

**THE USE OF MIND MAPPING TECHNIQUE IN TEACHING  
ENGLISH VOCABULARY TYPE AT SEVENTH GRADE  
STUDENTS OF SMPN 2 SUNGAI PANDAN  
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**ABSTRACT**

This study aims: 1) Knowing how the teacher uses mind mapping on learning English vocabulary, 2) The impact of using mind mapping on English vocabulary learning for seventh grade students of SMPN 2 Sungai Pandan. The method used in this research is a qualitative approach. Data collection techniques such as observation of the English learning process, interviews of teacher and students, and documentation in the form of pictures and recordings. Data analysis using Miles Huberman, namely data reduction, data presentation, and data verification in the form of concluding.

Results of the study: 1) The steps of the teacher using mind mapping in the learning process of vocabulary such as verbs, adj, and nouns, namely the teacher identify the subject matter that will be studied by students, then the teacher chooses new vocabulary. After everything is finished, the teacher prepares cardboard and various colored markers which will make the mind mapping results more colorful. This makes students' interest in learning vocabulary more enjoyable. 2) The use of mind mapping in English studies specifically verb, adj, and noun make it easier for students to understand the learning and also the students easier to memorize new vocabularies. As for the application of mind mapping makes the class more active.

Keywords: Mind mapping, teaching English, students of secondary school, vocabulary types

**INTRODUCTION**

Vocabulary is defined as have noted vocabulary learning is basis of the language learning process in teaching English (Baskin et.al, 2017). This is one of supporting English skills that play the most important role in learning English. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Therefore, it should be mastered first by the students in learning English, because no one can speak English if they have limited vocabulary and without a proportional amount of vocabulary students will get trouble in the process of learning English. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. When we just learn about grammar without learning vocabulary, we cannot express

anything. It shows that English has a special place in the teaching of the foreign language at school, especially junior high school. Hamzeh (2016) reported that vocabulary learning is one of the crucial components for improving effective communication skills, and it has been regarded as a central part of language by both researcher and practitioners.

In teaching vocabulary, the teacher should be creative in choosing the learning materials and able to stimulate the students' interest. However, learning English vocabulary is not a simple matter for junior high school students, because vocabulary is the key to learners understanding what they hear and read in school and to communicate successfully with other people. Based on preliminary research in the internship program, the researcher found that the students had low abilities to memorize and understand the English words. It was because technique in teaching vocabulary is monotonous and teaching so boring. The teacher did not know how to teach vocabulary effectively so it impacted negatively on the student's learning.

There are many techniques teaching that can be selected for teaching vocabulary, one of them is using mind mapping. Mind mapping is a technique for facilitating knowledge and retrieval through the use of visual clues such as images, and colours (Pua, 2015). Mind mapping is a graphical technique for visualizing connections between several ideas or pieces of information. Each idea or fact is written down and then linked by lines or curves to its major or minor idea or fact, thus creating a web of relationships. In a study of evidence (Buzan, 2006), found that Mind mapping is a creative note taking technique in a visualization and graphic form that is used to make people feel easy in entering information into their brains, keeping information in a long term memory and taking it out from their brains easily by engaging imagination and association. By using mind mapping, the information can be saved in their memories for a long time. Fourthly, mind mapping helps students take information out from their brain easily. By using mind mapping, it is easy to recall information saved in their memories. Based on the background above, the researcher needs to conduct the research to help the students to be more successful in mastering English vocabulary. This research is to investigate using mind mapping technique types of English vocabulary purpose to improve students' vocabulary mastery.

Research question that described about how does the teacher use mind mapping technique in teaching vocabulary at the seventh grade students of SMPN 2 Sungai Pandan? What are useful implications of using mind mapping technique in teaching types of English vocabulary at the seventh grade students of SMPN 2 Sungai Pandan?

## **LITERATURE REVIEW**

### **Definition of Vocabulary**

Vocabulary is the knowledge of words and word meanings. Or someone else may define vocabulary as a list of words arranged in alphabetical order with their definitions. A word, in most linguistic analyses, is described as a set of properties, or features, each word is the combination of its meaning, register, association, collocation, grammatical behavior, written form (spelling), spoken form

(pronunciation) and frequency Alizadeh (2016). Halimah (2017) reported that vocabulary is total number of words or stock of words with their meaning which make up a language used by person, class, or profession. In an introduction, Richard and Renandya (2002) stated that vocabulary is a core component of language proficiency and provides much of the basis for how well students speak, listen, read and write.

