

ANALYSIS OF STUDENT ENGLISH COMMUNICATION USING SEMANTIC MAPPING STRATEGY

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ABSTRACT

The ability to speak English has a major influence in encouraging careers as well as expanding business networks and allowing everyone to pursue career opportunities of the changes that are happening in the economy. In recent decades, Asia has become the driving force of global economic growth, spearheaded by leaders who build international relations and establish multinational corporations. Economic competition in the private sector encourages many companies to actively prioritize English proficiency and invest in developing English proficiency. This condition requires the use of appropriate strategies in English learning. The purpose of this study is to use semantic mapping methodologies to assess the level of student English communication skills. According the findings of this study, the English communication competence of the Electromedical Technology study program is in the poor range. This can be seen from the score of vocabulary mastery acquisition. In addition, students still often make grammatical errors that can affect meaning. So often the meaning of the sentence conveyed becomes changed. There are still many students whose pronunciation is influenced by their respective regional language accents.

Keywords : Ability, Communication, Semantic, Mapping

ABSTRAK

Kemampuan berbahasa Inggris berpengaruh besar dalam mendorong karier juga memperluas jaringan bisnis dan memungkinkan setiap orang untuk mengejar peluang karier sesuai dengan perubahan yang terjadi dalam perekonomian. Dalam beberapa dekade terakhir, Asia telah menjadi motor penggerak pertumbuhan ekonomi global, dipelopori oleh para pemimpin yang membangun hubungan internasional dan mendirikan perusahaan-perusahaan multinasional. Persaingan perekonomian di sektor swasta mendorong banyak perusahaan secara aktif mengutamakan kecakapan bahasa Inggris dan berinvestasi dalam mengembangkan kemampuan berbahasa Inggris. Kondisi ini mengharuskan penggunaan strategi yang tepat dalam pembelajaran bahasa Inggris. Penelitian ini bertujuan untuk menganalisa tingkat kemampuan komunikasi bahasa Inggris mahasiswa menggunakan strategi Semantic Mapping. Hasil penelitian ini menunjukkan bahwa kemampuan komunikasi bahasa Inggris prodi Teknologi Elektromedik berada pada kategori rendah. Hal ini dapat dilihat dari skor perolehan penguasaan kosa kata. Disamping itu, mahasiswa masih sering membuat kesalahan tata Bahasa yang dapat mempengaruhi makna. Sehingga sering kali makna kalimat yang disampaikan menjadi berubah. Masih banyak mahasiswa yang pengucapan (pronunciation) nya dipengaruhi oleh aksent Bahasa daerahnya masing-masing.

Kata Kunci: Kemampuan, Komunikasi, Semantic, Mapping

1. INTRODUCTION

English language proficiency is related to economic competitiveness, social development, and innovation. "Countries with high levels of English proficiency tend to have higher average incomes, a better quality of life. Mastery of English as a global language is a necessity in this challenging era. Urgent need, ease of access to information and exchange of knowledge globally, and the ability to communicate in English are needed to strengthen international networks. Given the role of English in global competition, the Indonesian government has established English as a foreign language that must be studied in the world of education. This is in line with the Minister of Education and Culture's Decree No. 096/1967 dated December 12, 1967. Even so, not a few Indonesians have difficulty acquiring English language skills, even according to

EF (Education First), an international research institute that organizes language training based in Switzerland, released a report on the results of the EF English Proficiency Index (EPI) research entitled English Proficiency Index 2021. This report was created using data analysis from the results of an English test administered via the world's first free online test, the EF SET (Standard English Test). The EF EPI has grown to be the world's largest study, assessing the English proficiency of individuals whose first language is not English. This research shows that Indonesia is ranked 5th among countries in Southeast Asia in terms of English proficiency. Indonesia lags far behind Singapore, which ranks first. Then followed by the Philippines, then followed by Malaysia, and Viet



English Proficiency Index 2021 (www.ef.com/epi 2021).

