

CHAPTER I

INTRODUCTION

A. Background of the Research

A country has its own language. It is different from one to another. To communicate with different languages, people need a global language. The global language is a language used by people from different nations to communicate with each other (Smith 1976 cited in Zacharias, 2003: 27). It will make them understand each other what they talk about, so that they can convey their message well in conversation. One of the global languages is English. As a global language, English gives opportunity to people open their future be better by learning it.

Learning English is learning how to communicate it well both in oral and written. Furthermore, in Indonesia, English is taught from elementary school until university level or even in kindergarten level. Learners learn English as compulsory subject from junior high school until university, as local subject in elementary and as prestigious subject in kindergarten. So, it is undeniable that English become the language “power, success and prestige” (Graddol 1997 in Zacharias, 2003: 65).

In Indonesia, teaching English emphasizes on the students’ ability of the four language skills that are listening, speaking, reading and writing. These four skills should be reinforced equally which link each other as a

unity. The integration of the four skills is the only plausible approach within a communicative, interactive framework. (Brown, 2001: 234).

Speaking skill is the most important aspect of learning English as second language. It is one of skills that to be taught in senior high school. The students are required to master speaking skill, especially to express interpersonal, ideational, and textual meanings in daily use (Curriculum 2004, Depdiknas). The standard competence of speaking skills is enable students to communicate in spoken English accurately. The Department of National Education 2004 states that,

“Standard Kompetensi Bahan Kajian adalah berkomunikasi dalam Bahasa Inggris lisan maupun tulis secara lancar dan akurat sesuai dengan konteks sosialnya.....2) Berbicara, mengungkapkan berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks yang memiliki tujuan komunikatif, struktur teks, dan ciri kebahasaan tertentu... ..(Curriculum 2004, Depdiknas).

Moreover, the goal of learning speaking is to communicate in an oral communication through a conversation successfully and effectively. Clarity and precision are the main keys to effective word choice in conversation. Furthermore, teachers should develop a supportive environment which provoke students to experiment with words and sentences orally.

The students should strive to find out direct and meaningful ways of making themselves understood. The teacher can use some techniques for enriching students' vocabulary knowledge such as memorization, context and semantic mapping. In memorization technique, the students are given a vocabulary card system in which the students are supposed to collect and

memorize a certain number of card per a week. While in the context technique, the students develop vocabulary by guessing word meaning from its context. Hence, semantic mapping is a technique of vocabulary expansion and extension of knowledge by displaying in categories words related to one another then recognizing important component and showing the relationships among the components. Beside vocabulary, the students should also master other aspects of speaking competence such as fluency, pronunciation, accuracy (grammar), comprehension and content.

Moreover in communicative language teaching, the goal of language teaching is to develop communicative competence which means competence in oral communication (Fauziati, 2005:133). The teaching - learning process will run in line if there is students' awareness to study actively involved especially in oral communication. The oral communication process of speaking class will only occur if there are at least two sides as a partner joining in the interaction or transaction activity.

However, speaking seems to be rather neglected at many primary schools. The teaching instruction of English still concentrate on grammar and reading comprehension with only a little reading aloud in order to pass School Final Examination (UAS). Unfortunately, again some teachers still applied traditional approach although the teaching methods are different from previous ones and less give chance for the students to practice their language orally in teaching – learning process. So the effect is, when the learners have to express their idea orally in a specific purpose, they just keep silent.

Meanwhile, it is undeniable that many students of SMK Negeri 2 Karanganyar got difficulty in English speaking skill. The students could only speak few phrases or sentences from such simple expression even some of them had a very low speaking competence. They still face some problems in using their English to speak because they do not have adequate vocabulary knowledge, practice time and guidance. Moreover, most of the students still have no interests and motivation in speaking class. The writer, as an English teacher, has a task to teach speaking in such a way, so that the students take part in speaking class eagerly.

The writer stated that most of the students were lacked of speaking skill. The difficulties faced by students were not only to convey their ideas using appropriate choice of words, sentences and paragraphs, but also to place the ideas into situational conversation at any time. In order to solve the students' problems of speaking skill, then, the writer had to find out the causes of their problems. Thus, the writer conducted a speaking assessment as a pre-test. In this assessment, the writer wanted to test the students' ability to demonstrate their skill in speaking. The writer brought a series of question – responds and situational conversations then ask them to give respond and demonstrate in a pair. The aspects to be noticed were pronunciation, vocabulary, grammar acceptable, content and fluency. The writer found that the students, who got mark more than 8.1 were only 5 students. Those who got between 65 and 8.0 were 11 students, and the other students got less than 6.5 from totally 36 students in that class.

The result was that the students did not show their speaking competence well. They performed some mistakes in grammar by using uncontrolled pattern, almost 75% of them often mispronounced the words, 70% misunderstood with intended answers, 73% did not have well structure, and 85% of them were not rich vocabulary knowledge. In other word, they did not have fluency expressions which were indicated from speaking slowly with only speak one or two sentences as well as often pausing for a few minutes before speaking or even do not speak anything. In short, the students who fulfill the minimum passing grade (KKM) of speaking are only 39.9%. It is of course disappointed and is far from satisfied.

