USING SEMANTIC MAPPING STRATEGY TO IMPROVE STUDENTS SPEAKING SKILL

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Abstract: The eighth graders of SMPN 1 Kalianget, Madura had problem in speaking. The result of preliminary study showed that the students had difficulty in speaking due to lack of English vocabulary. Thus, semantic-mapping strategy (henceforward, SMS) was chosen to improve the students' English vocabulary, hence their speaking skill improved. The design of this study is Classroom Action Research (CAR) with three instruments, i.e. speaking test, speaking scoring rubric and questionnaire. The research was done in two cycles consisting of two meetings in each cycle. The criteria of success in this research is 75% of students show a gain of ≥ 8 points and 85% of students show positive response towards the implementation of SMS. Based on the findings, it can be concluded that SMS helped to improve the students' vocabulary and enabled them to speak English better.

Key words: semantic mapping, speaking, vocabulary, Junior High School

INTRODUCTION

Speaking is considered one of the most challenging skills to learn. When students learn speaking, they have to practice it in real time, in front of people, and they cannot revise what they have said (Bailey, 2003). It makes speaking not easy to do and the teaching of speaking English as a second or foreign language in the English subject at schools is thus very essential. In addition, Harmer (2007, p., 18) states that at least a quarter of the world's population speak English and this makes learning English for communicative purposes important in order to engage in global interactions. In addition, Richards and Renandya (2002, p., 20) state that the purpose of learning English is to develop speaking skills. According to Nunan (1991, p., 51), the measurement of the success of language learning is based on the learners' ability to carry out a conversation.

In order to successfully communicate with other people, one of the requirements of the act of speaking is vocabulary mastery. It is in line with Chanturia and Webb (2016) who argue that vocabulary is an urgent part of language that must be mastered by English learners. The results of the research conducted by Zahedi and Abdi (2012) show that successful communication in a language is determined by vocabulary mastery. Furthermore, they argue that although someone is good at arranging grammatically correct sentences, she/he cannot communicate with other people without vocabulary mastery. This is supported by Schmitt (2000) who states that language learners need a vocabulary size of at least 10,000 word families to have good comprehension in reading as

well as communication in general. Therefore, the teaching of speaking cannot overlook the importance of vocabulary learning.

Considering the importance of speaking skills for English learners, the 2013 Curriculum for Indonesian secondary schools also requires the development of the skill. The teaching of speaking is integrated with the teaching of genre-based texts. One of the important text types to learn in relation to speaking is recount. To give examples, below are excerpts from Basic Competence 3.11 and 4.11 stated in the syllabus of junior high schools.

> Basic Competence 3.11: Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*).
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> Basic Competence 4.11: Menyusun teks *recount* lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

As the teaching of speaking needs to pay attention to the students' vocabulary development, teachers certainly need to employ suitable strategies to help improve their students' vocabulary in speaking. In relation to the teaching of speaking, the researcher conducted preliminary research at SMPN 1 Kalianget and the findings showed that the students had difficulties in speaking. They spoke haltingly and often used Bahasa Indonesia. One of the roots of their difficulties in speaking seemed to be their lack of vocabulary. The strategy that the English teacher used to solve her students' problem was asking them to memorize some vocabulary items based on the topic under discussion. This strategy hardly gave impacts to the students' vocabulary as all students tended to use almost the same vocabulary in every activity and meeting.

To know whether or not the students had difficulty in learning English skill, the researcher gave them a preliminary test in the form of presenting a monologue. In this test, they were given three pictures which they had to choose based on their personal experience. Those pictures included annual events in Sumenep, namely, *Nyadar* ceremony, *Petik Laut* ceremony, and *Srikaya* festival. The researcher asked the students to choose one of the pictures that they have experienced and asked them to speak about the topic they choose.

The test showed that 3 students (11.5%) scored 56,8 students (30.8%) scored 63, 11 students (42.3%) scored 69 and 4 students (15.38%) scored 75. During the test, the students could not tell their experience, often used Bahasa Indonesia, asked some words by describing the words in Madurese, and spoke haltingly.

In relation to this matter, semantic mapping is one of useful strategies that can meet the aim. This strategy makes use of a visual graphic that shows the relationship between words and fit the idea in a particular text (Zahedi& Abdi, 2012). By using this strategy students must use dictionary to

find the words related to the word category. Furthermore, using the words related to the category to share and express their opinion towards a topic in productive skill can help learners to practice high order thinking skill which is promoted in the Curriculum 2013 (Philips, 2016). This strategy plays an important role in vocabulary learning as it uses treatment of recalling the vocabulary items the students have learnt before.

