

Improving Students Speaking Skill by Using Multi-Flow Map at the Tenth Grade of Students Man 5 Jombang

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ABSTRAK

The objective of this study is to examine; the method that used in this research is communicative language teaching the media that used in this research is multi-flow map. The research design of this research is Classroom Action Research. This design was used because it was appropriate design to solve the problem that happened in the class. The result of the first cycle is failed because of students' interaction were less optimal. So the writer decides to go to the second cycle, in this cycle the writer use more interesting media and the writer as the teacher more communicative during the class. The improvement of students' speaking skill can be seen from the increase of their individual score from preliminary study to Cycle 2. The score of the speaking skill test showed that 19 of the students reached the target gain score. The improvement on the speaking skill covered the component of pronunciation, grammar, vocabulary and fluency. Dealing with the students' interaction in the teaching and learning process, the analysis of observation showed positive results in that the students were enthusiastic and actively during in speaking. Finally, the implementation of Multi-flow Map to improve students speaking skill in the two Cycles was successfully.

Keywords: speaking, multi flow map

INTRODUCTION

In this time English is International language, English has important part in our life. But many people did not understand with English, they think that English is difficult study. To reduce that paradigm the teacher must finds the other way to teaching English well and fun to explore the students' skill.

Language has played an important role in many aspects of human lives. Using language people can express their ideas, transfer information or message. Language is also used to realize every person's hopes, aspiration and thinking. As a means of communication it is very useful and flexible which can serve the human needs in their communication in any situation (Wijayanti, 2008:1).

In learning English there are basic skills, they are listening, speaking, reading and writing. According to Harmer (2007:265) states that:

“Teachers tend to talk about the way we use language in terms of four skills they are reading-writing, speaking-listening. These are often divided into two types; they are respective skills and productive skills. Respective skills are term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills are the term for speaking and writing, skills where students actually have to produce language themselves. And for reading and writing is skill that students extracted from the discourse”.

From the Harmer's quotation above, the writer summarized in simple definition that language is transferring from thought, feeling which not influenced awareness in every individual people that have different behavior. Speaking and listening were included respective skills; it is the skills where meaning is extracted from the discourse. Then, a productive skill is when the students actually have to produce language

themselves. And writing and reading includes productive skills.

Speaking refers to an act of expressing thoughts, ideas, and feelings by using audible symbol or visible bodily action so that we can expect listeners to understand the meaning or messages that we convey (Balcer & Scabury: 1965). In this research study, speaking skill is an ability to speak, to express ideas for simple communication to interact with others.

One of those media that are suitable is Multi-flow maps. Multi-flow maps are one of the most powerful maps. Multi-flow maps show cause and effect. The event is in the middle. With this strategy would be easier to learn speaking because they can share with their friend. Therefore, Multi-flow maps can help us to improve the student's speaking and students' achievement in learning speaking. Many writers had been using this strategy to improve their students' achievement.

In the content of syllabus in competence standard clearly stated that, students at the tenth grade in the second semester are expected to be able to respond and express the meaning of short spoken functional texts as well and acceptable (e.g. announcement, advertisement, invitation, etc) formal and informal in the context of daily life. So the writer takes one of the materials (advertisement) then gives it for students. In this research the writer focus on students' speaking skill because of the problem that the writer got during the preliminary study. The purpose of chosen the material and skill are: first, students' can speak clearly to identify advertisement texts with correct pronunciation; second, know about the characteristic when they identify advertisement text, third, can use many vocabulary, fourth, can identify the story fluently. It should be noted that the advertisement texts discussed in classes should be related to their close environment. These objectives indicate that the students are expected to speak well.

Based on the preliminary study that the writer conducted on 07th December 2012 at tenth grade of MAN 5 Jombang there is many students of senior high school students on tenth grade of MAN 5 Jombang get difficulty in speaking. It is proved by the students score in Speaking Test are unsatisfied. Most of the students' score are under minimum passing standard (KKM). The subject was chosen under some consideration. The students in this class had low achievement in speaking. It was indicated by the result of speaking score (in preliminary study) which more than 52,3% from the 21 students,

11 got score under the minimum passing standard (KKM 75).

