IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH MIND MAPPING OF EIGHT-GRADE STUDENTS AT SMP NEGERI 03 WAESAMA

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ABSTRAK

Penelitian ini merupakan penelitian tindakan kelas (PTK). Penelitian ini dilakukan dalam dua siklus yaitu siklus 1 dan siklus 2 dan setiap siklus memiliki empat kali pertemuan. Penelitian pada tiap siklus terdiri dari empat Langkah; perencanaan, tindakan, observasi, dan refleksi. Data dalam penelitian ini menggunakan kuantitatif (tes) sebagai data utama dan kualitatif (ceklis observasi dan catatan lapangan) sebagai data pendukung. Sampel dalam penelitian ini sebanyak 24 siswa di kelas VIII SMPN 03 WAESAMA. Hasil penelitian menunjukkan bahwa penggunaan Mind Mapping berhasil meningkatkan kemampuan kosa kata siswa. Hal ini dapat dilihat dari nilai rata-rata siswa kelas VIII. Nilai rata-rata pada siklus 1 adalah 72,75 yang dikategorikan baik dan nilai rata-rata pada siklus 2 adalah 82,37yang dikategorikan sangat baik. Penelitian ini menunjukkan bahwa nilai rata-rata pada siklus 2 lebih baik dari siklus 1. Persentase siswa yang memenuhi kriteria ketuntasan juga meningkat. Pada siklus 1, terdapat 14 siswa (67%) yang memenuhi kriteria ketuntasan minimum (KKM). Pada siklus 2, terdapat 24 siswa 100%) yang memenuhi kriteria ketuntasan minimum (KKM). Maka dari itu, dapat disimpulkan bahwa penggunaan Mind Mapping dapat meningkatkan hasil belajar siswa dan kemampuan dalam peningkatan kosa kata.

Kata Kunci: Mind Mapping, Penguasaan Kosa Kata, Hasil Belajar

ABSTRACT

This research is a classroom action research (CAR). This research was conducted in two cycles, namely, cycle 1 and cycle 2, and each cycle had four meetings. Research in each cycle consisted of four steps; planning, action, observation, and reflection. The data in this study used quantitative (test) as the main data and qualitative (observation checklists and field notes) as supporting data. The sample in this study was 24 students in class VIII SMPN 03 WAESAMA. The results showed that the use of Mind Mapping succeeded in increasing students' vocabulary skills. This can be seen in the average grade VIII students. The average value in cycle 1 is 72.75 which is categorized as good and the average value in cycle 2 is 82.37 which is categorized as very good. This study shows that the average score in cycle 2 is better than in cycle 1. The percentage of students who meet the criteria for completeness also increases. In cycle 1, there were 14 students (67%) who met the minimum completeness criteria (KKM). In cycle 2, there were 24 students (100%) who met the minimum completeness criteria (KKM). Therefore, it can be concluded that the use of Mind Mapping can improve student learning outcomes and the ability to increase vocabulary.

Keywords: Learning Outcomes, Mind Mapping, Vocabulary Mastery,

INTRODUCTION

Vocabulary is one of the elements of the language that should be learned and taught. It will be hard to master the language without mastery of understanding certain numbers of vocabulary. Vocabulary mastery is one of the components to master English. The students should have the ability in understanding and use the words and

meaning. The students not only know the words, but also the meaning. It also plays an important part in English skills; listening, speaking, reading, and writing. The larger vocabulary the students master, the easier they develop English language skills. In other words, limited vocabulary mastery inhibits the students to the develop the language skills well (Melvina & Nurhayati, 2015).

Teaching English vocabulary at a High School has some objectives. Among the objectives are to enrich the stocks of the students' vocabulary, and to help students acquire the four basic language components, i.e., grammar, pronunciation, spelling, vocabulary, etc. Vocabulary plays an important role in communication. It helps people communicate and comprehend language well (Masyitha et al., 2017). In English learning, vocabulary is very important. Students will have difficulty in vouching for their comprehension and even production if they do not have enough words in their vocabulary (Mandasari and Octavian 2019).

Furthermore, Richards & Schmit (2011) state that vocabulary is the core component of language proficiency and provides much of the basics for how well learners speak, listen, and write. White Alqhataui (2015) defined that understanding the language vocabulary is a crucial component to be mastered by the learner. In short, it can be said that, by having enough vocabulary, the student's mastery of language components also will be improved. In addition, the teacher does not use a technique that makes the students interested. These days, the teacher only gives the vocabulary materials by giving the students task to find the meaning of the new vocabulary in the dictionary and then ask them to memorize it (Delatu et al., 2020).

Budi Setiawan (2010) indicates that there are two kinds of vocabulary namely, (1) Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use in speaking and writing, (2) productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

While, Thornbury (2003) says that there are six types of vocabulary such as (1) word class, (2) word family, and (3) Word formation into the English language there is the formation or combination of a word like information, entertainment, (4) Multi-word units many this type vocabulary shaped phrase verbs and idioms like, look for, look after, act, (5) collocations this type can be meaning as two words or more word and always together like, this week, once more, once again, as well and act, (6) homonyms this type explain about the word which has the same form but different in meaning.

