

**THE USE OF WORD MAPPING TO ACTIVATE STUDENTS'
VERBAL PARTICIPATION IN TEACHING SPEAKING AT TOUR
AND TRAVEL DEPARTMENT OF VOCATIONAL HIGH SCHOOL**

Paper

Submitted as Partial Fulfillment of the Requirement to Obtain the Strata One

(S1) Degree



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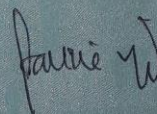
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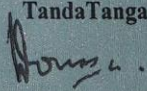
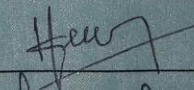
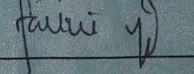
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DEDICATION

This paper is dedicated to:

1. My beloved parents, Suparman (Alm.) and Gustinawati Syawal, for unconditional love, tireless work, and ceaseless pray. Thank you for taking me this far in spite of all hurdles and limitations.
2. My dearest sister, Syevira Putri Gusti Amanda, who has supported me with so much love and care.
3. My almamater.

MOTTO

“Grateful and Stay Positive”

Vischa Mansyera Pratama

“Do More Move and Less Announcement”

Unknown

ABSTRAK

Pratama, Vischa Mansyera. 2018. “The Use of Word Mapping to Activate Students’ Verbal Participation in Teaching Speaking at Tour and Travel Department of Vocational High School”. Paper. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Jurnal ini bertujuan untuk mendeskripsikan penggunaan teknik *word mapping* dalam mengajar berbicara untuk pelajar jurusan Unit Perjalanan Wisata di Sekolah Menengah Kejuruan. *Word Mapping* adalah teknik dalam mengajarkan berbicara yang dapat melibatkan siswa untuk berbicara secara intensif dan membagikan gagasan mereka dengan cara yang menyenangkan. Teknik ini bisa dilakukan oleh kelompok dan individu. *Word Mapping* adalah teknik yang dapat memotivasi siswa untuk membagikan gagasan dan berbicara dalam proses belajar mengajar dalam mendeskripsikan objek wisata dan tujuan wisata. *Word Mapping* merupakan teknik yang sesuai yang dapat digunakan dalam mengajar berbicara kepada siswa jurusan unit perjalanan wisata di Sekolah Menengah Kejuruan. *Word Mapping* adalah teknik penting yang memperbaiki cara siswa untuk merekam informasi, mendukung gagasan, dan meningkatkan pemecahan masalah secara kreatif karena mereka menyimpan informasi dalam format yang menurut pikiran siswa mudah diingat dan cepat ditinjau. Lebih mudah bagi siswa untuk membagikan gagasan mereka dalam berbicara. Oleh karena itu, siswa akan lebih aktif dalam proses belajar mengajar dan memberikan respon yang baik terhadap materi dan topik yang diajarkan oleh guru.

Kata Kunci: Pengajaran Bahasa Inggris, Berbicara, Word Mapping, Sekolah Menengah Kejuruan.

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In accomplishing this paper, the writer has been helped by by a number of people and would like to address

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The writer

TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	iii
LIST OF APPENDIX.....	v
CHAPTER I INTRODUCTION	
1.1 Background of the Problem	1
1.2 Formulation of the Problem	5
1.3 The Purpose of the Paper	5
CHAPTER II REVIEW OF THE RELATED LITERATURE	
2.1 The Nature of Speaking	6
1. Definition of Speaking.....	6
2. Teaching Speaking.....	9
2.2 The Concept of Word Mapping	23
1. Definition of Word Mapping.....	23
2. How to Implement Word Mapping.....	25
3. The Benefit of Word Mapping.....	26
CHAPTER III DISCUSSION	
3.1 The Implementation of Word Mapping to Activate Students' Verbal Participation in Teaching Speaking at Tour and Travel Department of Vocational High School.....	28
1. Teaching Speaking to Describe Tourism Destination on Tour and Travel Department of Vocational High School.....	28

