

THE EFFECTIVENESS OF MIND MAPING TECHNIQUE TO IMPROVE THE STUDENTS' SPEAKING SKILL AT THE ELEVENTH GRADE OF SMA MUHAMMADIYAH 1 UNISMUH

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ABSTRACT

The thesis aimed to find out the improvement of the students' speaking skill at the eleventh grade of SMA Muhammadiyah 1 Unismuh Makassar in 2018/2019 Academic Year. This research is a Pre Experiment which was implemented to 22 students in class XI IPA. It consisted Pre-Test, gave treatment, and Post-Test. First meeting gave Pre-test, second until six meeting gave treatment, and the last meeting gave students Post test. Every test there are four questions for knowing the students' speaking skill. Metode of taking sample is purposive sampling because it is the best technique in assuring the representativeness of the sample from the accessible population. The researcher findings indicated that there was Mind Mapping effective to improve students' speaking skill. where the instrument of this research was a test used in pre-test and post-test. The result of the data indicated that, there was difference between students' pre-test and post-test. The mean score of post-test (76.8) was greater than the mean score of pre-test (36.8). From t-test, the researcher found that, the value of t-test (5.0) was greater than t-table (2.080) at the level of significance 0. 05 with degree of freedom (df) = 21. result shows that t-test value for the final score of students' speaking skill was (5.0 > 2.080). It means that there is significant difference between the students' speaking skill before and after using mind maping. It is also said that the null hypothesis (H₀) is rejected and the alternative hypothesis (H₁) is accepted. Based on the finding and discussion of the research, the researcher concluded that, the use of Mind Mapping Technique could improve the students' speaking skill.

Key Words : Effectiveness, Mind Maping, Speaking Skill.

ABSTRAK

Tesis ini bertujuan untuk mengetahui peningkatan keterampilan berbicara siswa di kelas sebelas SMA Muhammadiyah 1 Unismuh Makassar pada Tahun Ajaran 2018/2019. Penelitian ini merupakan Pra Eksperimen yang dilaksanakan pada 22 siswa di kelas XI IPA. Terdiri dari Pre-Test, memberikan perawatan, dan Post-Test. Pertemuan pertama memberikan Pra-tes, kedua sampai enam pertemuan memberikan pengobatan, dan pertemuan terakhir memberi siswa Post test. Setiap tes ada empat pertanyaan untuk mengetahui keterampilan berbicara siswa. Metode pengambilan sampel adalah purposive sampling karena merupakan teknik terbaik

dalam memastikan keterwakilan sampel dari populasi yang dapat diakses. Temuan peneliti menunjukkan bahwa Mind Mapping efektif untuk meningkatkan keterampilan berbicara siswa. dimana instrumen penelitian ini adalah tes yang digunakan dalam pre-test dan post-test. Hasil data menunjukkan bahwa, ada perbedaan antara pre-test dan post-test siswa. Skor rata-rata post-test (76,8) lebih besar dari skor rata-rata pre-test (36,8). Dari uji-t, peneliti menemukan bahwa, nilai uji-t (5,0) lebih besar daripada uji-t (2,080) pada tingkat signifikansi 0, 05 dengan derajat kebebasan (df) = 21. hasil menunjukkan bahwa t Nilai tes untuk skor akhir keterampilan berbicara siswa adalah (5,0 > 2,080). Ini berarti bahwa ada perbedaan yang signifikan antara keterampilan berbicara siswa sebelum dan sesudah menggunakan mind mapping. Juga dikatakan bahwa hipotesis nol (H0) ditolak dan hipotesis alternatif (H1) diterima. Berdasarkan temuan dan diskusi penelitian, peneliti menyimpulkan bahwa, penggunaan Teknik Mind Mapping dapat meningkatkan keterampilan berbicara siswa.

Kata Kunci: Efektivitas, Mind Mapping, Keterampilan Berbicara.

Introduction

In most conversation, the world flows with just the least of mental urge. People think about what to say, who they are talking to, where they are, and they also need to know how many time they talk. So, focusing on their pronunciation and fluency is the main learning process to get developing of the students in their speaking performance.

The researcher has found similar case in SMA Muhammadiyah Unismuh. where the students can not say something perfectly in English whereas the standard score for English in the school is 7,5. They do not know what they have to say and how to say, they look very confused to express the ideas on their mind even not active enough on their speaking class specially for vocabulary and fluency. According to the teacher's experiences that the problem relates directly to the teaching method and how the teacher delivers material. There is no specific method to teach English, we are not controlling the class but we are controlled by the class and situation. Speaking is one of the important lessons that the students should be mastered, but in fact speaking becomes the most difficult lesson to understand by the students, so that the speaking always becomes passive class in every meeting.

