

IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH SEMANTIC MAPPING

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Abstract:

صعوبة التواصل باللغة الإنجليزية مشكلة لطلاب تخصص تعليم اللغة الإنجليزية التي تجب إيجاد حل فيها. أحد العوامل الذي يمكن أن تحسن القدرة على التواصل هو أسلوب يستخدم في التدريس . ولذلك، فإن هذا البحث يهدف إلى تحسين مهارات التواصل باللغة الإنجليزية من خلال رسم الخرائط الدلالية وفي أي العوامل التي تؤثر على تغييرات لتحسين القدرة على الكلام. هذا البحث هو بحث إجرائي في الفصل الذي أجري في ثلاث دورات. المشاركون في هذا البحث هو طالب في السنة الثانية تخصص في تعليم اللغة الانجليزية بجامعة لنجنج كونغ. من نتائج هذا البحث وجد أن رسم الخرائط الدلالية يمكن أن تحسن جميع المؤشرات من قدرة الكلام. وعلاوة على ذلك، يمكن للرسم الخرائط الدلالية يزيد أيضا من الثقة ومشاركة الطلاب في الفصول الدراسية . وفي الختام، يمكن استخدام رسم الخرائط الدلالية لتحسين القدرة على التحدث باللغة الإنجليزية.

Keywords: Improving, Speaking Skill, Semantic Mapping.

Introduction

Speaking is one of the four English skills, which is stated as a course taught in the English Education Department. It is normally taught from the first year up to the second year with different course descriptions and credit hours for each semester. It facilitates the students to learn and practice English communicatively in order to help them speak English fluently. In other words, the objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehensions as well as production. Every student is expected to have good English communication skill when they complete their study.

To possess a good communication skill in English, the students, however, need to practice their English over and over by taking opportunities to do some communicative activities both in and outside of the classroom. There are many communicative activities that can be done by the students to improve their speaking skill such as making dialogue, play, oral presentation, small-group discussion, debate, and game. By doing such activities, it will gradually improve their speaking ability and lead them to communicate more effectively and fluently in English. In short, the more they communicate, the more fluent their English is.

In addition, to communicate in English very well, the students should master some parts of speaking skill such as fluency and accuracy. As supported by Ellis and Sinclair², Brown³, and Ur⁴ that speaking focuses on two aspects: accuracy and fluency. Fluency focuses on meaning and spontaneity. While accuracy focuses on vocabulary, grammar, style, pronunciation of sounds, stress, and intonation. Low fluency of speaking will affect the effective communication between speaker and interlocutor in

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² Ellis, G., and Barbara, S., *Learning to Learn English*. Cambridge: Cambridge University Press.1991.

³ Brown, H. Douglas. *Teaching by Principles: An Active Approach to Language Pedagogy*. New Jersey: Eaglewood Cliffs: Prentice Hall Regents. 1994.

⁴ Ur, P. *A Course in Language Teaching*. Cambridge: Cambridge University Press. 1996. p. 135

terms of hesitation, brief utterances, and unclear message expressed. Subsequently, low accuracy of speaking leads to poor language production in terms of poor vocabulary, poor accent, and mistakes in basic grammar.

In fact, most of the second year students of English Education Department still have a lot of difficulties speaking in English. It can be proved that when they tell something or do oral presentation and discuss about a topic, their fluency is low. They are not able to generate ideas when speaking. As they cannot express their ideas due to lack of vocabulary, they have poor confidence or feel nervous in expressing their ideas. Thus, the sentences they produce are brief and unclear. They also worry about making mistake in speaking English. As a result, they have less courage to speak English and it leads to poor speaking performance. Moreover, they still make frequent grammatical errors, and produce mispronunciation. Their accent is so influenced by their mother tongue that the sentences they produce are difficult to understand. Consequently, most of them are poor in accuracy.

Above all, one of the important factors causing students' low speaking skill is the speaking teaching techniques or strategies in the classroom normally employed may not work very well or be monotonous and not interesting for the students. As a result, the students have difficulty developing themselves in teaching and learning speaking. Therefore, the teaching and learning activities done in speaking class are very important factors to lead the students to the better speakers. The activities have to give useful contribution for the sake of improving the students' speaking skill, particularly in the terms of fluency and accuracy. For this reason, it is supposed to create a good atmosphere or a good learning environment by using appropriate speaking methods, strategies, techniques, and relevant materials for the remarkable progress of their students.

One of the possible solutions to overcome the problem is by making use of semantic mapping technique. It is one way of arranging concepts to organize the prior knowledge and generate a lot of ideas which one word as a topic links to the other related words. The more words are obtained, the more ideas can be expressed through speech. Then, the more the students speak English, the more fluent they are. To support this idea, Cullen (1998) in his study found that the students using semantic mapping were familiar with the vocabulary in the speaking task because of the organization of knowledge and introduction of contextual cues in the warm up activity.⁵

Related to the problem above, it is necessarily required to apply semantic mapping technique in order to overcome the problem of the students' speaking because it enables the students to have a lot of ideas by making concepts of topic being discussed before speaking. As they make the more concepts, it can result in the more ideas that can be expressed through speech. Thus, it can build up the confidence of the students to use English communicatively in order that they have good courage to speak without any difficulties. Hopefully, by implementing semantic mapping technique in teaching speaking, it will bring the better progress for the students' learning, and the students will have good fluency and accuracy in speaking English. This study aims at finding out to what extent semantic mapping can improve the students' speaking skill and the factors that influence the changes of students' speaking skill by using semantic mapping at the English Education Department.

⁵ Cullen, B. *Brainstorming before Speaking Tasks*. The Internet TESL Journal, Vol. IV, No. 7, July. 1998. <http://itselj.org/>. Retrieved on May 2008

Literature Review

Speaking

Speaking is a skill involving some kinds of production on the part of language user.⁶ As supported by Long and Jack that speaking is a complex set of abilities that involve many components; including pronunciation, listening, and grammar skills.⁷ By mastering the components, the speakers can produce a good spoken language. Bygates (in Nunan)⁸, speaking can be characterized in terms of routines, which are conventional ways of presenting information which can either focus on information or interaction. It means it is a conventional way of communication habitually done by speaker and interlocutor in order to give or receive information. In addition, Weir states that speaking involves the ability to satisfy two particular demands, processing condition and reciprocity condition.⁹ The processing condition is concerned with the speech taking place under time pressure, and reciprocity condition is concerned with interpersonal interaction between speaker and interlocutor. Speaking is negotiating intended meanings and adjusting one's speech to produce the desired effect on listener (O'Malley and Pierce, 1996:59).¹⁰ Speaking is the active use of language to express meanings so that other people can make sense of them (Cameron, 2004:40).¹¹ In speaking, speaker and interlocutor emphasize on the meaning what each is saying about in order that they understand one another. It is also supported by Jie (1999) who says that the use of language is more important than knowing the usage of language.¹² Speaking is the process of building and sharing meanings through the use of verbal and non-verbal symbols, in a variety context (Chaney in Kayi, 2006).¹³ Both fluency and accuracy comprise five aspects of speaking skill such as accent, grammar, vocabulary, fluency, and comprehension. On the other hand, by having good fluency and accuracy in speaking English, the speaker or interlocutor produces good spoken language.