Based on the preliminary interview with an English teacher at the SMPN 03 WAESAMA, most of the students had difficulty in the English learning process because they did not have enough vocabulary mastery because the effective method of teaching was not interesting and the teacher always use teacher central method in teaching so that students experience difficulties in learning the English language, especially for vocabulary mastery.

Therefore the researchers want to improve students' vocabulary through the mind mapping method. The mind mapping method is one of the effective ways of improving students' vocabulary because mind mapping is one technique for making notes who able to use on the situation, certain conditions like in making a plane, finishing the problem, and making a summary.

Mind Mapping is a creative, effective, and literal way to record Mind Mapping thoughts and route maps that facilitate memory and make it possible to build facts and thoughts so that the natural workings of the brain are involved from the beginning. This means remembering information will be easier and more reliable than using

traditional retrieval techniques. In addition, Mind Mapping is a storage system, data recall, and tremendous access to the gigantic library in a great human brain (Yahrif, 2021). Additionally, Tony Busan (2017) defined mind mapping as harnessing the full range of cortical skills- word, image, number, logic, rhythm, color, and spatial awareness in a single uniquely powerful technique. It is supported by Davies (2010) who says that the relationship of the diagram in mind mapping will help the writer understand the relationship of the ideas and analyze each component better.

Buzan (1984) in Samar Al Shdaifat (2019) states that Mind mapping is used in note-taking, brainstorming, problem-solving, and project planning. Like other mapping techniques, its purpose is to focus attention, capture, and frame knowledge to facilitate sharing of The Impact of an E-mind Mapping Strategy on Improving Basic Stage Students' English Vocabulary 387 ideas and concepts (Al Shdaifat et al., 2019). While, Budd (2004) in Ahmad Ali Heidari (2015) defined mind maps are pictorial techniques that facilitate knowledge acquisition and retrieval of information through the use of visual clues such as images, shapes, and colors (Heidari & Karimi, 2015).

This study had been conducted by several researchers. One of the research had done by Azura Binti Abdul Aziz (2016) with the title "the use of mind mapping technique in increasing students' vocabulary list" based on his research, he found that the mind mapping technique helped to improve students' vocabulary list. Therefore the study implies that the intervention program of using mind-mapping to improve students' ability in increasing students' vocabulary list and get the better band mark for that section has a tremendous positive impact on the samples as compared to the chalk and talk method (Aziz & Yamat, 2016).

The research gaps for this study are there is not much research has been done on the use of mind mapping techniques in increasing students' vocabulary lists. Most of the studies and aspects that have been done were just for the secondary and university level. The mind mapping technique in increasing students' vocabulary list in the studies is not explored yet for the primary student. This research is going to find out and gathered how to mind map can increase the vocabulary list by students. So, that is why I recommended doing this research. Therefore, the purpose of this study is to explore the use of mind mapping in improving students' vocabulary mastery. This paper should shed some light and provide ground information for future research on the technique used in improving vocabulary mastery for students

METHOD

Types of Research

This research used Classroom Action Research (CAR). This classroom action research used the model developed by Kemmis and Mc. Taggart (1998) adopted the Kurt Lewin model that introduced the four steps in action research, they are planning, action, observation, and reflection. The main subject of this research is VIII. A class at SMP NEGERI 03 WAAESAMA . This class consists of 24 students, 10 male, and 14 female.

The procedure of Collecting Data

There are two types of techniques to collect data in this research, they are: primary data and supporting data. The primary data would be taken from the test, and the supporting data would be taken from the observation checklist and field notes. A vocabulary test was used to collect the primary data about the students' vocabulary achievement. It is used to know the students' achievement in vocabulary tests after the learning process by using the Mind Mapping Technique. Meanwhile, an observation checklist and field notes are needed to get the supporting data. Observation is a technique for collecting data about the researcher and students' activities in the teaching and learning process.

Data Analysis Procedure

the researchers analyzed the students' scores in vocabulary in the form of a multiple-choice test. Besides the researchers used the KKM that had been made by the school namely 75 or 7.5, as the measurement to see the students' Vocabulary mastery.

1) to measure the average or mean of students' vocabulary scores on every test, the formula is as follows:

Explanation:
X= Mean score
    = Sum of individual score
    = Total number of individual
  (Sudjiono, 2014)
2) to know the percentage of the students' development in vocabulary ability:
  $P=F/N \times 100\%$
Explanation:
P = Percentage of students' improvement
F = students' frequency who passed the minimum scored
N = total number of students
(Sudjiono, 2014)

RESEARCH FINDING
The implementation of the mind mapping technique to improve the students' vocabulary skills was conducted in two cycles. In every cycle, there were four meetings, three meetings for teaching materials and one meeting for a test session to measure the students' progress.