According to Philips (2016), semantic mapping can help students to think deeper to find the words that have relation to the topic as they find new words in the dictionary; therefore, their knowledge about a word in a certain topic will be broadened because they have already checked it on the dictionary. Semantic mapping can also help students to restore the new vocabulary items. Semantic mapping requires the students to use the words in a sentence; thus, when they have to practice English especially the productive skill, they will remember the words they have learned better. Semantic mapping is also called as a mnemonic strategy. It is a learning strategy that the teacher can use to improve their students' memory of vocabulary (Zahedi & Abdi, 2012). Kaveh & Rassaei (2016) explain that semantic mapping can be used as a group task. Teacher can make the task more challenging by giving unfamiliar words to the group of five students, for example, and they have to find the related words collaboratively.

There are five previous studies that employ semantic mapping or word mapping show that this strategy is very helpful to improve students' vocabulary and speaking skill. The findings of the research by Insyirah & Ernidawati (2014) show that the use of semantic mapping motivates the students to learn vocabulary, enables them to use their creativity in creating sentences, enables them to recall their prior knowledge of vocabulary, enables all the group members to help each other to learn, and add students' new vocabulary. Another research conducted by Nilforoushan (2012) according to his research, students who use semantic mapping as the strategy in learning vocabulary, perform better in English skills, they also can improve new vocabulary items as they have new topic. In addition, according to the research finding of Vedyanto, Y. Gatot, S & Sudarsono (2016), semantic mapping contributes to increase the students' speaking achievement as this strategy changes the teachers' teaching technique in speaking skill; from traditional to modern. The research finding of Zahedi & Abdi (2012) found that semantic mapping is a learning strategy that the teacher can use to improve their students' memory of vocabulary. Furthermore, apart from improving vocabulary, according to Salmons (2017) semantic mapping or word mapping can be used to organize information or idea. Thus, the students are not only able to improve their vocabulary, they can also organize the idea of a topic. In brief, semantic mapping is one of strategies that teachers can use to teach speaking, especially for students who find speaking difficult due to lack of vocabulary.

Considering such situations, this research aims at investigating how semantic mapping strategy can be used to improve the eight graders' speaking skills at SMPN 1 Kalianget. The researcher decided to use semantic mapping strategy because it focuses on improving students' vocabulary in order to improve students' speaking, since the biggest problem the students in this

research face deals with lack of vocabulary. The use of semantic mapping strategy is also integrated with the use of dictionary and cued-pictures speaking activities which feature topics that the students are familiar with.

In line with the background of the research, the problems of the study are formulated as follows:

- How can semantic mapping strategy be used to improve the eight graders' speaking skills?
- How are the students' responses towards the use of semantic mapping?

This study is useful for English teachers in terms of how to make the best use of semantic mapping strategy to teach speaking skills especially for students who find speaking difficult due to problems in vocabulary mastery.

For the future researchers, this study provides evidence on how semantic mapping strategy can be used to improve English learners' speaking skill and enrich their vocabulary in interesting and challenging ways. This strategy also helps the students easily understand the topic they are going to speak. Therefore, the future researchers can use the findings of this study as a reference to conduct further research in different settings.

This study is conducted at SMPN 1 Kalianget focused on eight grade students at Class VIII K, who are in the second semester of Academic Year 2019/2020. This study is limited to the implementation of semantic mapping strategy to improve students' speaking skill in recount text. There are four key terms in this research that will be explained to avoid ambiguity. These include speaking, recount text, vocabulary and semantic mapping. *Speaking skills* in this study refers to the skills that enable students to tell their experiences with appropriate vocabulary, pronunciation, fluently and accurately. *Recount text* in this study refers to a text which tells or informs someone's experience about annual events to celebrate an anniversary of Sumenep Regency. *Vocabulary* is a set of words that the students use to tell their experiences during the speaking activity. *Semantic mapping* in this study refers to the creation of a map of related words to help students tell their experiences during the speaking activity.