In addition, the EF English Proficiency Index also releases Indonesia's ranking level in terms of World Level English proficiency. In this case, Indonesia is ranked 80th. Far behind the Netherlands which is ranked 1st. This ranking is still far from ideal as a capital for economic recovery after the Covid-19 pandemic hit. According to the Academic Partnership of EF Education First, nations with a sufficient command of English will be able to compete on a global scale. English proficiency shows a relationship with individual income, which is measured by per capita income.

2. LITERATURE REVIEW

A. Strategy

A strategy is a set of educational activities that the teacher chooses and employs contextually, taking into account the needs of the students, the circumstances at the school, the neighborhood, and the environment. In order to accomplish learning objectives effectively and efficiently, teachers and students must engage in the learning activity of strategy. The art of using abilities and assets to accomplish objectives while leveraging the best possible circumstances and circumstances is known as strategy. The two main components that determine how

and how well a learner masters a second or foreign language are language learning strategies and learning styles.. Language learning strategies are specific ways of carrying out language tasks in specific contexts. Language learning strategies do not run by themselves, but are influenced by learning styles.

Types of Learning Strategies: Learning strategies are divided into two major parts: direct and indirect.

1. Direct approach is a more teacher-centered approach to learning that places an emphasis on efficient ways to increase knowledge of the teaching materials.

- a. Memory strategy is used by learners by utilizing previous knowledge and learning experiences.
- b. All learner behaviors related to the use of the learner's cognitive abilities are referred to as cognitive strategies in the teaching and learning process.
- c. Compensation strategies are used by learners who already have fairly high skills.

2. Indirect strategy

In student-centered learning, the speed of shopping is determined by the students themselves, so students are not required to

finish as soon as possible the parts that are difficult to learn.

- a. Learner behaviors that are connected to methods or strategies for dealing with and managing teaching and learning materials are known as meta-cognitive strategies.
- b. A learner's behavior in relation to their attitudes and feelings toward learning in the face of the learning process constitutes an effective strategy.
- c. A learner's social strategy is his behavior in relation to his cooperation with his peers in achieving learning goals..

B. Semantic Mapping

Semantic mapping comes from the word semantic and map explains that semantics is "the study of meaning in language". While mapping comes from the word map which means map. Semantic mapping is a broad category of graphic organizers that can be used to help students understand relationships and construct concepts about a wide range of topics.

Advantages of a Semantic Mapping Strategy:

1. Because it is stated in the middle, the main theme is very clearly defined.
2. The priority level of information is better identified, and information of greater importance is associated with the main theme.

3. Each piece of information's relationship can be quickly identified.

4. Simpler to comprehend and remember.

5. Following that, new information can be quickly combined without destroying the overall structure of the Mind mapping, simplifying the recall process.

6. Each Mind Map is distinct, making it easier to recall.

7. Because it only uses keywords, it speeds up the recording process.

Steps for implementing the Semantic Mapping strategy

1. Examine the text's concepts and words.
2. Arrange words related to the topic in Semantic Mapping.
3. Enter the words that students understand into the diagrams to see the relationship between one word and another.

Things to consider in the Semantic Mapping strategy:

1. Make sure the main theme is located in the middle.
2. From the main theme, some derivatives are still related to the main theme.
3. Look for the relationship between each theme and mark it with a line.
4. Use capital letters that will encourage us to only write down important points.

C. Communication

Communication refers to the actions of one or more people, sending and receiving messages that are distorted by noise, occurring in a certain context, having

influence, and opportunities for feedback. Communication is the existence of humans and society, even philosophers such as Anderson and Parker take communication as the basis that distinguishes humans from animals. Communication can only live in social interaction because communication requires the passing of symbols that have meaning. Communication has become a kind of term "portmanteau" (a term formed from a combination of two words).

English Communication:

Communication is defined as a sharing process between parties who carry out communication activities in English. The term "communication" comes from the Latin "communications," which means to share or belong together.