Moreover, the writer also conducted an interview section to some students. In interviewing the students, the participants of the research were given 10 interview questions of their speaking ability. Most of students said that they got difficulty in remembering some appropriate words to develop in a conversation and seldom got opportunity to practice their English orally in the class. The other said they felt afraid or shy to speak English (20%) and the rest said they would not able to speak English (6%).

By observing the students' interview result, most of them found difficulties to use appropriate vocabulary to be expressed in a conversation. It makes them were not confidence or afraid to speak and tend to keep silent. Besides, they were lack of practice in speaking. In short, the student themselves had low motivation both intrinsic and extrinsic motivation. The intrinsic motivation is defined as "motivation to engage in an activity because

that activity is enjoyable and satisfying to do, whereas extrinsic motivation refers to “actions carried out to achieve some instrumental end such as earning a reward or avoiding a punishment” (Deci and Ryan, 1985:39). Hence, Finocchiaro and Brumfit’s in Fauziati (2005: 104) stated that intrinsic motivation will spring from an interest in what is being communicated by the language.

Besides, the writer also interviewed other English teachers and some students’ parents. From the interview result of the English teacher, It can be stated that they still oriented on the written form in teaching learning process which did not develop the language usage but the language knowledge. Furthermore, the teaching learning process did not offer interaction activity as supporting situation for the students in improving speaking ability. Such topic was taught by explaining the expressions related to the topic while the students listened to the teacher’s explanation, then writing on the board. Next, she asked the students to look at the structured dialogue in the lesson book to read together after her. After that she asked some of them to read model of dialogue in pairs. Then, She asked them to do exercises as a follow up activity by the lasted time of the lesson which created boring situation for the students and be passive English for them.

The teacher also taught the students with routine activities. It may cause the students getting bored and finally they will lost their motivation to pay attention in teaching learning process. As Douglas stated that, “*Routine activities in learning can make the students bored. As a result, their motivation and participation in learning will decrease*” (Douglas, 1987: 48)

From the interview result of the students' parents, it seems that the students had low motivation in English especially speaking because the parents said that their sons did not like English (23%), they preferred watching TV or went out home for having fun than studying at home (63%) and they had to help the parents working after school (14%). Moreover, the parents also admitted that many of them (up to 45%) could not assist their children in studying because they were very busy to work in which 65% of students' parents are farmers, sellers, housemaids, and factory workers. They assume that their sons having enough education at the school without realizing that the most valuable education coming from family.

The writer planned a research in order to improve the students' speaking competence. This research is type of classroom action research. Classroom action research is the name given to a series of procedures that teachers can engage in either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and /or appropriateness of certain activities and procedures. (Harmer (2002) in [www. H.sezgisarac_suzer/actionresearch.htm](http://www.H.sezgisarac_suzer/actionresearch.htm)). Meanwhile, the data are analyzed by using descriptive qualitative method. Therefore the writer concerns in discussing to improve the students' speaking skill through semantic mapping strategy.

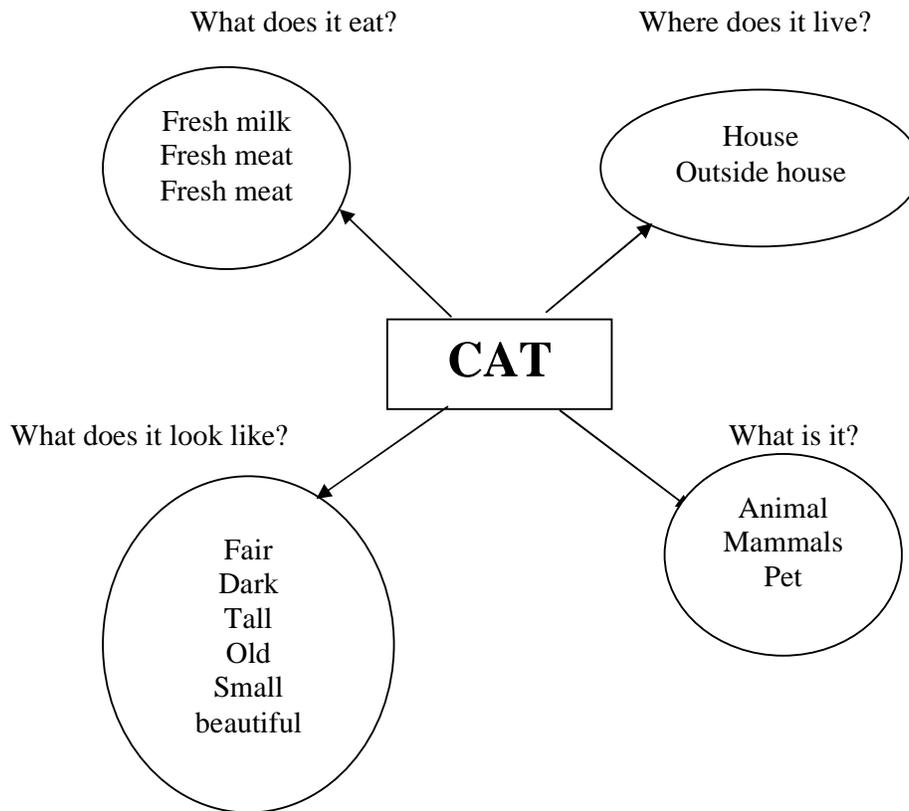
In linguistic study, semantic is a study that explains all things about meaning in language. There are two kinds of meaning, surface meaning and deep meaning, while at this research semantic cover only on surface meaning, the meaning only reflecting on the lexical word. Semantic mapping generally

