

## INCREASING STUDENTS' VOCABULARY BY USING MIND MAPPING TECHNIQUE AT SMP N 2 BITUNG

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*Received: 1 August 2020*  
*Accepted: 2 September 2020*  
*Published: 22 December 2020*

**Abstract** : The purpose of the study was to find out whether using mind mapping technique can increase students' vocabulary or not. It was conducted at SMP N 2 Bitung. The subject in this study was Class V11-4, academic year 2017/2018, which consisted of 35 students. This research was a pre-experimental design with one group pre-test-post-test. Pre-test is the test which was given to the students before treatment to find out students' vocabulary stock. Post-test is the test which was given to the students to find out the students' achievement after treatment or teaching them by using mind mapping technique. The findings showed that the students' score in post-test were higher than the pre-test. The result of the data analysis revealed that the mean score of post-test (82) was higher than the pre-test (49). In addition the standard deviation of pre-test was slightly higher (7.05) than the standard deviation of post-test (5.71). This indicated that the use of mind mapping technique increased students' vocabulary.

**Keywords:** *Vocabulary, Mind-Mapping, Increasing, Junior High School*

## INTRODUCTION

A language is viewed as an arrangement of speaking with others utilizing sounds, images and words in communicating a significance, thought or thought (Aeborsold and Field, 1997). This language can be utilized in numerous structures, basically through oral and composed correspondences just as utilizing articulations through non-verbal communication. (Liando and Lumettu, 2017) stated. As an apparatus of correspondence, language is a fundamental piece of human existence (Allen, 1983). It is utilized to share encounters and express sentiments and thoughts (Brown, 2007). Without language individuals would discover issues in sharing data. Associating with others, showing feelings, and explaining significant cases (Buzan, T, with Buzan, 1996). English as an international language has been used for all over the world in recent years. In order to communicate with other people around the world, it is a must to learn the International language, especially English (Coady, J, with Huckin, 1997).

In Indonesia, English is the first foreign language. Considering the fact above, Indonesian government put English as one of compulsory subject that should be taught to the students from junior high school until university level (Hornby, 1974). Pelenkahu (2017) points out, "Studying English is one of requirements for someone to perform verbal and non-verbal communication (especially, written communication)" (Edge, 1993). It does not only cover four language skills areas (listening, reading, speaking, and writing), but also others aspects of language such as vocabulary, pronunciation, spelling, and structure (Lado, 1964).

In relation to this study, vocabulary is one of the linguistic features which influence the communicative competence (McCarthy, M. with Schmitt. N, 1997). It has direct contribution on the mastery of the four language skills (Montgomery, 2007). In short, it can be said that, by having enough vocabulary, the students' mastery on language components also will be improved. In addition, the teacher

does not use a technique that makes the students interested. These days, teacher only gives the vocabulary materials by giving the students task to find the meaning of the new vocabularies in the dictionary and then ask them to memorize it.

This technique is not quite effective to be implied because it does not make the students interested and motivated to memorize the words. Most of the students are bored and lazy to find the meaning of the vocabulary. (Liando, 2012) states, "In relation to attitudes and learning, student motivation was found to be one variable associated with being successful in language learning. Besides, the students do not have any awareness and motivation to learn and memorize the vocabulary (Salvirms, 2007). They do not know the importance of having a lot of vocabulary in learning English (Roring, S. A., & Kamagi, 2020).

Therefore it affects the students' ability in increasing their vocabulary. In this study, mind-mapping technique was chosen to be used in increasing students' vocabulary (Scrivener, 1994). This technique was useful for summarizing information and making the students easier to remember the material given (Buzan, 2006). By using this technique the students also can study independently. It supported by (Silberman, 1996:126), who said that "Mind-mapping is a creative way for individual students to generate ideas, record learning, or plan a new project" (Casco, 2009).

### *Statement of the problem*

Based on the writer experience in teaching practice, the achievements of the students were low. The students seemed hard to understand content of a text. They did not know the meaning of words that were written in a text. It can be seen from their reading test results which were very low. It was assumed that this problem was caused by students' lack of vocabulary.

### ***Research Question***

The research question was formulated as follows. "Can the use of mind-mapping technique increase students' vocabulary?"

### ***Purpose of the Study***

To find out whether or not the use of mind-mapping technique can increase students' vocabulary.