Semantic Mapping

Mathialagan (1990)¹⁴ and Sinantra, et al (in Zaid, 1995)¹⁵ state that semantic mapping is a graphic arrangement of words and it shows how new words and ideas are related to each other within a spoken form among word meanings in the major ideas and relationships. By using semantic mapping, students will produce a lot of ideas since they have many familiar words of the content matter being talked. Toms (1982)

⁶ Harmer, J. *The Practice of English Language Teaching*. New York: Longman Group Limited. 1985. p.16

⁷ Long, M.H. and Jack, C.R. *Methodology in TESOL*. Boston: Heinle & Heinle Publishers 1987. p.189

⁸ Nunan, D. *Language Teaching Methodology*. New York: Prentice Hall. 1987. p.40

⁹ Weir, C.J. *Understanding and Developing Language Tests*. New York: Prentice Hall. 1993. p.35

¹⁰ O'Malley, J.M., and Lorraine V. P.. *Authentic Assessment for English Language Learners*. Virginia: Addison-Wesley Publishing Company. 1996. P. 59

¹¹ Cameron, L. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. 2001. P.40

¹² Jie, Z. *How Can a Chinese Teacher of English Succeed in Oral English Classes?*. The Internet TESL Journal, Vol. V, No. 7, July 1999. <http://iteslj.org/Articles/Zhou-SuccessulTeacher.html>. Retrieved on June 12th, 2008

¹³ Kayi, H. *Teaching Speaking: Activities to Promote Speaking in A second Language*. University of Nevada. 2006. [http://unr.edu/homepage/hayriyekayih\[at\]unr.nevada.edu](http://unr.edu/homepage/hayriyekayih[at]unr.nevada.edu). Retrieved on May 2008

¹⁴ Mathialagan, J. *Teaching Composition Writing Through Semantic Mapping*. The English Teacher Vol XIX. 1990. <http://www.melta.org.my/ET/1990/main11.html>. Retrieved on July 15th, 2008

¹⁵ Zaid, M.A. *Semantic Mapping: in Communication Language Teaching*. English Teaching Forum, 33, 3:6-11. July 1995

investigated the effectiveness of semantic mapping and semantic feature analysis with a traditional contextual approach for vocabulary acquisition.¹⁶ It was found that both semantic feature analysis and semantic mapping were more effective than context for general vocabulary acquisition. Wahyuni (2005) in her study indicated the significant effect on the use of semantic mapping technique in teaching vocabulary. It made the students able to increase their ability of vocabulary mastery, which was more effective than the conventional one, can be applied to the process of teaching and learning vocabulary in the classroom.¹⁷ Cho, et al. (2007) studied on use of collaborative concept mapping strategy in writing. The study provides experimental evidences of the benefits and pitfalls in the use of collaborative concept mapping strategy to facilitate second language learning. The findings indicate that concept mapping strategy has a potential to promote writing skill and vocabulary learning. Zulfita (2008) in the research of improving students' writing skill through semantic mapping found that semantic mapping: (1) could better improve the student writing skill, (2) encourage the students to develop ideas, activate their background knowledge, help the students broaden their vocabulary in brainstorming session, feel unworried about making mistakes in writing activity, and make writing class atmosphere become interesting and enjoyable.¹⁸ Salameh (2009) studied on the effect of using the semantic mapping strategy on the reading comprehension. She found that semantic mapping provides students with a systematic means to integrate their new knowledge with their prior understanding, activate students' prior knowledge, and stimulate them to use that knowledge to interact with the text and promote semantic mapping as a pre reading activity that encourages students to map out their ideas.¹⁹

Thus, it achieves the good fluency and accuracy of speaking English. Moreover, Plotnick (1997) mentions semantic mapping is a creativity tool, hypertext design tools, a learning tool, and an assessment tool. The use of semantic mapping leads the students to be creative. They are free to link one idea to other ideas without criticism, organize the structure of hypertext or concept, show their best thinking as well as detect or illustrate the good ideas of content matter before speaking.²⁰ In short, it results in efficient or effective speaking. Zaid (1995) explains the benefits of semantic mapping in communicative language teaching that a) Semantic mapping is interactive, b) Semantic mapping allows for sequential negotiation, c) Semantic mapping is an information gap activity, d) Semantic mapping is a predictive activity, e) Semantic mapping is the students centered, f) Semantic mapping is teacher-friendly, g) Semantic

¹⁶ Toms, B.W. An Investigation of the Effectiveness of Selected Vocabulary Teaching Strategies with Intermediate Grade Level Children. Doctoral Dissertation, University of Wisconsin-Madison.1982. http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/2d/dc/6f.pdf. Retrieved on December 2nd, 2008.

¹⁷ Wahyuni, W.S. *The Effectiveness of Using Semantic Mapping Technique in Teaching Vocabulary* (An Experimental Study on One of SMUN in Bandung). 2005. <http://digilib.upi.edu/pasca/available/etd-1220105-111704/>. Retrieved on July 15th, 2008

¹⁸ Zulfita, Ita. *Improving Students' Writing Skill through Semantic Mapping at Grade 10 Electric Department 3 of Senior High School for Technology 1 Bukit Tinggi*. Unpublished Thesis. Padang: Program Pasca Sarjana UNP. 2008.

¹⁹ Salameh, Lina Abed Al-Gader. *The Effect of Using the Semantic Mapping Strategy on the Reading Comprehension for the Eighth Grade Students in Al-Ramleh Elementary School for Girls in Zarqa District*. www.aou.edu.jo/actionmag/research4/AR1/first.do. Retrieved on February 13th, 2009.

²⁰ Plotnic, E. *Concept Mapping: Graphical System for Understanding the Relationship between Concepts*. Eric Digest. 1997. <http://www.ericdigests.org/1998-1/concept.htm>. Retrieved on June 12th, 2008

mapping is integrative activity.²¹ Moreover, there are several purposes of the semantic mapping: (a) to generate ideas (brainstorming); (b) to design complex structure (long texts, hypermedia, large websites); (c) to communicate complex ideas; (d) to aid learning by explicitly integrating new and knowledge; and (e) to assess understanding or diagnose misunderstanding (Plotnick, 1997)²²

Zaid (in Zainil, 2008) describes the five steps of semantic mapping technique: 1) introducing the topic; 2) brainstorming; 3) categorization; 4) personalizing the map; and 5) post-assignment synthesis.²³ Since Semantic Mapping is used for teaching speaking, each step refers to speaking activities, which in introducing the topic the teacher writes the topic on the board and circles it with an oval, in brainstorming the teacher asks the students to say what they know about the topic and writes and lists the students' responses on the right side of the board, in categorization the teacher asks the students to group the words and phrases in the list according to their category and puts each of the word in the group in a square, asks the students to categorize the words and phrases which belong to their category, underlines the words and phrases, and puts the words and phrases in a circle, draws lines from each of the squares to the circle, showing relationship, draws a line from the circle to oval, does the same procedure for all groups of categorization, in personalizing the map the teacher asks the students to add the information from the map and omit the words on the map that are not suitable with the topic, and in post-assignment synthesis the teacher selects some students at random to do oral presentation about the topic being discussed.

