

Increasing Vocabulary Mastery of The Seventh Grade Students of SMP Negeri 3 Parepare Through Mind Mapping Technique

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ABSTRACT

Vocabulary is one components of language. Vocabulary is one of the most important things to make our communication be fluent. One of component that links the listening, speaking, reading is vocabulary.. The objective of the research is to find out whether or not the use of riddle can improve the vocabulary of the seventh grade students of SMP Negeri 3 Parepare.

The research applied quasi-experimental method with two classes, experimental class and control class. The population of this research was the seventh grade students of SMP Negeri 3 Parepare in academic year 2017/2018. The total number of population were 278 students and two classes of nine classes taken as sample by using cluster random sampling. The total number instrument of the pre-test and post-test of this research were 20 number which divide into 10 match the words, 5 multiple choice and 5 fill in the blank.

The result of data analysis shows that the students vocabulary improved. It was showed by the mean score of pre-test was 6,5 and post-test 85.83. it shows that the use mind mapping can improve the students vocabulary of the seventh grade of SMP Negeri 3 Parepare.. After analyzing the data by using the test formula, the result of t-test value in post-test was 0,665 and t-table value was 2.000. It means that t-test value 0,665 was higher than t-table value 2.000. Those indicates that H_0 was rejected and H_1 was accepted and the students who were taught by using riddle is better than the students who were taught by using text book.

Keyword: Vocabulary, Mind Mapping

ABSTRAK

Sulfina. 2018. Meningkatkan penguasaan kosa kata siswa di kelas tujuh SMP negeri 3 parepare melalui metode pemetaan pikiran, dengan bimbingan Fatahuddin dan khaerunnisa Hatta.

Kosakata merupakan salah satu komponen bahasa, penguasaan kosakata merupakan salah satu hal yang paling penting untuk membuat komunikasi kita menjadi lancar. Salah satu komponen yang menghubungkan mendengar, berbicara, membaca adalah kosakata.., sehingga siswa dapat memahami dan menghafal kata-kata awal. Tujuan dari penelitian ini adalah untuk mengetahui apakah atau tidak penggunaan pemetaan pikiran dapat meningkatkan kosakata siswa kelas tujuh SMP Negeri 3 Parepare.

Penelitian ini menggunakan metode kuasi-eksperimental dengan dua kelas, kelas eksperimen dan kelas control. Populasi pada penelitian ini adalah siswa kelas tujuh SMP Negeri 3 Parepare pada tahun ajaran 2017/2018. Jumlah populasi dari penelitian ini adalah 278 siswa dan dua kelas dari sembilan kelas dijadikan sampel dengan menggunakan *cluster random sampling*.

Hasil analisis data menunjukkan bahwa penguasaan kosakata siswa meningkat. Hal itu ditunjukkan dengan nilai rata-rata pre-test adalah 6,5 dan post-test 85.96.. Selain itu nilai rata-rata yang berbeda dari pre-test dan post-test , nilai rata-rata siswa dalam post-test adalah 85.83. Setelah menganalisa data dengan menggunakan rumus uji, hasil nilai t-test di post-test 0,665 dan nilai t-tabel adalah 2.000. Ini berarti bahwa nilai t-test 0,665 lebih tinggi dari nilai t-table 2.000. Mereka menunjukkan bahwa H_0 ditolak dan H_1 diterima dan siswa yang diajarkan dengan menggunakan tebak-tebakan lebih baik dari siswa yang diajarkan dengan menggunakan buku teks.

Kata Kunci: Kosakata, Pemetaan Pikiran.

INTRODUCTION

According to Manser (1995: 461), vocabulary is the total number of words in language. While Morales (2004-2005) stated that vocabulary is listing of the words used in some enterprise. Furthermore, in Hidayati (2007: 7) stated that vocabularies are the words that are taught in the foreign language. From the opinion of definition of vocabulary, we can conclude that vocabulary is a listing of all words that are taught in the

foreign language. Vocabulary refers to the words we must understand to communicate effectively.

