IMPROVING STUDENTS' ABILITY IN ANSWERING QUESTION IN SPEAKING THROUGH CONCEPT MAP STRATEGY AT THE FIFTH YEAR OF MI JAMI'ATUL JARIYAH TEMBILAHAN HULU DISTRICT INDRAGIRI HILIR REGENCY

BY

ISMIT TANJUNG
NIM 10714001180

FACULTY OF EDUCATION AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
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BY

ISMIT TANJUNG
NIM 10714001180

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

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ABTRACT

Ismit Tanjung (2010): **Improving Students' Ability in Answering Question in Speaking through Concept Map Strategy at the Fifth Year of MIS Jami'atul Jariyah Tembilahan Hulu District Indragiri Hilir Regency**

NIM **:** **10714001180**

The purpose of the research is to improve students' ability in answering question in speaking at the fifth year of MIS Jami'atul Jariyah Tembilahan Hulu District Indragiri Hilir Regency by using Concept Map Strategy. The research subject is the fifth year students of MIS Jami' atul Jariyah Tembilahan Hulu District Indragiri Hilir Regency. Whereas, object of research is the use of concept map strategy.

This research has been conducted in two cycles. The first cycle consists of three meetings, one daily test, and the second cycle consists of two meetings and one daily test. In order to make this research succeeds properly without resistances that bother research fluency. Researcher arranges the action in three steps, they are; planning, execution, observation, and reflection.

To collect the data, the writer used test and observation. Test is used to see the improvement of student 'ability in answering question in speaking. Observation is used to know the implementation of concept map strategy in the classroom.

In short, in accordance with writers' conclusion is that the research can improve students' ability in answering question in speaking. It can be seen from the following data; average students' learning output before action is categorized low 58, 23 point. Whereas, on the first cycle the averages of students 'learning output and implementation of concept map strategy is categorized medium on 65, 57 and 74, 44%. On the second cycle is categorized high on 75, 57 and 94, 16%. It means that 75% students have achieved minimum criterion fixed.

From the explanation above indicates that students' ability in answering question in speaking at the fifth year of MIS Jamiatul Jariyah Tembilahan Hulu District Indragiri Hilir Regency can be improved by using concept map strategy.

ABSTRAK

Ismit Tanjung (2010):		**Meningkatkan Kemampuan Siswa Dalam Menjawab Pertanyan Dalam Berbicara Bahasa Ingris Melalui Penerapan Strategy Peta Konsep Pada Siswa Kelas Lima Madrasah Ibtidaiyah Jami'atul Jariyah Tembilahan Hulu Kabupaten Indragiri Hilir.**
NIM	**:**	**10714001180**

Tujuan penelitian ini adalah untuk meningkatkan kemampuan siswa dalam menjawab pertanyaan dalam berbicara bahasa ingris pada siswa kelas lima madrasah ibtidaiyah Jami'atul jariyah tembilahan hulu kabupaten indragiri hilir dengan menerapkan strategi peta konsep. Subjek penelitian ini adalah kelas lima Madrasah Ibtidaiyah Kecamatan Tembilahan Hulu Kabupaten Indragiri Hilir. Dimana objek penelitian ini adalah penerapan strategi pembelajaran peta konsep.

Penelitian ini dilaksanakan dalam dua siklus. Siklus pertama terdiri dari tiga kali pertemuan, satu kali ulangan harian. Pada siklus kedua terdidri dari dua kali pertemuan, dan satu kali ulangan harian. Supaya penelitian ini sukses dengan baik tanpa halangan yang mengangu kelacaran penelitian ini, peneliti menyusun beberapa langkah yaitu prencanaan , tindakan ,observasi, dan refleksi.

Untuk mengumpulkan data penulis mengunakan intrumen tes dan observasi. Tes digunakan untuk mengetahwi peningkatan kemampuan siswa dalam menjawab pertanyaan dalam berbicara bahasa ingris. Sedangakan observasi digunakan untuk mengetahwi bagaimana penerapan strategy peta konsep dalam kelas.

Singkatnya menurut kesimpulan penulis adalah penelitian ini dapat meningkatkan kemampuan siswa dalam menjawab pertanyaan dalam berbicara bahasa Ingris. Ini bisa dilihat dari data berikut; rata-rata hasil belajar siswa sebelum tindakan dikatagorikan rendah yaitu 58, 23. Selanjutnya pada siklus pertama rata-rata hasil belajar siswa dan penerapan strategi belajar dengan mengunakan peta konsep di katagorikan sedang yaitu 65, 57 hasil belajar dan 74,44% untuk keefektifitas penerapan strategi peta konsep. Pada siklus kedua dikatagorikan tinggi yaitu 75,57 untuk hasil belajar dan 94.16% untuk keefektifitas penerapan strategi peta konsep. Ini maksudnya adalah 75% siswa sudah mencapai kerekteria minimum yang ditetapkan.

Dari penjelasan diatas menunjukan bahwa kemampuan siswa dalam menjawab pertanyaan dalam berbicara bahasa ingris kelas lima Madrasah Ibtidaiyah kecamatan Tembilahan Hulu kabupaten Indragiri Hilir dapat ditingkatkan dengan mengunakan strategi peta konsep.

الملخص

اسمیت تنجوغ (٢٠١٠) : ترقیة إستطاعة الطلبة في فى إیجابة الأسئلة فى تكلم
الغلة الإنجلزیة بحقیق طریق المقترح للطلبة من الطلاب فى الفصل الخامس
فى مدرسة الإبتدائیة جامعةالجاریة ایندراكري هواو مدیریري
رقم القید :   ١٠٧١٤٠٠١١٨٠

اما غرض هذه المقربة هوفهو إستقریة إستطاع عة الطلاب فى إیجابة السوال
فى تكلم الغلة الإنجلزیة للفصل من الطلاب لخامس فى مدرسة
الإبتدائیة جامعة الجاریة   تممباهنهولو مدیریري ایندراكري هیلیر
بتحقیق طریقة المقترح.

وأما فهو هذه المقربة من الطلبة من الفصل لخامس فى مدرسة
الإبتدائیة مدكز تممبیت وولهونهاه مدیریري ایندراكري هیلیر وكان هذه موضوع
المقربة تحقیقا لطریقة تدریس المقترح.

هذه المقربة فى الدورین, لأوال تتكون من ثلاث مرات إجتماعا.
قدم, بتمدینة یومیة.

والدور الثانى یتكون من إجتماعین, قدم, بتدریبة یومیة. هذه لتكون
المقربة تجرى یرى نواجح, بدون عرقلة, فكان المقربة اقرط فألوئي تحطیط
تصرفا, مرقبة, صور عاكسة.

الكاتبت بستخدم وسیلة الإختبار والمقربة, الإختبار یستخدم لمعرفة
إستطاع عة للطلبة فى إیجابة السوال فى تكلم العلة الإنجلزیة.

الحاصل یستنتج الكاتبت على أن هذه المقربة تستطیع فى
تدى من هذه الحقائق.ترقیة إستطاعة الطلبة فى إیجابة السوال فى تكلم العلة العربیة :

المعد, قبل أن كانت تجة فى درجة الأدنى, كانت صاحلة التدریس أدنى
طریقةالمقترح یعنى المقترح طریقة. تنفیذ اذه 74,44% , 65,57 یعنى المقترح طریقة بستخدام
وفى الدورالثانى, مرتفع یعنى 75,57 تجیة التعلم , و 94,16%
ف تحقیق طریقة المقترح.

LIST OF CONTENTS

CHAPTER V CONCLUSION AND SUGGESTION

BIBLIOGRAFY

APPENDIX

CHAPTER I

INTRODUCTION

A. Background

We need language when we are talking to our friends, parents, and teachers. The function of language is a tool of communication. It is used to interact and socialize for each human being. This statement is supported by la forge (1983: 9): language is persons in contact, language is person in response. Therefore, language is very important for us to convey our ideas, opinion, and feeling.

In these globalization and information era, government realizes that role of English language and human resources who have ability communicate in English. The government has published the constitution number 2, 1989 about human resources development. Then the Minister of Education and Culture published the constitution number 060/u/1993 on February 25. 1993 about English program as extra curricular started at fourth grade. (Permendiknas 2006 : 70-71)
The next policy was from Minister of Education and Culture rules that number 23, 2006 about standard of graduation competence of primary and secondary school. It is developed based on the education constitutional objectives namely; listening, speaking, reading and writing (Permendiknas 2006: 71)

Based on these constitutions MIS Jami'atul Jariyah has started teaching English as an extra subject. English is taught at the fourth grade up to the sixth grade. In Indonesia, English is not as a second language but as a foreign language.

English is not used in daily life. People just use their mother tongue. Children find difficulties to speak in English. They do not know how to answer what they hear.

We know that there are four language skills. They are listening, speaking, reading, and writing. In listening students are taught how to listen and understand about what speakers say. In reading, students are taught how to read and understand the text. In speaking, students are taught how to communicate in English well. More ever in writing, students are taught how to write and make composition well.

In English curriculums of school (KTSP) at the fifth grade. There are certain purposes of speaking, they are:

1. Developing a limited communication standard in school context orally

2. Reading and writing activities are directed to develop oral ability.

In basic competence standards of speaking at fifth grade are stated as Follows:

1. To converse in participating in action that involves oral speeches such as how to do something, to give order, and to give guidance.

2. To converse in asking/ giving services or things that involves oral speeches such as asking help, asking things, and giving things.

3. To converse in asking/giving services or things that involve oral speeches such as giving information, giving opinion, and asking clearance.

4. To express politeness with expression: do you mind....., and shall we........

In minimized completeness criterion (KKM), students must get average 70 points based on the consideration of students' intake, support power, and completeness in speaking.

At the fifth grade, students are taught how to respond, how to speak how converse suitable to basic competence standard of speaking. Teacher teaches English for two hours every week that involves all of the language skills; listening, speaking, reading, and writing. Actually, it is not enough time. Although, teacher has endeavored to teach them. Teacher always finds certain mistakes particularly when the teacher requests a question in speaking. The students make mistakes when they give answer.