Method

The type of the research used in this study was a classroom action research which aimed at finding out whether semantic mapping can improve the second year students' speaking skill. As Mills (2000) states that classroom action research is a systematic acquiring done by teachers (or other individuals in teaching learning environment) to gather information about the subsequently improve the way of their particular schools operate how they teach and how well the students learn.²⁴ In another way, Mettetal (2002:1) states that classroom action research is a systematic enquiry with the goal informing practice in a particular situation.²⁵ Thus, it is a way for instructors to discover what works best in their own classroom situation, allowing informed decision about teaching. To support this idea, Burns (1995:93) states that the application of facts findings in the classroom action research is the practical problem solving in social situation with a view to improve the quality of action within it that involves the collaboration and cooperation of researching, practitioner and laymen.²⁶ Finally, Johnson (2005:211) concludes that classroom action research is the process of study or real school or classroom situation to understand and improve the quality of instruction.²⁷

²¹ Zaid, M.A. Loc.cit

²² Plotnic, E. Loc.cit

²³ Zainil. *Action and Functional Model: Good Language Learner Strategies and Communicative Language Teaching (2nd ed)*. Padang. Sukabina Offset. 2008.

²⁴ Mills, Geoffrey E. *Action Research: A Guide for the Teacher Researcher*. New Jersey: Southern Oregon University. 2000.

²⁵ Mettetal, Gwynn. *Improving Teaching through Classroom Action Research*. South Bend: University of Illinois. 2002. p.1

²⁶ Burns, Robert. B. *Introduction to Research Methods*. Sydney: Longman Australia Pty Ltd. 1995. p.93

²⁷ Johnson, Andrew. P. *A Short Guide to Action Research*. New York: Monarch Press. 200.5 p.211

Because this study was designed to improve the quality of teaching and learning activities particularly in teaching speaking class, the researcher applied a collaborative classroom action research that the researcher and collaborator became a team and worked together for solving the problems.

The participants of this research were the second year students of class A of English Education Department of Lancang Kuning Univesity. There were twenty-four students, eighteen female and six male students, which graduated from either public or private high school. They had some speaking problems namely; lack of vocabulary or ideas, brief sentences or confusing sentences produced, fear of making mistakes, grammatical errors, and mispronunciation. Moreover, teacher and collaborator were primarily involved in this research. The teacher was the person who taught speaking in the class, and the collaborator was the person who taught the same subject in another class.

This research was conducted at English Education Department of Teacher training and Education Faculty of Lancang Kuning University. The key instrument of this study was the researcher who gathered the data from the checklist of observation, field notes/ recordings and the test in every step of three cycles. Those all dealt with teaching and learning activities in speaking class which were employed to gather the data as in the following.

1. Observation checklist

The data of this study were collected by observing an ongoing classroom teaching and learning activities. The collaborator was given the checklist of observation and required to put a tick in accordance with the activities done. The checklist of observation for teachers was made in accordance with the procedures of semantic mapping and the checklist of observation for students was made based on the activities of teaching semantic mapping in speaking class

2. Field notes/ Recordings

The collaborator made notes of activities occurring in the classroom during teaching and learning activities of using semantic mapping strategy in teaching speaking.

3. Test

To evaluate the students' progress in teaching speaking of using semantic mapping strategy was through an oral presentation. Each student was asked to do oral presentation about the topic being discussed in front of the class. They were assessed by three raters who taught speaking subject. The assessment was based on speaking skill criteria in Oral Language Scoring Rubric. The indicators of students' speaking skills assessed are students' accent, grammar, vocabulary, fluency, and comprehension in speaking

4. Interview

Interview was done in order to know the students' opinions and impression after studying speaking by using semantic mapping applied by the teacher in the classroom. The teacher selected some students at random.

Pertaining to classroom action research, Ur (1997:328) states that it is based on a cycle of investigation, action and reinvestigation such as a problem is identified, relevant data are gathered and recorded, practical action is suggested that might solve the problem, a plan of action is designed, the plan is implemented, results are monitored

and recorded, and if the original problem has been solved, the researchers may begin work another, the original is redefined and cycle is repeated.²⁸

Furthermore, there are some steps of cyclical process done in a classroom action research according to Kemis and Robin (1988:11-13)²⁹, Madya (2006: 58-66)³⁰, and Arikunto, et al (2007:20)³¹, as in the following:

1. Plan
2. Action
3. Observation
4. Reflection

This research was done in three cycles by using semantics mapping to improve the students' speaking skill; each cycle had four meetings; each meeting with the allocation of time 2 x 45 minutes.

1. First Cycle

a. Plan

There were some steps made in the plan:

- 1) Preparing the materials that were discussed in the classroom.
- 2) Designing lesson plan which includes the activities or steps on applying semantic mapping.
- 3) Preparing a research instrument such as observation sheet for teacher and students and field note.
- 4) Arranging the research schedule.
- 5) Discussing with the collaborator what and how to do in the classroom.

b. Action and Observation

Some activities were done in the action as follows:

- 1) The teacher applied semantic mapping technique to overcome the students' problem by following some steps such as: introducing the topic, brainstorming, categorization, personalizing the map, and post assignment synthesis.
- 2) The teacher had the students practice their English through oral presentation in front of the class
- 3) The collaborator observed the activities during the class and did the checklist of observation.

c. Reflection

The teacher and collaborator analyzed and interpreted the data obtained from the action and observation as well as discussed about the revised plan in the next cycle.

There were two steps done by the researcher in analyzing the data as follows:

1. Quantitative Data

After assessing the test given to the students through oral presentation by using the proficiency description of testing oral ability, the data were quantitatively analyzed. To assess students' oral presentation, the oral language scoring rubric was used

2. Qualitative Data

²⁸Ur, P. Op.cit. p.328

²⁹ Kemis, S., and Robin, M. *The Action Research Planner* 3rd ed. Victoria: Deikin University Press. 1988. P.11-13

³⁰ Madya, S. *Teori dan Praktek Penelitian Tindakan*. Bandung: Alfabeta. 2007. P.58-66.