One effect of teaching vocabulary incidentally is that the students still have low achievement in comprehending English texts. One factor that cause the low achievement of the students in comprehending a text, the students lack vocabulary and also it is impossible for the students to speak English fluently without having enough vocabulary although they understand the pattern. Vocabulary is important in learning any language for the first language or a foreign language. For this reason, it can be inferred that vocabulary is necessary to master in the language skills.

The principle of teaching vocabulary is to reach the target of language by using good techniques and methods. The teacher should choose appropriate methods and techniques to make teaching fresh and interesting. One technique that teacher can use in teaching vocabulary is through Note- Taking .Through Note-Taking the students are more interesting and challenging to learn English especially vocabulary; the students are easy to find and to use the classification of words.

There are some benefits of the note taking namely to improves focus and attention to detail. Developing note taking skills engages a student, requiring them to focus and increase their attention to detail, and as well all know, the devil is in the detail and improves organization skills. By prioritizing content and organizing effectively, a student develops key organization strengths. As teachers are well aware, organization is key.

One of the parts of note taking is mind mapping according Cameron (2001:72).Vocabulary is an interesting topic to be discussed. It is the most important aspect which has to be learnt continually by students in learning English. It is important because it becomes a basic weapon in written and verbal communication for students. If they have an adequate amount of vocabulary, they can follow an English learning process easily. Considering the importance of vocabulary in English learning process, students are recommended to learn vocabulary from Elementary level.

Stepan Hubalovsky stated that Mastermind is a code-breaking game for two players. The game is played using: decoding board, - shield at one end covering a row of four (or five) holes (matrix), and twelve (or ten, or eight) additional rows containing four (or five) holes next to a set of four (or five) small holes divided into two, those are code pegs of six (or eight) different colors and key pegs, black and white.

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However, vocabulary is not easy as what as have imagined. It can be proved by the pre test that has been done by the researcher in SMP 3 Parepare especially science students who are in the first year. The researcher found that studentsvocabulary is still low. Their mean score is 20. This score is categorized as fair achievement based on DEPDIKNAS classification achievement in 2015.

This problem of achievement is mostly caused by the teaching method of the teacher that's too monotonous. Data that is collected based on questionnaire which is around 72% students answer that the cause of students low achievement is the method, and the rest caused by media and material.

Based on the explanation, the researcher is interested to handle a research under the title "Increasing Vocabulary Mastery of the First Students of SMP 3 ParepareThrough Mind Mapping method".

A. Problem Statement

Based on the background, the researcher formulates a research question as follows:

"Is the use of Mind Mapping technique improve the vocabulary mastery of the seventh grade students of SMP Negri 3 Parepare ? "

B. Objective of the Research

The objective of the research is to find out the extent to which the students of SMP Negeri 3 Parepare improve their vocabulary mastery through mind Mapping technique.

METHOD

The method of the research that the researcher apply was quasi experimental design which involved two clases with different treatment, namely experimental class and control class.Where the experimental class received a treatment by using mind mapping technique while the control was treated through conventional ways or existing learning process. The treatment was carried out in four meeting. The allocation of the time is 90 minutes and the test will be replay at least 3 times while student answer the pre test, the researcher collects and analyzes the student assignment.

FINDINGS

In this chapter, the researcher analyzed the data of the pre-test and post-test for both experimental and control class, were analyzed into percentage and categorized into some criterias. The t-test formula was also applied to test the hypothesis.

1. Mean score and standar deviation of pre-test and post-test between experimental class and control class

The result of the students' pre-test and post-test, after calculating the mean score and standard deviation are presented in the following table.

Table 4.3 : The Mean score and standar deviation of pre-test and post-test experimental class

Types of test	Mean score	Standard Deviation
Pre-test	6,5	72,83
Post-test	85,83	14,72

This table shows that the mean scores obtained by the students in post-test (85,83) is higher than pre-test (6,5). It indicates that the students' vocabulary achievement is improving.