When teacher say "good morning". Students should respond in the same way "good morning sir". Then teacher continues to the other expression "how are you student? Student should respond by saying, "I am fine, thank you or not so bad thank", and also other expression suitable with their condition. In this case, students give a wrong answer in speaking. For example, when teacher say "how are you students? Students answer the same expressions, "how are you students", the correct answer is I am fine thank, I am very well thank, not so bad thank and I am ok thank. When their conditions are good, I am not fine, thank I am not very well thank, so bad, and I am sick, if their conditions are bad.

Another example is when teacher teaches about thing in the classroom. At the end of the lesson, teacher gives some questions appropriate of the lesson such as: "is it a book? While teacher is holding, the books but Students answer the same way "Is it a book? The correct answer is yes it is. It is not the same

expression. The teacher continues to express the next question "What is it?" Teacher points to the window but the students keep silent. They are confused what to do, what expression should be used to answer that question, 65% students keep silent and 35% students gave answer, but their answers are not suitable to the question. When the teacher give a test, students get score under 70 points based on minimized completeness criterion (KKM).

Students are not only taught how to give the correct answer in speaking through using repetition, drill, and practice in front of the classroom in fair, but also to write answer on white board and to memorize the answer. Here is the teaching and learning process by using drill method;

1. Opening the lesson.

2. Teacher gives motivation and apperception.

3. Teacher delivers learning objectives.

4. Asking and answering in form of short dialogue.

5. Identifying students' answering.

6. Teacher provides speaking text content of question and answer

7. Teacher distributes the speaking text to the students.

8. Teacher expresses the speaking text. Then, students follow teacher's expression but students close the text or book.

9. Teacher expresses the speaking text. Then students follow teacher' expresession but students open the book.

10. Students express the sentences continuosly, and teacher explains the vocabulary and sentence formulation.

11. Teacher gives several examples.

12. Teacher gives the test.

13. Teacher closes the lesson.

It is expected to make the students should able to give correct answer in speaking. They should be able to determine the appropriate answer, suitable with the expression conveyed by the teacher and use the expression in their classroom conversation.

In fact the researcher still found certain problems as follows:

1. Students are not able to give correct answers.

2. Students are difficult to determine the correct answers suitable to the questions.

3. Students are not able to use the expression in their conversation class.

4. Students get score under 70 point based on minimized completeness criterion.

To make clarity of answering question in speaking, researcher offers a special strategy, called Concept Map. Concept map is actually used a guidance to make a short story and to increase vocabulary for young learner. In this research, the researcher uses the strategy to solve the problem. According to Novak(2009) Concept Maps are graphical tool for organizing and representing knowledge which is usually enclosed in circles or boxes and relationships between concepts indicated by a connecting line linking two concepts.(http://cmap. coginst.uwf.edu/info).

Another definition is by Dursteler (2009) states that concepts maps are simple and practical knowledge representation tools that allow you to convey

complex conceptual messages in a clear, understandable way that they facilitate both teaching and learning. (http://www.inforis.net/)

Based on these phenomena above, the researcher is interested in conducting a research entitled "*IMPROVING STUDENTS' ABILITY IN ANSWERING QUESTION IN SPEAKING THROUGH CONCEPT MAP STRATEGY AT THE FIFTH YEAR OF MIS JAMI'ATUL JARIYAH TEMBILAHAN HULU DISTRICT INDRAGIRI HILIR REGENCY.*"

B. The Definition Of Terms

To avoid misunderstanding about this title, it is necessary to explain the terms used in this research, the terms are as follows:

1. **Improving** is to become better than before, to make something better than before. To produce something that is better than something else (oxford, advanced learner's dictionary, 2000 : 682)

2. **Students'Ability** is the fact that somebody is able to do something, or a level of or intelligence (oxford, advanced learner's dictionary, 2000 : 2)

3. **A concept map** is graphical tool for organizing and representing knowledge. They include concepts, usually enclosed in circle or boxes of some types, and relationships between concepts by a connecting line linking two concepts. (http:/cmap, ihmc, us/publication, htp).

C. Formulation of Problem

The research problem is the students' weaknessess in answering question in speaking at the fifth year students of MI Jami, atul Jariyah.

How can concept map strategy improve students' ability in answering question in speaking at the fifth year of MI Jami'atul Jariyah Tembilahan Hulu district Indragiri Hilir Regency?

D. The Objective and Significant of the Research

1. The Objective of The Research

The objective of this research is to improve students' ability in answering question in speaking by using concept map stategy at the fifth year of MIS Jami'atul Jariyah Tambilahan Hulu District Indragiri Hilir Regency.

2. The significance of the research

The result of this research is a self-reflective teaching. It will provide some significance as follows:

a. To the teachers

Through this research enforcement, Teachers can observe the students' real necessities in English mastery where students are looked forward to be more active.

b. To the students

The result of this research is very important to the students to know what answer they should convey and avoid making mistakes in answering question in speaking.

c. To the school of MI Jami'atul Jariyah

The result of this research will provide good contribution to school in repairing teaching and learning process.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Review

1. Definition of Speaking

Many language learner regard speaking ability is as the measure of knowing a language. These learners define fluency as the ability to converse with other, much more than the ability to read, write or comprehend oral language. They regard speaking as the most important skill they can acquire and they asses their progress in term of their accomplishments in spoken communication.

Collin (in Lepolely, 2008, p.4) states that speaking is the activity of giving speeches and talk. Speaking is one of the most important elements in English. It is necessary if someone would like to master language that has to focus on speaking.It is the application of language skill after listening, reading and writing. On the other hand speaking plays an important role in communication.

In English curriculum for elementary school, there are certain purposes of speaking they are;

1) Developing a limited communicational standard in school context orally

2) Reading and writing activities are directed to develop oral ability (Mendiknas, 2006, 72)

Hasibuan (2007, 101) says that speaking involves three areas of knowledge:

1) Mechanics (pronunciation, grammar, and vocabulary)

2) Functions (transaction and interaction)

3) Social and cultural rules and norm

In communication model of language teaching, teacher help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students' ability to produce grammar correctly, logically connected with sentence that they are appropriately specity contexts, and to use acceptable pronunciation.

2. Speaking skill for young learner

Learning to speak rightly and fluently is one of the major objectives for the learner, especially foreign language, include English. During this period, the research result points out those students are less active to use English outside of the class.

Suyanto (2007; 57) states that there are certain factors that caused unsuccesfull result in speaking skill in our country, they are:

a. English is not used out of class or environment of society

b. English learning process is not focused on speaking skill but focused on structure and vocabulary

c. Students feel afraid of making mistakes when they practice speaking

d. There are no necessities, except there is an opportunity to continue their education in abroad.

According to Suyanto (2007:58) said that 85% of the students feel comfortable to learn English and 53% of the students admit undergoing certain troubles.

Feeling comfortable to learn English is a positive effect. Students do not feel afraid or shy to speak English. On the other hand, learning English should be more focused on speaking skill.

Paul, 2003 (in Suyanto, 2007:58) states that speaking skill means that students are able to communicate by using English pattern appropriately to the atmosphere where they need to express their ideas, feeling and opinion.

If students are directed to communicate in English, English (EYL), teacher must be able to facilitate and make (EYL) class comfortable in order that the students have motivation to speak. In other words EYL teachers are ready to open-minded and keep repairing their English and use English as much as possible to the students.

In brief, Teacher must use teacher talk to create communicational situation in EYL class, such as when he is teaching the classroom, he morever, has to use these expressions below:

"Good morning, students"

"Morning, boys and girls"

"Hello students"

And other expressions, students must be trained to answer correctly.

3. Question and Answer.

Suppose that students want to reply easily, the question should be begun from easy question to difficult one, Gebhard (in Suyanto 2007: 59) suggests using yes/no question to the beginners. For example:

"Is it a bag?"

"Is it a book?"

"Are you students?"

"May I borrow this book?"

"Shall we have lunch now?"

"Can you clean the white board?"

"Can you help me?"

After yes /no question, it can be started to WH-question such as:

"What is it?"

"What is that?"

"Where do you live?"

"What is your name?"

"How many books are there in your bag?"

"How do you go to school?"

"What do you thing of this cake?"

Question-answer can be trained in pair, in-group as much as possible in order that the students do the instruction one another.

Suyanto (2009: 25) say that short dialogue and question-answer can be done in pair; question-answer can increase students' motivation to speak actively.

4. Concept map

Strategies have an important role in teaching foreign language, when we teach language. We must think what kind of strategy we use. Does the strategy bring out changing to the students? Are they happy in the class room when we use

the strategy? How about their attitudes to the language? Does it become worse or better? It will be influence the success of teaching and learning process.

Methods have also an important role in teaching foreign language. Bartley, 1999(in Sumardi, 1996:82) states that students' attitude may be worse toward foreign language after they had studied language through certain method without being successfull. In addition, Bartley suggests looking for a sufficient method that makes students think positively and increases their motivation to learn the language.

Based on the opinion above, this research paper will offer the concept maps to solve the problem in the background. What is concept map? And how to implement the concept maps in teaching and learning English process? Before answering those questions, I will convey the story of the concept maps.

Concept maps were developed in 1972 in the course of Novak's research program at Cornell where he sought to follow and understand changes in children's knowledge of science. (Download 2008 in Novak and Musonda, 1991) During the course of study, the researcher interviewed many children and it was difficult to identify specific changes in children's understanding in science concept by examination of interview transcripts.Commonly, it was concept map developed at Cornell University.

5. The definition of the concept map.

As explained in the story of the concept map, this method is used for sciencetifie research developed by Joseph D Novak and continued by David Ausubel. Even though I would like to use the concept map to solve the problem

that I found in the classroom in case of answering question in speaking, such as concept map about student's addresses. From the concept of students' addresses, we can choose certain alternative answers as unit's concept of students' addresses.

So, concept map is a perceived regularity in events or records of events or objects, designed by label and graph. Concept is correlated by relations, boxes and linking lines.