³¹ Arikunto, S. et al. *Penelitian Tindakan Kelas*. Jakarta: PT. Bumi Aksara. 2007. P.20

The data gathered from observation checklist, field notes, and test through oral presentation were presented in most qualitative description as suggested by Gay and Airasian (2000:239-253)³² that there are some steps can be done such as data managing, reading/memoing, classifying, and interpreting which can be explained as in the following:

a. Data managing

The data taken from the observation, the field notes, and the test during action research were managed in order to organize the data and check for completeness, and the researcher discussed the data with the collaborator.

b. Reading/ Memoing

The data taken from observation, field notes, and test through oral presentation during teaching and learning activities through semantic mapping were thoroughly read in order to be easily analyzed.

c. Classifying

The data from the observation checklist, the field notes, and the test through oral presentation were described in order to provide detailed information about the setting, participants, and activities and give a true picture of the setting and events during the research.

d. Interpreting

The data were holistically interpreted into general conclusion or understanding to find out the detail and the complexity of data.

The final stage in the qualitative research process which was done by the researcher was writing the report of the research. The data which have been managed, read, classified, and interpreted were written in the form of a report in order to describe the study and its finding.

Findings

Before carrying out the research, the researcher and collaborator gave speaking test to the students in order to know the base score at the starting point. The speaking test was assessed based on oral language scoring rubric in terms of accent, grammar, vocabulary, fluency, and comprehension, which was done by three raters.

Based on the analysis of the raters, the speaking test result for the students' base score was obtained that two of 24 students were categorized into the good level of speaking skill, seven students were categorized into the fair level of speaking skill and the others were categorized into the poor level of speaking skill. It means that 8.3% of the students were categorized into good students, 29.2% of the students were categorized into fair students, and 62.5% of the students were categorized into poor students.

Finally, the average score of students speaking skill before conducting classroom action research of every indicator was 53 in term of accent, 48 in term of grammar, 48 in term of vocabulary, 53 in term of fluency, and 50 in term of comprehension. After analyzing the data from the test, the researcher concluded that the level of students' speaking skill before conducting the research was poor. The students did have difficulties in speaking English because all indicators of speaking were categorized in the level of poor. On the other hands, the speaking teaching technique used by the teacher was to change. Consequently, in order to improve the students'

³² Gay, L.R., and Peter, A. *Educational Research: Competencies for Analysis and Application* 6th ed. New Jersey: Prentice-Hall, Inc. 2000. p.239-253.

speaking skill in terms of accent, grammar, vocabulary, fluency and comprehension, the researcher made plans of activities done in the first cycle by teaching speaking through semantic mapping.

1. The extent to which semantics mapping could improve the students' speaking skill

As it was previously clarified, this research was carried out in three cycles, each cycle had four meetings. The speaking problems experienced by the students were required to be solved. In order to overcome the speaking problems, the researcher as a teacher used semantic mapping to improve the students' speaking skill.

With reference to data analysis done during three cycles, the researcher found that applying Semantic Mapping could improve the students' speaking skill as it was supported by the results of the students at the end of each cycle, the observation checklist, the field notes and the interview. It can be seen from the data analysis both qualitatively and quantitatively during three cycles as in the following:

a. The First Cycle

At the first meeting of this cycle, the topic discussed was about stress. In the brainstorming activity, teacher began the lesson by writing the topic on the board and the students were questioned "*What comes into your mind if we talk about stress?*". The collaborator observed teaching learning process. From the data obtained in observation checklist and field notes, there were some notes taken from the teaching and learning activity. The teacher looked tense when beginning the lesson, a few of students involved in the brainstorming activity because of a new experience for them, the domination of the teacher was high, some of the students were busy looking up dictionary, the students still needed some examples to categorize the words or phrases, only a few of the students would like to omit and add the words, the teacher still helped the students in categorization, the teacher could select only four students (S11, S3, S16, and S6) at random due to limited time, the students could not speak comfortably in their presentation because most of them relied on the concepts of map made or they tended to read their concepts which looked like reading instead of speaking, and most of the students made mistakes in grammar and pronunciation from presentation. After the presentation, the students who did presentation were asked by the teacher about the use of semantic mapping. The question was "*what do you feel?*" Only three students answered as in the following:

(D1) S11: "*a difficult for me to speak English because little vocabulary sir and.... make sentence...a. when speaking*"

S3: "*if I know the vocabulary... e..like this... can make me easy to speak because I always forget the vocabulary if want to say something.*"

S6: "*Sir I like to speak.. m..but sometimes I don't know the vocabulary*".

It seems that the students felt vocabulary as the most difficult thing to speak English that they could not speak without having enough vocabulary. They were also interested to use semantic mapping to increase their vocabulary.

At the second meeting, the topic was about "Beggar". Based on the observation checklist and field note, there were some activities that can be described. The teacher still looked tense in starting the lesson, the teacher needed to stimulate the students' active involvement in the brainstorming activity by giving some examples of

related words. Only four students (S5, S17, S8 and S21) gave related words or phrases, the words phrases given were “*job, bus station, poor, and lazy*”. Some students got motivated to participate, some of them were still busy looking up because the willingness to participate in this activity, a few of students started being active to categorize the words, the students were able to add related words and omit unrelated words, only five students (S15, S13, S1, S7, and S12) could present the topic in front of the class due to limited time, most of the students still read their map and the same problems as the first meeting were found, grammatical mistake and accent. The teacher also asked the students to give comments about classroom activities before ending the class. Two students raised their hand and said:

(D2) S3: “*I like this because I have new vocabulary about the topic and make me easy to speak*”.

S12: “*Sir, my problem is... I must think to make sentence in speaking, I think thisand also sometimes no idea sir.*”

It seems that the students' comments to the use of semantic mapping were good because they were easy to speak about the topic since they knew about the vocabulary and they could develop their ideas, if they had idea to speak they had to think what to say.

At the third meeting, the topic in this meeting was about “Crimes”. Based on the data gathered, it could be noted that the domination of teacher was small in brainstorming activity, but the involvement of the teacher was big in categorization and personalizing the map because the students still needed examples, there were six students selected (S21, S2, S19, S17, S4 and S1) at random to do presentation about the topic, most of the students still read their maps because of being unconfident, and grammar and pronunciation problems were still theirs. At the end of this meeting, the students were invited to ask question or comments as in the following:

(D3) T : “*any question or comment?*”

S10: “*sir, it's difficult for me to categorize the words*”

T : “*ok, you have to know the group of the words, for example children, adolescent, adult, old, they are categorized in the group of people*” or.. *if we back to our topic, look at these... smuggling, robbing, rapping, killing, etc. they are categorized in the kinds of crime.*

T : “*ok.. tun*”

S10: *...(nodding).*

It means that one of the students told the teacher her problem to use semantic mapping particularly in categorization and the teacher gave information what to do in the activity

At the fourth meeting, the topic “Advertisement” was discussed. There were several things noted such as the teacher still looked tense, a few of the students were actively involved, the other students kept silent which it seemed that was due to their lack of interest of the topic being discussed, the teacher still stimulated them to participate in the activity, the condition was similar to the brainstorming activity, but the students were still motivated by the teachers to categorize the words. In personalizing the map, it was almost the same as previous ones, but the teacher kept stimulating them by giving example, there were four students selected (S11, S24, S6, and S13) at random to present the topic, they were busy with their notes in the presentation, and grammar and pronunciation problems were still with them. Before closing the meeting, the students were invited to ask question:

(D4) T : *“any question?”*

S10: *“sir, how about if I use this in writing?.... because to write paragraph sometimes I don't have idea and make me difficult”.*

T : *“yes, you can use semantic mapping if you want to develop ideas in any subjects”*

: *“more question please..!”*

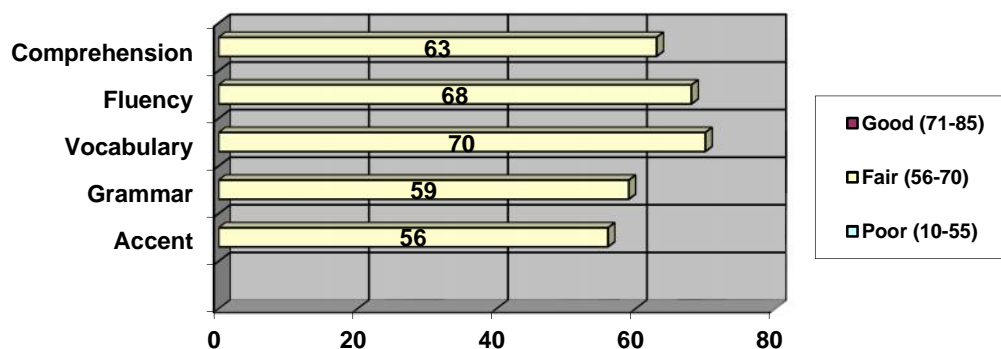
SS : *...(silent)*

It seems that the students thought semantic mapping develop their ideas not only in speaking but also in other skill of English.

At the end of this cycle, the teacher and the collaborator administered a speaking test to assess the students' speaking progress in one cycle after applying semantic mapping. In doing the test, the students were given a topic “Goals in Life”. Then, each student was to prepare themselves by making their own map before presenting the topic in front of the class. In taking turn of presentation, they were called based on the number of attendance list. Before doing the presentation, the teacher told the students not to read their map merely. When they were doing presentation, the teacher recorded their voice in order to assess their speaking skill in each of the speaking indicators. The students' speaking skill was assessed by three raters to avoid subjectivity. After analyzing and calculating the data given by the three raters, the score of the students' speaking skill in the first cycle were obtained that eight of 24 students were categorized in the good level of speaking skill, eleven students were categorized in the fair level of speaking skill and five were categorized in the poor level of speaking skill. It means that 33% of the students were categorized as good students, 45.8% of the students were categorized as fair students, and 20.8% of the students were categorized as poor students.

Furthermore, the average score of the students' speaking skill in all indicators were 56 in term of accent, 59 in term of grammar, 70 in term of vocabulary, 68 in term of fluency, and 63 in term of comprehension. The diagram of the score of the students' speaking skill can be seen as follows:

Diagram 1: The Average Score of the Students' Speaking Skill In the First Cycle



Based on the explanation above, the findings of this research after completing the first cycle can be clarified that the average score of all indicators were improved if they were compared with the score before doing the research. The average score of accent before research was 52 or categorized in the level of poor, but the average score of accent after the first cycle was 56 or categorized in the level of fair. The average

score of grammar before research was 48 or categorized in the level of poor, but the average score of grammar after the first cycle was 59 or categorized in the level of fair. The average score of vocabulary before research was 48 or categorized in the level of poor, but the average score of vocabulary after the first cycle was 70 or categorized in the level of fair. The average score of fluency before research was 53 or categorized in the level of poor, but the average score of fluency after the first cycle was 68 or categorized in the level of fair. The average score of comprehension before research was 50 or categorized in the level of poor, but the average score of comprehension after the first cycle was 63 or categorized in the level of fair.

After analyzing the data from the test at the end of the first cycle, the researcher concluded that the students' speaking skill was better improved. The improvement was made by them in all indicators. The highest improvement made by the students was found in term of vocabulary and the smallest improvement was found in term of accent. In short, the result was not satisfactory yet because all indicators of speaking skill were still categorized in the level of fair and the average score of the students speaking skill was also categorized in the level of fair. In order to reach the average score of speaking skill in the level of good, the researcher, therefore, continued to the second cycle.

Then, based on the observation done by the collaborator and the analysis of the data in the first cycle, some plans could be made as reflection of the activities. Though, some progress was made by the students after applying semantic mapping. There were some problems identified in applying semantic mapping during the first cycle, which needed some changes or improvement. The problems were as follows:

- 1) The teacher looked tense in following the procedures of semantic mapping.
- 2) In the brainstorming activity, only some students participated to give words or phrases related to the topic.
- 3) When the students did presentation, they still read their notes that could lead to unnatural speaking.
- 4) The students were not so careful with their pronunciation when they spoke English that led to misunderstanding since the meaning was so confusing.
- 5) The students could not control their speaking so that they made some grammatical mistakes.

Pertaining to the problems in the reflection above, the researcher cooperation with the collaborator agreed to make some plans for better teaching improvement, which focused on the following things:

- 1) Avoiding feeling tense

Collaborator advised the teacher not to feel tense and asked the teacher to be well prepared before teaching the class.

- 2) Stimulating students to participate in brainstorming activity

In order to make the students participate in this activity, the researcher and collaborator agreed that the teacher stimulated the students by giving many examples if the students could participate in the activity.

- 3) Avoiding reading notes when presentation

To solve this problem, the researcher as a teacher reminded the students of not relying on their notes in doing presentation. Furthermore, each of the students were monitored when doing presentation.

- 4) Giving models of correct pronunciation

To give models of correct pronunciation, the teacher repeated the words or phrases with correct pronunciation when the students pronounced incorrect words or phrases. It was done in order to avoid negative effect.

5) Reminding the students of grammatical points

Before doing the presentation, the teacher gave the students brief explanation about grammatical aspects, so that the students could control their speech for the sake of better presentation.

b. The Second Cycle.

At the first meeting in this cycle, it had some focuses based on the reflection made in previous cycle, the first cycle. The focuses were on the students' accent and grammar, and the students were not allowed to read their maps merely in doing presentation for the sake of the students' natural speaking. The topic discussed in this meeting was "The Ban of Smoking". There were several things noted in this meeting; the teacher did not look tense anymore when beginning the lesson, most of the students were active, the teacher corrected the students' mispronounced words by repeating the words with correct pronunciation, there were still a few of students looking up dictionary but the teacher did not give any comment, there were only seven students selected at random (S24, S11, S6, S3, S17, S7, and S19) for doing presentation about the topic. Before doing the presentation, the teacher reminded the students of controlling themselves in order to avoid grammatical mistakes and not reading their notes merely. In the presentation, the students did not rely on their maps any longer, but the same mistakes were still found, grammar and pronunciation. After the presentation, the teacher asked the students a question. The question was "*what things did you get from semantic mapping so far?*" The students' answers were:

(D5) S17 : "*I think many ideas sir, I can do presentation and speak much because I have ideas*"

S24 : "*sir, I think I am brave to speaking in front of class, and... I have concept what I want to say... make me easy to speak*"

S2 : "*for me, a....semantic mapping increase my vocabulary a...because my vocabulary is little.*"

From the students' answers, it can be clarified that semantic mapping could lead the students to speak much since they had a lot of ideas, to be brave or confident to speak because they knew what to say, and increase their vocabulary.