2.	Word Mapping to Activate Students' Verbal Participation in Teaching Speaking.....	35
3.	Teaching Procedures of Using Word Mapping to Activate Students' Verbal Participation in Teaching Speaking at Tour and Travel Department of Vocational High School.....	36
3.2	The Reasons of Using Word Mapping to Activate Students' Verbal Participation in Teaching Speaking at Tour and Travel Department of Vocational High School.....	41
CHAPTER IV CONCLUSION AND SUGGESTIONS		
4.1	Conclusion	43
4.2	Suggestion	44
BIBLIOGRAPHY		45
APPENDIX		48

LIST OF APPENDIX

1. Appendix 148
2. Appendix 251
3. Appendix 354
4. Appendix 455
5. Appendix 556

CHAPTER I

INTRODUCTION

1.1 Background of the study

Vocational High School is a school that is equivalent with Senior High School. It is one option for students who are interested in practical education and job training. There are several skill competencies that are taught in this school. Such as engineering, office administration, financial administration, and tour and travel department. Vocational High School typically offers relatively short, career-focused programs that quickly prepare graduates for the workforce. Vocational High School aimed to make the students ready to face the job world. Vocational education is exactly what it sounds like. Students learn skills that prepare them to work in a particular field after high school.

Okoh (in Seyl, 2014) states that Vocational Education as part of the total experience of the individual whereby he/she learns successfully how to carry on a gainful occupation which involves the development of skills, knowledge and attitudes required for success in the occupation. Vocational High School is a good option for students who like hands-on the “real world” learning. For tour and travel department students, they will learn about tourism object and all of things that related to the tourism things. Thereby, they must learn and able to speak English actively. As an international language, English is very important and has many interrelationships with various aspect of life owned by human being. English is also considered as beneficial because it can help people communicate

with people around the world, get better access of technology and have better education and jobs.

Speaking skills are an important part of the curriculum in language teaching and this makes them an important object of assessment as well (Luoma, 2004:1). Considering to the importance of speaking English for Vocational High School students, especially for Tour and Travel Department students, the teacher must give more attention to the teaching and learning process in order that the students become to be able to communicate using the target language in oral forms accurately and fluently. The students may know about language usage, but they will be unable to use it if they do not practice in daily communication.

The writer finds out that most of the Vocational High School students rarely speak in English although they have learnt it since they were in the elementary school. The process of mastering is mainly affected by the worst thought of the vocational high school students who said that English as the most difficult subject to learn and was often tracked into boring condition since they were not involved in the process of learning. Most of them seem not interested to use difficult ways in teaching and learning process, especially in speaking. For instance, teacher just present the text, ask the students to make draft, make dialogue, write long monologue and then ask them to read it in front of the class. It makes the students are not interested in speaking using the target language. Even though, they have something in their mind when they deliver their ideas, they cannot deliver their ideas completely since they are afraid of making mistakes. It is also found psychological factors, such as anxiety, nervousness, fear,

afraid in making mistakes, and shyness that became handicaps of the students. Vocational High School students need a simple and practical technique to encourage them in speaking, such as mapping and teachers' guidance in giving clues.

Students of tour and travel department in Vocational High School certainly learn about tourism objects and tourism destinations. For Tour and Travel Department students, descriptive text has a big part during their study in their practical test because this text is about describe characteristic of the object and have the strong relation with their skill. Descriptive text is the text that aims to describe a real object (people, places or other things). The problems that are occur is teachers only direct the students to describe something about tourism without give the clear explanation and clues related to the text. Teacher also teaching speaking of descriptive text by using general text, not specify in Tour and Travel students' need. Then the activity is the students just perform the text in front of the class after making the draft of description. When making the draft, teacher just ask the students to do by themselves. Because of the students just asked to make the draft by them, it makes less of spoken activity in the class.

