

The Application of Text Structure Mapping Strategy to Improve Speaking Skills for Student Class Fifth SDN Babatan 4 Surabaya

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Abstract: Learning Indonesian is aimed to increase the ability of learners to communicate using the Indonesian language properly and correctly, both orally and in writing (Ministry of Education, 2006:317). But the reality on the ground indicate that elementary school students' skills in communicating using the Indonesian language has not been adequate. Based on the above illustration, researchers collaborate with students and teachers strive to improve learning Indonesian language appropriate to the character and cognitive development of students. Measures referred to, is conducting classroom action research to improve the quality of learning Indonesian language with implementing mapping struktur text strategy. The mapping struktur text strategy is a strategy of learning by using visualization concrete marker in the form of text structure maps that is helping students understand the text and translate ideas. The mapping structure text is also in accordance with elementary school students' cognitive development are generally still at the stage of cognitive development "concrete operational". They are needs concrete marker in understanding things. Thus in learning, students need visualization as an effort to meet the needs of concretization. Problems of the research, is how to improve the ability of speaking, reading, and writing skills fifth grade students of SDN Babatan 4 Surabaya, through the application of text structure mapping strategy. The purpose of the study, are improve students 'speaking ability, the ability to read and describe the improvement of student writing fifth grade students of SDN Babatan 4 Surabaya. This research was conducted with the design of classroom action research. The experiment was conducted with the collaboration of researchers (faculty) and fifth grade teacher at SDN Babatan 4 Surabaya. Implementing procedure begins with the observation of teaching in the classroom to identify the problem, then proceed with the action plan, implement action learning, observation, and reflection. Based on the results of the first cycle of reflection is then performed repairs on the second cycle. Data was collected by observation, field recording, and documentation. The research data were analyzed using qualitative descriptive analysis techniques. The research proves that the application of text structure mapping strategy can improve students' language skills class fifth SDN Babatan 4 Surabaya. This increase can be seen in the ability to speak from cycle 1 to cycle 2 by 13.7%, the ability to read from cycle 1 to cycle 2 by 21% and the ability to write from cycle 1 to cycle 2 of 34.9%. Thus it is suggested to elementary school teachers to implement the strategy of mapping the structure of the text as an alternative option in the Indonesian teaching language art.

Keywords: text structure mapping, language skills.

I. INTRODUCTION

Indonesian learning is directed to improve the ability of learners to communicate using Indonesian well and correctly, both orally and in writing (MONE, 2006: 317). However, the reality on the ground shows that the ability of elementary school students to communicate using Indonesian is currently inadequate.

Deficiency is reflected in the ability to speak, generally underprivileged students using appropriate word choices, less coherent, less obvious, less bold, and less current. In reading skills, students are generally less able to find the main ideas contained in the reading, it is difficult to express the content of reading in a coherent way, and in general students' basic writing skills are less able to write coherently using effective sentences, choosing the right words, and not yet use correct spelling.

Based on the illustration on research is seeking improving learning Indonesian to carry out this class action research learning by implementing the Strategy Mapping Structure Text. Text Structure Mapping Strategy was chosen as an alternative to overcome the problem, because this strategy is a learning strategy using visualization of concrete markers of text structures in the form of maps / networks that greatly help students in understanding text and expressing ideas.

The strategy of mapping the structure of the text is also in accordance with the cognitive development of elementary school students in general is still at the stage of cognitive development "*concrete operations*". Those who are at that stage, still need concrete markers in understanding something. The teacher must master the learning strategy according to the level of cognitive development of students.

Mapping the structure of the text, is the adoption of a method of studying a concept invented by Tony Buzan (2008) called Mind Maps. This concept is based on how our brains work to store information. The results showed that our brain does not store information in neatly lined nerve cell boxes but instead is collected on branched nerve cells which at a glance will look like tree branches. From this fact, it is concluded that if we also store information such as how the brain works, the better the information will be stored in the brain and the end result, of course, our learning process will be easier.

There are five elements of the story, namely (1) plot, (2) setting, (3) characters, (4) themes, and (5) (Tompkins, 1994: 221; Huck, 187: 27). Storyline is a series of events that illustrate the storyline by involving characters and conflict situations that are drawn at the beginning, middle and end of the story.

The narrative setting means the place and time of the event in a story (Brook in Tarigan, 1984: 136). The setting has physical and psychological functions. Physical setting can make the story logical. Psychological settings can make a story nuanced with certain meanings that move the emotions or psychological aspects of the reader.

The character is the actor in a story, and characterization is the author's way of describing the character's character in the story. Tompkins and Hoskinsson (1991: 321) state that the character is a very important element, because the author's experience created for the reader will be centered around the character. Based on the character of the character that's the problem or theme of the story appears in the storyline. Furthermore, the story occurred because of the events experienced by the characters.

The theme is the main idea that the author wants to convey (Farris, 1993: 69). The theme always animates parts of the story. The theme is also the answer of why it happened. Themes are prepared before someone writes. Lukens (in Tompkins, 1994: 231) states that themes can be presented explicitly or implicitly.

