
IMPROVING STUDENTS SPEAKING SKILL BY USING INTERACTIVE MAPS AT SEVENTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

Oleh

Etika Ariyani

Muhammadiyah University of Mataram, Indonesia

Email: ikachevy06@gmail.com

Article History:

Received: 20-04-2023

Revised: 19-05-2023

Accepted: 23-05-2023

Keywords:

Speaking Skills,

Interactive Maps

Strategy, Classroom

Action Research

Abstrak: *This Classroom Action Research (CAR) aims to know the effectiveness of interactive maps as a learning strategy to improve students speaking skills and change speaking classroom situation at seventh grade of Junior High School. Population in this research were 28 seventh grade students from Junior High school in Mataram City – West Nusa Tenggara Province. This research was conducted in two cycles, each cycle consisted of four stages namely planning, acting, observing and reflecting. Procedure of data collection by observing, interview and assessing students speaking skills through post-test. The data were analysed using interactive method and the quantitative data were analysed using descriptive statistic procedure. The result of this research indicated there is improvement from pre-test score to post-test, the score of post – test showed that there were 22 students (78.57%) reached higher score than minimum criterion. Only 6 students (28.42%) reached lower score. The implementation of interactive maps improved students speaking skills and change classroom situation significantly. It found that the changes of students speaking skills are influenced by six factors such as interesting learning media, fun English atmosphere, enjoyable classroom, attractive teacher approach, appropriate teacher learning strategy and interesting learning experiences*

PENDAHULUAN

Communication skills are highly valued in this globalization era, it is only effective if the receiver understand the message as it is intended completely. It plays a vital role in human life, facilitate and exchange information actively. From all of the interpersonal important skills in our life, communication undoubtedly used as primary important core. . Communication defined as the basis of all human interaction communicatively, it is how we pass information to other people and in turn, receive and interpret what is being said back to us. For human beings, who are social creatures at their most basic level, communication used as indispensable component of life. Communication role as an essential part in our life helps us build relationships by allowing us to share experiences, opinions, needs and connect to others. Effective communication skills can smooth your way in relationships with others by

helping you understand others and to be understood. Communication skills have become one of the basic requirements for personal and institutional development. It can help achieve the goals planned in advance, provide a clear vision, improve confidence and reach good preparation in an appropriate situation.

English widely spoken and taught in most of countries in the world. It is commonly used in many sectors in our life such as business, commerce, science, education and many others vital areas. The importance to learn English in the current world is very necessary for both career and education. It is the best way to bridge a gap between people from diverse background. Good English language skills are needed to get a better education, the ability to speak English communicatively is one of the most important things to have in the 21st century. Having good English language skills help humans adapt to the world developments, reach better job, improve human quality and get broader information easily.

Among those four skills, speaking is considered necessary to improve students vocabulary and pronunciation in communication with people. Speaking is a way to share ideas and stories, to react what people say and to give an argument and to interview. Besides, many profession require capability in English such as interviewer, speaker, reporter, travel guide, translator, etc. communication through speaking is commonly performed in face to face interaction. It occurs as part of verbal exchanges.. in speaking, the use of body language is great help for the listeners to understand the intended messages. Therefore, the non linguistic features are very helpful to smooth the flow of the interaction between the speaker and the listeners. Laratu (2014) stated that *“speaking consists of knowledge and skill, knowledge is what we know about something, it needs to be used in action in order to understand it. Skill is an ability to perform the knowledge, both knowledge and skill can be understood and memorized. However only skill can be imitated and practiced”*. From the statement above the researcher considers that in mastering speaking, the learners have to know the basic knowledge before using it and not only knowledge but also skill. It makes the speaking ability more effective to convey what the speaker means.. moreover, without knowledge and skill, the teaching learning speaking will not be effective.