According to Dursteler (2009), concept map are simple and practical knowledge representation tool that allows you to convey complex conceptual messages in a clear, understandable way. They facilitate both teaching and learning. Moreover, they are represented naturally as graph. (http://cmap.ihmc.us/publication, htm,)

According to Suparno (2009) concept map is a schematic graph to describe a sense of someones' concept in chain of statement. Concept map is not only describing the concept but also relation among the concept. (Http: //educare, fki-punla.net)

Refer to concept maps, teacher can make teaching program more systematic and gradual. In such away, teaching and learning process can increase students' absorbing power toward the material. Based on the concept map definition above, it can be expressed the concept maps' features namely;

1. Concept map presentation is the way to show the concepts and proposition in a topic.

2. Concept map is to show the concepts relationship from a topic.

3. If there are two concepts or more described beneath the other concepts, So that it will be formed a hierarchy to the concept.

Concept map presentation is the best way to comprehend and memorize a mount of new information. Through a good concept map presentation, the students can remember the material longer than before. Concept map becomes guidance to the teachers to show a relation among the important idea in lesson plan. There are many ways to arrange the concept maps. They are;

1. Determining the topic

2. Making a relevant concept list.

3. Arranging the concept becomes a graph.

4. Relating the concepts with boxes forms propositions.

5. Evaluating the relevant of concept is made.

In brief, with the concept map, teachers are able to make directional and gradual teaching and learning process, so teaching and learning performance will be able to increase students' absorbing power toward the material.

6. Relationship between concept map and ability in answering question in speaking.

Concept map is usually used to train student to relate what concept or others concept they have known or other things that have great relationship. Besides, it can be used to relate new knowledge that it can be key to previous knowledge. Suyanto (2007: 95-96) says that concept map can be used as follows ;

a. To help teachers to activate students

b. To help students "bridge" new knowledge and previous knowledge

c. To direct class discussion

d. To support student creativity and critical thinking

e. To enrich and to develop vocabulary.

Example of concept map for elementary school based on the theory above is:

Concept: Vegetable

Question: What is a vegetable?

Teacher addresses the question to whole class. There may be certain students answer in Indonesian language or mention the names of vegetable. Teacher guides students to make definition of vegetable.

Answer: A vegetable is a plant or part of plant we eat.

Then we continue to other questions.

Can you mention some vegetables?

While students think about the answer, teacher draws the concept map on the blackboard.

Through concept map, students are able to identify the answer clearly and creatively. It is a creative way for students to generate their ideas. They can determine the answer because they have descriptions about the answer through concept map.

Another example is in speaking. We can show many kinds of alternative way in answering when someone submits a polite request. Widiyanti (2006: 14) we can make concept map as follows:

```
                                    ┌──────────────┐
                              ┌────▶ │ Sure         │
                              │      └──────────────┘
                              │      ┌──────────────┐
                              ├────▶ │ Of course    │
┌───────────────────────┐     │      └──────────────┘
│ May I borrow this book?│────┤      ┌──────────────┐
└───────────────────────┘     ├────▶ │ Why not      │
                              │      └──────────────┘
                              │      ┌──────────────┐
                              ├────▶ │ Okay         │
                              │      └──────────────┘
                              │      ┌──────────────┐
                              └────▶ │ Certainly    │
                                     └──────────────┘
```
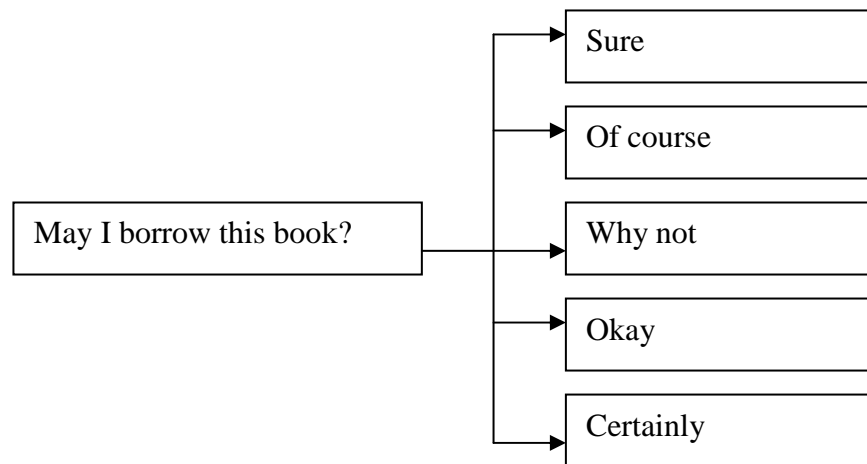
Therefore, Concept map is a creative way for individual to generate idea, record learning, or plan a new project. Asking student to create a concept map enables them to identify clearly and creatively what they have learnt or what they are planning. (Silberman 1996: 126).

Busan (in Susilo 2009: 37) Concept map constitutes the easiest way to enter information to the brain and take information from the brain. This way is a creative and effective way in making record. So, concept map may be said a truly mapping your answer in your mind.

7. **Procedures of concept map in an instructional activities**

   a) Select the topic for concept map. Some possibilities include :

   - A problem or issue about which you want from students is to create action ideas

   - A concept or skill you have just taught

   - A project to be planned by the students

   b) Construct for the class a simple concept map using color, images, or symbols. One example would be trip to the grocery store during which a

person shops from a concept map that categories items needed according to the departments in which they are found (e.g., dairy, produce, and frozen food) . Explain how the colors, images, symbols in your concept map promote whole brain thinking (versus right brain / left brain thinking).

c) Provide paper, marking pens, and any other resources you think will help students to create colorful, graphic concept map. Give students the concept- mapping assignment. Suggest that they begin their maps by creating pictorial center, depicting the topic or main idea. Then, encourage them to break the whole into smaller components and depict these components around the periphery of the map (using color and graphics). Urge them to represent each idea pictorially, using as few as words as possible. Following this, they can elaborate as details pop into their minds.

d) Provide plenty of time for students to develop their mind maps. Encourage them to look at other people's work to stimulate ideas.

e) Ask student to share their mind maps. Conduct a discussion about the value of this creative way to outline ideas.(Silberman 1996 : 126

B. The Relevant of the research

Susilo (2009), the research is about role play method by using concept map as model of learning in art appreciation at the tenth year of senior high school of Demak regency.

Based on the titles, the writer is interested in investigating the research by using the title" Improving students' ability in answering question in speaking

through concept map at the fifth year of MI Jami'atul Jariyah Tembilahan Hulu district Indragiri Hilir regency".

C. Hypothesis

Based on the theoretical framework above, this research hypothetical action is as follows:

Through the use of concept map students' ability in answering question in speaking at fifth year of MIS Jami'atul Jariyah can be improved.

D. Successful indicator

The successful indicator in this research is there is the improvement student's ability in answering question in speaking by using concept map at the forth year of Mis Jamiatul Jariyah. The form of question is:

1. Yes / no question or short answer uses to be and modal auxiliary such as is , am, are ,do, does,did ,can , may ,and must ect.

2. Wh-question, this question begins with question word and cannot be answered by yes/no answer. Such as ;

   a. What substitutes for a noun phrase, which refer to a thing or asking a thing.

   b. When substitutes for an adverbial, which refer to time or asking time.

   c. Where substitutes for an adverbial, which refer to a place or asking about place.

d. Why substitutes for an adverbial, which refer to cause or asking about cause.

e. How substitutes for an adverbial, which refer to a situation or asking situation.

Students must be able to answer many types of question. This point can be seen from examination result. Average score 65 point is based on minimized completeness criterion (KKM) 75 % students get.

In determining assessment criterion about research will be grouped into 4 categories.(Sudijono,2008:43) They are very good, good, enough, and less. The percentage criterion is as follow;

1) The percentage between 76% - 100% is high.

2) The percentage between 56% - 75% is middle.

3) The percentage between 40% - 55% is low.

4) The percentage less the 40% is very low.

The data of observation will be calculated by using percentage formulation as follows;

$$p = \frac{f}{n} \times 100\%$$

Explanation:

f = frequency

n = number of students

p = percentage

100% = total percentage achievement

Learning result will use learning completeness analysis of student that can be seen from percentage level of the student mastery individually and classically.(Harahap, 2002: 184)

a. The formulation of individual learning completeness

$$Sn = \frac{S1}{S2} \times 100\%$$

S n= Completeness percentage gained by students

S1 = completeness score gained by students

S2 = maximized score of test

b. The formulation of classical learning completeness

$$K = \frac{N1}{N2} \times 100\%$$

K = Classical learning completeness percentage.

N1 = Total of students learning completeness.

N2 = Total of students in the classroom.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is classroom action research (CAR). Classroom action research is the way to add knowledge for teacher, to train learning practice in the class with some models that can activate students and teacher. Through this classroom action research teacher can criticize the lack of teaching and try to repair it. Classroom Action Research (CAR) or action research is done to repair the quality of teaching practice in the classroom. (Kunandar, 2008: 45)

B. Subject and Object of Research

The subject of this research is the fifth year students of MIS Jamiatul Jariayah Tembilahan Hulu. The number of population is 26 students. They are 17 females and 9 males.

The objects of research is to improve students' ability in answering questions in speaking by using concept map at the fifth year of MI Jamiatul Jariyah Tembilahan Hulu district Indragiri Hilir regency.

C. Location and Time of Research

The research was conducted at the fifth year students at MI Jami'atul Jariyah Tambilahan Hulu Indragiri Hilir. It was done from May 17, 2010 until July 2010.

D. Research planning

This classroom action research consist of two cycles that each cycle carries out the appropriate changes achieved as what have been designed in researching variables. To see the students' mistakes in answering question in speaking is through test as initial evaluation. The initial observation is done to find out the correct action given to reduce students' mistakes in answering question in speaking.

From initial observation and evaluation, reflection is determined that an action is used to reduce pupils' mistakes and to increase students' ability in answering question in speaking through the application of the concept map in the classroom.