At the second meeting, accent and grammar aspects still became emphasis in this cycle as previously mentioned in the reflection. The topic discussed in this meeting was "TV Programs". In this meeting, the teacher was not active because most of the students took part in giving related words, only few of the students kept silent. At last, there were five students randomly selected (S5, S16, S7, S8, and S21) to do presentation about the topic. The teacher still reminded them of controlling themselves and not reading their map in the presentation. As a result, the students did not read their map. However, they were still problematic with grammar and accent. Before closing the class, the teacher told the student about their problem in grammar "*when you do presentation, you always make grammatical mistakes, I mean that you do not care about grammar in speaking for example about verb agreement, word order, preposition, and so on*". One of the students gave response:

(D6) S9 : *“that’s our problem sir, we have studied grammar from the first semester until now even junior high school, but..e.. when.. speak we forget about.. good structure of sentence and tenses also..sir .”*

The students realized that they had problem in grammar because when they spoke English they forgot the usage of the language.

At the third meeting, the topic was “Living in the Country and City”. The researcher still focused on accent and grammar. Most of the students were active to participate in teaching and learning activity, each of whom gave one or two words. There were still few of them looking up dictionary. The students did not need examples from their teacher anymore. The involvement of the teacher was small. Then, only six students (S4, S6, S19, S1, S8, and S23) did presentation. Before presentation, the teacher did the same thing as before. From the presentation, grammar and accent problems still belonged to them, but the students looked enjoyable to join the class as stated by one of students as in the following:

(D7) S4 : *“I think about semantic mapping is very good for us because with semantic mapping can help us to easy to speaking... yeah... I think it’s a nice”*

The statement made by the student shows that semantic mapping is very necessary for them in order to help them to speak easily.

At the fourth meeting, the topic was “Teenagers”. Since the focuses of this cycle were accent and grammar, the teacher repeated the words with correct pronunciation when the students gave the words with mispronunciation and reminded the students of grammatical points. The teacher kept stimulating them by giving example. Here, the domination of the teacher was small. At last, there were four students selected (S17, S7, S18, and S12) at random to present the topic. The teacher still reminded the students like the previous meeting. The same case still happened, grammar and accent mistake. In this meeting, the teacher gave time to the students to ask questions, the questions were:

(D8) S7 : *“sir, how to improve our pronunciation? Because my pronunciation is not good and very difficult for me to speak like native speaker”.*

S12 : *“yes sir, my problem is the same as Wartini, very difficult for me to pronounce the words well.”*

T : *“ok thank you, about pronunciation it needs process to improve,... we can train it by imitating native speaker if possible or imitating people who are better than us ,or you can also listen to English program on radio or watch western movie, then.. please have a lot of practices, I am sure gradually your pronunciation will improve”*

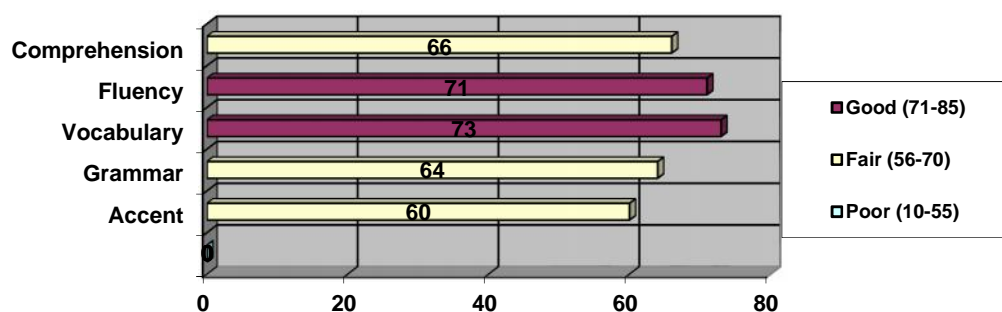
The students realized their speaking problem particularly in term of pronunciation and they were encouraged by the teacher to improve their pronunciation.

At the end of this cycle, the teacher and the collaborator did a test to assess the students’ speaking progress in cycle two after applying semantic mapping. In doing the test, the students were given a topic “Time”. Then, each student was asked to prepare their own map before presenting the topic in front of the class. In taking turn of presentation, they were called based on the number of attendance list. The teacher told the students not to read their map merely in presentation. The teacher recorded their

voice to assess their speaking skill in each of speaking indicator. Three raters assessed the students' speaking skill to avoid subjectivity. Having analyzed and calculated the data given by the three raters, the score of the students' speaking skill in the second cycle was found that nine of 24 students were categorized in the good level of speaking skill, fourteen students were categorized in the fair level of speaking skill and one was categorized in the poor level of speaking skill. It means that 37.5% of the students were categorized as good students, 58.3% of the students were categorized as fair students, and 4.2% of the students were categorized as poor students.

In addition, the average score of the students' speaking skill in all indicators in the second cycle were 60 in term of accent, 64 in term of grammar, 73 in term of vocabulary, 71 in term of fluency, and 66 in term of comprehension. The diagram of the score of the students' speaking skill can be seen as follows:

Diagram 2: The Average Score of the Students' Speaking Skill In the Second Cycle



With reference to the explanation above, the findings of this research after completing the second cycle can be clarified that the average score of all indicators were improved if they were compare with the score in the first cycle. The average score of accent in the first cycle was 56 or categorized in the level of fair, but the average score of accent in the second cycle was 60 or categorized in the level of fair. The average score of grammar in the first cycle was 59 or categorized in the level of fair, but the average score of grammar in the second cycle was 64 or categorized in the level of fair. The average score of vocabulary in the first cycle was 70 or categorized in the level of fair, but the average score of vocabulary in the second cycle was 73 or categorized in the level of good. The average score of fluency in the first cycle was 68 or categorized in the level of fair, but the average score of fluency in the second cycle was 71 or categorized in the level of good. The average score of comprehension in the first cycle was 63 or categorized in the level of fair, but the average score of comprehension in the second cycle was 66 or categorized in the level of fair.

Having obtained the data from the analysis of the test at the end of the second cycle, it can be concluded that the average of students' speaking skill was better than the previous cycle. However, it was still categorized in the level of fair. Though some improvement was made by the students, it was not satisfactory yet and the average score of the students' speaking skill did not reach the level of good yet, which can be seen that there was little improvement made especially in terms of accent, grammar, and comprehension. Consequently, the researcher still continued to the third cycle.

With reference to the observation done by the collaborator and the analysis of the data in the second cycle, some plans could be made as reflection of the activities in order to make some changes or improvement of the students' speaking skill in the third

cycle. The problems in applying semantic mapping during the second cycle could be identified as in the following:

- 1) The students were not careful with their pronunciation when they spoke English.
- 2) The students could not manage themselves in speaking English that led to grammatical mistake.

