

THE USE OF MIND MAPPING TO IMPROVE MOTIVATION IN LEARNING VOCABULARY OF SECOND GRADE STUDENTS AT MTs NW MISPALAH PRAYA

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Abstract

This research was aimed to describe the use of mind mapping technique be able to improving students' motivation. The subject of this study was 37 students at second grade students of MTs. NW Mispalah Praya. In which consist of 25 males and 12 females. It is was classroom action research with one cycle, each cycle of four steps: planning, acting, observing, and reflecting. The data gathering used observation sheet and test and analyzed by using quantitative and qualitative approach. At the result of pre-test was failed where the mean score of pre-test was 65 and class percentage was 52% and the result of the first cycle that the mean score was 70,4 and the class percentage was 100% indicating the target of 70 of the minimum criterion has been achieved, it means that the action was stopped

Key Word: Motivation; mind mapping technique.

Abstrak

Penelitian in bertujuan untuk mengetahui penggunaan teknik mind mapping untuk meningkatkan cara motivasi siswa. Subjek dalam penelitian ini adalah 37 siswa delapan Yang mana terdiri dari 25 laki-laki dan 12 perempuan. Ini merupakan penelitian tindakan kelas dengan satu siklus, setiap siklus memiliki 4 tahap: perencanaan, pelaksanaan, observasi, dan refleksi. Data yang digunakan yaitu angket dan tulis, dalam menganalisa data peneliti menggunakan pendekatan kuantitatif dan kualitatif. Hasil yang diperoleh dari pre-test adalah gagal dimana skor rata-rata dari pre-test adalah 65 dan presentasi kelasnya adalah 52% dan hasil dari siklus pertama nilai rata-ratanya adalah 70,4 dan persentasi kelasnya adalah 100% mengindikasikan dari target 70 kriteria minimal telah dicapai, itu artinya pelaksanaan penelitian dihentikan.

Kata kunci: Motivation and Mind Mapping Technique.

INTRODUCTION

Background of the Study

Teaching English as a Foreign Language requires the use of effective

learning technique. Furthermore, they state that virtually all language-teaching technique make the oversimplified assumption that what teachers do in the

classroom can be conventionalized into a set of procedures that fits all contexts. It means that a set of procedure or the technique in teaching have an influence to the student is learning result.

In addition Dellar and Hocking in Thornbury: (2002: 13) states that, "If you spend most of your time studying grammar, your English will not improve very much. You may say that your language vocabulary is very small but with your vocabulary, you can say a language and students will have difficulty in learning the language if the word they have is very little.

Talking about technique in teaching learning cannot be spared from brain or memory sensory, especially in learning vocabulary. The students need balancing in usage of the left-brain and right brain. Whole brain is needed by the students to think perfectly. Right brain is for creativity and visualization. Left-brain is for logical and rational. *Mind mapping* combines both and become whole-brained

Statement of the Study

1. How *mind mapping* technique in teaching vocabulary be able to improve students' motivation at the second grade of MTs. NW MISPALAH PRAYA in academic year 2018/2019?
2. What are the contributions of *mind mapping* technique to teaching vocabulary at the second grade of MTs. NW MISPALAH PRAYA in academic year 2018/2019?

Purpose of the Study

1. To discribe whether the use of Mind Mapping technique in teaching vocabulary be able to or not to improve the students' motivation at the second grade of MTS NW

MISPALAH PRAYA in academic year 2018/2019?

2. To find out the contributions of Mind Mapping technique in teaching vocabulary at the second grade of MTs. NW MISPALAH PRAYA in academic year 2018/2019

REVIEW OF RELATED ITERATURE

the concept of mind mapping" what actually mind mapping is, how it works with our brain, what the advantages we can get of using mind mapping and how to use it in our life.

Concept of Mind Mapping

Mind mapping technique imitates the thinking process, namely possible us to move from one topic to another topics back, and forth. Recording the information through symbols, pictures, emotional meaning, and colors, exactly the same like our brains process it. A pattern which at least consists of picture, symbol and color that does not just help the students to understand the vocabulary knowledge but also make the students feel good, enjoyable, and attract their brain which at last lead them to have interest in mastery vocabulary knowledge.

Definition of Mind Mapping Technique

Mind mapping is a pattern, which at least consists of picture, symbol and color those are not just help the students to understand the vocabulary knowledge but also make the students feel good, enjoyable, and attract their brain which at last leads them to have interest in mastery vocabulary knowledge.