refers to brainstorming associations which a word has and then diagramming the results” (Sokmen in Liu: 2004:1). Generally, semantic mapping has been applied in the following ways: 1) for general vocabulary development, 2) for pre and postreading, 3) for the teaching of a study skill, 4) for a link between reading and writing instruction, 5) for an assessment technique (Liu, 2004:2)

The use of semantic mapping has been empirically demonstrated to facilitate student success in vocabulary development (Anderson et al. in Alber, 2002: 133). Semantic mapping enhances vocabulary development by helping students to link new information with previous experience (Burns et al., 1999: 140). Semantic mapping is a visual strategy for vocabulary expansion and extension of knowledge by displaying in categories words related to one another. Semantic mapping is an adaptation of concept definition mapping but builds on students’ prior knowledge or schema. While it draws on prior knowledge it recognizes important components and shows the relationships among the components.

The instructional sequence of semantic mapping is as follows, a) select a word central to the topic, b) display the target word, c) invite the students to generate as many words as possible that relate to the target word, d) have the student write generated words in categories, e) have the student label categories, f) from this list, construct a map, g) lead the class in a discussion that focuses on identifying meanings and uses of words, clarifying ideas, highlighting major conclusions, identifying key elements, expanding ideas, and summarizing information. (Alber, 2002: 134).

The example of semantic map “cat”



The map is aimed to help students identifying important ideas and how these ideas fit together and to provide an alternative format to the outline. Shortly speaking, semantic mapping is a set of word-map which helps the language learner to understand the concept of definition. By semantic mapping, the learner will be able to develop his/her whether speaking, writing, listening, reading skills even vocabulary mastery.

In this case, the writer uses semantic mapping as a teaching technique in teaching English which probably will facilitate the students in

mastering English speaking competence. So that, hopefully 80% of the students will fulfill the minimum passing grade (KKM).

B. Problem Statements

Based on the background and the problem identification, this study particularly aimed a finding answers to the following questions :

1. To what can extent semantic mapping improve the students' speaking competence in SMK Negeri 2 Karanganyar 1st year of machine A?
2. How effective is semantic mapping promoting the students' motivation to speak English in SMK Negeri 2 Karanganyar 1st year of machine A?
3. What problems occurred during the application of semantic mapping in SMK Negeri 2 Karanganyar 1st year of machine A?

C. Research Objectives

In relation to the problem formulation, the main goal of this study is to find the answer to the questions stated above. However, the writer wants to elaborate the objectives of the study as follows:

1. General Objectives

The general objective is to describe the use of semantic mapping strategy in teaching English improve the students English speaking competence in SMK Negeri 2 Karanganyar 1st year of machine A

2. Specific Objectives

- a. To find out whether the semantic mapping in teaching English improve the students English speaking competence
- b. To find out the effectiveness of semantic mapping in teaching English speaking.
- c. To find out the problems that occurred during the application of semantic mapping in speaking class.

D. Research Benefits

English Language Teaching (ELT) is considered as a part of the applied linguistics area. As part of applied linguistics, the result of the research should enrich the study of language in general and language teaching in particular. Therefore, hopefully there will be two benefits of the research: theoretical and practical.

- 1. Theoretical benefit:** This study can be used as a reference and comparison for the next study on similar problems.
- 2. Practical benefits:** This study explains how semantic mapping are used by teachers for improving students' motivation and, in turn, their competence to speak English. The following are the practical benefits of this study:
 - a. For reading teachers

This study may contribute to the development of a teaching strategy for speaking and provide some practical benefits about how to

use semantic mapping as teaching strategy, in order to improve students' speaking competence.

b. For other researchers

Other researchers are needed to develop this study for the speaking classes. Furthermore, it is expected that other investigation will be helpful in promoting more learning processes of speaking for the students. By gaining various experiences and methods in teaching English, the teacher will feel more confidence to facilitate the students learning process.

c. For the students

- 1) The students will improve their result especially English subject.
- 2) The students will feel more confidence in doing the tasks.
- 3) The students will fulfill the expected Minimum Passing Grade or *Kriteria Ketuntasan Minimal (KKM)*.