Table.1 the percentage of students' score result in cycle 1

No	Score	Criteria	Frequency	Percentage
1	95-100	Excellent	2	8%
2	85-94	Very good	3	13%
3	75-84	Good	11	46%
4	65-74	Average	4	17%
5	55-64	Poor	4	17%
6	25-34	Very poor	-	-
	Total		24	100%

Based on the percentage of students' results of the cycle 3 students got very good criteria, there were eleventh students got good criteria then there were four students got average criteria and the last there were four students got poor criteria. Based on the result of the test on four meetings of cycle 1, the researcher concluded that students' vocabulary improved. However, the research was still lack of success. So the research continued to cycle 2.

Table.2 the percentage of students' score result in cycle 2

No	Score	Criteria	Frequency	Percentage
1	95-100	Excellent	2	8%
2	85-94	Very good	8	33%
3	75-84	Good	14	53%

4	65-74	Average	0	
5	55-64	Poor	0	
6	25-34	Very poor		-
	Total		24	100%

Based on the percentage of students' results eight students got very good criteria, there were fourteen students who got good criteria then there was no student who got average criteria and the last there was no student who got poor criteria.

Based on the result of the test in cycle 2, the researchers felt satisfied because of the significant improvement from their score previously in cycle one. They were more activities than the activities of cycle one, it showed that the students were more enjoyable in learning activities by using vocabulary-teaching activities. The researcher concluded that the use of the mind mapping technique was effective in improving students; they were more active and motivated in the learning process.

Table.3 the data of test result

No.	Cycle	Mean	Percentage
1.	Pre-test	63,20	25%
2.	Post-test I	72,75	29%
3.	Post-test II	82,37	37%

The mean of the students' score in the post-test II was the highest, it could be shown that the student's vocabulary mastery by using mind mapping increased from 63,20 to 82,37. From the table above, the result showed an increase in the students' scores from the pre-test to post-test 1, and from post-test 1 to post-test 2. In the pre-test, the students who passed the KKM were 8 students out of 24 students (25%). In post-test 1 there were 11 of 24 students (29%) passed the KKM. Last, in the post-test 2, the students who passed KKN were 18 students out of 24 students (37%). The increase from pre-test to post-test 1 was about 12% and the increase from post-test 1 to post-test 2 was about 28%.

DISCUSSION

The result of the observation checklists showed that the teacher's performance was good. It was proved that there was a highly significant improvement from the first cycle which was 72,75% to the second cycle which was 82,37% it was indicated that students were really interested in teacher performance during the learning process. It was caused by the teacher giving a good role in class, the teacher was not only a teacher but also a conductor of the learning process. The teacher explained the topic very well and always kept their spirits by giving motivation so they were enjoyable in the learning process.

The result of the observation checklist indicated that students were still confused about the mind mapping technique to improve their vocabulary memorize. There was an improvement in the students' performances. It was 78% in cycle 1 and became 80%in cycle 2. It was caused by the chosen materials that gave by the teacher. The teacher gave them some appropriate materials which were based on students' needs, which successfully effects their interests.

The teacher and students' performances above affected the result of students' final test in every cycle. In cycle 1 the average was 68% and increased in cycle 2 became 88% It is also proven by the percentage of the students' test results of students who completed the KKM score. In cycle 1, the percentage was Here, the mind mapping technique had not satisfied because most of the students still could not pass the minimum score. Mostly, students got difficulty creating good mind maps. They were not able to collect their ideas in it. Therefore, the researcher decided to continue to cycle 2.

Based on the data above, the researcher concluded that the implementation of the mind mapping technique to improve students' vocabulary mastery was successful. It was caused that mind mapping was an interesting, simple, and enjoyable technique to improve students' vocabulary mastery. Students could make mind mapping based on the material given, it was proven in their mind mapping, the use of language features, the writing components, content, organization, vocabulary, language use, and mechanic. So, using the mind mapping technique is very helpful in the process of teaching and learning vocabulary to improve students' vocabulary mastery. It is supported by Buzan (2008) that mind mapping is an effective technique to improve students' vocabulary mastery.

CONCLUSION

The result of cycle one showed that the vocabulary mastery was unsatisfactory. It was caused that they didn't have much vocabulary and were confused making the mind mapping. It was provided into minimum criteria of completeness as 72.75%. Meanwhile, the improvement is found in cycle 2. The students were excited, responded, and interested in the topic that was given based on students' needs, then continued to give motivation. The result of cycle two can be seen in the result of criteria minimum (KKM) which was 82.37%. Both the cycle showed that there was an improvement from cycle 1 to cycle 2. The use of the mind mapping technique to improve students' vocabulary was successful in improving the students' vocabulary. It can be proven by the result of research on cycles 1 to cycle 2. Moreover, the improvement of students' vocabulary mastery in cycle 2 was caused by the topic that related to students' needs and supporting the students' motivation. Therefore, the researchers concluded that the use of the storytelling technique for the eleventh grade at SMP Negeri 03 Waesama can be applied to improving students' English vocabulary mastery.

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