One of the interesting technique that can to improve students' speaking skill is Mind Mapping technique. This technique can stimulate the students to use the

words which they have already known and brainstorm the new words around the topic.

The use of Mind Mapping is expected to motivate the students to learn, and they do not get bored in English teaching learning process. Beside that by introducing new words by this strategy regularly, the researcher hopes the students can discover the strategy of defining and clarifying the unknown words. So, they will get many new vocabulary items as the target words.

Based on what is discussed above, the researcher has great willingness to conduct a research related to the impact of mind mapping to improve of the student's skill in speaking under the title ” *The effectiveness of mind mapping technique to improve the students' speaking skill*”

Materials And Method

Material

a) Speaking

Every skill has a component to fulfill its needs. Speaking also needs many components because speaking is the most natural way to communicate. Without speaking, people must stay in almost total isolation from any kind of society. For most people, the ability to speak a language is the similar to understand a language since speaking is the most basic way of human interaction.

Harmer (1991:15) states that aspect of speaking can be divided as follows:

a. Accuracy

In this case, accuracy is divided into three elements. They are pronunciation, sounds, intonation and grammar.

b. Vocabulary

It is impossible to speak without mastering vocabulary. A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.

c. Grammar

One factor of in influencing the students' speaking functional grammar.

d. Fluency

fluency is the features which give speech the qualities of being natural and normal including native like use of pausing, rhythm, intonation, stress, rate of speaking and use of interjection and interruptions.

e. Content

It is important to remember that receptive skill not imply passive: both in the process of interrupting and negotiating meaning.

f. Self confidence

Speaking is the oral communication, with other people speaking need braveness. Students who have no self confidence, they cannot communicate with the other people. They sometimes feel embarrassed to speak English. The face we present to the world is rarely our real face. It is considered peculiar behavior on our part if we show in our face what we are involuntary rating something

b) Mind Mapping

Buzan (1991) opined that mind mapping is a diagram used to represent words, ideas, tasks, or other items linked to and arranged in radial around a central key word or idea. It is used to generate, visualize, organize, and classify ideas. It is an image-centered diagram that represents meaning or other connections between portions of information.

Regardless, to draw a mind map using pen, it is recommended to use a large sheet of white blank paper and turn it horizontally in a landscape orientation. Pens that are used are in multiple thicknesses colors. The following procedures are presented to describe how to make a paper-pen based mind map:

- a. Place the central theme or Vocabulary in the center of the paper. We may find it easier to place our page in landscape orientation, which is easier to draw a mind map.
- b. Use lines, arrows, branches, and different colors as ways of showing the connection between the central theme or main idea. The relationships are

important in order to keep the idea related to main topic.

- c. Avoid creating an artwork. Teachers should draw quickly without major pauses or editing. It is important in the first step of mind mapping to consider every possible idea even those that we are not going to use.
- d. Choose different colors to symbolize different things. The method is fully up to us, but we should remain consistent so that we can be better in drawing our mind map at a next step.
- e. Leave some space on our page due to the reason that we can continue to add to the idea over a period of time. If A4 sized paper is small, we may like to use A3.

Method

This research was speaking test and using record to measure the students' vocabulary and fluency. In this research, the researcher used two kinds of instrument namely speaking test and recording. The test used in pre-test and post test. The test given to measure the students' ability in speaking.

The technique of data collection of this research are as follow:

1. Pre-test

The researcher gave the students pre-test that used to identify the students' prior knowledge of speaking ability. In the pre-test, the students are given 4 topics, and then they are asked to choose one of the topics and describing the topic. Then the researcher record the student's voice to help the researcher to identify the students' vocabulary and fluency easily.

2. Post-test

After doing the treatment, the students gave a post-test to identify the students' speaking ability and their progress. The students are given 4 topics again and then they are asked to choose one of the topic and asked the to describing the topic. Then the researcher record the students' voice to identify the students' vocabulary and fluency easily.

Result and Discussion

After applying the mind mapping in teaching speaking, it was found that such mind mapping is effective. During the process of treatment, it was observed

that the students were very interested in the material that the researcher presented to them. The researcher thought that the teaching speaking through mind mapping, Speaking was helpful to improve their speaking skill. It is can improve students' literal Vocabulary and fluency.