METHOD

This study used Classroom Action Research (CAR) because the researcher found a problem in the classroom and tried to solve it using the innovative strategy to help students learning English. The researcher employed semantic mapping strategy to solve the students' problem in speaking. In improving the students' participation in speaking, the researcher used the CAR design from Kemmis and McTaggart (1998) There are four steps in this research design. They are planning, implementing, observing and reflecting. (See Figure 1)

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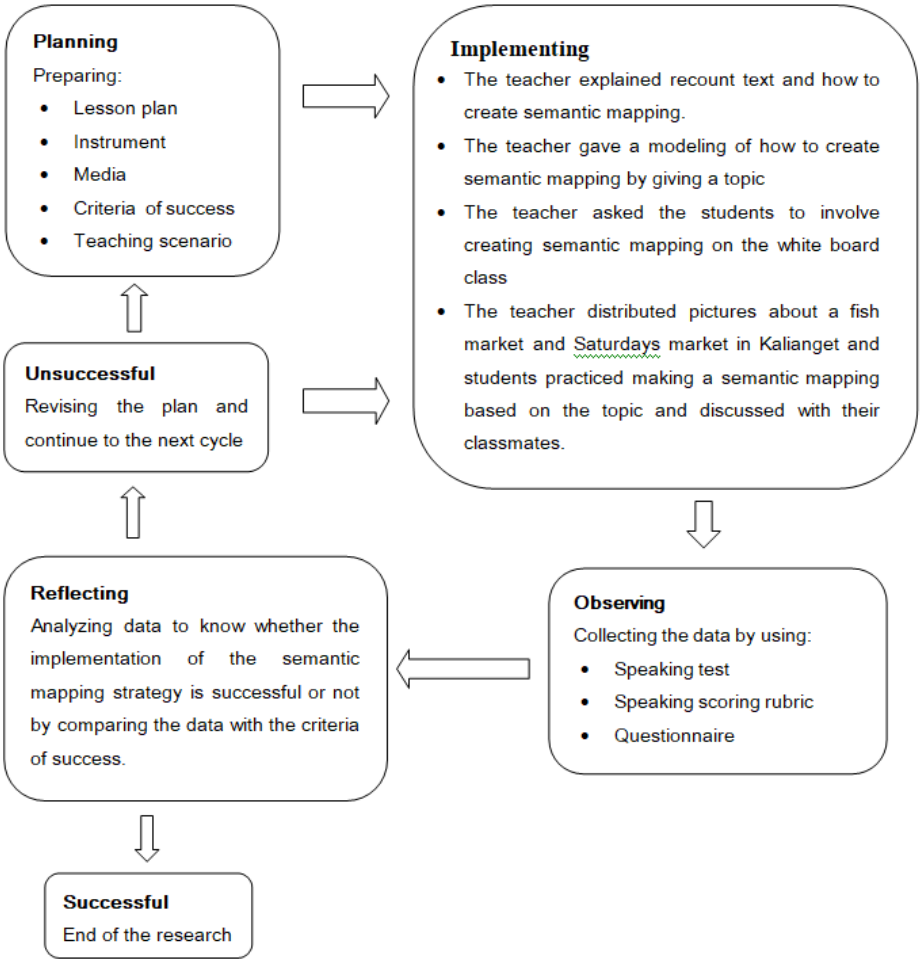

Figure 1. The Action Research Design adapted from Kemmis and McTaggart (1998)

Planning

In this stage, the researcher prepared lesson plan, instrument, media, criteria of success, teaching scenario.

Lesson Plan

The lesson plans were made by the researcher. In the lesson plan, the researcher used discovery method as the learning activity. In discovery method there are six steps, they are: stimulus, problem statement, data collecting, data processing, verification, and generalization. The researcher consulted the lesson plans with the English teacher to make sure that the lesson plans fit to the condition of students in VIII K.

Material

The researcher used the same material in every meeting, it was recount text and pictures. The material in the first meeting are: recount and picture of a fish market in Kalianget . The material in the second meeting are: recount and Picture of Saturdays market in Kalianget.

Media

The media that was used in this research are pictures of a fish market in Kalianget and the Saturdays market. The pictures in figure 3 are used for students' media during the implementation of cycle 1. The example of semantic mapping (see figure 4) were the students' works as the example of semantic mapping.

Figure 3 Pictures of a Fish Market in Kalianget and the Saturdays Market.