Speaking is one of the four major skills in English, speaking skill is the ability to produce sounds articulation and to produce words, to express, to deliver thought, ideas and feeling. Speaking is one of languages that important in language learners as a new second or foreign language. Speaking is very important because by mastering speaking skills, the students can carry out conversation with others, give the ideas and exchange the information with others. As stated by Nashruddin (2013) that speaking skills is the first that learners want to master. According to Harmer (2007) *“when the students want to speak fluently in English, they need to be able too pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech”*. Therefore, when learning language, the students learn how to speech fluency to submit what the purpose especially in English language. Teaching speaking is not easy because teacher must help students to learn and interest with learning resources and environment, make students to be better especially in learning speaking English. As stated by Oradee (2012) teaching and learning English have the goal of focusing students to be able use English for communication and as a tool for furthering their studies. Based on observation to the seventh grade students of Junior High, the researcher found that most of students got difficulties in speaking such as difficult to produce correct

sentences, difficult to explore opinions, use inappropriate words and difficult to pronounce words fluently. Another problems found in speaking classroom are teacher dominate classroom interaction, the students not participate actively in classroom interaction, the students looked uninterested, bored and very noisy, less interaction during teaching learning process.

It is necessary to find out an alternative strategy to solve those problems. The students need any practices to improve their speaking skill completely. The researcher choose interactive map because it can encourages the students to participate actively during teaching learning process. Interactive maps is a simple connection that shows cause and effect or a diagram that helps to visualize objectives and strategies to reach them. It is especially useful for communicate together.it provides a way to explain something that can increase engagement during classroom interaction. Interactive maps is a structural strategy to arouse students produce specific notes, develop the speakers thought from the main topic to supported ideas.

RESEARCH METHOD

This research was held at one of state junior high school in Mataram. The subject of the research was seventh grade students which consist of 28 students. The research includes the pre-observation, action and learning experiences after the research. This research was a classroom action research . Kemmis (in Hopkins 2010) described that action research is a form of self reflective inquiry conducted by participants in a social interaction to improve speaking practice by participants or group. A classroom action research stated as a systematic study of attempts to improve educational practice by groups of participants and by means of their own practical actions and reflection upon the effects of these actions.

This study used the cycle of Action Research Model based on Kemmis and McTaggart (1988) cited in Burns (2010) it stated that the Classroom Action Research (CAR) was conducted in four stages such as (1) Planning ; (2) Action ; (3) Observing and 4) Reflecting. Planning is the first step to prepare teaching created by the researcher then the researcher planned many things such as developing learning plan, strategies, preparing teaching materials and determining assessment criteria. At the action stage, after creating a plan, the researcher analysed the plan that had been created. Based on the lesson plan, the researcher acted as an English teacher in speaking class. Observation paid attention to learning experiences in speaking classroom. The last stage is reflection, reflection is an activity to analyse students speaking scores conducted at the end of these studies. The results of reflections were used as a main consideration to revise the learning strategy that would be applied in the next cycle if there are problems that need to be solved.

The researcher collected the data using two techniques such as qualitative and quantitative. Qualitative data collection used in this classroom action research consists of observation, interview, field notes, audio recording, transcription and document analysis. Documentation also taken during the implementation of this research to provide accurate data. The researcher used students speaking scores as quantitative data. The data gathered in the pre- research, the process and the result of action research implementation. Data analysis used descriptive statistic technique to analyse the quantitative data. The researcher compared students score in pre-test and post-test comprehensively. After that, the students pre-test and post-test scores presented in the form of mean score.

DATA FINDINGS AND DISCUSSION

the data collected consists of three items such as (1) an interview record with students choose by the researcher randomly; (2) observation recording in classroom interaction and (3) the result of pre-test that was held before the researcher started research. From pre-test score, found that only ten students got score higher than four and the rest got lower score than four. The students faced difficulties in speaking class. They hard to speak fluently, less vocabulary and make a lot of pauses when speaking English.

