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

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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. The data were analyzed statistically by comparing the mean score of the tests. The findings showed that the students' score in post-test were higher than the pre-test. The mean score of post-test (T2) was 82, and the mean score of the pre-test (T1) was 49. This indicated that the use of mind mapping technique increased students' vocabulary.

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

Background of the Study

A language is viewed as an arrangement of speaking with others utilizing sounds, images and words in communicating a significance, thought or thought. 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. It is utilized to share encounters and express sentiments and thoughts. Without language, individuals would discover issues in sharing data. Associating with others, showing feelings, and explaining significant cases. 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. 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. Pelenkahu (2017) points out, "Studying English is one of requirements for someone to perform verbal and non-verbal communication (especially, written communication)". 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.

In relation to this study, vocabulary is one of the linguistic features which influence the communicative competence. It has direct contribution on the mastery of the four language skills. 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. They do not know the importance of having a lot of vocabulary in learning English.

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. This technique was useful for summarizing information and making the students easier to remember the material given. 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."

**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 peaking, reading, listening and writing. Second, by having enough vocabulary, students will able to understand the utterance which they listens, they will able to speak fluently, and they can understand the content of a text easily. And the third, Mind Mapping technique was useful for summarizing formation 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. Vocabulary can't be isolated from the language since jargon is a piece of language. 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. 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 (1994:74), 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. While,
according to nault (1984:337), 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, lado (1964:73) 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. 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. TI is the pre-test, T2 is the post-test, and X is to symbolize the treatment.

| Pre-test | Treatment | Post-test |
|----------|-----------|-----------|
| TI       | 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 question 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

Table 6. Recapitulation of the mean (x) and standard deviation (s).

|     | (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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