Based on that the writer formulates the problem those writers are: How is the implementation of using Multi Flow Map in Teaching Speaking for the Tenth Grade of Students MAN 5 Jombang?; How are the student's achievements after using Multi Flow Map in Speaking Skill?

RESEARCH METHOD

The design of the research was Classroom Action Research. Donald ary, (2008: 6-7) states that action research is about taking action based on research and researching the action take. Research is a kind of research used by the teachers at their own classroom for the purpose of improving their teaching and the quality of education in their schools.

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In education, action research can be applied to such area as curriculum development, teaching strategies, and school reform. Action research in school is also called practitioner research, teacher inquiry, or teacher research, although the process can certainly be use by other school personal besides teacher, including coaches, counselor, principals, superintendents, librarians, technology specialist and other education professionals. The goal of action research in education is to create an inquiry stance toward teaching where questioning one's own practice becomes part of the work and the teaching culture.

Good teachers have always engaged in a form of action research, although they may not call it that. Good teachers engage in reflection, a key component of action research. But action research is more than reflection. It emphasizes a systematic

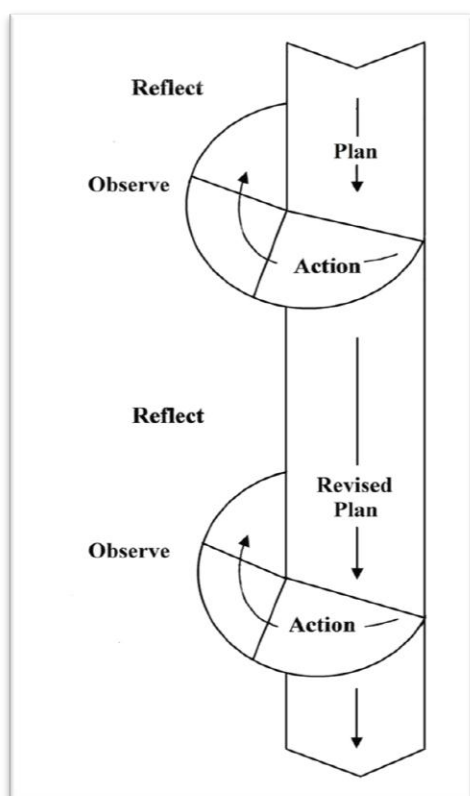
research approach that is cyclical in nature, alternating between action and reflection, continuously refining methods and interpretations based on understanding developed in earlier cycles.

Actually there are three main characteristic of action research:

- a) The research is situated in a local context and focused on a local issue.
- b) The research is conducted by and for the practitioner.
- c) The research results in an action or change implemented by the practitioner in the context.

Here is an research design based on adapted from Somekh in McBride (1989)

Figure 1: research design in Classroom Action Research



Adapted from Somekh in McBride (1989)

1. Planning
This is the step for choose the media when teaching learning process, design media, design the method, design lesson

plan, design instrument, and setting of criteria of success.

2. Implementation or acting
This step is the application from the lesson plan.
3. Observation
This is the step for observation. This step is conducted together with the implementation or acting. Both of implementation (acting) and observing process is conducted in the same time.
4. Reflection

This is the step for explained again what the result is after implementation after analyze the data, researchers make interpretation. After that, compare the result with the criteria of success. If the data show that the chosen media can solve the problems, it means the research is done. The researcher can continue to report the result of the study. If the target is not achieved, the strategy needs to be revised and go to the next cycle.

SOURCE OF DATA AND RESEARCH DATA

The subject of this research is the students of MAN 5 Jombang in academic year 2012-2013. The research chose the students in Tenth (X-D). A number of students in the class are 21 students.

The subject was chosen under some consideration. The students in this class had low achievement in speaking. It was indicated by the result of speaking score (in preliminary study) which more than 52,3% got score under minimum passing standard (KKM).

