



## **THE USE OF WORD MAPPING TO ACTIVATE STUDENTS' VERBAL PARTICIPATION IN TEACHING SPEAKING AT TOUR AND TRAVEL DEPARTMENT OF VOCATIONAL HIGH SCHOOL**

**Vischa Mansyera Pratama<sup>1</sup>, and An Fauzia Rosyani Syafei<sup>2</sup>**

English Department

Faculty of Languages and Arts

State University of Padang

email: [vischamansyera.pratama@gmail.com](mailto:vischamansyera.pratama@gmail.com)

### **Abstract**

This article aimed to describe the use of word mapping technique in teaching speaking for Tour and Travel Department Students of Vocational High School. Word mapping is a technique in teaching speaking that can engage students to speak intensively and to share their ideas in a fun way. This technique can be done by group and individual. Word Mapping is a technique that can motivate the students to share their ideas and speak in the teaching and learning process in describing tourism object and tourism destination. Word Mapping is a suitable technique that can be used in teaching speaking to tour and travel department students in vocational high school. It is an important technique that improves the way to record information, supports ideas, and enhances creative problem solving as they hold information in a format that the students' mind finds easy to remember and quick to review. It makes easier for the students to share their ideas in speaking. Therefore, students will more active in teaching and learning process and give the good response to the material and topic that is taught by the teacher.

**Key words:** ELT, Speaking, Word Mapping, Vocational High School

### **A. INTRODUCTION**

Vocational High School is a school that is equivalent with Senior High School. It is one option for students interested in practical education and job training. There are several skill competencies that are taught in this school. They are engineering, office administration, financial administration, and tour and travel department. Vocational High School typically offers relatively short, career-focused programs that quickly prepare graduates for the workforce. Vocational High School aimed to make the students ready to face the job world. Vocational education is exactly what it sounds like. Students learn skills that prepare them to work in a particular field after high school.

Okoh (in Seyl, 2014) states that Vocational Education as part of the total experience of the individual whereby he/she learns successfully how to carry on a gainful occupation which involves the development of skills, knowledge and

<sup>1</sup> English ELTSP of English Department of FBS Universitas Negeri Padang graduated on....

<sup>2</sup> Lecturer of English Department of FBS Universitas Negeri Padang



attitudes required for success in the occupation. Vocational High School is a good option for students who like hands-on the “real world” learning. In a quality vocational program, students take all standardized tests and classes their district requires. For tour and travel department students, they will learn about tourism object and all of things that related to the tourism things. Thereby, they must learn and able to speak English actively. As an international language, English is very important and has many interrelationships with various aspect of life owned by human being. English is also considered as beneficial because it can help people communicate with people around the world, get better access of technology and have better education and jobs.

Speaking is so much a part of daily life that we take it for granted. Dalu, Setyawati, Arianto, and Azizaturrohmah also said that it is “needed in learning language because it functions as the vehicle of communication”. The average person produces tens of thousands of words a day, although some people – like auctioneers or politicians – may produce even more than that (Thornbury, 2006:1). Florez (in Syaifei & Sekarini, 2016) also states that speaking is “an active process constructing meaning that involves producing and receiving and processing information”. Speaking is a skill that needs practices. The more students practice through sharing their idea, the better speaker they become (Amri & Susanti, 2013). Harmer (2007:123) states, “Teaching of speaking depends on there being a classroom culture of speaking, and that classroom need to become ‘talking classroom’. In other words, student will be much more confident speakers and their speaking abilities will improve if this kind of speaking activation is a regular feature of lessons”. Based on the statement above, teaching speaking class must be the active class, every student should be an active student, and every student has the same opportunities to speak in the classroom. In other words, in teaching activities the teacher should make speaking as a culture in the class. In these way students will be much more confident as a speaker. In teaching speaking, we should make the students to be more active, help them to share or express their feeling and their thought orally. In other words, in teaching speaking teacher should make the students to be confident in learning speaking process.

Speaking skills are an important part of the curriculum in language teaching and this makes them an important object of assessment as well (Luoma, 2004:1). Considering to the importance of speaking English for Vocational High School students, especially for Tour and Travel department students, the teacher must give more attention to the teaching and learning process in order that the students become to be able to communicate using the target language in oral forms accurately and fluently.