From the data observation, there are many activities in speaking classroom such as :

- 1) The researcher described learning materials to the students
- 2) The researcher gave information about interactive maps
- 3) The researcher gave an example of descriptive texts
- 4) The students gave examples of how to create descriptive text using interactive maps
- 5) The researcher divided class into small groups
- 6) The students gave some pictures and asked the students to make a draft or storyboard
- 7) The researcher gave time to discussed the draft before presenting in front of the class
- 8) The students presented their project completely

The researcher used two types of test pre-test and post test to measure the students speaking performance. The result of post-test was satisfied enough, from 28 students, there were 22 students (78.57 %) who got higher than minimal criterion and only 6 (21.42 %) students got lower than minimal criterion. In the second post-test, the students performed progress in their speaking performance, they did not make a lot of mistakes again. They had knew more vocabularies than before, can spoke more fluently and reduced their speaking pauses. Only 6 students got lower score from 28 students in class.

Based on the problems, the researcher decided to introduce a new strategy "interactive maps" to develop their speaking ability. The implementation of using interactive maps in speaking classroom explained in the cycle 1 and cycle 2. Interactive maps can improve students speaking skills significantly and change the atmosphere of classroom situation.

At the first cycle, there were three stages like opening, main activities and closing. In this stage, the researcher used pictures to create a draft or storyboard and found vocabularies based on pictures given. The researcher used pictures to help the students map their mind in order to create a draft related to the pictures. The last step, the researcher asked the students to outline descriptive text and presented it to another groups in front of the class.

The researcher focused to improve the students grammar, described tenses and the used in descriptive text then brainstorm simple present and vocabulary by asked more questions related to the pictures given. The researcher gave example to finished the task and checked their answers completely. At the next meeting, the researcher facilitated the students by using pictures to explore their interactive maps and create an outline of descriptive text based on pictures. The researcher gave exercises to explain their own paragraph based on picture given. At the beginning of the meeting, the researcher revised the students group projects and asked them questions related to their materials at the last meeting. The researcher also wrote many vocabularies on the whiteboard then asked to

drilled vocabularies and checked the students errors in pronouncing the words. After that, the researcher made a review about previous test, explained the result of post test 1 then introduced new pictures to brainstorm the students. The last learning experiences was oral practices then the researcher asked the students to described their explanation based on picture given in front of the class.

At the second cycle, same like the first cycle, there researcher used three stages. The researcher asked the students to present their project and pay attention to the pictures which was given then asked them to arrange words into good descriptive texts. It would help them explored the main topic, the students faced less difficulties but sometimes they checked the meaning of the words in the dictionary. The researcher examined their works after they finished to do task. The researcher focused to improve the students speaking skills to develop their ideas completely. During that process of constructing it the students asked to share their difficulties during classroom interaction. The used of pictures in interactive maps was interesting to the students, they seemed enjoy and have highly motivation. Interactive maps helped the students to overcome their difficulties in speaking classroom. The students participate actively in classroom interaction, they become more active when they got a chance to explore their ideas in speaking English.

Interactive maps facilitated the students to generate their ideas and specify information from the main topic. The used of pictures allowed the students to develop ideas, helped the student got ideas easily. It helped the students to arrange and organize their speaking. Interactive maps facilitated the students to examine appropriate vocabulary used in the text because interactive maps presented ideas clearly. By arranging their ideas using interactive maps, the students determined the right tense used in the text and the right structure too. The students can explore their ideas from the form of words or phrases until they can arrange their ideas better. Interactive maps help the students focus to the topic, help to explore ideas fully. When they explored ideas, there would be unpredictable ideas that related lines. The students can follow their previous main idea and decided which one that did not fit with the main topic. It also helped the students remember the ideas that related each other. The next changes, the students made fewer pauses when they spoke English because they had knew the words well. The use of interactive maps can improved classroom situation also because it can support speaking classroom which is responsive to deserve learning styles

After the implementation of interactive map in speaking classroom, the class condition become more fun and active, the students participate actively in classroom interaction. The students able to create their own storyboard in order to finish their assignment, their project presented completely in front of the class. They had no time to behave the way before the action research like talking with friends, playing game in their mobile phone and chatting with their online friends outside. The result of the test also indicated significant improvement. The mean score of students pre-test was 3.20 which was below the minimal criterion but after applied the action, the score of post-test increase to 7.01. Another improvement showed at the students motivation and behaviour toward speaking getting better. They enjoy learning experiences because it is fun and easy, more active, they encourage to share their ideas during classroom activities. There are no unnecessary activities during classroom interaction and show more attention to the lesson.