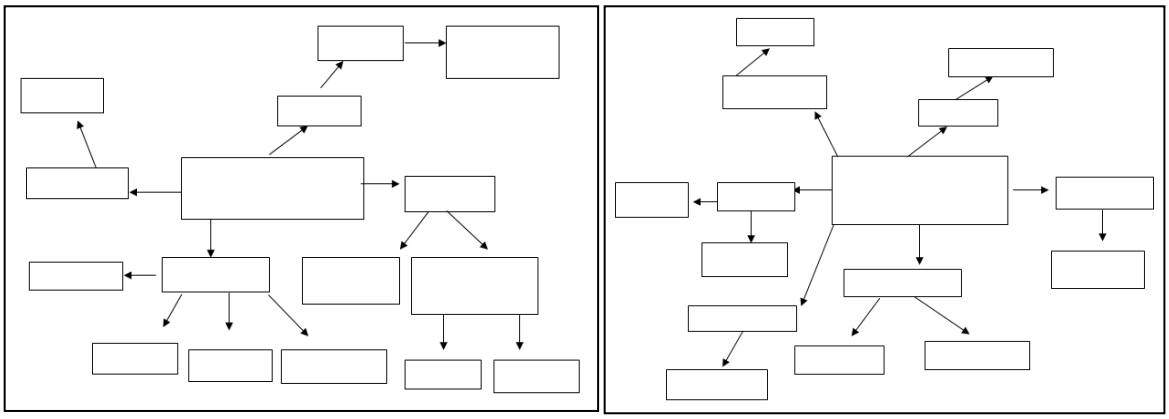

Figure 4 Examples of Semantic Mappings.

Implementing

In the next step is implementing. In this stage, the researcher implemented semantic mapping strategy. The researcher applied collaborative action research with the English teacher in this study. During the implementation of this cycle, the researcher explained recount text. She also gave a modeling of how to create semantic mapping by giving a topic. Then, she asked the students to create semantic mapping on the white board by taking turn. Following that, she distributed pictures about a fish market and the Saturdays market in Kalianget. Then, the students should create semantic mapping based on the picture individually and spoke based on it by doing shopping around activity.

Table 1 Teaching scenario

Meeting	Main activities
1st meeting	• The teacher explains recount text • The teacher explains the example of how to create semantic mapping of their experience in Idul Fitri and asked them to involve • The teacher shows picture/video of visiting a fish market in Kalianget • The teacher asks students to create semantic mapping about their experience visiting a fish market • The teacher asks students to share their experience visiting a fish market • The teacher asks students to share their semantic by doing shopping around activity
2nd meeting	• The teacher gives another example of semantic mapping; celebrating Independence Day • The teacher shows picture/video of the Saturdays market • The teacher asks students to create semantic mapping about their experience visiting the Saturdays market • The teacher asks students to spoke their semantic by doing shopping around activity

Observing

In this stage, the researcher observed the implementation of semantic mapping strategy. The researcher observed the implementation using several instruments. The instruments were speaking test, speaking scoring rubric and questionnaire. The details for instruments used in this research are elaborated below:

Table 2 Elaboration of the data and instrument

No	Research Problems	Data	Instrument
1.	How can semantic mapping strategy be used to improve the eighth graders' speaking skill?	Students' speaking score	Speaking test, speaking scoring rubric.
2.	How the students' response towards semantic mapping?	Students' learning process	Questionnaire.

Questionnaire

The questionnaire uses closed-ended questions consisting of five questions. The question is about their response after using semantic mapping in speaking activity. The questionnaire was given at the end of the cycle. The students answered each question by giving check (√) on the options starting at "strongly disagree" scaling up to "disagree", "agree", and "strongly agree".

Speaking Test

The test was conducted in the end of the first cycle and second cycle, the aim of which is to measure the students' ability in speaking whether or not their speaking skill has improved after they

learned using semantic mapping strategy. In this test, the researcher used pictures of jobs of people in Kalianget, such as salt farmer and cracker producer. Then she asked the students to create semantic mapping telling their experience visiting people whose jobs are salt farmer and cracker producer and spoke it in shopping around activity.

Speaking Scoring Rubric

The scoring rubric is adapted from Brown (2004) There are four criteria used in the scoring rubric: Fluency, vocabulary, pronunciation, accuracy. the speaking scoring rubric could be seen in appendix 3. The students' score is calculated below:

$$\frac{\text{student's score}}{\text{maximum score}} \times 100$$

Reflecting

In this stage, the researcher analyzed all of the data which have been gained in the previous stage to know whether or not semantic mapping could improve the students' speaking skill by compare the data with the criteria of success. The data taken from the students' speaking performance using speaking scoring rubric. Students' speaking performance from each meeting was calculated in this stage. The students' speaking skill would be considered improved if they reach criteria of success.

Criteria of Success

The criteria of success were determined after the researcher did classroom observation in preliminary study. The researcher set two criteria of success. The researcher used gain score. She consulted the English teacher to set the gain score. If the test showed that 75% of the students gained 8 points in their speaking score. This was the suggestion of the English teacher in which students gain at least 2 points higher than the average of criteria score and 85% of students showed positive response towards the implementation of semantic mapping in speaking. These mean this research is considered successful. However, if these do not achieve the criteria of success, the researcher should do the research in the next cycle.