In brief, through the reflection, classroom action research is carried out into four steps. They are:

1. Planning

2. Action

3. Observation

4. Reflection

1.Planning

In planning steps, there are certain activities namely:

a. To do discussion with research partner about changes that will be achieved in research

b. To make lesson plan use concept maps

c. To make observation sheets see, how learning and teaching atmosphere when concept map is implemented in the classroom.

d. To make media that will be used to increase students ability in answering question

e. To design evaluation equipment to look back :

Can the concept maps reduce students' mistakes in answering question in speaking?

This activity is to do teaching and learning scenario that has been planned as follows:

1. Pre - Teaching

   a. Greeting and opening the class

   b. Giving motivation

   c. Explaining the learning objectives

   d. Doing question and answer in form of short dialogue

   e. Identifying students' answering

2. While Teaching

   a. Select the topic for concept map

   b. Construct for the class a simple concept map by using color, images, or symbols.

   c. Provide paper, marking pens, and any other resources that will help students to create colorful, graphic concept map. Give students the concept- mapping assignment.

   d. Provide plenty of time for students to develop their mind maps.

> e. Ask student to share their mind maps.
>
> f. . Students practice in pair that is guided by concept maps
>
> g. Teacher repeats the lesson and does dialogue with students.

3. Post Teaching

    a. Teacher gives test to the students.

    b.Teacher closes the learning process.

2. Implementation of Action

Implementation of action in this research is to use strategy of concept map in learning process, they are;

1. Determining the topic.

2. Making a relevant concept list.

3. Arranging the concept becomes a graph.

4. Relating the concepts with boxes forms propositions.

5. Evaluating the relevance of concept that made.

3. Observation

This activity is carried out in three phases, it can be seen in the following table:

Table III. 1

Three phases of observation
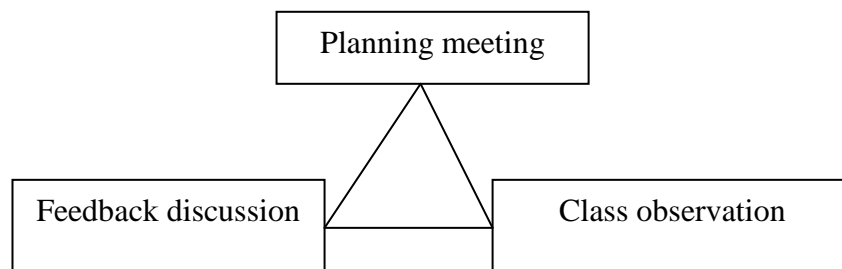
In planning meeting, teacher and collaborator discuss about lesson plan. How learning step of presentation and data collection are done through observation. The Objective of data collection of teaching and learning process will be analyzed in feedback discussion after learning presentation. The teacher and collaborator will study the observation result, approve the observing result formed to become environmental record and discussed in the next steps. (Wiriatmadja, 2006: 106)

The researcher and collaborator to gain description of the situation during the learning process objectively, as well as observing students' attitude during the research.

4. Reflection

Reflection constitutes an activity to collect the result in observing stages. The observational result is collected and analyzed. To know whether or not there is an improvement of students' ability in answering question in speaking through implementation of concept map at the fifth year students of MI Jamiatul Jariyah Tembilahan Hulu District Indragiri Hilir Regency.

E. Kinds and Technique of Data Collection

This research uses observation technique as qualitative data, and daily test technique as quantitative data.

1. **Technique of Data Collection**

This research output is gotten from action at the first cycle and the second cycle. The research output is daily assessment as test output. Non-test output is observation assessment at the first cycle and the second cycle.

In order to get some data needed to support this research, the writer applied some test and observation.

1. Test

Test is used to measure the data of the students' ability in answering question.

2. Checklist Observation

Data about teaching and learning atmosphere by using concept map are taken through checklist observation.

2. **The Data Analysis Technique.**

The necessity of quantitative data analysis is gained from assessment of students' daily test will be done two times assessment at the first cycle, and the second cycle. The necessity of qualitative data analysis is gained from observation as a non-test data. The data analysis technique uses descriptive statistic analysis technique. Descriptive analysis technique is aimed to describe the data about teacher and students' activities and data about minimized completeness criterion (KKM).

To see the increasing percentage score between before statistical formula, the first cycle and the second cycle will be analyzed by the following formulation;

$$p = \frac{posttest - pretest}{pre - test} \, x100\%$$

F. Observation and reflection

Observation steps are carried out together with action done by the collaborator by using observational sheet. Observation is done to look teacher and students' activities during learning- teaching process. Observations are aimed to give input or opinion about teaching and learning process, so suggestion and critics can be used to correct the next teaching and learning process.

Researcher analyzes and considers the effects of action from several criterions. The objective is to know the power and weakness from action that have been done in order to be able to be repaired. From observation result, researcher does the self-reflection to analyze action that happens in teaching and learning process. The result of self-reflection becomes guidance to do action for the next research.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Research setting description

1. History of MIS Jamiatul Jariyah Tembilahan Hulu.

Madrasah Ibtidaiyah Jami'atul Jariyah is located on Madrasah Street Tembilahan Hulu District Indragiri Hilir Regency. It was established in 1982 by society with private status. The building areas is 448 M2 and the land areas is 1.400 M2.

Since it has been established, MI Jamiatul Jariyah has had two headmasters they   are:

    a.   M Husni A.ma (1982 – 2006)

    b.   Noor Arifin. S.pd.I (2006 – up to now)

2. Teacher condition of MI Jamiatul Jariyah

MI Jamiatul Jariyah Tembilahan Hulu has sixteen teachers and one headmaster. There are 10 teachers on civil servant status including a headmaster, and 6 teachers unpermanent status.

Here is the table of teachers' condition at MI Jami'atul Jariyah Tembilahan Hulu District Indragiri Hilir Regency

Table IV. 1

Teachers condition at MI Jami'atul Jariyah Tembilahan Hulu District

Indragiri Hilir Regency

No	Name	Occupation	Education	Explanation
1.	Noor Arifin S.pd.I	Headmaster	SI STAI	PNS
2.	H. Aspani. S.pd.I	Aqidah Teacher	SI STAI	PNS
3.	Ismit Tanjung A.Ma	English Teacher	DII IAIN	PNS
4.	Jumah. A.Ma	Class Teacher	DII STAI	PNS
5.	Jamilah .S.pd. I	Math Teacher	SI STAI	PNS
6.	H. Pahlawati. S.pd.I	Class Teacher	SI STAI	PNS
7.	Kamisah	Arabic Teacher	PGAN	PNS
8.	Arifin, A.Ma	Sport Teacher	DII STAI	PNS
9.	Nur Adawiyah AMd	Class Teacher	DII UT	PNS
10.	Erlina S.Ag	Indonesian Teacher	IAIN	PNS
11.	Hamimah, A.Ma	Class Teacher	DII STAI	Honor
12.	Lina Asrina, A.Ma	Class Teacher	DII STAI	Honor
13.	Ernita, A.Ma	Science Teacher	DII STAI	Honor
15.	Diana Pertiwi, A.Ma	Malay Teacher	DII STAI	Honor
16.	Desri Wahyuni	Craft Teacher	DII STAI	Honor

Data source: monthly report of MI Jami'atul Jariyah.

3. The student's population of MI Jami'atul Jariyah.

The number of students at MI Jami'atul Jariyah Tembilahan Hulu Indragiri Hilir regency in 2009-2010 is 184 students. It consists of 6 classes. See the following table;

Table IV. 2

The total population of the students of MI Jami'atul Jariyah

No	class	Male	Female	Total
1.	Class I	12	18	30
2.	Class II	16	27	43
3.	Class III	14	18	32
4.	Class IV	17	18	35
5	Class V	10	16	26
6.	Class VI	6	12	18
	Total	75	109	184

Data source: monthly report of MI Jami'atul Jariyah.

3. Means of education

Means of education influences educational quality, because without great means of education, the implementation of teaching and learning process will not run well.

Means of education at MI Jami'atul Jariyah is good enough to carry out teaching and learning process. See the table as follows;

Table IV. 3

Means of Education at MI Jami'atul Jariyah Tembilahan Hulu District Indragiri Hilir Regency

No	Means of education	Total
1	Classroom	**6**
2	Office	**1**
3	Headmaster room	**1**
4	Teacher room	**1**
5	Science Laboratory	**1**
6	Library	**1**
	Total	12

Data source; monthly report of MI Jami'atul Jariyah

4. Curriculum

Curriculum is learning program planning equipment, learning experience, and subject arrangements. MI Jami'atul Jariyah uses School Based Curriculum (KTSP). There are many subjects taught at MI Jami'atul Jariyah, they are:

a. Aqidah Ahlak

b. Al-qur'an Hadist

c. Islamic History

d. Arabic

e. Indonesian

f. math

g. Science

h. Social

i. Civic Education

j. Sport

k. Craft

l. Malay Arabic

m. English

MI Jami'atul Jariyah teaches English from the first up to sixth class as an extracurricular. English curriculum is developed by school and guided by competence standard, also directed by government.

B. Research result

1. Implementation of action

This action used concept map strategy. Researcher himself and collaborator did the research. Researcher described the teaching and learning process by implementing concept map strategy started by preparation and presentation in the classroom. In concept map strategy there were many indicators, they were:

1. Opening the lesson.

2. Teacher gives motivation and does apperception.

3. Teacher delivers learning objectives.

4. Asking and answering in form of short dialogue.

5. Identifying students answering.

6. Choosing topic for concept map like problem or issue.

7. Making a simple concept map by using picture color, or symbol in form of question and answer.

8. Preparing paper and other sources to make concept map graph.

9. To request student to present idea by using as much words as possible.

10. To appropriate time for student to develop concept map in their mind.

11. To ask student to distribute concept map in form of question and answer.

12. Students do dialogue suitable with concept map.

13. Teacher repeats the subject do dialogue with students.

14. Teacher gives test.

15. Teacher closes the lesson.

From indicators above, the researcher gave score based on determining quality of score namely;

Very good = 4, good = 3, enough = 2, less = 1

a. Preparation

In preparation, researcher prepared research instruments that consisted of syllabus, lesson plan, students' work sheet, assessment system, observation sheet, test instrument, and answering keys.

b. Implementation

The implementation of teaching and learning was done 7 times. The first meeting was done without using concept map and six times used concept map strategy.

