects, and the

language features used in describing the object. Continually, she explains the way how to make their own description by giving the example on white board – the students gave positive respond on it. As the result, they could create their own description by using simple sentences.

Furthermore, the researcher modeling to practicing the description in front of the class. Through the modeling activity the researcher gave the example of the correct pronunciation so that the students could learn and correct their own pronunciation through self correction. The result of interview could be seen below: *"what do you think about teacher`s approach in the classroom?"* Affandi answered: *"I think in each meeting, the teacher afford to manage the class well in order to create good classroom atmosphere and environment."* If I *have lack of vocabulary, the teacher persuaded me by giving a slow light blow of my shoulder. While she suggested to listen to my friend or her explanation well".* From the interview result showed that the teacher approach was good for them.

f. Teacher strategy

Good teaching strategy was essential to determine whether the teaching and learning process had been successful, so that as the English teacher, the researcher had to be able to design the several of teaching strategy to motivate and to encourage students to learn English especially for practicing the describing objects orally. In this research, the researcher used experiential learning strategy which gives much opportunity for the students to experience teaching and

learning process themselves (students- centered).

Besides, the researcher used correcting strategy both the researcher`s correction on the students mistakes and the students self correction on their own mistake. In giving the correction, the researcher did not give direct correction to the particular students but the researcher corrected the students ` mistakes while hearing their practice without saying who was responsible for those mistakes.

It was also supported from the interview result. The researcher asked Zalfa, *"What do you think about the teacher's strategy in your class"?*

She answered: *the teacher has given us good strategy and new experience for us, but we still need more practice about the way how to be a clear description especially on pronunciation, fluency, and body expression ".* It showed that teacher`s strategy was one factor influence their speaking improvement.

CONCLUSION

1. The use of mind mapping for descriptive texts improved the students speaking skill over the Minimum Achievement Criteria (KKM) at grade X-1 Computer and Network Technic (TKJ) of SMKN 1 Panyabungan.
2. There are six important factors that influence the students` changes of speaking skill

SUGGESTION

1. Other researcher who have the same problem are suggested to find out the appropriate teaching techniques continually to

solve the students` problems in teaching and learning process.

2. It is expected that further researcher may conduct action research at different skill and level of students, at different places and situation by implementing this technique that are suitable with their class condition and their students` need.

Note:
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