In this part, discussion deals with the interpretation of findings derived from the result of findings about the observation result of the students' speaking skill in terms of vocabulary and fluency dealing with content and activeness in teaching and learning process.

The result of the data analysis through the speaking test shows that the students' speaking ability in terms of vocabulary and fluency improve significantly. It is indicates by the percentage of the result of the students' Diagnostic Test and the percentage of the result of the students' speaking test in pre test and post test that the mean score of the students' Vocabulary had highest percentage in students' speaking skill is 36,3 mean score and Post test is 77,7 mean score of the 22 students. Fluency had percentage pre-test is 37,2 mean score and Post test is 76 mean score.

a. The result of the students' Vocabulary as follows:.

The result of the data analysis by using speaking test shows that the mean score of the students' Vocabulary in pre test only 1 (4,5%) students was classified as fairly good, 3 (14%) student was classified as Fair, 5 (22%) students were classified as poor and 13 (58,5%) students were classified as very poor. After applied the mind mapping in post test, the result of Vocabulary 5 (22,5%) students were classified as Excellent, 6 (27%) students were classified as very good, 4 (18%) student were classified as good, 2 (9%) students were classified as Fairly Good, 1 student was classified as fair, 1 student was classified as poor and 3 students were classified as very poor

b. The result of the students' Fluency as follows:.

Fluency only 1 (4.5%) student was classified as fairly good, 4 (18%) students were classified as fair, 5 (22%) student was classified as poor and

13 (58%) students were classified as very poor. After applied the mind mapping in post test, the result of Fluency 2 (9%) students was classified as Excellent, 8 (36%) students were classified as very good, 6 (32%) student was classified as good, 1 (4,5%) students were classified as fairly good, 2 (9,1%) students were classified as fair, and 3 (14%) students were classified as very poor. It is mean that the students' speaking skillin term of literal can improve through mind mapping.

- c. The result of the students' rate Percentage and Frequency of the Pre-Test and Post-Test .

The result of the data analysis by using speaking test shows that The result of the data analysis by using speaking test shows that before the treatment was given, none of the students can be categorized as excellent, very good, good, fairly good, and fair . there is 1 (4,55%) student got good score, 3 (14 %) students got the fair score, 5 (22,5) students got poor score, and 13 students got very poor score. The mean score (37) indicated that before the treatment was given. The level of the students speaking skill in speaking test was categorized into "very poor" classification. It means that the students have less improvement in their speaking skill before the treatment.

After the treatments was given, 11 (49,5 %) students were categorized as Very Good, 6 (27 %) students was categorized as good, 1 (4,5%) were categorized as fairly good, 1 (4,5%) students were categorized as fair, 1 (4,5 %) students was categorized as poor, 1 (4,5%) students were categorized as very poor. The mean score (76) indicated that after the treatment were given, the level of the students' speaking skillin speaking test was categorized into "good" classification.

- d. The result of the students' Mean Score and Standard Deviation of the Students Pre-Test and Post-Test

The students' mean score and standard deviation both in pre-test and post-test. The mean score of the result of the students' pre-test was 36,8 which is classified as "very poor" with standard deviation 16 and the mean score of the result of the students' post-test 76,8 is classified "fair" with standard deviation 21,8.

e. Test significance of the research

The significant difference between T-test and T-table. That t-test value was greater than t-table ($T\text{-Test} > T\text{-Table}$), the final result shows that t-test value for the final score of students' speaking skill was ($5,0 > 2.080$). It means that there is significant difference between the students' speaking skill before and after using Mind Mapping. So the total score improvement is 2,92. It is also said that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted

Conclusions

Considering the data analysis and the discussions in the previous chapter, it can show that the speaking skill of the Eleventh Gradestudents of SMA Muhammadiyah 1 Unismuh in Academic Year of 2018/2019 is very poor classification before giving Mind Mapping. It is proved by the mean score of pre-test was 36,8 and standard deviation in pre-test was 16. The speaking skill of the Eleventh Gradestudents of SMA Muhammadiyah 1 Unismuh in Academic Year of 2018/2019 is good classification after giving treatment by Mind Mapping. It is proved by the mean score of post-test 76,8 and the standard deviation in post-test 21,8. Mind Mapping is affective to improve the speaking skill of the Eleventh Grade Students of SMA Muhammadiyah 1 Unismuh.

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