Procedures of Collecting Data

The research is started by doing preliminary study (ask the objective score of speaking from the English teacher), the research tries to make interview to get information and identify the difficulty of learning English with students face to face. After the writer identified the students real problem she design general plan to use a suitable method and media which can improve the student in speaking by using Multi Flow Map. The

general plan, then, was implemented and observed. Finally, the reflection was conducted in order to identify all facts including the success and the failure in the implementation as well as the effect of it. The reflection result was used to determine whether the second cycle needs to be conducted. The procedure of classroom action research utilized in this study was a cyclical process adopted from the model proposed by Adapted from Somekh in McBride (1989) comprising four steps: 1) planning the action, 2) implementing the action, 3) observing the action, and 4) reflecting as illustrated in Figure 2.

1. Preliminary study

The preliminary study was conducted to find out the real problems in the teaching and learning process in speaking class. The result was used to design the proper action plan to solve the problems. It was done on December 07th 2012. In carrying out the preliminary study, the writer first came into class X-D to observe the students' activity in the teaching and learning process. Then, he had an informal interview with the English teacher then the teacher gave score of the last speaking test. 2). the speaking test was administered to obtain the data (score) which was used as the baseline of the study. In this case, the data obtained was analyzed to identify the students' problems. Then, it was used as the basic consideration in choosing the strategy and planning the action.

The result showed that the students had poor in speaking skill. 52,3% from the 21 students, 11 get score under the minimum passing standard (KKM 75). Based on this result, there were some problems faced by students. First, the student's difficulty in speaking caused of there no interest media, second they have lack vocabulary, and they are in boring situation in other that, the student has difficulty to express their opinion in class, and they are not bravery to ask the teacher if they don't understand with the materials

which have been explained. In the process of study which is focusing on teacher Centre, some of the activities are conducted by teacher while the students have the passive character to accept information.

2. Planning in Action

At this stage, the writer and the collaborator made a plan based on the result of preliminary study. The planning involved designing the procedure, designing the lesson plan, designing media with Multi Flow Map, and setting the criteria of success.

a) Design the Procedure

Multi-flow map was employed by the writer and the collaborator for the teaching of speaking. In Cycle 1, this strategy was implemented into two meetings. In the first meeting, the teacher had modeling activity. Here, the teacher told the students about the advertisement. He also modeled how to answer make cause and effect the statement. In the following meetings, the teacher applied this strategy to the students by asking them to practice and internalize the strategy in their own time.

b) Design the lesson plan

The lesson plans were designed with the purpose of providing the teacher with guidelines of teaching and learning activities. In this case, the writer make the lesson plan based on the syllabus of the School Based Curriculum and it focused on improving student ability in speaking skill by using Multi-flow map.

c) The criteria of success

In the classroom action research, the criterion of success is use to find out the student improvement after implementing the method, if the result/score of more than 90% up to minimum passing standard (75) so the research is success. In

this part the research giving criteria when the research taken score. If more 75% of 21 students can answer, the writer concluded that the students participation success.

3. Implementing the action

The research is focus on improving student ability in speaking skill by using Multi-flow Map. There are 2 cycle in this research, and this is schedule of the writer class room action research. The preliminary study did at December 07th 2012, the first cycle did three times at January 26th, 31st, 2nd, and 7th 2013, and the second cycle did four times at February 09th, 14th, 16th, and 21st 2013.

4. Observing the action

The observation was done during the implementation of action. In this occasion the writer also take score twice, (at last of cycle 1 and last of cycle 2). Observing is the process of recording and gathering data about any aspect or event during implementation.

Finding and Discussion

Description and Interpretation

Data presentation was divided into two parts in accordance with the number of cycles applied in this research, namely cycle one and cycle two.

1. Finding in Cycle 1

Cycle one was carried out from January 26th, 31st, 2nd, and 7th 2013 this cycle consist of three meetings. At three meeting the writer acted as the teacher who was teaching by applying Multi-Flow Map to improve student ability in speaking. In three meeting encompass three stages: pre activity, while activity and post activity.

a) Students' participation.

The students' participation is use to know the participating of the students' during the teaching learning process. The interaction happen in three stages pre-activity, while-activity and post activity was observe and noted by the observer.

b) The students speaking score

The instruments that are used in conducting this research are: observation, observation is used to record the progress in each stage of learning (pre-activity, while-activity, post-activity).