1) The first meeting before action(Thursday, June, 2 2010)

Learning process at the first meeting was by using conventional method. Before class began, researcher did self- introduction to the students, then called the student. Furthermore, teacher explained materials and gave some examples based on the book. After explaining the material, teacher asked the students to do the exercise an initial assessment test. Then, teacher collected test and closed the class lesson.

Based on the Initial assessment test about the students' ability in speaking in 15 items in form of multiple choices test before action was still low. See the following table below;

Table IV. 4

Initial test output

No	Name	Scores	Completeness
1	Student -1	60	Uncompleted
2	Student -2	50	Uncompleted
3	Student -3	60	Uncompleted
4	Student -4	60	Uncompleted
5	Student -5	50	Uncompleted
6	Student -6	60	Uncompleted
7	Student -7	65	Completed
8	Student -8	60	Uncompleted
9	Student -9	60	Uncompleted
10	Student -10	50	Uncompleted
11	Student -11	65	Completed
12	Student -12	60	Uncompleted
13	Student -13	50	Uncompleted
14	Student -14	60	Uncompleted
15	Student -15	65	Uncompleted
16	Student -16	60	Completed
17	Student -17	40	Uncompleted
18	Student -18	60	Uncompleted
19	Student -19	65	Completed
20	Student -20	70	Completed
21	Student -21	60	Uncompleted
22	Student -22	65	Completed
23	Student -23	60	Uncompleted
24	Student -24	45	Uncompleted
25	Student -25	65	Completed
26	Student -26	50	Uncompleted
Total		**1514**	
Avarage		**58,23**	
completeness		**7**	
classical completeness percentage		**26,92**	
classification		**Uncompleted**	

Table IV. 4 show us that nineteen students (73, 07%) have not achieved minimized completeness criterion, limits 65 points. It means that they do not master speaking basic competence of curriculum. Seven students (26, 92%) have achieved minimized completeness, over 65 points.

From this table the researcher concludes that most of the students do not master speaking basic competence in answering question, because teacher still use conventional method. They do not achieve classical learning completeness based on successful indicator.

2) **Cycle I**

The first cycle was the beginning of learning implementation by using concept map strategy. This cycle researcher taught three times in teaching and learning process through strategy of concept map and did a daily assessment.

a. The first meeting (Saturday, June 5, 2010)

Learning activities explained about address suitable with lesson plan 1 (RPP-1). The issue was about Ahmad and Fatimah who meet in the school corridor. Before entering the classroom teacher, prepared concept map model and short dialogue guided by concept map and observation sheet. In pre-teaching, teachers gave greeting, check students' attendance, gave motivation and apperception. Teacher told to the students about learning objectives and did question answer in form of short dialogue while teacher identified students answering.

In core of activity, teacher chose the topic or issue, and then made a simple concept map. Furthermore, teacher asked the students to prepare papers and other sources to help them make concept map, and then requested students to present each idea. Teacher provided time for the students to develop concept map. Students did a short dialogue guided by

concept map. Then teacher repeated the material   and did a dialogue with the students. The last teacher closed teaching and learning process.

b.   The second meeting (Thursday, June 8, 2010)

At the second meeting, teacher taught about library suitable to the lesson plan 2(RPP-2). The issue was about Andy wants to borrow some books from the school library. He goes to see the librarian. Before teacher entered the classroom student had sat neatly. As usual, teacher began the class by checking the students attendance, giving motivation, and doing a short dialogue about last material connected with the next material. Furthermore, teacher explained the learning objective or basic competence that would like to be achieved.

While teaching, teacher chose topic or issue about the material. Furthermore, teacher asked the students to prepare papers and other sources to help them make concept map, and then requested the students to present each idea, use many words and pronounced together with the teacher. Teacher provided time for students to develop concept map. Students do a short dialogue guided by concept map. Then teacher repeated the material   and did a dialogue with the students. The students wrote the dialogue on their book. Furthermore, teacher closed the learning with salaam and praying.

c.   The third meeting (Saturday, June 12, 2010)

The third meeting that teacher taught about food and beverages suitable to the lesson plan (RPP-3). The issue was about Wisnu and

Bintang are at the school canteen. Before teacher entered the classroom student had sat neatly. As usual, teacher began the class by checking the students' attendance, giving motivation, and doing a short dialogue about last material connected with the next material. Furthermore, teacher explained the learning objective or basic competence that would like to be achieved.

While teaching, teacher chose topic or issue about the material. Furthermore, teacher asked students to prepare papers and other sources to help them make the concept map, and then requested them to present each idea, used as much as words and pronounced together with the teacher. Teacher provided time for the students to develop concept map. The students did a short dialogue guided by concept map. Then teacher repeated the material and did a dialogue with the students. Students wrote the dialogue on their books.

Before closing the class teacher gave information that next week, they were going to do daily examination and asked students to prepare themselves to face the examination. Furthermore, teacher closed the learning with salaam and praying.

d. Observation and Test output

Table IV. 5

The first cycle observation recapitulation

N0	activity	Observation Output				
		meeting 1	meeting 2	meeting 3	$\sum$	%
1	Opening the lesson	4	4	4	12	100%
2	Teacher gives motivation and does apperceptions.	2	3	4	9	75%
3	Teacher delivers learning objectives.	3	3	3	9	75%
4	Asking and answering in form of short dialogue.	2	3	3	8	66,66%
5	Identifying student answering.	3	3	3	9	75%
6	Choosing topic for concept map like problem or issue.	3	3	4	10	83,33%
7	Making a simple concept map by using picture color, or symbol in form of question and answer.	3	3	3	9	75%
8	Preparing paper and other sources to make concept map graph.	2	2	2	6	50%
9	To request student to present idea by using as much words as possible.	3	3	3	9	75%
10	To appropriate time for student to develop concept map in their mind.	3	3	3	9	75%
11	To ask student to distribute concept map in form of question and answer.	2	3	4	9	75%
12	Students do dialogue suitable with concept map.	2	3	3	8	66,66%
13	Teacher review the lesson by speaking with students.	2	2	3	7	58,33%
14	Teacher gives test.	3	3	3	9	75
15	Teacher closes the lesson.	3	4	4	11	91,66%
	Total	40	45	49	134	
	Percentage	73,33%	75%	81,66%	74,44 %	

Based on table IV. 5 the percentage average in the first meeting is

73, 33%, the second meeting is 75%, and in third meeting 81, 66 %. The

percentage average in the first cycle is 74, 44 %

When implementation of daily test, the students looked serious in

doing the questions. The implementation of the first daily test was well-

ordered and learning output had increased compared with the learning output before research action. Here is the first cycle test output.

Table IV. 6

The first cycle test output

No	Name	Scores	Completeness
1	Student -1	60	Uncompleted
2	Student -2	60	Uncompleted
3	Student -3	60	Uncompleted
4	Student -4	60	Uncompleted
5	Student -5	60	Uncompleted
6	Student -6	60	Uncompleted
7	Student -7	75	Completed
8	Student -8	60	Uncompleted
9	Student -9	60	Uncompleted
10	Student -10	60	Uncompleted
11	Student -11	60	Uncompleted
12	Student -12	75	Completed
13	Student -13	70	Completed
14	Student -14	60	Uncompleted
15	Student -15	70	Completed
16	Student -16	70	Completed
17	Student -17	60	Uncompleted
18	Student -18	75	Completed
19	Student -19	60	Uncompleted
20	Student -20	75	Completed
21	Student -21	60	Uncompleted
22	Student -22	75	Completed
23	Student -23	75	Completed
24	Student -24	60	Uncompleted
25	Student -25	80	Completed
26	Student -26	65	Completed
Total		**1705**	
Average		**65.57**	
completeness		**11**	
classical completeness percentage		**42,30**	
classification		**Uncompleted**	

Table IV. 6 shows us those fifteen students (57, 69 %) have not achieved minimized completeness criterion limits 65 points or mastered basic competence, eleven students (42, 30%) have achieved minimized completeness criterion or basic competence. The classical learning

completeness $= \dfrac{11}{26} \times 100\% = 42,30\%$ from number of the students that

followed the test. Based on the table above, there is improvement from 26, 92% become 42, 31% observed from learning completeness side.

e. Reflection of the first cycle

After the researcher did and observed the action by filling in the observation sheet, furthermore, researcher did reflection to do reparations for the following cycle. The weakness or lucking that happened in the first cycle of the implementation of concept map strategy was not running well. There were some activites that teacher implemented. They needed improvement in the next cycles. They were: 1) Asking and answering in form of short dialogue (item No 4), 2) Preparing paper and other sources to make concept map graph (item No 8), 3) Students do dialogue suitable with concept map (item No 12), and 4) Teacher repeats the subject do dialogue with students (item No 13). (Please refer table namber IV.5).

Nevertheless, there is an increasing in every meeting. The average of percentage is 73, 33% in the first meeting, 75 % in the second meeting become 81, 66% in the third meeting. The average of percentage the implementation of concept map in the first cycle is 74, 44% However, implementation of concept map has not been significant yet. Researcher should repair in the next cycle or second cycle, especially the items number 4, 8, 12, 13.

After teacher taught, the student by using consept map strategy in the forth-meeting, researcher held the daily test. Here is the first cycle test output.