The writer finds out that most of the Vocational High School students rarely speak in English although they have learnt it since they were in the elementary school. The process of mastering is mainly affected by the worst thought of the vocational high school students who said that English as the most difficult subject to learn and was often tracked into boring condition since they were not involved in the process of learning. Most of them seem not interested to use difficult ways in teaching and learning process, especially to speaking. For instance, teacher just present the text, asked the students to make draft, do

discussion, make dialogue and write long monologue and then ask them to read it in front of the class So that the students are not interested in speaking using the target language. Even though, they have something in their mind when they deliver their ideas, they cannot deliver their ideas completely since they are afraid of making mistakes. It is also found psychological factors, such as anxiety, nervousness, fear, afraid in making mistakes, and shyness that became handicaps of the students. Vocational High School students need a simple and practical technique to encourage them in speaking, such as mapping and teachers' guide in giving clues.

Students of tour and travel department in vocational high school certainly learn about tourism objects and tourism destination. For Tour and Travel department students, descriptive text has a big part during their study in their practical test because this text is about describe characteristic of the object and have the strong relation with their skill. The problems that are occur is teachers only direct the students to describe something about tourism without give the clear explanation and clues related to the text. Teacher also teaching speaking of descriptive text by using general text, not specify in Tour and Travel students' need. Then the activity is the students just perform the text in front of the class after making the draft of description text in group discussion. When making the draft, teacher just ask the students to do by themselves. Because of the students just asked to make the draft by them, it makes less of spoken activity in the class.

Seeing the problem, teacher needs to create teaching and learning process that can facilitate students to learn speaking easily. The process should be designed to make the students active and creative in teaching and learning process. The teachers can use the word mapping technique to enhance the students' ability in speaking. Word mapping technique is adapted from mind mapping strategy which is done by writing the main point that related to their topic in studying descriptive text. Biktimirov and Nilson (in Davies, 2010) states that mind mapping as visual, non-linear representations of ideas and their relationships. Word Mapping is a powerful tool for brainstorming, creative thinking, problem solving, organizing of ideas and note taking. It is an important technique that improves the way to record information, supports ideas, and enhances creative problem solving.

Davies (2010) defines that mind mapping is an association maps, which is mean mind maps comprise a network of connected and related concepts. In mind mapping, any idea can be connected to any other. Free-form, spontaneous thinking is required when creating a mind map and the aim of mind mapping is to find creative associations between ideas. By using word mapping in teaching speaking of descriptive text will help the students can share and tell about what they want to practice because they have already made what they want to tell in mapping of descriptive text, so they just speak based on the word map that they made. It's very easy to students do, so students just explain about the characteristic based on their own word mapping. This journal focuses on how the word mapping technique can create more spoken activity rather than just ask the students to make the draft by themselves. If the making draft activity is controlled by the teacher through word mapping where teacher ask the students to brainstorm

about the information on the tourism object, the spoken activity will be more intense. Moreover, after the draft finished, they will also performed in front of the class.

By implementing the mapping word in teaching, indirectly, students might be improved their knowledge of English vocabulary, it will be raised their self-confidence for expressing themselves openly, especially in speaking practice. Biktimirov and Nilson (in Davies, 2010) states that mind mapping as visual, non-linear representations of ideas and their relationships. Word Mapping is a powerful tool that improves the way to record information, for brainstorming, supports ideas, enhances creative thinking and problem solving, organizing of ideas and of course, note taking. It is a good way to make the students understand more about the map that they will speak because it makes easier for the students to share their ideas in speaking. Usually, the topic uses pictures to help the students in arousing an imagination to open their mind. After that, it connects the branch of mind to the central picture, the branches use colors because the color makes word mapping funny, increases creativity, and enjoyable. And then, the students practice to speak in front of the class based on their word mapping.

Based on the statement above, the writer conducted a study about how the word mapping applied in teaching speaking of descriptive text, as we know the descriptive texts are kind of texts that aims to describe a real object (people, places or other things). With this study the writer wants to show the readers another technique in teaching speaking. Word mapping technique can be used as an effective tool in teaching speaking to describe tourism objects and destination to Vocational High School students.

## **B. DISCUSSION**

### **1. The Implementation of Word Mapping to Activate Students' Verbal Participation in Teaching Speaking at Tour and Travel Department of Vocational High School**

Speaking is one of the most substantial skills, as Syafei & Yurdean (2016) point out, speaking is one of the most important and essential skills that must be mastered in learning foreign language. For vocational high school students, speaking becomes the most important skill that students need to be mastered in order to do communication with other. Students of tour and travel department in vocational high school need to be able speak communicatively. They certainly learn about tourism objects and tourism destination. Tour and travel students are familiar with tourism things. For Tour and Travel department students, it is important to be able describing characteristics of tourism destination that has strong relation with their department and job orally and communicatively. Because of that, descriptive text that is taught to them is related to the tourism object and tourism destination. There are a lot of tourism destinations, such as, Bromo Mountain, Dieng, Karimun Jawa, Komodo Island, and Raja Ampat.