Components of Communicating English

1. Pronunciation is the study of techniques or procedures for pronouncing vocabulary.
2. Intonation is the sound pressure in the spoken word alone. With mastery of intonation, the conversation will sound natural and not stiff.
3. Sentence stress is material that teaches about word stress in sentences.
4. Grammar is a rule about word structure to form a perfect sentence.
5. Vocabulary is a vocabulary or set of words needed to make spoken or written sentences.

3. IMPLEMENTATION METHOD

The research method uses descriptive methods. The descriptive research method is used to describe current conditions. The descriptive method can also be interpreted as a problem-solving procedure that investigates the state of the subject or object in the study, which can be people, institutions, communities, or others that are currently based on visible facts or what they are. Descriptive research is defined as research that seeks to describe a symptom, a current event, or an actual problem. The descriptive method is a way of examining the current state of a group of people, an object, a set of conditions, a system of thought, or a series of events. Qualitative descriptive research is defined as research that examines natural social action events with an emphasis on how people interpret and comprehend their experiences in order to comprehend a social reality and solve problems. The study was carried out at the Binalita Sudama School of Health Sciences. on Jalan Gedung PBSI No.1 Pasar V Medan Estate.

4. RESULTS AND DISCUSSION

a. Results

- The Vocabulary aspect of students' English communication skills is dominated by a score of 2, which is as many as 21 students (52.5%). This was followed by 14 students (35%) receiving

a 3. In addition, 5 students (12.5%) received a score of 1.

- The Grammar aspect of students' English communication skills varies. A total of 23 students (57.5%) received a 3. In addition, 8 students (20%) received a score of 2. And 9 students (22.5%) received a score of one. However, no students received a score of 4, indicating that there were no grammatical errors.
- The student's English communication skills in the Pronunciation aspect are dominated by a score of 3 (87.5%), indicating that even with a certain accent, the student's pronunciation can be understood. Following that, 1 student (2.5%) received a score of 2. The remaining four students (10%) received a score of one. There were no students who received a score of 4, i.e. students with native-like accents
- The Fluency aspect of students' English communication skills has a score of 3 for as many as 16 students (40%). The same number of students, namely 16 students (40%), received a score of 2. And 8 students (20%) received a score of one. However, no students receive a score of 4, indicating that they have very fluent communication skills, such as native speakers.

b. Discussion

The data above shows the ability of students of the Electromedical Technology

(TEM) Program study to communicate in English. In mastering vocabulary, fourteen students sometimes use inappropriate vocabulary. Twenty-one students experienced limited conversation due to limited vocabulary, and as many as five students experienced pronunciation that was difficult to understand because of incorrect and limited vocabulary.

In addition, concerning the use of grammar (grammar), as many as twenty-three students sometimes make mistakes in using grammar that does not affect the meaning. And also eight students sometimes make mistakes in using grammar which can affect meaning. The remaining nine people often make mistakes in using grammar and influencing meaning.

The next aspect is the ability to pronunciation (pronunciation). In this case, thirty-five students could understand their pronunciation even with certain accents, including Javanese, Batak, and Mandailing accents. One student's pronunciation is not clear, so the listener must concentrate fully to understand. And four students had serious pronunciation problems, so they were often asked to repeat sentences.

And the last one is fluency. A total of sixteen students' fluency was slightly disturbed by language problems. Sixteen students' fluency is a lot because of language problems. And eight students

often hesitated and stopped because of language limitations, so communication was hampered.

5. CONCLUSION

According to the research data, the English communication skills of the Electromedical Technology study program are in the low category.. This can be seen from the acquisition score of vocabulary mastery. With a limited vocabulary, the conversations are limited. In addition, students still often make grammatical errors that can affect meaning. So often the meaning of the sentence conveyed changes. There are still many students whose pronunciation is influenced by the accent of their regional language

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