RESULTS AND DISCUSSION

Improvement of Students' Speaking Skill

The first cycle of the research was conducted in 14-15 of June 2019 and was carried out in two meetings. In the first meeting, the researcher did three main activities: discussing recount text, introducing semantic-mapping strategy, and asking students to speak based on the topic in their semantic mapping. In brief, the researcher provided a modelling on how to create semantic-mapping strategy based on the topic worded as "Experience in Celebrating Idul Fitri" and speak about the given topic supported by the strategy. Following that, the researcher distributed a picture of a fish market in Kalianget to the students. The researcher asked them to create semantic mapping based on their experience visiting a fish market in Kalianget and speak about the given topic with other students by doing shopping around activity. All of the students were active. In the second meeting, the researcher asked the students to create semantic-mapping strategy based on the topic worded

as “Experience in Celebrating Independence Day in Kota Tua” and asked one of students to speak about the given topic supported by the strategy. Following that, the researcher carried out another activity by distributing a picture of Saturday’s market and the students did the same activity as in the first meeting, in which they spoke speak about the given topic with other students by doing shopping around activity.

In the end of the cycle one, the researcher gave a speaking test on 17 of June 2019. It aimed at knowing whether the strategy could improve the students’ speaking skill. Pictures of salt farmer and cracker producer were used as the media for the test. The students were asked to speak about the given topic by using semantic-mapping strategy. The result of the speaking test at the end of the first cycle showed that there was one student (3.84%) gained ≥ 8 points. According to the criteria of success which 75% of students show a gain of ≥ 8 points. This was the suggestion of the English teacher in which students should gain at least 2 points higher than the average of criteria score. Thus, this cycle was not successful because during the implementation of this strategy, the students still used Indonesian and their local language, Madurese, with their friends during shopping around activity. This happened because the students did not understand how to create the semantic map.

Since the first cycle did not meet the criteria of success, the researcher decided to continue the research into the second cycle which was conducted on 18-19 of June 2019 by modifying the strategy, preparing a new lesson plan (See appendix 1b), and creating a new teaching scenario which can be seen in table 5

Table 5 Teaching Scenario for Second Cycle

Meeting	Main activities
3rd meeting	• The teacher asks the students about their experience taking part in decorating traditional cake. • The teacher asks two students to create semantic mapping based on their experience taking part in decorating traditional cake. • The teacher asks one of students to create semantic mapping, telling her/his experience in organizing/ attending farewell party of 9th graders. • The teacher asks the other students to be involved in creating the semantic mapping. • The teacher distributes picture of *muang sangkal* dance. • The teacher asks the students to create semantic mapping based on their experience taking part in *muang sangkal* dance. • The teacher asks the students to speak about their experience one by one in front of the class
4th meeting	• The teacher asks the students about their experience taking part in karaoke festival. • The teacher asks two students to create semantic mapping based on their experience taking part in karaoke festival. • The teacher asks two students to create semantic mapping based on their

Meeting	Main activities
	experience taking part in karaoke festival. • The teacher asks one of students to create semantic mapping, telling her/his experience in cleaning up Gresik Putih beach in collaboration with girl/boy scout of SMPN 1 Kalianget • The teacher asks the other students to be involved in creating the semantic mapping. • The teacher distributes picture of *topeng dalang* dance. • The teacher asks the students to speak about their experience one by one in front of the class.

There were two meetings in the cycle. In the first meeting, the researcher asked two students to share their experiences in taking part in decorating traditional cake competition by creating semantic map on the white board. These two students represented the class before in traditional cake decoration competition. The following topic given by the researcher was organizing/attending farewell party for 9th graders. The researcher asked one of the students to create semantic map on the white board based on the topic and the other students were also involved in creating the semantic map. After the students had completed the semantic map, the researcher asked them to create their own semantic map telling their experience in taking part in *muang sangkal* dance. Following that, the students were asked to speak about the given topic individually supported by the semantic map they created in front of the class.

The researcher asked the students to come in front of the class one by one. The students showed some improvement. Most of them spoke in English better though the researcher found that few students still used Indonesian to share their experiences. Accordingly, they could express their experiences with richer vocabulary as they were supported by the semantic map they created. In the second meeting of the second cycle, the researcher asked two students to share their experience in taking part in a karaoke festival by doing semantic mapping on the white board. Then, the next activity was creating a semantic map to help them speak about their experience cleaning up Gresik Putih beach in collaboration with girl/boy scout of SMPN 1 Kalianget. The researcher asked the students to take turn creating the semantic map on the white board. Following that, the researcher carried out another activity in which the students were asked to create their own semantic map on a topic about *topeng dalang* dance individually. The researcher asked them to share the semantic map in front of the class one by one. The students showed some improvements as they used various vocabulary and they spoke in English better.