Based on some definitions given above, it can be concluded that vocabulary is list of words which functioned as a tool to communicate and it is used in written and spoken language. Vocabulary can help the students in mastering the other language skills namely listening, speaking, reading and writing. It is clear enough that everybody who learns a language as a foreign language is hoped to know and master the vocabulary to improve language skills. Vocabulary becomes a major problem in learning English, when they have good ability in mastering vocabulary, they will be easier in mastering any aspect of English. It can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.

### **Types of Vocabulary**

Generally, there are two kinds of vocabulary; they are active and passive vocabulary. The active vocabulary usually the word used in conversation and writing, because they are recognized and understood when read. The passive vocabulary is usually rarely or never used in someone speaking or writing but recognized when met them reading and listening. As Good in Mahmud (2009) says that active vocabulary is the function words of a language which are learned, and be able to understand in speaking, reading and writing. While passive vocabulary refers to words which pupils will recognize when they meet them in reading and listening, but they will probably not be able to produce them.

According to Hernawati (2015), state that there are two kinds of vocabularies; they are receptive vocabulary and productive vocabulary. Receptive vocabulary refers to language items which we merely know and recognized in the context of reading and listening material. The productive vocabulary is the language items which learner can recall and use in speech and writing appropriately. Then, either receptive or productive vocabulary is often called "passive" and "active" vocabulary.

### **Aspects of Vocabulary in English Language**

There are three aspects to teach vocabulary (Brown, 2011). There are:

1. Meaning

The teacher should try to get the meaning to the class without using translation. This is not preferable on the ground that translation may or may not provide the meaning of the word accurately and precisely. It is advocated as it enable the class to go without grasping the meaning of a word that they learned to pronounce rather than to depend upon the translation.

2. Spelling

The students should know how to spell the word and how this differs from similar pronounced word.

### 3. Pronouncing

Pronouncing the word enables the students to remember it longer and identify it more readily when hear or see it.

Those are the main aspects that should be implemented in teaching vocabulary.

### **Mind Mapping as Technique to Teaching Vocabulary**

In vocabulary learning, mind mapping can be used in some activities. One of the activities is presenting English vocabulary. In this study, for example, the English teacher uses mind mapping diagrams to help the students understand English words and their meaning, and make the words easier to be memorized (Buzan, 2006).

Mind mapping is creative note-taking applying visualization and graphic forms. In creating mind mapping diagrams, the teacher or students need to do some steps. Below, four steps suggested by Tony Buzan in creating the mind mapping diagram are presented as examples of the use of mind mapping in vocabulary learning (Mamura, 2011) a frame of mind mapping diagrams is made by using color pencils, a piece of plain paper in a landscape position, pictures, key words, and association. A frame of the mind mapping diagram can be made by doing the steps below.

### **Procedures/Implementation of Mind Mapping Technique in Teaching Vocabulary**

In presenting the vocabulary items, the teacher uses the frame of the mind mapping diagram that has been prepared and places it on the blackboard. There are some steps done by the teacher when he introduces vocabulary items. The steps of presenting materials in mind mapping are arranged based on the sequences of the steps in creating mind mapping. These steps are described below (Sahmudi, 2016):

First, the teacher places a frame of the mind mapping diagram on the middle of the blackboard. She should make sure that all students could see the content of the mind mapping diagram. Second, the teacher mentions the lesson topic by using the central image of the mind mapping (Buzan, 2006). Then, she begins to introduce English words that are in the main branches one by one. She asks students to guess a word based on the picture that is pointed at by her and asks the students to say it loudly. Then he writes the word in the available branch (Brewster, Ellis, and Girard). In introducing the words in the second branches, the teacher does the same way as the step in introducing the words in the main branches. After the teacher finishes in completing the mind mapping on the blackboard, he asks the students to pronounce all the words presented in the mind mapping diagram to check whether or not the students can pronounce the words correctly.