In analyzing the data, there are two possible ways. They are qualitative and quantitative. For qualitative data which got by observation is analyzed by interactive model (Iskandar, 2011:76).

Then for quantitative data which got by doing test is analyzed by statistic formula to get score. It will show the percentages of students' achievement. After collecting the score, then compare with preliminary study, cycle the minimum passing standard (KKM) by taking the average from the score. The individual minimum achievement criterion of tenth grade is 75. If the result is significantly, this research is successful. If not, this will be continued through another cycle.

The achievement test used in this research was in an easy type, it was advertisement text. The student was given 3 minutes to find the causes and effects of the advertisement in front of the class, and the component which scored are: pronunciation, grammar, vocabulary and fluency.

The students shows that there were 9 students had score <75 and only 12 students had score >75. Based on the result of the observation in cycle 1, it is concluded that the student's ability in speaking had not improved significant of preliminary study result. The result of the observation of student's participation in cycle 1 showed that the student's participation during the activity achieved fair level.

c) Reflection of cycle 1

The data description in the previous section was used as the basic of doing reflection on the

teaching learning process in cycle 1. Actually, in general the implementation of Multi-flow Map to improve student speaking skill in cycle 1 ran well, but the student interaction was less optimal especially in while activity and only 2 (20%) groups from 10 to show the causes and effects of the advertisement in front of the class.

Based on the achievement test result, there was improvement of the students score from that in preliminary study.

From the data obtained that the result of research are failed. Many students still found difficulty in speaking practice especially in pronounce and vocabulary component. Therefore, the writer decides to continue to cycle 2.

Using the same step at lesson plan the writer were implementation the material but different advertisement text, and giving more interesting media of multi-flow map.

2. Revise

From the result of cycle one which filed the writer tries to changes some points. It uses to reach the criteria of success or make a better result. These are three points that was changed by the writer.

- a) Use another more interesting advertisement text. To make students more interesting with the material.
- b) Use more interesting real media of multi-flow map from thinking map, so the students more interesting.
- c) The teacher changes the style to be more communicative. Revise used to make good better score in next cycle.

3. Finding in Cycle 2

Cycle two was carried out from February 09th, 14th, 16th, 21st 2013 this cycle consist of three meetings. At three meeting the writer acted as the teacher who was teaching by applying media real multi-flow map of thinking map to improve student ability in speaking. In three

meeting encompass three stages: pre activity, while activity, and post activity.

a) Student's participation.

The student participation can we know from the interaction during teaching learning process. The interaction happened in three stages pre-activity, while-activity and post activity was observe and noted by the observer.

From the table below we can know how student participation during learning process is.

b) Students speaking score

The achievement test used in this research was in an easy type, it was advertisement text with entitled more interesting card of advertisement and the writer showed interesting media of multi-flow map from thinking map. The student was given 5 minutes to find the causes and effects of the advertisement in front of the class, and the component which scored are: pronunciation, grammar, vocabulary and fluency. The following figure is detailed about the result of students speaking test in cycle 2.

The students shows that there were 19 (90,5 %) students had score <75 and only 2 (9,5 %)students had score >70

Based on the result of the observation in cycle one, it is concluded that the students ability in speaking had improved the result of the observation of students participation in cycle two showed that the students participation during the activity achieved good level.

c) Reflection of cycle 2

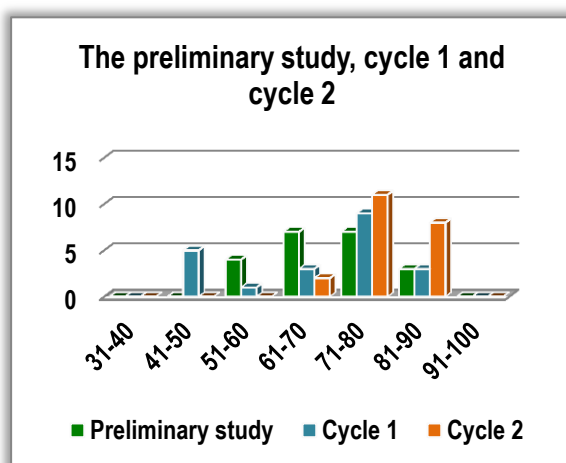
The data description in the previous section was used as the basic of doing reflection on the teaching learning process in cycle

2. Actually, in general the implementation of advertisement text card by using multi-flow map to improve student speaking skill in cycle 2 ran well, Based on the achievement test result, there are many improvement of the students score from cycle 1 to cycle 2.