Beside the students have to know about the tourism object and destinations, they also need to know the speaking component so that the tourist guided by them can understand what they are talking about. In teaching and learning speaking, there are at least five components of speaking skill concerned

with comprehension, grammar, vocabulary, pronunciation, and fluency. There are many activities in order to make students practiced well and to get students speaking in class. So teacher should be creative to create a good environment where students have real-life communication, authentic activities and meaningful to promote oral language. In teaching speaking process, the teachers and the learners are in collaboration to make communicative situation.

Word Mapping is a suitable technique that can be used in teaching speaking to tour and travel department students in vocational high school. It is an important technique that improves the way to record information, supports ideas, and enhances creative problem solving as they hold information in a format that the students' mind finds easy to remember and quick to review. It makes easier for the students to share their ideas in speaking.

In teaching speaking to describe tourism object and destination by using word mapping, teacher should prepare the media to support learning and also to make learning process interesting. The media that can be used by teacher in this meeting is a picture that related to the topic. The pictures are used to attract students' attention and to activate students' background knowledge about the topic. A lot of pictures can be found on the internet. Google picture and instagram can be the source to get them. Teachers also have to find out the tourism destinations brochure as the media for the students to create the word mapping. Students also asked to find more resources about the topic that will be discussed in the next meeting. The additional resources are aimed to be the other references for students in making word mapping about the tourism destinations.

In using word mapping, teacher uses pictures related to the topic in order to help students in arousing their imagination to open their mind. The picture is put in the middle of the blackboard. After that, it connects the branches use colours because the colour makes word mapping funny, increases creativity and enjoyable.

## **2. Teaching Procedures of Implementing Word Mapping to Activate Students' Verbal Participation in Teaching Speaking at Tour and Travel Department of Vocational High School**

In order to get a good result in teaching speaking to Tour and Travel Department students of Vocational High School, it suggested to use word mapping technique. It can make the students be more active in the classroom with the procedures in the sequential order. There are some procedures of teaching speaking by using word mapping technique. The procedures include:

1. Teacher gives the brochure about Bromo Mountain to the students.

In the beginning, teacher gives the brochure that have already prepared by the teacher before the class about Bromo Mountain to the students.

2. Then, teacher presents a picture about the topic and sticks it in the middle of the blackboard.

Use picture as the central idea; because use a picture can help the students to open their mind, so they can imagine how the object looks like does. Teacher put a picture of Bromo Mountain at the central of

the blackboard to activate students' imagination about Bromo Mountain. In this phase, students should pay attention to the picture, and observe it for a few minutes.

3. After presenting the picture and stick it in the whiteboard, the teacher leads a discussion by drawing branches and asking some simple questions.

Teacher can ask about the location of Bromo Mountain by saying: *Where is Bromo Mountain located?; Where is the location of Mount Bromo?; Do you know where it is?; Can you mention the location of Mount Bromo?*

Then, teacher can ask about how to get there by asking: *How can we go there?; How do we get there?*

Teacher also can ask about the facilities by asking: *What kind of facilities in Mount Bromo?; What do we can find there?; What can we do there?*

Then, teacher asking about the fare to go to the location by asking: *How much the fare do we need to go there?; How much the cost that we need to go there?*

4. While the students mentioning the characteristics of Bromo Mountain, teacher writes them in the branches that linked to the central picture of Mount Bromo. Teacher need to use several colourful board marker to beautify the picture's shape in order to encourage students attention and enjoyable for the students. By using colourful board marker, teacher makes the branches to the central picture. Each branch consists of the information about Bromo Mountain.

The information about Bromo Mountain is about the location, how to get there, the facilities, and about the fare to enter the location. Teacher just gives one example for each sub-heading information. The description of Bromo Mountain can be seen by the students in the brochure or flyer given by the teacher. In order to attract the students to pay attention to the teaching learning process, teacher has to be able to create innovative, creative and attractive branches of the word mapping.

5. After that, ask the students to add some more information about the place.

Students try to think the description about the place based on the brochure given and observes the characteristics. The additional information can be from the brochure that are given and the other resources, such as book, magazine and internet that they already brought it. They also can discuss and exchange information with their friends.

6. After making their own word mapping about Bromo Mountain, teacher ask them to describe the tourism destination by using word mapping that have been improved.

### **3. The Reasons of Implementing Word Mapping to Activate Students' Verbal Participation in Teaching Speaking at Tour and Travel Department of Vocational High School**

In teaching speaking to Vocational High School Students, teacher needs to be creative and make the situations. The reasons why this technique should be used in teaching speaking to Tour and Travel Department students of Vocational High School can be seen as follow.