In the end of the cycle two, the researcher carried out a speaking test conducted in 20 of June 2019. The students were given pictures of modern events held to celebrate the anniversary of Sumenep Regency, namely, *Tong-tong* music festival and *Hias Sepeda* festival. In this test, the students chose one out of the two pictures. They were then asked to create semantic map based on

their own experience in taking part in one of those events. After that, the students were asked to speak about the given topic.

Based on the results of the test in the cycle 2, there were 100% of students (26 students) gained ≥ 8 points. In this research, the criteria of success is that 75% students show a gain of ≥ 8 points. This was the suggestion of the English teacher in which the students should gain at least 2 points higher than the average of criteria score. In this second cycle, the final scores met the criteria of success as all of the students gained ≥ 8 points. In this cycle, the students understood how to create semantic mapping and therefore they could share their experience actively. They used various vocabulary items in their semantic mapping and none of the students used Indonesian or Madurese during the speaking activity using the semantic mapping.

Students' Responses towards the Implementation of Semantic-Mapping *Strategy for Speaking Activity*

Following the implementation of semantic-mapping strategy, the students were asked to fill out a questionnaire. The questionnaire consisted of five closed-ended questions. The aim of the questionnaire was to gauge students' responses towards the implementation of semantic-mapping strategy for speaking activity. The students' responses were measured by employing Likert-type scale consisting of four options starting at "strongly disagree" scaling up to "disagree", "agree", and "strongly agree". The questionnaire was distributed in the end of the first cycle and the second cycle. There were 26 students filling out the questionnaire.

The results of the questionnaire for the first cycle are presented as follows. The first point of the questionnaire deals with whether or not the students like to use semantic-mapping strategy for speaking activity. The results showed that 38.5% of students (10 students) responded that semantic mapping was easier to be used for speaking activity. The second point in the questionnaire deals with whether or not semantic- mapping strategy helps them perform better in speaking activity. The results showed that 53% of students (14 students) considered semantic-mapping strategy as helpful for their learning during the speaking activity. The third point in the questionnaire deals with whether or not semantic-mapping strategy for speaking activity is easy to be done. The results showed that 46.2% of students (12 students) responded that semantic mapping for speaking activity is easy and help them perform speaking better. The fourth point in the questionnaire deals with whether or not semantic-mapping strategy for speaking activity is difficult to be done. The results showed that 46.2% (12 students) considered semantic-mapping strategy for speaking activity as a task which is not difficult to be completed. The last point in the questionnaire deals with whether or not semantic-mapping strategy is interesting to be used for speaking activity. The results showed that 46.2% of students (12 students) agree that it is interesting to be used for speaking activity.

The result of the questionnaire in the first cycle showed that 46% of students showed positive response towards the use of semantic mapping. In this research, the criteria of success is 85% of students showed positive response towards the use of semantic mapping. Thus, this cycle was not

successful. The result of the questionnaire of the second cycle are presented as follows. The first point deals with whether or not the students like to use semantic-mapping strategy for speaking activity. The results showed that 92.3% of students (24 students) agree that they like to use semantic-mapping strategy for speaking activity.The second point in the questionnaire deals with whether or not semantic- mapping strategy helps them perform better in speaking activity. The results showed that 100% of students (26 students) agree and the students considered semantic-mapping strategy as helpful for their learning during the speaking activity. The third point in the questionnaire deals with whether or not semantic-mapping strategy for speaking activity is easy to do. The results showed that 100% of students (26 students) agree that it is easy to be done. The students responded that when the topics chosen for the speaking activity suited their interests, semantic-mapping strategy helped them perform speaking better. The fourth point in the questionnaire deals with whether or not semantic-mapping strategy for speaking activity is difficult to be done. The results showed 92.3% of students (24 students) disagree that it is difficult to be done. It suggests that most students considered semantic-mapping strategy for speaking activity as a task which is not difficult to be completed. The last point in the questionnaire deals with whether or not semantic-mapping strategy is interesting to be used for speaking activity. The results showed that 92.3% of students (24 students) agree that semantic mapping is interesting to be used for speaking activity.

According to the result of the questionnaire in the second cycle, showed that 95.38% of students showed positive response towards the use of semantic mapping. In this cycle, the students understood how to create semantic mapping and they prefer use this strategy rather than memorizing strategy. Thus, the result of the students' responses were higher than the first cycle. In this research, the criteria of success is 85% of students showed positive response towards the use of semantic mapping. Thus, this cycle was successful, as they considered the strategy as helpful, easy to be done, and interesting.