### **METHODOLOGY**

This design employed the qualitative research method with descriptive approach. Qualitative method it was chosen because this research aims to provide an insight into the using mind mapping technique to teach types of English vocabulary for junior school students. Data on this method had been described in words, pictures, or behavior that are not contained in the form of numbers, but in qualitative terms that have a richer meaning than just numbers. Thus, researcher had been soon perform data analysis gives an overview of state observed in the form

of narrative description. Qualitative research is a study that is shown to explain and study events, social activities, attitudes, beliefs, perceptions, thoughts of individual and group (Sukmadinata, 2009). The subject of this research is English teacher of 7<sup>th</sup> grade of SMPN 2 Sungai Pandan. The researcher used three techniques to collect data, namely: observation, interview, and documentation.

## **DISCUSSION**

Mind mapping is a technique of compiling notes, ideas, or ideas that can be used to facilitate understanding in learning that is recorded creatively, effectively, and will map thoughts. In addition, mind mapping also uses free keywords, symbols, images, and usually describes them as a whole.

Sudjana (2009) stated, the teaching method is that which is used by the teacher in establishing relationships with students when teaching takes place. According to Syam & Ramlah (2015), mind mapping is an excellent learning model used by teachers to improve students' memorization and a strong understanding of student concepts, students can also increase their creativity through freedom of imagination. Mind mapping is also a technique to summarize the material to be studied and project problems encountered in the form of maps or schematic techniques so that it is easier to understand.

So that it can be said that the use of mind mapping is a creative note-taking technique in mind mapping of various benefits of subject matter that will facilitate student learning. Mind mapping is categorized as creative because, in its making, mind mapping requires the use of the imagination of students in accordance with the level of creativity of students, so it will resemble a work of art. The more creative the student, the better the student notes.

In making mind mapping maximized the potential of the human mind by using the right brain that functions in the development of emotional quotient (EQ) for example communication, interactions with other humans and emotional control and the left brain that functions in matters relating to logic, ratios, writing and reading skills. One of the uses of making mind mapping is something that is fun to look at, read, contemplate and remember, so it is hoped that by using this mind mapping technique the difficulty in memorizing English vocabulary can be overcome.

In learning activities, the process of applying mind mapping can increase student creativity because basically the way mind mapping works involves the workings of the basic brain that is arranged in more branches. This pattern can simplify the process of remembering everything that is learned. Students can be interested in making pictures or colors in mind mapping to make it look better and more interesting. In the learning process in class, students are very enthusiastic about following the learning process using the mind mapping method, because they are freer to be creative in doing the tasks given by the teacher and easier to solve the problems given by the teacher.

The use of the mind mapping method in learning English, especially in enriching English vocabulary, is considered a solution in improving or enriching children's English vocabulary. Mastery of foreign languages, especially English, is one important aspect as the main asset of excellence in quality human resources. English is considered an important international language to learn in the current era of globalization.

According to Fauziati (2010) vocabulary is the center of language and is very important for language learners, without sufficient vocabulary a person cannot communicate effectively and cannot express his ideas well in spoken and written form. Having a limited vocabulary is also a hindrance to someone learning a foreign language. Meanwhile, according to Susanti (2002) Vocabulary is the number of all words in a language as well as the ability of words that a person knows and uses in speaking and writing. In line with Suyanto's (2008) opinion, vocabulary is a collection of words that are owned by a language and provide meaning when we use that language. Therefore, vocabulary is essential for the successful use of a second language.

Should be on conveying messages through language, choosing the right vocabulary is important to express the desired meaning. The correct understanding of the messages conveyed through language is largely determined by the correct understanding of the vocabulary used in it. Learning vocabulary is concerned with mastering the meaning of words, in addition to the ability to use them in the right context and in the right place.

That way, children learn new vocabulary more quickly if they are supported by appropriate media or teaching aids and methods. The teacher can teach vocabulary in the context of using an attractive teaching pattern structure, such as the use of mind mapping is highly recommended.

## **CONCLUSION**

Based on findings and discussion about The Use of Mind Mapping Technique in Teaching English Vocabulary Type at Seventh Grade Students of SMPN 2 Sungai Pandan, can be concluded that:

1. The steps of the teacher using mind mapping in the learning process of vocabulary such as verbs, adj, and nouns, namely the teacher identify the subject matter that will be studied by students, then the teacher chooses new vocabulary. After everything is finished, the teacher prepares cardboard and various colored markers which will make the mind mapping results more colorful. This makes students' interest in learning vocabulary more enjoyable.
2. The use of mind mapping in English studies specifically verb, adj, and noun make it easier for students to understand the learning and also the students easier to memorize new vocabularies. As for the application of mind mapping makes the class more active.

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