From the data obtained that the result of research are success. Many students can active in speaking practice. Therefore, the writer decides to stop the cycle.

General Finding

The data description in the previous section was used as the basic of doing reflection on the teaching learning process in cycle 1. Actually, in general the implementation of advertisement text card by using multi-flow map to improve student speaking skill in cycle 2 ran well, by using an interesting picture of advertisements the student more enthuses during the class, so the result was better than in the first cycle. Only 2 (9,5%) students got score <75 and 19 (9,5%) or students got score >75.



Based on the achievement test result, there was improvement of the students score from that in preliminary study and cycle 1.

Figure 4.4 the students score in the preliminary study, cycle 1 and cycle 2.

From the data obtained that the result of research are success to improve

student ability in speaking. The criterion of the success include four components as: pronunciations, grammar, vocabulary and fluency so based on the result the writer decide to end the research at cycle 2. The criteria minimum determine is 75, and after test is done, the last result is student who have score up to standard minimum 19 students (90,5%), and student who have score under standard minimum are 2 students (9,5 %).

Field note

Field notes were used to record detailed information about the teacher's activities and students' interaction that occur during the teaching and learning process, based on the observation the research got some notes in teaching learning process. The results from field note were shown the strength and weakness from implementing of Multi-flow Map:

1. Students are enthusiastic during teaching learning process.
2. Student active during the learning process, they speak but combination using mother language and foreign language.
3. Some students often make trouble during teaching learning process.
4. Some students still confuse with vocabulary that was use in text (students unfamiliar with vocabulary that was use in advertisement text, etc.).
5. Some student wrong in pronunciation, in this case English teacher show the correct pronunciation.

CONCLUSION AND SUGGESTION

1. Conclusions

Thinking map or multi-flow map to improving students speaking skill at the tenth grade of students MAN 5 Jombang practiced in the two cycles.

Based on the problem statements above, the

Improving Students Speaking Skill by Using Multi-Flow Map at the Tenth Grade of Students Man 5 Jombang

writer had concluded some conclusion that; the implementations of using Multi Flow Map in Teaching Speaking are:

- a. Students are enthusiastic during teaching learning process.
- b. Student active during the learning process, they speak but combination using mother language and foreign language.
- c. Some students often make trouble during teaching learning process.
- d. Some students still confuse with vocabulary that was use in text (students unfamiliar with vocabulary that was use in advertisement text, etc.).
- e. Some student wrong in pronunciation, in this case English teacher show the correct pronunciation.

The student's achievements after using Multi Flow Map are: The improvement of students' speaking skill can be seen from the increase of their individual score from preliminary study to Cycle 2. The score of the speaking skill test showed that 19 of the students reached the target gain score. The criterion of success previously determined, 90,5% of the students in the class. Finally, the implementation of using Multi Flow Map can improve students speaking skill in the two Cycles successfully.

2. Suggestions

After knowing the result of research in this study, writer gives some suggestions to the English teacher and to the students. She hopes those are able to give information for them in developing English:

a. For English teacher

Firstly, it is hope that the teacher gives interesting media in speaking practice. The material must be able to encourage them to understand. And if necessary, the teacher can design and implement the media for material. Secondly, in teaching learning process, the teacher can correct the students' error such as pronunciation or even grammar after discussion. The last is teacher should give questionnaires to the students twice a semester in order to know their condition in learning English or the teacher can interview the students whom lack in English.

b. For the students

The writer hopes if students realize that English is very important, so they need study hard to have good ability in English either speaking, reading, writing or listening. In modern era,

everybody is prosecuted to master one of foreign language such as English. Moreover many foreigners come to Indonesia for business; therefore Indonesian people must speak English in communication activities as like making agreement, etc. so that in studying English the students must keep the principles of successful in learning English as follows:

- a. Students must not be shy
- b. Students must not be afraid
- c. Students must be active].

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