Moreover, the positive responses given by the students further confirm that semantic-mapping strategy is suitable to be implemented to help improve the students' speaking skill

The Improvement of Students' Speaking Skill

The findings of this research have demonstrated that the implementation of semantic-mapping strategy successfully improved students' speaking skill. The research was conducted in two cycles. In the first cycle, the students' gain scores were below eight points and thus the researcher proceeded with the second cycle resulting in the increase of the students' gain scores reaching above eight points.

The implementation of semantic-mapping strategy in this research helped the students improve their speaking skill. Before this research was conducted, the students had difficulty in speaking, especially due to their lack of vocabulary. Having sufficient vocabulary is crucial for students to be able to produce and comprehend utterances in the target language. This point is

supported by Chanturia and Webb (2016) asserting that vocabulary is an urgent part of language that must be mastered by English learners. In addition, Zahedi and Abdi (2012) state that although someone is good at arranging a sentence which is grammatically correct, she/he cannot communicate with other people without vocabulary mastery. Therefore, although the students have a good understanding of language patterns and sentence structures, they will find speaking difficult if they do not have enough vocabulary size to communicate what they intend to speak. In this research, the students tended to view that English speaking is difficult because of this lack of vocabulary. This was reflected on their frequent use of Indonesian and Madurese to compensate their lack of vocabulary when they tried to communicate.

During the implementation of this strategy, the students started to speak English better. In the learning activities, the students employed more vocabulary items. They prevented themselves from using Indonesian or Madurese to perform in speaking activities during the lesson, indicating that they were more aware on the importance of practicing using English to improve their speaking skill. They also looked up the words that they did not know in their dictionary when participating in the speaking activities. Philips (2016) states that semantic-mapping strategy can help students to think deeper to actively find the words that have a relation to the learning topic as they look up them in the dictionary; accordingly, this activity broadens their lexicon and improves their comprehension of topical knowledge they learn.

In this research, prior to the implementation of the strategy, the students usually were asked by their teacher to memorize some vocabulary items before the class started and it did not seem to be effective since the students tended to forget the words from lack of contextual use of the words. However, after the implementation of semantic-mapping strategy, most students tended to remember the vocabulary items they learned in the previous meetings. This finding is supported by Zahedi and Abdi (2012) stating that semantic-mapping strategy improves students' memory of vocabulary, which is also known as a mnemonic strategy. Moreover, this strategy allows the students to be more creative and engaged in the learning activities since it promotes peer interactions. This is in line with the statement from Kaveh and Rassaei (2016) who say that that teachers can make the best use of this strategy to break the monotony of learning as semantic-mapping strategy can encourage the students to be actively involved in the learning activity as they, for instance, have to work on unfamiliar words and have to find the related words. Furthermore, besides their vocabulary are improved, according to Salmons (2017) semantic mapping or word mapping can be used to organize information or idea. Thus, the students are not only able to improve their vocabulary, they can also organize the idea of a topic.

The implementation of this strategy can be flexibly adjusted with the classroom needs. In this research, the researcher used pictures as the main media during the implementation of the strategy. There were four pictures used which portrayed familiar scenes to the students: Fish Market in Kalianget, Saturday's Market, *Tong Tong* Music Festival, and *Hias Sepeda* Festival. Through picture-cued activities, the students were provided with topical knowledge they were familiar with to stimulate

the use of words to perform speaking activities with the help of the semantic map they created. This is supported by Sadeghi and Farzizadeh (2013) stating that pictures are easier to remember compared to words because pictures can connect to words.

During the first cycle of the study, the researcher asked the students to create semantic map based on their experience in visiting fish market and Saturday's market; following that, they had to share their experience by doing shopping-around activity. Meanwhile, in the second cycle, the researcher asked the students to create semantic map and took turn to share their experience in front of the class. As such, the students' speaking skill improved as they did not use Indonesian or Madurese; they spoke with a better flow as they used various vocabulary connected to the topic which the students looked up in the dictionary.

As in the first cycle the students did not understand semantic mapping, the researcher asked them to create semantic mapping in front of the class individually by taking turn. Marthen & Lothan (2019) explain that individual work or performance makes students more detailed in finishing their task. In the second cycle, the researcher asked them to do individual work as evidenced by an activity in which the students were asked to take turn individually to share their work. As a result of the tweak, the students improved their speaking skill during the second cycle of the research.

Students' Positive Responses Towards the Implementation of Semantic Mapping Strategy for Speaking Activity

To gauge the students' responses towards the implementation of semantic-mapping strategy, the students were asked to fill out a set of questionnaires in the end of the first cycle and second cycle. There were five questions in the questionnaire, providing the students with options starting at "strongly disagree" scaling up to "disagree", "agree", and "strongly agree". Generally, the analysis of the findings from the questionnaire have demonstrated that the students showed positive responses towards the implementation of the strategy.