Based on the problems, the researcher and the collaborator agreed to plan for better teaching improvement, which focused on the following things:

- 1) Giving models of correct pronunciation

The teacher still pronounced the correct words or phrases of incorrect pronunciation made by the students when they participated in brainstorming activity because it could gradually improve the students' speaking skill.

- 2) Giving brief explanation of grammatical points

Before doing the presentation, the teacher still gave the students brief explanation about grammatical aspects, so that the students could control their speaking because to speak English correctly required habitual formation.

c. The Third Cycle

At the first meeting, the topic taught was "Demonstration and Strikes". Based on observation checklist and field notes, there were some things found in this meeting which the students were active, the teacher still corrected the students' words with mispronunciation by repeating the words with correct pronunciation, there were six students selected at random (S9, S10, S15, S2, S22, and S21) for doing presentation about the topic, and the result of presentation still showed the difficulty of both grammar and accent though they looked so careful.

At the second meeting, the topic was about "Computer". The involvement of the students was big. It was not so different from the previous meetings, which the teacher still kept correcting their pronunciation and told them about grammatical point related to the topic. At last, there were seven students randomly selected (S5, S14, S23, S12, S8, S3, and S20) to present the topic. But the same problems still occurred.

At the third meeting, the topic was "Early Marriage". There were some things found in this meeting which the students were active that they did not need examples from their teacher any more, the teacher still corrected the wrong pronunciation, the domination of the teacher in this activity was a little bit, they were seven students selected at random (S16, S4, S10, S18, S1, S22, and S8) to do presentation about the topic, and the same case was still found.

At the fourth meeting, the topic was "Ghost". According to observation checklist and field notes, it was found that the students were active in the activities, when the students were wrong to pronounce the words, the teacher still kept correcting their pronunciation by repeating the words with good pronunciation, there were then seven students selected at random (S4, S9, S3, S14, S23, S2, and S18) to present the topic. At last, the condition of the students' problem was still the same. The teacher asked the students after presentation about the problem before using semantic mapping. "*what was your problem before you knew about semantic mapping?*". There were three answers got from the students as in the following:

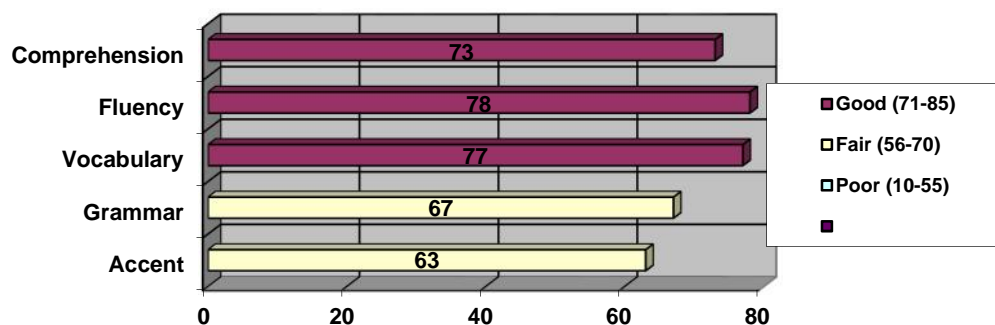
- (D9) S3 : "*there are many problems before.. I used semantic mapping like difficult to...to speaking and then the ideas not organized well and then difficult to speaking because the vocab many vocab that I don't know.*"

- S9 : *“the problem is I am sometimes very difficult to develop the idea what will I say sometime a... I do a... repetition of words yeah that’s the problem sir”.*
- S10 : *“a... my problems is first about a vocabulary and then the second is my background knowledge because to make good sentence I need a....good background knowledge to know what will I talk about”*

At the end of this cycle, the teacher and the collaborator held a test to assess the students’ speaking progress in the third cycle after applying semantic mapping. The topic given was “Housemaid”. The students were asked to prepare their own map before presenting the topic. In taking turn of presentation, they were still called based on the attendance list. The teacher still told the students not to read their map. The teacher still recorded their voice like previous cycle. Then, three raters assessed the students’ speaking skill. The data from the three raters were analyzed and calculated, the score of the students’ speaking skill in the third cycle was that two of 24 students were categorized in the very good level of speaking skill, twelve students were categorized in the level of good, and ten were categorized in the poor level of speaking skill. It means that 8.3% of the students were categorized as very good students, 50% of the students were categorized as good students, and 41.7% of the students were categorized as poor students.

In addition, the average score of the students’ speaking skill in all indicators in the third cycle were 63 in term of accent, 67 in term of grammar, 77 in term of vocabulary, 78 in term of fluency, and 73 in term of comprehension. The diagram of the score of the students’ speaking skill can be seen as follows:

Diagram 3: The Average Score of the Students’ Speaking Skill In the Third Cycle



The comparison of the students’ speaking results in all tests can be described as in the following:

The Comparison of the Students’ Speaking Results in All Tests

No	Test	The Average Scores of Speaking Skill					Average
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	Pretest	52	48	48	53	50	50
2	Cycle I	56	59	70	68	63	63
3	Cycle II	60	64	73	71	66	66
4	Cycle III	63	67	77	78	73	71

Furthermore, the improvement of students’ speaking skill can also be seen from the figure below:

Diagram 4: The Comparison of the Students’ Speaking Skill Improvement

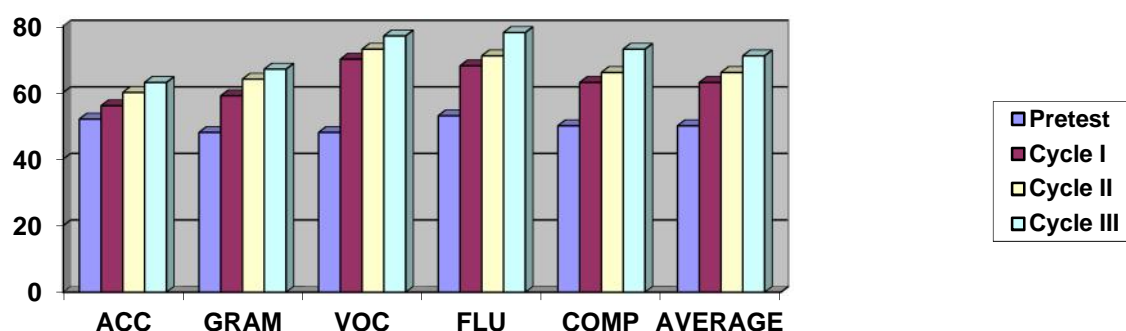


Table 13 and diagram 24 above show that the students' speaking skill of each indicator improved in each cycle. It can be clarified that the improvement of students' speaking skill at the first cycle based on the average score of all is good enough particularly in term of vocabulary which could reach the rating of good, but the component of accent, grammar, fluency, and comprehension was not satisfactory yet due to the category in the rating of fair. Considering the result of the first cycle, the researcher continued his classroom action research to the second cycle. It was obtained that the students' speaking skill in terms of vocabulary and fluency at the second cycle achieved the rating of good. It means that both indicators made good improvement. However, accent, grammar, and comprehension still needed improvement categorized in the rating of fair. Subsequently, the researcher still continued his research to the third cycle for better improvement. Based on the result of the test at the third cycle, the average score of all indicators could reach the rating of good though accent and grammar were still categorized in the rating of fair. In other words, the students' speaking skill at the end of the fourth cycle improved, it could reach the category of good.