Table 4.4 :The Mean score and standar deviation of pre-test and post-testControl class\]

Types of test	Mean score	Standard Deviation
Pre-test	55,00	10,33
Post-test	60,16	66,30

The table shows that means score obtained by the students in post-test (60,16) is higher than pre-test (55,00).

Hypothesis Testing

In hypothesis testing, the researcher used t-test formula. The level of significant is set at $\alpha = 0,05$ with the degree of freedom = 58

Table 5. Hyphotesis Testing

N	t-test value	t-table value
58	0,665	2000
58	4,324	2000

The analysis showed that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. It proved that by increasing vocabulary mastery of the seventh grade students of SMP 3 Parepare through mind mapping method has a significant impact.

DISCUSSION

One effect of teaching vocabulary incidentally is that the students still have low achievement in comprehending English texts. One factor that cause the low achievement of the students in comprehending a text, the students lack vocabulary and also it is impossible for the students to speak English fluently without having enough vocabulary although they understand the pattern. Vocabulary is important in learning any language for the first language or a foreign language. For this reason, it can be inferred that vocabulary is necessary to master in the language skills.

In the pre-test section, the researcher found that most of the students both of experimental class and control class were still poor. It was supported by the data of students' data mean score from the pre-test obtained by students in experimental class was 6,5 and from data of students' mean score pre-test obtained by students in control class was 55,5 which mean that both of classes still got poor classification. It causes some factor such as media, teacher and technique of strategy. After giving vocabulary test to the students, the researcher thought that the students also need a new media to improve students vocabulary in learning activities. This affects the student's low ability in vocabulary. Therefore, the researcher tried to apply mind mapping to improve the students' vocabulary.

In the control class, the researcher explains about descriptive text In the process of learning English the reseracher used handbook in teaching. The researcher would divide the students into some groups. The researcher gave some material about descriptive text with the handbook. The students read the text and speak out what they have read in the book. The researcher gave worksheet to check the students reading ability from the material. The researcher would conclude the material.

After giving the treatmen, there was improvement of the students score from pre-test to post-test. it was showed the students means score in experimental class become 6,5 and in the control class become 55,5.. Standar deviation in experimental class showed that 72,83 become 14,72. It means that variety scores in learning process is high.meanwhile, in the control class from 10,33 become 66,30 It means that variety score after giving the

treatment was still in poor classification. It could be concluded that the standard deviation from experimental class already high variety score in reading than in the control class.

Gehong Liu(2016) in her research with title Application of Mind Mapping Method in College English Vocabulary Teaching. The application of mind mapping method in college English vocabulary teaching can improve students' learning interest, enhance their English proficiency, exercise their thinking and improve their comprehensive abilities.

PutriZikoMamura (2011) in her research with title The Use of Mind Mapping to Improve Vocabulary Mastery of The Fourth Grade Students of SD MuhammadiyahNgijon 1 in The Academic year. In this study, the effort to improve the students' vocabulary mastery is done by implementing the use of mind mapping in vocabulary learning. The implementation of mind mapping can be seen in three main activities

CONCLUSION

Based on the findings and the discussion presented in the previous chapter, the researcher concludes that the use mind mapping is improve of the seventh grade students of SMP 3 Parepare.it is means that if the seventh grade students are taught mind mapping can improve their vocabulary mastery. It is supported by the data, in which the mean score of the students in the pre-test of experimental group (6,5) and control class (55,00). After the students were given treatments has been improved in the post-test, in which the mean score experimental group was (85,83) and control group was (60,16). In applying the t-test formula of the students post-test for both groups, it is found that the t-test value is greater than the value of the t-test

SUGGESTION

Based on the conclusion presented in the previous sub-chapter, the researcher tries to give some suggestion to the future researcher about the English teaching technique as follow:

1. Vocabulary is an important part in mastering of English besides four skill another
2. The teacher should create the fun atmospheres in order that the students enjoy learning vocabulary activity

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3. Mind mapping technique can improving vocabulary for the students, because they can express their idea, imagination ,knowledge, experience
4. The next study is expected to deal with some appropriate good techniques to increase the students vocabulary skill.

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