### ***Reason for choosing the topic***

There were some reasons for choosing the topic. First, because vocabulary is one element that links the four skills of language those are speaking, reading, listening and writing. Second by having enough vocabulary, students will be able to understand the utterance which they listen to (Syah, Djalinus with Enong, 1980), they will be able to speak fluently, and they can understand the content of a text easily. And the third, Mind Mapping technique was useful for summarizing information and making the students easier to remember the material given.

### ***Scope and Limitation of the Study***

This research was delimited to the teaching vocabulary based on the instructional material used for first year students on the first semester in Curriculum 2013. The core competence is on K.I. 4. and the basic competence is on KD 4.7. General vocabularies about "school environment" and "at the house" were chosen to be the materials for this research.

### ***Significance of the Study***

1. For the school, school can give the recommendation to the teachers in order to use the appropriate technique in teaching and learning vocabulary.

2. For the teacher, the result of this research can support the English teachers to apply this technique in teaching vocabulary.
3. For the reader, the result of this research can be reference for further research.

## **REVIEW OF LITERATURE**

Vocabulary is one of the most important aspects of learning foreign language (Stahl, 1999). Vocabulary can't be isolated from the language since jargon is a piece of language (Thornbury, 2002). Jargon is significant for learning language in light of the fact that few reasons. To begin with, the capacity to comprehend the objective language extraordinarily relies upon one's information on jargon (Vossoughi, H., with Zargar, 2009). Second, jargon obtaining is a significant perspective to dominate all language abilities; listening, speaking, reading, and writing (edge, 1993).

Vocabulary is the list of words, usually arranged alphabetically and Defined, explained or translated or the range of language, the stock of word at a person's command or used in particular work, branch of subject, language, etc (webster, 1994:979). According to (Scrivener, 1994), vocabulary is a powerful carrier of meaning.

A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words (Sheira, 2014). While, according to (Nault, 1984), vocabulary is the total numbers of words in a language. It is also the collection of words a person knows and uses in speaking or writing. Moreover, (Pelenkahu, 2017) states that vocabulary is a form or expression which is associated with content and meaning.

## **RESEARCH METHOD**

The research design was quantitative research, because the data were in form of number. Quantitative research has been defined as numerical method of

describing observation of materials, in other words, describing and analyzing the obtained data (Sugiyono, 2005). This research was a pre-experimental design with one group pre-test – post-test. Pre-test is the test which was given to the students before treatment to find out students' vocabulary stock. Post-test is the test which was given to the students to find out the students' achievement after treatment or teaching them by using mind mapping technique.

The following was representation of the design. T1 is the pre-test, T2 is the post-test, and X is to symbolize the treatment, those can be seen in table below:

Pre-test	Treatment	Post-test
T1	X	T2

***Data Collection***

The instrument of this research was test, and the kind of test was multiple choices completion; it was in the form of written test. (Thornbury, 2002: 132) states multiple choice tests are a popular way of testing in that they are easy to score, and they are easy to design. The data were collected from the students' scores of the pre-test and post-test. Each test consisted of 40 multiple questions and each question has four choices about vocabulary. Pre-test was used to know the vocabulary achievement of students before getting the treatment, and post-test was used to determine the result of the study.

## FINDINGS AND DISCUSSION

As previously explained in this research, the researcher used quantitative research through one group pre-test and post-test design. The data obtained of pre-test and post-test were put into the following table (recapitulation of mean score) and were computed with mean score formula. To see the recapitulation, can be seen in table 2.

*Table 6. Recapitulation of the mean ( x )*

	( x )	S
T1	49	7.05
T2	82	5.71

### *Discussion of the result*

The result of the analysis showed that there were thirty five (35) students who took part in the test. In pre-test, the highest grade was sixty five, acquired by one student. Three students got sixty, six students got fifty five, eleven students got fifty, eight students got forty five, four students got forty, and two students got thirty five. In the post-test, the highest score was ninety five achieved students. Four students got ninety, eight students got eighty students got eighty, and eight students got seventy five. by two five, thirteen The result of the data analysis revealed that the mean score of post-test (82) was higher than the pre-test (49). In addition the standard deviation of pre-test was slightly higher (7.05) than the standard deviation of post-test (5.71). This indicated that the use of mind mapping technique increased students' vocabulary.

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