Seeing the problem, teacher needs to create teaching and learning process that can facilitate students to learn speaking easily. The process should be designed to make the students active and creative in teaching and learning process. The teachers can use the word mapping technique to enhance the students' ability in speaking. By using word mapping in teaching speaking of describing tourism objects and tourism destinations, it will help the students to

share and tell about what they want to practice. It is because they have already made what they want to tell in mapping of tourism object and tourism destination's description, so they just speak based on the word mapping that they have made. It's very easy to students do, so students just explain about the characteristic based on their own word mapping.

Word mapping technique is adapted from mind mapping strategy which is done by writing the main point that related to their topic in studying tourism objects and tourism destinations. This paper focus on how the word mapping technique can create more spoken activity rather than just ask the students to make the draft by themselves. If the making draft activity is controlled by the teacher through word mapping where teacher ask the students to brainstorm about the information on the tourism object and tourism destination, the spoken activity will be more intense. Moreover, after the draft finished, they will also perform in front of the class.

By implementing the mapping word in teaching, indirectly, students might improve their knowledge of English vocabulary; it will raise their self-confidence for expressing themselves openly, especially in speaking practice. Biktimirov and Nilson (in Davies, 2010) states that mind mapping as visual, non-linear representations of ideas and their relationships. Word Mapping is a powerful tool that improves the way to record information, for brainstorming, supports ideas, enhances creative thinking and problem solving, organizing of ideas and note taking. It is a good way to make the students understand more about the map that they will speak because it makes easier for the students to share their ideas in

speaking. Usually, the topic uses pictures to help the students in arousing an imagination to open their mind. After that, there will be the branches that are connected to the central picture, the branches should use colorful marker or pen because the color makes word mapping fun, increases creativity, and enjoyable. And then, the students practice to speak in front of the class based on their word mapping.

Based on the statement above, the writer conducted a study about how the word mapping applied in teaching speaking to describe tourism object and tourism destination orally. With this study the writer wants to show the readers another technique in teaching speaking. Based on the background, the writer conducts a research under a title “The Use of Word Mapping to Activate Students’ Verbal Participation in Teaching Speaking at Tour and Travel Department of Vocational High School”.

1.2 Formulation of the Problem

Related to the problems above, the problem in this paper is formulated as follow: how does the teacher teach speaking by using word mapping to Tour and Travel department students of Vocational High School.

1.3 The Purpose of the Paper

There are two purpose of this paper. *Firstly*, this paper aimed to explain how to use word mapping technique to the Tour and Travel Department students of Vocational High School. *Secondly*, this paper aimed to explain the reasons why word mapping technique should be used.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1. Conclusion

Speaking is one of the most important skills in learning foreign language. It is important to teach speaking to the Vocational High School students, especially for Tour and Travel Department students. It is important due to their needs to face the job world.

In studying, it is taken granted that Tour and Travel Department students need to be able describes tourism objects and everything related to the tourism object and destination. The use of technique plays an important role in learning because it helps the teacher to teach effectively. One of an effective technique is word mapping. The reasons of using word mapping in teaching speaking to describe tourism objects and tourism destinations done by the writer is to help teacher encourage the students to speak. By using word mapping technique in teaching speaking, the students can easily learning speaking due to it is a powerful tool for brainstorming, creative thinking, problem solving, organizing of ideas and of course, note taking.

Word mapping is a simple technique that can be used to note creatively and effectively. Besides, it can help the students to memorize information. By using word mapping, it can make the students fun, happy, and comfortable in studying because there are colorful pictures. That is why word mapping is a technique that can be used to learn speaking skills.

4.2. Suggestion

To be successful in implementing word mapping technique in teaching speaking to Tour and Travel Department students of Vocational High School, the writer suggests the following points. *Firstly*, teacher has to make sure that students speak in English. When the students are unconsciously using Bahasa Indonesia in speaking, teacher needs to guide them to be aware in using English while teaching and learning process. *Secondly*, teacher has to control each group when the students do discussion in group in order to anticipate the students who do not work together in group. *Lastly*, if all the students could not perform to describe the tourism object at the same day, teacher can ask them to perform in the next meeting.

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