This strategy is a good strategy to be applied in speaking classroom since it can solve the students problem in exploring vocabularies and generating ideas clearly. The students can generate their ideas by designing their interactive maps in some ways like wrote the storyboard in whiteboard or using Canva application. Canva can makes the students create beautiful design for any occasion and purpose. They can store, organize and edit their images in a breeze, customize templates and share with their group. On the other side, interactive maps was very interesting for students because it is fun and easy to follow.

CONCLUSION AND SUGGESTION

This result of this study showed that interactive maps could be an effective strategy to improve students speaking skills. Interactive maps helped the students to remembering the point or vocabularies that they want use in speaking. Students also could generate their ideas clearly and the students can improved their speaking performance in the second cycle. Interactive maps guides the students to construct sentences based on the brainstormed ideas and builds students awareness on fluency, pronunciation, grammar and vocabulary. It also indicated that it can creates learning atmospheres fun and interesting. The students looked very interesting and excited in classroom interaction. There was a significant improvement at students score from pre-test to post-test. The students score of pre-test showed that there were 20 students (71.42 %) got lower score, under the minimum criterion 65 and only 8 students (28.57 %) got higher than minimum criterion. After treatment, the result of post-test showed that there were 22 students (78.57%) reached higher than minimum criterion. Only 6 students (21.42 %) reached lower than minimum criterion. The implementation of interactive maps helped the students explore and organize ideas clearly. It also helped the students cluster the ideas, it is helped to focus on the main topic and reduce unnecessary ideas. They guided until could arrange ideas in interactive maps into good supported sentences.

The researcher would like to gave some suggestion for English teacher, students and other researchers. English teachers should apply interactive maps in speaking classroom because it can improve the students speaking skills significantly. Students should use interactive maps regularly because it has been proved can improve speaking skills. For other researchers, should compare interactive maps with another strategy to know which strategy better in order to improve students speaking skills completely.

REFERENCES

- [1] Brown, H. Douglas. (1980). *Principles of Language Learning and Teaching*. New Jersey : Prentice Hall, Inc.
- [2] Brown, H. Douglas. (2001). *Teaching by Principles : An Interactive Approach to Language Pedagogy (2nd ed)*. New York: Addison Wesley Longman, Inc.
- [3] Budd, J. W. (2004) *Interactive Maps as Classroom Exercises*. Minnesota : University of Minnesota.
- [4] Burns, Anne. (1999) *.Collaborative Action Research for English Teachers*. Cambridge Cambridge University Press.
- [5] Burns, A and Joyce, H. (1997). *Focus on Speaking Ability*. Sydney: National Centre for English Language Teaching and Research.

- [6] Burns, Robert, B. (2001). *Introduction to Research Methods*. London: SAGE Publication.
- [7] Kemmis , S, and McTaggart, R. (1988). *The Action Research Planner*. Gee Long: Deakin University Press.
- [8] Nunan, D. (1991). *Communicative Task and Language Curriculum*. ESOL Quarterly 25 (2), 279 – 295.
- [9] Nunan, D. (2003). *Practical English Language Teaching*. Boston : McGraw Hill.
- [10] Richards, Jack C. and Willy, A. Renandya. (2001). *Methodology in Language Teaching : An Anthology of Current Practice*. Cambridge : Cambridge University Press.
- [11] Spratt, M. , Pulverness, A.,& Williams, M. (2005). *The TKT (Teaching Knowledge Test) course* Cambridge: Cambridge University Press.
- [12] Wallace, Michael, J. (1998). *Action Research for Language Teaches*. Cambridge : Cambridge University Press.
- [13] Widdowson, H.G. (1984). *Teaching Language as Communication*. London : Oxford University Press.

1188

JOEL

Journal of Educational and Language Research

Vol.2, No.10, Mei 2023

ISSN: 2807-8721 (Cetak)

ISSN: 2807-937X (Online)

HALAMAN INI SENGAJA DIKOSONGKAN