II. METHODS

This research is a classroom action research conducted collaboratively between researchers and elementary school classroom teachers, and assisted by one lecturer along with three PGSD students. Its implementation procedure follows the basic principles of class action. Referring to the view of Kemmis and Taggart (1998) action research is worked out through four stages in recycling, namely (1) action planning, (2) implementation of actions in classroom learning, (3) observation / observation and (4) reflection. This was done as a series of activities in the first cycle.

Furthermore, based on the results of the first cycle of reflection, if it is found that things that have not been good will be improved learning actions, in the second cycle. The researcher together with the class teacher compiles a second cycle action plan then continues with the implementation of the second cycle of actions, observations / observations in the second cycle, and ends with reflection. If the results of the second cycle of reflection still have findings that need to be improved then based on the results of the second cycle of reflection,

a learning action improvement plan is carried out in the third cycle, begins compiling the third cycle action plan, followed by the implementation of the third cycle of action, observation / observation and ends with reflection, thus done repeatedly.

III. RESEARCH RESULTS AND DISCUSSION

A. Research Results

a. Speech Ability Results: Report Cycle I and Cycle II Observation Results

NO	NAME	MAPPING		Enhancement	KET.
		CYCLE I	CYCLE II		
1	AW	75	85	10	
2	DAZ	70	75	5	
3	FBE	75	85	10	
4	NAD	80	90	10	
5	RM	70	85	15	
6	SA	70	70	0	
7	VIV	85	95	10	
8	DEN	70	75	5	
9	DD	75	85	10	
10	FA	80	95	10	
11	M N	75	75	0	
12	MDA	70	80	10	
13	MA	75	85	10	
14	P ANG.	75	85	10	
15	RIZ.	80	80	0	
16	SUK ...	60	70	10	
17	VAN	70	85	15	
18	AF	65	65	0	
19	A A.	50	70	20	
20	AB	70	85	15	
21	MAH	70	80	10	
22	MEL	80	90	10	
23	KP	85	90	5	
24	BAR	80	90	10	
25	SI	70	80	10	
	TOTAL	1825	2075	250	13.7%

b. Results of Writing Cycle I and Cycle II Ability

NO	NAME	CAMP. WRITE		TOTAL	KET.
		CYCLE I	CYCLE II		
1	AW	80	85	5	
2	DAZ	75	80	5	
3	FBE	75	85	10	
4	NAD	80	90	10	
5	RM	75	80	5	
6	SA	70	80	15	
7	VIV	80	85	5	
8	DEN	70	75	5	
9	DD	75	80	5	
10	FA	80	90	10	
11	M N	65	75	10	
12	MDA	75	80	5	
13	MA	75	80	10	
14	P ANG.	75	80	5	
15	RIZ.	80	90	10	
16	SUK ...	75	75	0	
17	VAN	75	85	10	
18	AF	60	65	5	
19	A A.	60	65	10	
20	AB	70	80	10	
21	MAH	70	80	10	
22	MEL	80	85	5	
23	KP	85	90	5	
24	BAR	80	90	10	
25	SI	80	85	5	
	TOTAL	530	715	185	34.9%

a. Observation Results of Teacher Cycle I and Cycle II Performance

No	ASPECT	TEACHER PERFORMANCE	I
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	OBSERVED	CYCLE I			CYCLE II			N F
		B	C	K	B	C	K	
1	The teacher prepares a learning device	11	1	-	12	-	-	
2	The teacher prepares students through the generation of schemata and apperception	10	2		12	-		
3	The teacher conveys the learning objectives to students.	11	-	2	12	-	-	
4	The teacher organizes students well	10	2		11	1		
5	The teacher gives sufficient opportunities to students.	10	2	-	12	-	-	
6	The teacher presents the material well.	11	1	-	12	-	-	
7	The teacher gives appreciation	12	-	-	12	-	-	
8	The teacher guides students	12	-	-	12	-	-	
9	The teacher gives feedback.	10	2	-	12	-	-	
10	The teacher concludes the material and conducts an evaluation.	11	-	1	12	-	-	
	TOTAL	106	11	3	119	1	-	

b. Observation Results on Student Activities Cycle I and Cycle II

No	Aspect observed	STUDENT ACTIVITIES						I N F
		CYCLE I			CYCLE II			
		B	C	K	B	C	K	
1	Readiness of students in learning	17	3	5	22	2	1	
2	Seriousness of students in participating in learning.	22	-	3	24	-	1	
3	Student activeness during learning activities	22	-	3	24	-	1	
4	Student responses to other group presentations.	15	7	3	17	5	3	
5	Courage of students in working demonstrations	20	2	3	20	5	-	
6	The enthusiasm of students in learning is included in working on assignments.	23	2	-	23	2	-	
7	Involvement of students in working together in their study groups.	25	-	-	25	-	-	
8	Student independence	23	2	-	24	-	1	
	TOTAL	167	16	17	179	14	7	

B. Discussion of the Pre-Learning Stage: Mapping Text Structures

The pre-learning stage related to this research is to understand the elements of the text according to the type of text that is appropriate with this research, namely the elements of the report text, elements of the reading text, and narrative story text. The activity continued with mapping the text elements into a map of text structure. At first students do not understand what is meant by the teacher, but after the teacher explains again about the structure of the text students become understood. Next students look engrossed in making the report structure map. Students' abilities improve from cycle I to cycle II. The improvement was seen from the results of students in the task of mapping the structure of the report. The increase from cycle I to cycle II was 15.6%.