Table IV. 7

The first cycle test output

No	Name	Scores	Completeness
1	Student -1	60	Uncompleted
2	Student -2	60	Uncompleted
3	Student -3	60	Uncompleted
4	Student -4	60	Uncompleted
5	Student -5	60	Uncompleted
6	Student -6	60	Uncompleted
7	Student -7	75	Completed
8	Student -8	60	Uncompleted
9	Student -9	60	Uncompleted
10	Student -10	60	Uncompleted
11	Student -11	60	Uncompleted
12	Student -12	75	Completed
13	Student -13	70	Completed
14	Student -14	60	Uncompleted
15	Student -15	70	Completed
16	Student -16	70	Completed
17	Student -17	60	Uncompleted
18	Student -18	75	Completed
19	Student -19	60	Uncompleted
20	Student -20	75	Completed
21	Student -21	60	Uncompleted
22	Student -22	75	Completed
23	Student -23	75	Completed
24	Student -24	60	Uncompleted
25	Student -25	80	Completed
26	Student -26	65	Completed
Total		**1705**	
Average		**65.57**	
completeness		**11**	
classical completeness percentage		**42,30**	
classification		**Uncompleted**	

Table IV. 7 Shows us those fifteen students (57, 69 %) have not achieved minimized completeness criterion, limits 65 points or mastered

basic competence, eleven students (42, 30%) have achieved minimized completeness criterion or basic competence. The classical learning completeness $= \frac{11}{26} \times 100\% = 42,30\%$ from number of the students that followed the test. Based on the table above, by using concept map strategy it can improve students test output from 58, 23 become 65, 57 in the first cycle.

3) Cycle II

The second cycle consisted of two meeting and one daily test. This cycle discussed about healthy habit and public places. The reflection result of implementation of concept map in the first cycle was repaired in the second cycle, especially in the fifth meeting and sixth meeting. There were many aspects repaired in its implementation. The items were still low. they were point number 4, 8, 12, and 13 i.e, Asking and answering in form of short dialogue, Preparing paper and other sources to make concept map graph, Students do dialogue suitable with concept map, and Teacher repeats the subject do dialogue with students.

In addition, points number 2,3,5,7,9,10,11,and 14 i.e, Teacher gives motivation and does apperceptions, Teacher delivers learning objectives, Identifying student answering, To request student to present idea by using as much words as possible, To provided time for student to develop concept map in their mind, To ask student to distribute concept map in form of question and answer, and Teacher gave test hopedn to increase in the second cycle.

a. The fifth meeting (Saturday, June 19, 2010)

At the fifth meeting, teacher taught about healthy habit suitable to the lesson plan (RPP-4). The issue was about Rahma who goes to the UKS to check her illness. Before the lesson beginning, teacher announced daily test score to the students. It seemed several students unenthusiastic to see the examination result. Teacher gave spirit in order that the next examination students could get better score.

In pre-teaching, a teacher checking students' attandence list, giving motivates and did apperception. Furthermore, teacher explained the lesson objectives and basic competence that would like to be achieved. Then, teacher did a short dialogue with the students and identified the students' answer.

While teaching, teacher wrote the topic and issue and described the concept map on the white board.   Furthermore, teacher asked the students to prepare papers and other sources to help them make concept map, and then requested them to present each idea, use many words and pronounced together with the teacher. Teacher appropriated time for the students to develop concept map. Students did a short dialogue guided by concept map. Then teacher repeated the material   and did a dialogue with the students. The students wrote the dialogue on their book.

Post-teaching, teacher concluded the lesson and gave suggestion in order that students repeated their lesson and practiced the dialogue with their friends at home. Then teacher closed teaching and learning process.

b. **The sixth meeting (Thursday, June 22, 2010)**

The sixth meeting, teacher taught about healthy habits (How often...?) suitable to the lesson plan (RPP-5). The issue was about Ratna and Tuti in school corridor. They talk about illness. As usual teachers began the class by checking the students' attandance, giving motivation, and did a short dialogue about last material and connected with the next material. Furthermore, teacher explained the learning objective or basic competence that would like to be achieved.

While teaching, teacher chose topic or issue about the material. Furthermore, teacher asked students to prepare papers and other sources to help them make concept map, and then requested students to present each idea, use many words and pronounced together with the teacher. Teacher provided time for the students to develop concept map. Students did a short dialogue guided by concept map. Then teacher repeated the material and did a dialogue with students. Students wrote the dialogue on their books.

Before closing the class, teacher gave information that next week they were going to do daily examination and asked the students to prepare themselves to face the examination. Furthermore, teacher closed the learning with salaam and praying.

c. Observation and test output

Table IV. 8

The second cycle observation output recapitulation

N0	activities	Observation output			
		Meeting 1	Meeting 2	∑	%
1	Opening the lesson	4	4	8	100 %
2	Teacher gives motivation and does apperceptions.	4	4	8	100%
3	Teacher delivers learning objectives.	4	4	8	100%
4	Asking and answering in form of short dialogue.	4	4	8	100%
5	Identifying student answering.	3	4	7	87,5%
6	Choosing topic for concept map like problem or issue.	3	4	7	87,5%
7	making a simple concept map by using picture color, or symbol in form of question and answer.	4	4	8	100%
8	Preparing paper and other sources to make concept map graph.	3	3	6	75%
9	To request student to present idea by using as much words as possible.	4	4	8	100%
10	To appropriate time for student to develop concept map in their mind.	3	4	7	87,5%
11	To ask student to distribute concept map in form of question and answer.	3	4	7	87,5%
12	Students do dialogue suitable with concept map.	3	4	7	87,5%
13	Teacher review the lesson by speaking with students..	4	4	8	100%
14	Teacher gives test.	4	4	8	100%
15	Teacher closes the lesson.	4	4	8	100%
	Total	54	59	113	
	percentage	90%	98,33%	94,16%	

Table IV. 8 shows that the average of percentage in the first meeting is 90, %, the second meeting is 98, 33%,. The average of percentage in the second cycle is 94, 16 %. It shows that repairation in the second cycle has run well.

Table IV. 9

The second cycle test output

No	Name	Scores	Completeness
1	Student 1	75	Completed
2	Student 2	65	Completed
3	Student 3	65	Completed
4	Student 4	75	Completed
5	Student 5	75	Completed
6	Student 6	75	Completed
7	Student 7	80	Completed
8	Student 8	80	Completed
9	Student 9	70	Completed
10	Student 10	70	Completed
11	Student 11	85	Completed
12	Student 12	80	Completed
13	Student 13	75	Completed
14	Student 14	70	Completed
15	Student 15	75	Completed
16	Student 16	80	Completed
17	Student 17	75	Completed
18	Student 18	85	Completed
19	Student 19	60	Uncompleted
20	Student 20	90	Completed
21	Student 21	75	Completed
22	Student 22	75	Completed
23	Student 23	85	Completed
24	Student 24	70	Completed
25	Student 25	85	Completed
26	Student 26	70	Completed
Total		1965	
Average		75,57	
Completeness		25	
Classical completeness percentage		96,16	
Classification		Completed	

Table IV. 9 shows us that one student (3, 84%) has not achieved minimized completeness criterion, limits 65 points or mastered basic competence. Twenty-five students (96, 16 %) have achieved minimized completeness criterion or basic competence. The classical learning completeness $= \dfrac{25}{26} \times 100\% = 96,16\%$ from number of the students

followed the test. Based on the table above, there is an improvement in score averages from 65, 57 become 75, 57. The average of increasing percentage is $p = \dfrac{75,57 - 65,57}{65,57} x100\% = 15,25\%$. Therefore, the average of increasing percentage from first cycle test output compared with the second cycle test output is 15, 25 %.

d. The second Cycle reflection

After doing action on cycle II and observation by the researcher, furthermore researcher did reflection to know the weakness of the second cycle. The implementation of concept map strategy had been done well especially for the items suggested in the first cycle. There was an increasing in every meeting. The average of percentage of score is 90 % in the first meeting become 98, 33% in the second meeting. The average of percentage in the second cycle is 94, 16 %. However, in common, the implementation of concept map had been running well. Because 94, 16% averages of concept map items had been implemented. Based on test output there is a significant increasing average score from 65, 57 become 75, 57. The average of increasing percentage is $p = \dfrac{75,57 - 65,57}{65,57} x100\% = 15,25\%$. Therefore, the researcher will stop the cycle until the second cycle.

2. **Action Result Analysis**

   a. **Output report**

The use of concept map as strategy in improving students' ability in answering question in speaking had been carried out at the second semester 2009/2010. Generally, the use of concept map was very effective, based on the successful indicators gained from test, learning process quality through observation. Researcher describes here clearly.

b. Output assignment

b.1) Initial test output assignment

From instrument of assessment at the beginning of learning speaking was without using concept map strategy. Learning process used traditional method. Where the students were taught with usual method after teaching, teacher gave a daily test before action. Here is the test output table:

Table IV. 10

Initial test output before action

No	Name	Score	Completeness
1	Student -1	60	Uncompleted
2	Student -2	50	Uncompleted
3	Student -3	60	Uncompleted

4	Student -4	60	Uncompleted
5	Student -5	50	Uncompleted
6	Student -6	60	Uncompleted
7	Student -7	65	Uncompleted
8	Student -8	60	Uncompleted
9	Student -9	60	Uncompleted
10	Student -10	50	Uncompleted
11	Student -11	65	Uncompleted
12	Student -12	60	Uncompleted
13	Student -13	50	Uncompleted
14	Student -14	60	Uncompleted
15	Student -15	65	Uncompleted
16	Student -16	60	Uncompleted
17	Student -17	40	Uncompleted
18	Student -18	60	Uncompleted
19	Student -19	65	Uncompleted
20	Student -20	70	Uncompleted
21	Student -21	60	Uncompleted
22	Student -22	65	Uncompleted
23	Student -23	60	Uncompleted
24	Student -24	45	Uncompleted
25	Student -25	65	Uncompleted
26	Student -26	50	Uncompleted
Total		**1514**	
Average		**58,23**	
completeness		**7**	
classical completeness percentage		**26,92**	
classification		**Uncompleted**	

Table IV. 10 shows us that nineteen students (73, 07%) have not achieved minimized completeness criterion limits, 65 points. It means that they do not master speaking basic competence of curriculum. Seven students (26, 92%) have achieved minimized completeness, over 65 points. The classical learning completeness $= \frac{7}{26} \times 100\% = 26,92\%$ from number of the students, followed the test. The average score is 58, 23. This score is still under minimized completeness criterion (KKM).