The findings showed that the students considered semantic-mapping strategy as helpful and they liked to use it in speaking activity. They reported that what makes it helpful is that they did not have to memorize vocabulary items prior to speaking performance as they were assisted by the map they created. This point is in line with Kohn (2014) stating that in memorizing new information, people will forget an average of 50% within one day, within 24 hours they will forget an average of 70% and within a week they will forget an average of 90% of memorizing new information. The findings also showed that the students considered semantic map as easy to be created. This is so, for they reported that they only needed to mention word category related to the topic and listed the semantic-corresponding words. Moreover, when creating the map, the students were assisted by the use of dictionary that helped them broaden their vocabulary size and comprehension.

In addition, the findings also showed that most students preferred semantic-mapping strategy to help them learn vocabulary and speaking to the act of vocabulary memorization. The students also stated that learning vocabulary and speaking through semantic-mapping strategy was interesting as they found it easier to communicate their ideas. However, there were two students who

viewed that memorizing vocabulary was more suitable to them. This condition is in line with the statement of Accredited Business Qualifications (2018) that for learners, reading by repetition can help them learn new materials, although they only retain about 10 up to 25% of the material.

When the researcher conducted the preliminary study, the students could not speak fluently due to lack of vocabulary. After the implementation of semantic-mapping strategy, their speaking skill was improved as could be seen in their speaking gain scores which reached more than eight points. The students' use of vocabulary also more varied and they were also motivated to learn indicated by their active involvement in the learning activity. This point is supported by the findings of a study conducted by Insyirah and Ernidawati (2014) in which the use of semantic-mapping strategy motivates the students to learn vocabulary, enables them to use their creativity in creating sentences, and helps them recall their prior knowledge of vocabulary better. All in all, using semantic-mapping strategy helps the students to learn new vocabulary in an interesting way as they do not need to force themselves to memorize the vocabulary items. By using this strategy, the students can recall the previous vocabulary they have learnt through the word category. Furthermore, this strategy can increase students' speaking skill. The findings of this study suggest that this strategy is suitable to be implemented for speaking activity, especially for students who face difficulty in English speaking due to lack of vocabulary.

CONCLUSION

Based on the findings and discussion of the findings in this research, some conclusions can be drawn. Firstly, the findings of this research have demonstrated that the implementation of semantic-mapping strategy successfully improved the students' speaking skill. According to the criteria of success, 75% of students show a gain of ≥ 8 points and 85% of students show positive response. The improvement could be seen from the students' gain scores that 100% of students (26 students) reached above eight points, besides 92.3% of students (24 students) showed positive response towards the implementation of this strategy. The research was conducted in two cycles as in the first cycle the students did not understand well how to create semantic mapping. In the second cycle, the researcher modified the lesson plan by getting the students to practice individually.

Secondly, students learned recount text, students learned how to create semantic mapping, students practiced making a semantic mapping based on a topic and discussed with their classmates. Thirdly, related to students' responses towards the implementation of the strategy, the findings from the questionnaire have demonstrated that the students showed positive responses. They considered semantic-mapping strategy as helpful, easy to do, and more interesting than vocabulary memorization; the students also viewed that the strategy helped them improve their speaking skill. The findings of the study have shown that the implementation of semantic-mapping strategy helped students to speak better as they could recourse to the map consisting of related words for topical knowledge when communicating their ideas. This strategy also encouraged the

students to be able to use their dictionary maximally to support their English learning and helped them more engaged in the learning activity.

SUGGESTIONS

Based on the results of this study, some suggestions are given to English teachers and futures researchers. For English teachers, they can help their students improve their speaking skill by using this strategy, especially when the students face difficulty in English speaking due to lack of vocabulary. This strategy does not force the students to memorize every single word they need and this strategy treats the words as semantically related words which help students to use them more easily and more meaningfully. Using this strategy also encourages students to be independent learners as they need to maximize the use of dictionary. The English teachers should employ suitable learning activities to support the use of the strategy such as through group work, individual work, picture-cued activities, and many more. Furthermore, semantic-mapping strategy also can be used in teaching other English skills.

For future researchers, it is suggested that they can implement this strategy helps students with other English skills such as listening, reading, and writing. It is also suggested that the researchers carefully plan the activity by considering the classroom context and the students' background. Finally, the findings of this research can be used as a reference for future researchers who intend to explore this area of research, especially related to improving students' speaking skill and vocabulary.

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