In improving speaking skills, namely reporting the results of observations with a text structure mapping strategy, the activities of understanding the elements of the report text in cycles 1 and 2 are done by the teacher by playing a VCD of the recorded report and followed by a teacher demonstration making a map text structure of the report. With learning activities using this CD media, students look happy and excited. Furthermore, the teacher assigns students to practice making a map of the structure of the text based on observations of the recorded footage of events whose topic is "Bonek Berulah". Students' speaking ability increases from cycle I to cycle II.

As for improving reading skills with a reading structure mapping strategy, activities to understand and create a reading structure map are conducted by the teacher demonstrating the making of a text structure map entitled "Playing Mud". The activity was continued by giving exercises to make a map structure of reading text in groups in cycle 1. However, the activity of making the structure of reading text in groups turned out to be less effective so that in cycle 2 the task of making a map of the structure of text was done individually.

Whereas in improving writing skills in cycles 1 and 2, activities to understand and create a narrative writing structure map were conducted by the teacher by playing a story film titled "Diligent Children" and then the teacher demonstrated the making of the story structure text map. And then followed by giving assignments to students to make a text structure map in accordance with the topic of the story selected and worked on individually. But the activity of making the structure of reading text in groups turned out to be less effective so that in cycle 2 the task of making a text structure map was done individually.

The results showed that students initially felt difficulties both for the ability to map the structure of spoken text to report observations, reading results and map narrative writing. But with teacher demonstrations and teacher explanations finally the ability of students is increasing it can be seen from the results of research in cycle 1 and cycle 2.

C. Discussion of the Stage During Learning: Improvement of Speaking Ability to Report Observation Results

Implementation of increased ability to speak reported the results of observations. In cycle 1 the students reported observations based on the structure map made at the previous meeting. In this activity the students

were still not fluent at first. Students feel it difficult to start talking, because by their friends they are mocked like reporters on TV but on the teacher's direction and motivation, students are very smooth in reporting their observations.

In cycle 2, students report the results of the observation of events in the school environment, so it is not from the results of seeing the events on CD. The results of students' ability to report observations of cycle 2 showed a good improvement. Students who in cycle 1 were still not fluent in cycle 2 became very fluent and systematic. Improved students' speaking ability from cycle I to cycle II, is 13.7%

D. Discussion of the Stage During Learning: Improvement of Reading Ability

The implementation of improving reading skills in cycle 1 is done by students reading the text provided by the teacher and then based on the structure map made at the previous meeting the students explain the contents of the reading text that they have read. In this activity at first students still find it difficult to explain, but on the direction and motivation of the teacher the next student based on a map of the structure of the text made, very smoothly explain the contents of the reading with his own sentence.

In cycle 2, the students' reading ability improved even though the reading text given was different from cycle 1 but students had no difficulty when explaining the contents of the text. Students explain the contents of the text read very smoothly and systematically. Improved reading ability of students from cycle I to cycle II, is 21 %

E. Stage Discussion During Learning: Enhancing Story Writing Ability

The implementation of improving writing skills is done by developing a map of the structure of the story text made by students at the pre-learning stage into a complete story. Students are given the freedom to express ideas based on a map of the structure of the text made, the teacher acts as a facilitator. But even so there are still students who experience difficulties. The thing that teachers do to overcome this, is to guide students by giving questions anglers related to the story elements that have been mapped by students.

In connection with the use of spelling the teacher does by swapping with the work of fellow student peers. This is intended to correct the use of punctuation, capital letters, and word writing.

The results showed an increase in students' ability to write stories, an increase in writing ability from cycle I to cycle II, was 34.9%.

F. Discussion During Post-Learning

In the post-learning stage to improve speaking skills, the activities carried out by the teacher are reviewing students' mistakes and shortcomings. With this review some students were asked to appear to correct past mistakes. The results of the student's appearance turned out to be very good for students who were well-trained and systematic in delivering the report.

On the improvement of reading post-learning stage students have revised their work according to peers'

suggestions and teacher's instructions. On improving writing, students re-write their essay by correcting according to peers' suggestions and supplementing with picture illustrations. Then it was published by displaying it on a class display board

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the exposure data and discussion of research can be concluded that the application of the mapping strategy text structure can improve the language skills of productive students SDN Swipe 4 Surabaya. The productive skills in question are speaking skills and writing skills of class V students of SDN Babatan 4 Surabaya.

B. Suggestion

Learning Indonesian by mapping the structure of the text is proven to be able to improve the productive skills of students in Indonesian language in grade V elementary school. Based on this it is recommended that the text structure mapping strategy be used in learning Indonesian especially in elementary schools.

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