b.2) The first cycle observation and test output

Table IV. 11

The first cycle observation output recapitulation

N0	activity	observation output				
		meeting 1	meeting 2	meeting 3	$\sum$	%
1	Opening the lesson	4	4	4	12	100%
2	Teacher gives motivation and does apperceptions.	2	3	4	9	75%
3	Teacher delivers learning objectives.	3	3	3	9	75%
4	Asking and answering in form of short dialogue.	2	3	3	8	66,66%
5	Identifying student answering.	3	3	3	9	75%
6	Choosing topic for concept map like problem or issue.	3	3	4	10	83,33%
7	Making a simple concept map by using picture color, or symbol in form of question and answer.	3	3	3	9	75%
8	Preparing paper and other sources to make concept map graph.	2	2	2	6	50%
9	To request student to present idea by using as much words as possible.	3	3	3	9	75%
10	To appropriate time for student to develop concept map in their mind.	3	3	3	9	75%
11	To ask student to distribute concept map in form of question and answer.	2	3	4	9	75%
12	Students do dialogue suitable with concept map.	2	3	3	8	66,66%
13	Teacher review the lesson by speaking with students.	2	2	3	7	58,33%
14	Teacher gives test.	3	3	3	9	75
15	Teacher closes the lesson.	3	4	4	11	91,66%
	Total	40	45	49	134	
	Percentage	73,33%	75%	81,66%	74,44%	

Table IV. 11 shows that there is an increasing percentage of

implementation concept maps strategy from the first meeting to the third

meeting. It is $p = \dfrac{40}{60} x100\% = 73,33\%$ in the first meeting,

$\dfrac{45}{60} x100\% = 75\%$ in the second meeting, and $\dfrac{49}{60} x100\% = 81,66\%$ in the

third meeting. The average of percentage in the first cycle is

$\dfrac{\dfrac{134}{3}}{60} x100\% = 74{,}44\%$. The increasing percentage from the first meeting to

the second meeting is $\dfrac{40 - 45}{40} x100\% = 12{,}5\%$, from the second meeting to

the third meeting is $\dfrac{45 - 49}{45} x100\% = 8{,}88\%$, and from the first meeting to

the third meeting is $\dfrac{40 - 49}{40} x100\% = 22{,}5\%$. There is a significant

improvement in implementation of concept map in first cycle from the first

meeting to the third meeting. The improvement is 12, 5 + 8, 88 + 22, 5 =

43, 88%.

After following the learning process by using concept map strategy

with material about healthy habits and public places at the second cycle,

the result gained from the test is as in the following table;

Table IV.12

The first cycle test output

No	Name	Score	Completeness
1	Student -1	60	Uncompleted
2	Student -2	60	Uncompleted
3	Student -3	60	Uncompleted
4	Student -4	60	Uncompleted
5	Student -5	60	Uncompleted
6	Student -6	60	Uncompleted
7	Student -7	75	completed
8	Student -8	60	Uncompleted
9	Student -9	60	Uncompleted
10	Student -10	60	Uncompleted
11	Student -11	60	Uncompleted
12	Student -12	75	completed
13	Student -13	70	completed
14	Student -14	60	Uncompleted
15	Student -15	70	completed
16	Student -16	70	completed
17	Student -17	60	Uncompleted
18	Student -18	75	completed
19	Student -19	60	Uncompleted
20	Student -20	75	completed
21	Student -21	60	Uncompleted
22	Student -22	75	completed
23	Student -23	75	completed
24	Student -24	60	Uncompleted
25	Student -25	80	completed
26	Student -26	65	completed
Total		**1705**	
Average		**65.57**	
Completeness		**11**	
Classical completeness percentage		**42,30**	
Classification		**Uncompleted**	

Table IV. 12 shows us those fifteen students (57, 69 %) have not achieved minimized completeness criterion limits 65 points or mastered basic competence, eleven students (42, 30%) have achieved minimized

completeness criterion or basic competence. The classical learning completeness $= \dfrac{11}{26} \times 100\% = 42,30\%$ from number of the students, followed the test. Based on the table above, there is an improvement from 26, 92% become 42, 31% observed from learning completeness side.

From the table the researcher concludes that the use of concept map strategy is effective enough in answering question in speaking showed that increasing average scores from 58, 26 in the first cycle become 65, 57 point in the second cycle. The increasing of average score percentage is $\dfrac{58,23 - 65,57}{58,23} x100\% = 12, 60\ \%$.

b.3) the second cycle observation and test output

Table IV. 13

The second cycle observation output recapitulation

N0	activities	Observation output			
		Meeting 1	Meeting 2	$\sum$	%
1	Opening the lesson	4	4	8	100 %
2	Teacher gives motivation and does apperceptions.	4	4	8	100%
3	Teacher delivers learning objectives.	4	4	8	100%
4	Asking and answering in form of short dialogue.	4	4	8	100%
5	Identifying student answering.	3	4	7	87,5%
6	Choosing topic for concept map like problem or issue.	3	4	7	87,5%
7	making a simple concept map by using picture color, or symbol in form of question and answer.	4	4	8	100%
8	Preparing paper and other sources to make concept map graph.	3	3	6	75%
9	To request student to present idea by using as much words as possible.	4	4	8	100%
10	To appropriate time for student to develop concept map in their mind.	3	4	7	87,5%
11	To ask student to distribute concept map in form of question and answer.	3	4	7	87,5%
12	Students do dialogue suitable with concept map.	3	4	7	87,5%
13	Teacher review the lesson by speaking with students.	4	4	8	100%
14	Teacher gives test.	4	4	8	100%
15	Teacher closes the lesson.	4	4	8	100%
	Total	54	59	113	
	percentage	90%	98,33%	94,16%	

Table IV. 13 show that there is an increasing percentage of implementation concept maps strategy from the first meeting to the second

meeting. It is $p = \dfrac{54}{60}x100\% = 90\%$ in the first meeting,

$\dfrac{59}{60}x100\% = 98,33\%$ in the second meeting. The average percentage in the

second cycle is $\dfrac{\frac{113}{2}}{60}x100\% = 94,16\%$. The increasing percentage from the

first meeting to the second meeting is $\dfrac{54-59}{54}x100\% = 9,25\%$. There is a

significant improvement in implementation of concept map in second cycle from the first meeting to the second meeting. The improvement is 9, 25 %.

This score was gained after repairation of implementation concept map strategy in second cycle. Especially, for some items that the implementation was still low.

After following the learning process by using concept map strategy with material about healthy habits and public places at the second cycle, the result gained from test is as in the following table;

Table IV. 14

The second cycle test output

No	Name	Scores	Completeness
1	Student 1	75	completed
2	Student 2	65	completed
3	Student 3	65	completed
4	Student 4	75	completed
5	Student 5	75	completed
6	Student 6	75	completed
7	Student 7	80	completed
8	Student 8	80	completed
9	Student 9	70	completed
10	Student 10	70	completed
11	Student 11	85	completed
12	Student 12	80	completed
13	Student 13	75	completed
14	Student 14	70	completed
15	Student 15	75	completed
16	Student 16	80	completed
17	Student 17	75	completed
18	Student 18	85	completed
19	Student 19	60	uncompleted
20	Student 20	90	completed
21	Student 21	75	completed
22	Student 22	75	completed
23	Student 23	85	completed
24	Student 24	70	completed
25	Student 25	85	completed
26	Student 26	70	completed
Total		**1965**	
Average		**75,57**	
Completeness		**25**	
Classical completeness percentage		**96,16**	
Classification		**completed**	

Table IV. 14 show us that one student (3, 84%) has not achieved minimized completeness criterion limits, 65 points or mastered basic competence. Twenty-five students (96, 16 %) have achieved minimized completeness criterion or basic competence. The classical learning completeness $= \dfrac{25}{26} \times 100\% = 96,16\%$ from number of the students followed the test. Based on the table above, there is improvement from 42, 31% become 96, 16% observed from learning completeness side. The average score is 75, 57 point.

From this table, the researcher concludes that the use of concept map strategy is effective enough in answering question in speaking. It is showed by increasing average score from 65, 57 become 75, 57 point. The increasing percentage is $\dfrac{65,57 - 75,57}{65,57} x100\% = 15,25\%$.

b.4) The observation and assessment output recapitulation every cycles

Table IV. 15

Observation output teacher activity recapitulation

N0	activities	observational output	
		Cycles 1	**Cycles 2**
1	Opening the lesson	4	4
2	Teacher gives motivation and does apperceptions.	3	4
3	Teacher delivers learning objectives.	3	4
4	Asking and answering in form of short dialogue.	2,6	4
5	Identifying student answering.	3	4
6	Choosing topic for concept map like problem or issue.	3,33	4
7	making a simple concept map by using picture color, or symbol in form of question and answer.	3	4
8	Preparing paper and other sources to make concept map graph.	2	3,5
9	To request student to present idea by using as much words as possible.	3	4
10	To appropriate time for student to develop concept map in their mind.	3	4
11	To ask student to distribute concept map in form of question and answer.	3	4
12	Students do dialogue suitable with concept map.	2,66	4
13	Teacher review the lesson by speaking with students.	3,5	4
14	Teacher gives test.	3	4
15	Teacher closes the lesson.	3,66	4
	Total	44,66	59
	Total score	60	60
	Percentage	74,44%	94,16%
	Cetagory	Middle	High

Table IV. 15 shows that the average percentage of implementation of concept maps strategy from the first cycle to the second cycle is

$$p = \frac{44,66}{60}\,x100\% = 74,44\%$$ in the first cycle, and $\frac{59}{60}x100\% = 94,16\%$ in

the second cycle. The increasing average percentage from the first cycle

the second cycle is $\dfrac{74,44 - 94,16}{74,44} x100\% = 26,49\%$.