In conclusion, the students' speaking skill after having conducted the classroom action research by applying semantic mapping achieved better improvement. In other words, the indicators of vocabulary, fluency, comprehension, accent and grammar achieved much better improvement compared with the students' speaking skill before carrying out the research.

Having finished the three cycles, the researcher carried out an interview. It was done in order to know about the use semantic mapping based on the students' own opinions. The interviewees were the students selected at random by using numbered card. They were some students selected and given interview. They were asked to tell about their opinion of semantic mapping.

Based on the data of the students' opinion from the interview above, it was found that semantic mapping was helpful for the students in learning speaking. It helped the students to get more ideas, to speak fluently, to help what to say, to make easy to speak, to be easy to make sentence, to increase vocabulary, and to explain idea well.

From the opinion of the students in interview, it can be concluded that semantic mapping is important to be learned by the students in speaking subject because the students can develop ideas, the more ideas the students have the more they can express. Then, the students know what to say so that they can spend much time to express their ideas. Next, it is easy for the students to make sentence because they know the vocabulary. In addition, the students can increase the vocabulary that can lead to fluency of speaking, the more the vocabulary they have the more fluent they are in speaking.

The next question asked to the students was their speaking problem before using semantic mapping. It was found that there were some speaking problems possessed by the students before using semantic mapping. The problems were difficulty of developing ideas, doing repetition of words, lack of vocabulary, not fluency of using words, clarifying of what to say, and forgetting vocabulary.

Referring to the explanation of interview, the conclusion can be taken that semantic mapping is a necessity for the students to improve their speaking skill because semantic mapping is appropriate technique to solve the problems of speaking as stated by the students before.

Subsequently, the question was asked to the students about the parts of speaking skill that could be improved by using semantic mapping. It was found that semantic mapping could increase the vocabulary most, lead the students to comprehend what to say, lead to have good grammar, lead to fluency of pronunciation, and lead to fluency of speaking because the students knew what they want to say and In short, semantic mapping gave useful contribution to improvement of the students' speaking skill.

2. The factors improved the students' speaking skill trough semantic mapping

The activities of teaching speaking through semantic mapping have made a lot of changes toward the improvement of students' speaking skill. Referring to the observation checklists, field notes and interview from the first cycle up to the third cycle, it can be clarified as in the following:

a. Semantic mapping could improve the students' pronunciation in speaking English.

It was found in the activities of brainstorming, the students got good models of speaking accent from the teacher. When they were wrong to pronounce words, the teacher repeated the words with good pronunciation. They could listen and repeat the words with the correct ones. It gradually improved their speaking accent. This can be seen from the improvement of the students from cycle up to cycle three.

b. Semantic mapping could improve the students' grammar in speaking English.

Then, the improvement of grammar in speaking was found in post assignment-synthesis, which improved gradually. It was due to reminding the students of grammatical points and telling them to manage themselves before they did presentation.

c. Semantic mapping could improve the students' vocabulary in speaking English.

The students could also increase much vocabulary and develop a lot of ideas through the activities of brainstorming. Semantic mapping really led them to enrich their vocabulary and ideas. It was found that the vocabulary made a lot of improvement because the students could relate the topic to as many words or phrases in order to activate their prior knowledge. As a result, it enabled the students to speak much.

d. Semantic mapping could improve the students' fluency in speaking English.

Subsequently, semantic mapping was very helpful to get more ideas in order to speak more fluently, which helped the students explain ideas easily. The students knew what they wanted to do or say and they did not spend much time to express their ideas because the students have grouped the words and phrases in accordance with their

category. Based on the table 13, one indicator of speaking skill in the last cycle which achieved highest score was fluency.

e. Semantic mapping could improve the students' comprehension in speaking English.

Students' involvement in the activities of categorization and personalizing the map could make them have good comprehension about the topic being discussed. Because the students knew the category of words, the sentences they produced were related one another. And the messages they said were clear enough and understandable. The improvement of comprehension was found in categorization and personalizing the map. The students knew what they wanted to say because they have concept in their mind.

f. Semantic mapping could improve the students' confidence and participation in speaking English.

Semantic mapping could not only improve the students' speaking skill in terms of accent, grammar, vocabulary, fluency, and comprehension but also the students' confidence and participation because they were active to participate in teaching and learning activities particularly in all activities of semantic mapping and they did not worry about making mistakes in speaking English when they were asked to do presentation because they know what to say or do in the presentation.

Discussion

With reference to the findings of this research, it was found that semantic mapping could better improve students' speaking skill at the English Education Department. The improvement was in terms of accent, grammar, vocabulary, fluency and comprehension. In addition, semantic mapping could build up the students' confidence and improve the students' participation in teaching and learning activities.

However, there were only three indicators of speaking skill improved by semantic mapping in accordance with the researchers before. In this research, it was found that semantic mapping improve all of the indicators of speaking skill, improve students' participation and build up students' confidence. The Students' accent was improved through the activities of brainstorming because the teacher pronounce the correct word when the students made wrong pronunciation, The Students' grammar was improved through the activities of post assignment-synthesis because the teacher reminded the students of grammatical points and telling them to manage themselves before they did presentation, The Students' vocabulary was improved through the activities of brainstorming because the students developed vocabulary related to the topic being discussed, The Students' fluency was improved through the activities of categorization because they students had categorized the words before speaking and they knew what to say, The Students' comprehension was improved through the activities of categorization and personalizing the map because they involved in the activity, The Students' participation was improved through the all activities of semantic mapping because they were active to participate in all activities, and the Students' confidence was improved because they had preparation and they knew what to say or do in presentation.

Conclusions

After having completed analyzing the data obtained from the test, observation, field notes, and interview, the findings of this classroom action research can be concluded as follows:

1. Teaching speaking through semantic mapping improves the second year students speaking skill at the English Education Department.
2. There are some factors that influence the changes of the students' speaking skill in teaching trough semantic mapping as in the following:
 - a. Encouragement
The students are encouraged to broaden their vocabulary as much as possible and to develop many ideas related to the topic being talked in the activity of brainstorming.
 - b. Prior knowledge
The students can activate their prior knowledge about the topic being talked that can lead them to have good fluency.
 - c. Self management
The students can manage themselves in speaking English since they know what they want to say and they are well prepared.
 - d. Participation
The students involve in teaching and learning process so that they feel unworried about making mistakes, they have good confidence in doing presentation and the speaking class becomes active and enjoyable.

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