Advantages of Mind Mapping

Deporter and Hernacki (in Abdurrahman, 2008: 172), describe that

there are some advantages of using mind mapping technique, they are as follows:

- a. Flexible
- b. Concentrate on the Topic
- c. Increasing Comprehension
- d. Enjoyable

Making the Mind Mapping

Furthermore Buzan Tony in Purwoko (2005: 20), explains the steps below in how to make mind mapping, they are presented below:

- a. Take a piece of white paper and it is in a landscape position.
- b. Start by drawing a colored image in the center of the paper and write the key word with capital letters.
- c. Choose a color and draw the main themes of the mind mapping on the thick branches radiating out from the central image.
- d. Add other main themes branches around the map.
- e. Make thick and colorful branches spanning out from your mind map.
- f. Write basic ideas about the key word and still use the capital letters.
- g. Add an image to all the main branches to represent each key theme and also use images to visualize every important key word on your map.
- h. Let your mind mapping be as imaginative as possible.

Example and How to Teaching Learning Mind Mapping in the Class Room



Explanation

1. Here the student make sport to be key term or outline
2. The student's mansion the name of sport like swimming, boxing, basketball, jogging, and bowling act.
3. The students mansion equipment of the sport
4. After word the students will classification the tool reply will be need
5. If the students choice boxing so the student will be mansion one by one the tool reply will be need like gloves and ring.

Motivation

1. Definition of Motivation
A cording to Mencken Brown H.L. (1991:72) Motivation is the extent to which you make choices about goal to propose and the effort you will devote to get.
2. Kind of motivation.
Hurmer (1995:4), claims that motivation has two main categories:
 - a. Extrinsic Motivation
 - b. Intrinsic Motivation

3. Indicator of Motivation

a. Attention

Gaining and maintaining attentions follows many of the same principle as discussed in providing a stimulating learning environment and coursing curiosity. Often is easy to gain attention at beginning of a lesson

b. Relevance

Helping student's fine relevance while learning can be a daunting task for some subjects. Linking what is being taught to something that is familiar and relevant to the student helps in the motivation for that students.

c. Confidence

Three strategist for developing confidence are outlined by Driscoll (1994):

d. Satisfaction

Satisfaction can be enhanced in a learner by celebrating successes. We fail to realize the impact of this on learners. Publicly celebrating success provides reinforcement for the learners receiving the acknowledgment

Concept of English Vocabulary

According to Wilkins (1972: 2) Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.

Definition of Vocabulary

a. Vocabulary is a list of words or phrases usually arranged alphabetically defined or translated, a lexical or glossary (Collier, 1434).

b. Vocabulary is words that we must know for effective communication, it consist of two parts. (Scrota, Clemons, Miller, and Moon, 2004):

1. Oral vocabulary: words that we use in speaking and words that we recognize in listening.

2. Reading vocabulary: the collocation of words that we read, use or recognize in printed material.

3. Saleh (1997: 60), states that vocabulary items fall into two principle categories, they are; Concrete Words and Abstract Words.

a.) Concrete Words

Saleh (1997: 60), states that a concrete word is a word that the meaning can be perceived through one or more of the five senses

b.) Abstract Words

Saleh (1997: 60) states that an Abstract word is a word that the meaning of which cannot generally be grasped by virtue of the five senses.

Indicator of Vocabulary

Pronunciation

Potentially difficult words will difficult be those that contain sounds that are unfamiliar to some group of learner

such as regular and lorry for Japanese speaker.

Spelling

Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciations or spelling, and can contribute to words difficult while must English spelling is fairly law-abiding, there are also some glaring irregularities

Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire

Using Word

The letter is the most authentic, but even that task is constrained by a contrived situation in which the test taker, usually in matter of seconds, has to come up with an appropriate sentence, which may or may not indicate that the taker “knows” the word. (brown 2003:229).

Kinds of Vocabulary

Allen and Corder (1988:8), divide the vocabulary into two major's types:

- a. General vocabulary that is used in all subjects.
- b. Technical vocabulary that consists of word having special meaning in particular area such as mathematics, social studies and science.

Regarding the types of vocabulary, Quant (1966: 34), categorized into three types:

- a. Listening Vocabulary
This type of vocabulary is also build early, that is time when the

child begins to recognize sound. It is limited only to the sound, which is associated with his experience.

Speaking Vocabulary

This type of vocabulary is also built early, that is time when the child begins to communicate with the surroundings. Although the application or vocabulary at this is page is very simple and it contains many of the small function words that kind of vocabulary can make up a speech.

Vocabulary of Reading and Writing

These types of vocabulary are developed at some time. However, reading vocabulary usually comes earlier than vocabulary of writing. These types of vocabulary are recognized when one has the capability of reading and writing.

