DEVELOPMENT OF SPOKEN ENGLISH TEACHING MODEL BASED ON MIND MAPPING

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Abstract
In the modern era, education sector are required to create human resources of high quality. One of the requirements could be competitive, the main thing that is needed is creativity. Teachers as one of the important components that determine the success of the learning process and should be able to create conditions of exciting learning by using a variety of models or methods that can stimulate students to be more creative. One effective model that can be used the model of Spoken English teaching based on mind mapping. Mind mapping technique that combines images, colors, and symbols can invite students to explore the potential for himself to be more creative and able to improve their English speaking skill. The purpose of this study was to describe the use of mind mapping learning methods to develop students' creativity in the learning of English language skills. Based on the results of the discussion, it can be knotted out that the use of mind mapping methods can combine the capabilities of both the brain side, so that it can develop students' creativity. The use of mind mapping also encourages students to think synergistic, sharpen memory and do the imagination through the association.

Keywords: Teaching model, English speaking, Mind mapping

INTRODUCTION

A. Background
Standards and basic competencies that must be achieved in the learning skills of speaking English has been arranged entirely in the content standards Permendiknas 22 in 2006. However, in the process of learning standards and basic competencies cannot be achieved easily. Various problems occur in the process of learning conversational skills in English, especially in the junior class VIII.

Some English language learning in the classroom, especially speaking skills still have a number of obstacles that hinder student learning. For example of the teachers who lack of competency, less communicative, less well-known connoisseur of matter and not even a good understanding of the English language itself. Other limiting factor is the method of learning the English language itself is less precise, in the language learning, there are three main components that must be taught properly and correctly as pronunciation, vocabulary and grammar. Of the three elements above is the key of the
four major skills in English to be good, that is developed with speaking, listening, reading and writing, which should be presented and taught by appropriate methods

B. Identification of the Problem

Based on observations, the problem in learning the English language that can be identified are:
1. Students are more likely to communicate in Indonesian than English in skill learning to speak English.
2. Students tend to be given a teacher-centered approach by teachers, using the method of presenting a lecture in speaking skills. Students are given less opportunity for creativity by searching and trying various methods of learning appropriate to the conversational skills.
3. Lack of creativity of students looking for sources of learning the English language to another, they are more likely or glued to books or printing worksheets.
4. Students tend to be scared and lazy to speak English.

C. Limitation of Problems

Based on the background and the identification of the above problems, the researchers limited the problem of this research on: 1) exercising their English language learning at the junior level class VIII SMP Negeri 1 Pariaman, 2) learning materials monologue text in English, and 3) and the achievement of learning outcomes speaking skills United Student junior class VIII SMP Negeri 1 Pariaman

D. Formulation of Problems

As already described above, this study was limited to the implementation of learning and learning achievement level English speaking skills SMP / MTs and is perfomed in SMP Negeri I Pariaman. In connection with its the problem of research formulated as the following: "How spoken English teaching model based on Mind Mapping can improve English speaking skills class VIII SMP Negeri 1 Pariaman?"

LITERATURE REVIEW

To be able to skillfully speak, according to Burns and Joyce (1997: 26) there are some aspects of language that must be mastered namely vocabulary (vocabulary), grammar (grammar) and pronunciation (pronunciation). In addition there are also non-linguistic aspect is no less important is the element content of the message to be conveyed by the speaker to the other. Without a clearly identifiable content, meaning the message you want to convey orally would not be conveyed properly.

According Bygate (1987: 7), to achieve communicative purposes through speaking, there are two aspects that must be considered is the knowledge of the language and skills in using the language. Skill in using language that means is that the speaker must understand the use of language in different situations. Different situations demand speaker to speak in a different way.
Nurgiyantoro (2001: 276) explains that speech is the second language skills after listening (listening). A person will not be able to pronounce the sounds articulation properly without first listening to the sounds of the language.

Meanwhile, according to Byrne (1982: 8) speaks or oral communication is a two way process that occurs between speaker and listener involving productive skills and abilities receptive. Both the speakers and listeners alike have a function to perform the speaking activities. The speaker must convey the message to the appropriate language while the listener should be able to interpret the messages conveyed.

Based on the definition-definition, we can conclude that the speech is delivered or express ideas, feelings, and ideas between two or more persons involving productive and receptive abilities. Productive capability is the ability of the speaker to convey the message, while the receptive capability is the ability of the speaker to listen to what is conveyed by the speaker. Inti of speech is delivered or express a message to be accepted and understood by others.

A. Factors That Affect Learning Speaking English in class.

There are several factors that affect students in displaying speaking skills. In various studies, mostly discusses the factors that affect students in speaking a foreign language, in this case is to speak in English. It's just that I think the factors that affect students in speaking a foreign language is also the same as the factors that affect students speak Indonesian. According to studies conducted Kanwal & Kurshid (2012), students are reluctant to speak because it is influenced by several factors such as: Fear of making mistakes when speaking, the limited vocabulary support, shy and nervous or insecure.

B. Mind Mapping

Mind mapping is a way of noting the fun, easy way to absorb and release information and new ideas in the brain (Buzan, 2007: 4). Mind mapping using color, symbols, words, curved lines and an image related to the workings of the brain. Sugiarto (2004: 75) states that, mind mapping (mind map) is a technique summarizes the material to be learned, and projecting the problems encountered in the form of a map or chart making them easier to understand.

Mind mapping is a technique of preparation of notes to help students use the full potential of the brain to the optimum. How, incorporate the work left and right halves of the brain. With mind mapping students can improve memory by 78%. Mind maps to integrate and develop the potential of the brain contained within oneself.

It can be concluded that each model has its own characteristics that no model was suitableis conducted groups and some individuals so every model that there are advantages and some drawbacks, there is no the best or the worst model, because of a model that would be helpful if in accordance with the purpose and role.

RESEARCH METHODOLOGY
This type of research according to the study, based on the goal is the kind of research and development (Research and Development) or R & D. Borg and Goll (1989: & 83) states, "Educational research and development (R & D) is a process used to develop and validate educational product ". According to Borg and Goll (1989: 783), is the product in the context of research and development is not limited to material goods such as textbooks, educational films, and others similar, but also with regard to the procedures and processes such as learning methods and organizing learning products. Simply put R & D is defined as a method of research that deliberately, systematically and directed that aims to seek and find, formulate, refine, develop, produce a test the efficacy is superior, effective and meaningful (Son, 2011: 67)

Model development skills learning to speak English in Junior High School is done by adopting a theoretical model ADDIE (Dick & Carey, 1996: Gustafon & Branch, 1997: 7: Branch, 2009; Molenda: 2003). ADDIE is an approach of step development undertaken are: Analysis, Design, Development, Implementation, and Evaluation.

At this stage of the identification to analyze the cause of the gap between the reality of what is expected of learning conducted. At the design stage verification form the desired learning models and methods appropriate tests. At this stage of develop activities undertaken is to produce and validate the instruments and products that have been designed. At this stage learning implementation done with a model that has been developed. In the Evaluate phase, carried out an assessment of the process and product development (Branchm 2009)

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