Table IV. 16

The test output recapitulation in every cycle

No	Students	Daily test scores			Explanation
		Before action	The first test	The second test	
1	Student 1	60	60	75	Increasing
2	Student 2	50	60	65	Increasing
3	Student 3	60	60	65	Increasing
4	Student 4	60	60	75	Increasing
5	Student 5	50	60	75	Increasing
6	Student 6	60	60	75	Increasing
7	Student 7	65	75	80	Increasing
8	Student 8	60	60	80	Increasing
9	Student 9	60	60	75	Increasing
10	Student 10	50	60	70	Increasing
11	Student 11	65	60	85	Increasing
12	Student 12	60	75	80	Increasing
13	Student 13	50	70	75	Increasing
14	Student 14	60	60	70	Increasing
15	Student 15	65	70	75	Increasing
16	Student 16	60	70	80	Increasing
17	Student 17	40	60	75	Increasing
18	Student 18	60	75	85	Increasing
19	Student 19	60	60	60	Unincreasing
20	Student 20	70	75	90	Increasing
21	Student 21	60	60	75	Increasing
22	Student 22	65	75	75	Increasing
23	Student 23	60	75	85	Increasing
24	Student 24	45	60	70	Increasing
25	Student 25	65	80	85	Increasing
26	Student 26	50	65	70	Increasing
Total		**1514**	**1705**	**1965**	
Averages		**58,23**	**65,57**	**75,57**	
Completeness		**7**	**11**	**25**	
Classical completeness		**26,92**	**42,30**	**96,16**	
Classification		**Low**	**Medium**	**High**	

Furthermore, after getting the data, it is analyzed by using formulation as follows:

$$p = \frac{f}{n} \times 100\%$$

Explanation:

f = frequency

n = number of frequency

p = percentage

100% = total percentage achievement

Recapitulations of observation result are calculated as follow;

Cycle I   :
$$P = \frac{44,66}{60} \times 100\%$$
$$= 74,44\%$$

Cycle II   :
$$P = \frac{59}{60} \times 100\%$$
$$= 94,16\%$$
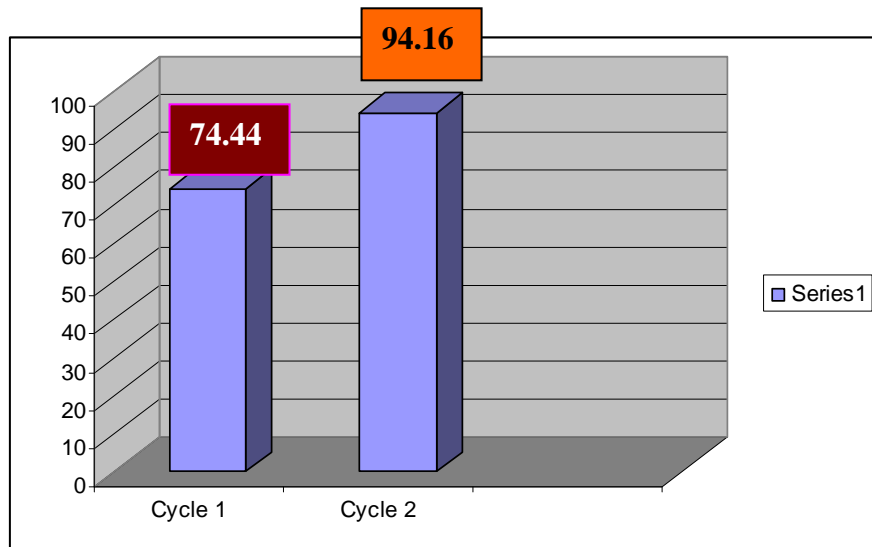
Diagram of concept map implementation

Recapitulations of averages test output are calculated as follow;

Before action :
$$M = \frac{1515}{26}$$
$$= 58,23$$

Cycle I :
$$M = \frac{1705}{26}$$
$$= 65,57$$

Cycle II :
$$M = \frac{1965}{26}$$
$$= 75,57$$
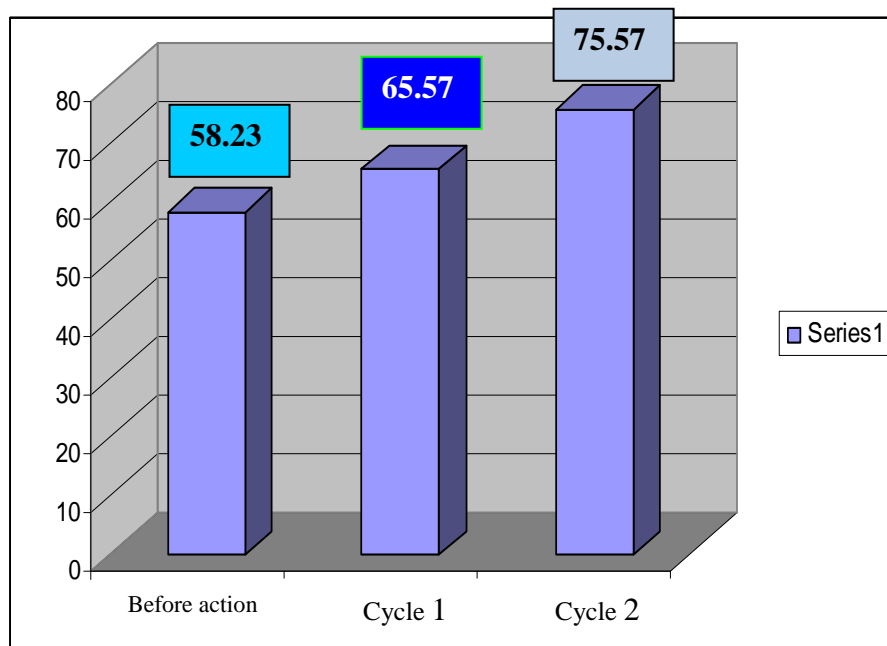
Diagram of test output

Based on students' learning output and the use of concept map strategy in the table above, it can be figured out through the use of concept map strategy that can improve students' ability in answering question in speaking. It can be seen from the implementation of concept map strategy in every cycle. The average of percentage in the first cycle is 74, 44% become 94, 16 % in the second cycle. The average of increasing percentage is $\dfrac{74,44 - 94,16}{74,44} x100\% = 26,39\%$.

By implementation of concept map well, it can improve learning output namely 58, 23 before action become 65, 57 to the first cycle and 75, 57 to the second cycle. The average of increasing percentage of test output from before action to the first cycle is $\dfrac{58,23 - 65,57}{58,23} x100\% = 12, 60\%,$

from the first cycle to the second cycle is $\dfrac{65,57 - 75,57}{65,57} x100\% = 15, 25\%$,

and before action to the second cycle is $\dfrac{58,23 - 75,57}{58,23} x100\% = 29, 77\%$.

Where as the average of increasing classical completeness are 26, 92 % before action become 42, 30 % in the first cycle and 96, 16% in the second cycle. It is between 76% - 100% on high category.

C. Explanation

This research is classroom action research (CAR), where the research to be done by the researcher and collaborator. Data about teacher' activities are got from observation sheet, and data about learning output are gained from test. On the observation sheet can be seen how teacher' activity in using concept map in teaching and learning process is.

Learning output after implementation of concept map in teaching on topic in answering question in speaking is higher than before action. It shows that there is an increasing students' learning output significantly.

Based on students' learning output and the use of concept map strategy in the table above that it can be figured out through the use of concept map strategy can improve students' ability in answering question in speaking. It can be seen from implementation of the concept map strategy. The evarege of percentage in the first cycle is 74, 44% become 94, 16 % in the second cycle. The increasing percentage is $26,39\%$.

By implementation of the concept map well can improve students' learning output namely; 58, 23 before action become 65, 57 to the first cycle and 75, 57 to the second cycle. The-increasing percentage of test output from before action to the first cycle is about 12, 60%, from the first cycle to the second cycle about 15, 25% and before action to the second cycle are about 29, 77%. It shows that 75 % students have average score 65.

In short, there is a significant improvement between students' learning output without action with students 'learning output after action by using the concept map strategy. The average differences show that the implementation of the concept map strategy is better than the use of traditional strategy before action.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to conclude and suggest about the research that has been done. The research is entitled improving students' ability in answering question in speaking through concept map strategy at the fifth year of MIS Jami'atul Jariyah. The total samples in this research are 26 students. It is conducted in order to know the implementation of concept map strategy that can improve students' ability in answering question in speaking.

A. Conclusion

Based on this research result, the researcher concludes that this research can improve students' learning output through the use of concept map strategy,

1. The teacher has carried out concept map strategy. It can be seen from concept map strategy implementation percentage from the first cycle to the second cycle, namely; 74, 44 % become 94, 16%.The data show that the teacher has implemented the concept map strategy significantly.

2. It can improve students' ability in ansuwering question in speaking by the implementation of concept map well. It can be seen from average output of test from 58, 23 before action become 65, 57 to the first cycle and 75, 57 to the second cycle. The-increasing percentage of test output from before action to the first cycle is about 12, 60%, from the first cycle to the second cycle is about 15, 25% and before action to the second cycle is about 29, 77%. Where as the average increasing classical completeness is 26, 92 % before action,

become 42, 30 % in the first cycle and 96, 16% in the second cycle. It is between 76% - 100% on high category.

3. If the implementation of concept map strategy is done 100%, the ability in answering question can be increased more than 75, 57 point.

From the description above, it shows that students' learning output in speaking at the fifth year MIS Jami'atul Jariyah can be improved through learning model of concept map strategy.

B. Suggestion

Based on the result and teachers' investigation, the researcher gives several suggestions. They are:

1. It is hoped that the teacher MI Jami'atul Jariyah Tembilahan Hulu District Indragiri Hilir Ragency can implement learning model by using concept map strategy as one of the alternative ways in teaching and learning process to improve students' ability in amswering question.

2. Concept map strategy can be implemented to repair learning in the classroom particularly for teachers who always use conventional method.

3. Teacher should implement concept map strategy 100 % to get maximum score from the test. Because, in the second cycles there is 1 student who get 60 point under minimized completeness criterion (KKM).

4. Concept map strategy has weakness and strength. The weakness of this method is usually used to make short story in writing. The strength is that students can use some expression in answering based on concept map.

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LIST OF TABLE

Table

Page