The Advantages of Vocabulary

- a. A good vocabulary helps you to adapt your style to the style of the person you want to persuade.
- b. A good vocabulary boosts your credibility by showing your intelligence through articulate language.
- c. A good vocabulary helps you to reduce spelling errors
- d. A good vocabulary equips you to easily express complicated ideas

Relevant of the Study

But here the researcher finethout the differencess and the similarity of relevant of study:

1. The differencess here NiaRohania's has doing reasearc

- in the first grade student of SMPN 1 Made Cianjur.
2. The similarity of this research using of the previous study with this study was the same technique using word maps.

RESEARCH METHOD

In this study, the writer applied a classroom action research or CAR. The research was done by the teacher in the classroom by emphasizing on the improvement of practice and process in learning Susilo (2009: 16). CAR was a collaborative.

The procedure or the steps of research divided into cycle activity. The cycle of classroom action research in this study described as follows:

1. Planning

Some activities dealing with the planning were:

- a. Arranging a schedule of classroom action research
- b. Designing a lesson plan:
 1. Designing syllable
 2. Designing a lesson plan
 3. preparing teaching materials and tools used in teaching
- c. Preparing students' pre-test.

2. Action

In this stage writer begins the action as the implemented of teaching scenario in the planning.

The following were some activities dealing with implementation or actions:

- a. Pre-test
- b. Pre-activity
The following were activities dealing in pre-activity:
 1. Apperception (greetings or opening)
 2. Motivation (explain the indicators or the targets of the learning process).
 3. Whilst activity
 - a. The teacher divided the students become some group.
 - b. The teacher explained the material brief.
 - c. The teacher gives the students certain number of vocabulary related to the sport equipment
 - d. Students were asked to repeat teacher's model as accurately and as quickly as possible.
 - e. Each of the group should read the vocabulary in turn to their friends.
 - f. The teacher asks the students took out a piece of paper and encourages them to start their mind mapping with the mind topic (transportation).
 - g. The teacher encouraged the students to divide the whole of activity to the smallest component.
 - h. The teacher encourages the students to see their friends mapping to stimulate their idea.
- c. Post activity
 - a. At the end of the learning process, the teacher gives

- the review of the lesson
which has been taught.
- b. Closing the lesson.

Observation

The data those were obtained through this observation included quantitative data and qualitative data. So that, the writer gives the students both test (post-test) in the form of multiple choice and non-test in the form of questionnaire.

Reflection

The results of the observation were submitted and analyzed in this stage. The problems were analyzed, why, how, and what contribution the technique that is applied in the classroom can be given in teaching vocabulary.

Population and sample of the reseach

1. Pupulation

Population is the whole subject of research." So, grade at the populataion was all students at MTs NWMispalahPraya.

2. Sample is a part of the population being studied Arikunto, (2006: 131), Furthermore, sample refers to any group on which information obtained.

Technique of Data Collection

Qualitative Data

In collecting data of students' motivation, the writer used questionnaire and then analyzed the result of questionnaire by using open ended questionnaire to know low or high of students' motivation at MTs. NW Mipalah Praya in academic year 2017/2018.

Research Instruments

Test

The tes was given to the students some questions which were of 5 *multiple choice*, 5 *completion test*, 5 *matching box test*, *grammatical test*, 5 and 5 *translation test* Each item will be scored 1 for correct answer and 0 if incorrect.

Questionnaire

Questionnaire was conducted by reseacher after students treated daily activates. There were 5 items that deliver to know the students' response toward main mapping; they were items 0, 1, 2, 3, and 4, with five options (Very Agree, Agree, Doesn't Know, Disagree, and Very Disagree).

RESEARCH FINDING AND DISCUSION

Research Finding

In this chapter, the researcher analyzed data collected from the second grade students of MTs NW Mispalah Praya in the academic year of 2017/2018. The data was obtained from the teaching learning process and evaluation.

DISCUSSION

From statement above showed that the teaching of Mind Mapping could improve student' Motivation at MTs NW Mispalah Praya Lombok tengah.

With used mind mapping the student's could improve motivation for learning english vocabulary. Acording to Buzan Toni Mind mapping is a very effective learning method in the application of vocabulary learning which is operated in writing

CONCLUSION AND SUGGESTION

Conclusions

More detail can be seen in the appendices. This result brought the writer to the conclusion that the use of mind mapping technique in teaching vocabulary has given some contributions to the students they are mentioned in the questionnaire in the appendices

Suggestions

1. Students

the writer does hope the students can use mind mapping technique to help them in improving motivation in teaching learning vocabulary.

2. Teacher

The English teacher should apply the mind mapping technique as one of the alternative media of learning to improve students' motivation in teaching learning vocabulary.

3. Researchers

It is better for the researchers to use the result of this study as the consideration or the reference in motivating them to find out the new idea which more creative and innovative in the future.

4. Headmaster

The writer does hope the headmaster can use the result of this study as a new reference of English teaching to support the English curriculum of MTs. NW MisalahPraya.

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