1. Word Mapping is a not so complicated technique used to teach speaking for Vocational High School Students.

It is a simple technique to be applied in teaching speaking in the Vocational High School. Vocational High School students are not interested in using difficult way in learning, such as making draft of long monologue and memorize the text to perform in front of the class.

2. Word Mapping makes easier for the students to share their ideas in speaking.

It is a powerful tool that improves the way to record information, for brainstorming, supports ideas, enhances creative thinking and problem solving, organizing of ideas and note taking for students to share and explore their ideas.

3. The students got actively involved in teaching and learning process.

In using word mapping, teacher also guides and gives the sample how to make great word mapping. Teacher guides the students to actively involved in teaching and learning speaking by using word mapping rather than ask the students to make long monologue that makes less of spoken activities.

4. The technique made the teaching and learning process more fun.

By asking students to give the information about the topic in making word mapping, they will feel comfortable in learning. In making word mapping, teacher and students need to use several colourful board marker and pens. So it makes the teaching and learning process more fun.

5. The atmosphere of the use of word mapping technique helps the students learn and speak intensively.

With the guidance by the teacher in making word mapping and discussion in telling the students' idea, there will be more spoken activity in the classroom.

According to the reasons above, it can be concluded that word mapping is suitable technique to be used in the Vocational High School. It is an effective and creative way to engage the students to speak intensively in the teaching and learning speaking process.

### **C. CONCLUSION AND SUGGESTIONS**

Speaking is one of the most important skills in learning foreign language. It is important to teach speaking to the Vocational High School students, especially for Tour and Travel Department students. It is important due to their needs to face the job world.

In studying, it is taken granted that Tour and Travel Department students need to be able describes tourism objects and everything related to the tourism destinations. The use of technique plays an important role in learning because it helps the teacher to teach effectively. One of an effective technique is word mapping. The reasons of using word mapping in teaching speaking to describe tourism objects and tourism destinations done by the writer is to help teacher encourage the students to speak. By using word mapping technique in teaching speaking, the students can easily learning speaking due to it is a powerful tool for brainstorming, creative thinking, problem solving, organizing of ideas and of course, note taking.

Word mapping is a simple technique that can be used to note creatively and effectively. Besides, it can help the students to memorize information. By using word mapping, it can make the students fun, happy, and comfortable in studying because there are colourful pictures. That is why word mapping is a technique that can be used to learn speaking skills.

To be successful in implementing word mapping technique in teaching speaking to Tour and Travel Department students of Vocational High School, the writer suggests the following points. *Firstly*, teacher has to make sure that students speak in English. When the students are unconsciously using Bahasa Indonesia in speaking, teacher needs to guide them to be aware in using English while teaching and learning process. *Secondly*, teacher has to control each group when the students do discussion in group in order to anticipate the students who do not work together in group. *Lastly*, if all the students could not perform to describe the tourism object at the same day, teacher can ask them to perform in the next meeting.

**Note: This journal is arranged based on writer's paper with the advisor Dra. An Fauzia Rozani Syafei, M.A**

#### BIBLIOGRAPHY

- Dalu, D. L. R., Setyawati, H., Arianto, M. A., & Azizaturrohmah, N. (2017). Availability of Language Input, Conducive Environment in Learning Language and Motivation and Its Relation to Language Acquisition. *LET: Linguistics, Literature and English Teaching Journal*, 6(1).
- Davies, Martin. 2010. *Concept Mapping, Mind Mapping, and Argument Mapping: what are the differences and do they matter?*. Australia, Parkville: University of Melbourne
- Harmer, Jeremy. 2007. *How to Teach English*. England: Pearson Education Limited.
- Seyl, David. 2014. *An Overview Of Vocational And Technical Education In Nigeria Under Secondary School Education System*. International Journal of Technology Enhancements and Emerging Engineering Research. Vol 2, Issue 6.
- Louma, Sari. 2004. *Assessing Speaking*. United Kingdom: Cambridge University Press.



Thornbury, Scott. 2006. *How to Teach Speaking*. England: Pearson Education Limited.

Sekarini, Dian Amelia & An Fauzia Rosyani Syafei. 2016. *Teaching Speaking Through Hopscotch Game*. E-Journal of English Language and Teaching, 5 (1).

Susanti, Ervi & Zul Amri. 2013. *Speaking Board Game to Teach Speaking of Descriptive Text*. E-Journal of English Language and Teaching, 1 (2)

Yurdean, Peby & An Fauzia Rosyani Syafe'i. 2016. *Using Rosetta Stone as Learning Media to Increase Speaking Skill for Junior High School Students*. E-Journal of English Language and Teaching, 5 (1)

