IMPROVING STUDENTS' VOCABULARY MASTERY USING MIND MAPPING TO THE FOURTH GRADE STUDENTS OF SDN NGINO IN ACADEMIC YEAR 2013/2014

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain
the Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

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APPROVAL PAGE

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the English Department Examination Committee of
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Kediri, April____, 2015

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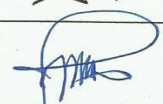by the Examination Committee of
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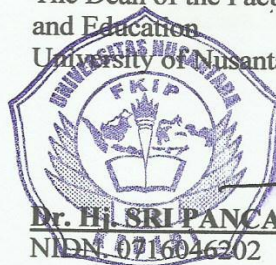Kediri, April_____, 2015

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ABSTRACT

Tyas Aji Sebastian. 10.1.01.08.0279. Improving Students' Vocabulary Mastery Using Mind Mapping To The Fourth Grade Students of SDN Ngino In Academic Year 2013/2014. The Faculty of Teacher Training and Education, UNIVERSITY OF NUSANTARA PGRI KEDIRI 2014.

Vocabulary plays an important role in language fluency in communication. It is considered that person should master the vocabulary to accelerate their communication. In Indonesia, people learn English from Elementary School and it needs strategies that influence the success of the teaching learning process of vocabulary. In line with the strategy, the writer uses mind mapping as an alternative technique in teaching vocabulary. This technique is chosen because the condition on the fourth grade students' of SDN Ngino is they are lack of vocabulary and the students can not focus with the lesson during teaching learning process.

The general objective of this research is to improve the students' vocabulary mastery. While the the specific objective is to know whether mind mapping can increase the vocabulary mastery of the fourth grade students of SDN Ngino in academic year 2013/2014. Besides the writer also wants to know the students' response during teaching learning process while mind mapping is used to improve the students' vocabulary.

This research used quantitative and qualitative as a method to analyze the data. The subject of this research is the fourth grade students of SDN Ngino which consist of 24 students. The writer chose the fourth grade students because their vocabulary is still low.

This research needs to find the result by calculating the data, so it used statistical method. The writer used this pattern to find the average score of the students :

$$t = \frac{\sum A}{\sum B}$$

After learning using mind mapping, the average score of the students increased. The average score of the test in the first cycle was 73 with the 10 students could not pass the KKM but in the second cycle the average score of the students increased became 84 with 1 student could not reach the KKM. It can be said thatmind mapping technique can improve the students' vocabulary mastery. By doing this research, the writer suggests to the English teacher to use mind mapping as an alternative strategy in teaching vocabulary in the classroom because the students will be interested in learning vocabulary.

Key Word : vocabulary, mind mapping, elementary school

I.   Background of the Study

According to Gorys Keraf (1994: 1) "Language is a means of communication between members of the community in the form of symbol of the sounds produced by the human vocal organs." It means language has important role for communication. Someone will be able to understand the intention and purpose of communicating when he can produce the sounds correctly. English is one of international languages that is widely used in various fields, from mass –media to scientific fields. As one of the major languages in the world, English is significant in international relation and used as media as communication among country in international level. Today rapid technological developments make English more and more important , including in Indonesia.

English becomes one of the important subjects to study in Indonesia. The writer chooses vocabulary in learning on elementary school. According to Ur (2003: 60) "vocabulary can be defined as the words the writer teaches in the foreign language". Similarly, Hidayati (2007:7) states that vocabularies are the words that are taught in the foreign language. From the opinions above, the writer can conclude that vocabulary is a list of words that are taught in a foreign language. It means that when someone learns a language, he will also learn vocabulary. In other word, vocabulary has an important role in a language. Learning a language can not be separated from learning vocabulary. Someone can not make sentences without having vocabulary. From the statement above it is clear that vocabulary has an important role in a language. In the elementary grade, vocabulary also has an important role. By mastering the vocabulary, the students will be able to master four language skills listening, speaking, reading and writing. So they need to know and recognize vocabulary.

The problem of vocabulary mastery faced by the students of SDN Ngino is that they can not remember about the vocabulary that has been taught. It means that they easily forget it. From the results of observations conducted by the writer, it should that

students' english vocabulary mastery of the fourth grade is still poor. Students were lazy to memorize new vocabulary given in learning teaching process, so their vocabulary mastery is very low. Low students' vocabulary mastery shown by the results fourth grade students learning English subjects. There are many students which is still the criteria of success (KKM) defined by school. The criteria of success which is officially targetted by the school is 70. The data showed the lowest score is and the highest score is 82.5 and the average students' score is 58.61.

The main problem comes from the technique that is used to explain vocabulary to students. The technique of teaching is considered as the important thing because it will influence the way how the process of teaching learning process and also the result of the study itself. In this case the researcher tries to apply technique to improve the students vocabulary. The technique is by using mind mapping. This technique is chosen because mind map has some advantages such as it helps the students to be a creative, to have a good concentration, to remember the idea etc. According to Buzan (2005: 3) "Mind mapping is a powerful graphic technique which provides a universal key to unlock the potential of the brain. Mind mapping uses visuals reminder and sensory into a pattern from the ideas which are related". It means mind mapping has a role to build the mind in thinking. By using mind mapping students will be easier to think through a pattern of learning. This is a technique that uses a creative note in the words, colors, lines, symbols and image by combining and developing the potential workings of the brain that allows a person to organize and considering all forms of information. Mind mapping allows the students to clarify their thoughts by categorizing and grouping into related ideas. It starts with the students' main topic or the theme as the central idea and allows the main branches of mind mapping to represent the main points of their thought (right brain) then combined by the interesting colours and images (left brain) which will stimulate the brain.

The statement above is also supported by Thornbury (2002: 18) that acquiring a vocabulary requires not only labelling but categorizing skills. It means that in learning vocabulary the students do not only memorize a vocabulary but also learn to use vocabulary to comunicate. The writer chooses mind mapping as a technique to help the students in memorizing vocabulary. Mind mapping is believed as one of the techniques or activities which can be used in teaching vocabulary which involve the essential idea and encourages memorizing vocabulary easily. Based on the research of Hermalasari in 2009, a student of University of PGRI is entitled "Improving Students' Writing Paragraphs By Using Mind Mapping To The Eleventh Grade Students of SMA Negeri 14 Palembang." The purpose of his research is to find whether mind mapping can be used as a technique in teaching effectively. The students' average score in pre-test was 59.68 and the average score of the students' post-test was 67.85. It indicated that t-obtain was higher than the t-table (1.684). It can be proved that mind mapping can be used as a technique in teaching effectively. From the information above, the writer is interested in writing a research entitled "Improving Students' Vocabulary Mastery Using Mind Mapping To Fourth Grade Students of SDN Ngino in the Academic Years 2013/2014."

II.   The Procedures of the Research

This research was preceded by a preliminary study, which is followed by cycles. Those are planning, acting, observing, and reflecting which are adapted from a design proposed by Kemmis McTaggart. After accomplishing the first cycle, it will be probably found a new problem or the previous unfinished problems yet. Therefore, it is necessary to continue to the second cycle in line with the same concept of the first cycle. The procedures of this present research is illustrated in figure 3.1.

The phases of CAR by Kemmis and Taggart, (Pitri Utami : 2012)
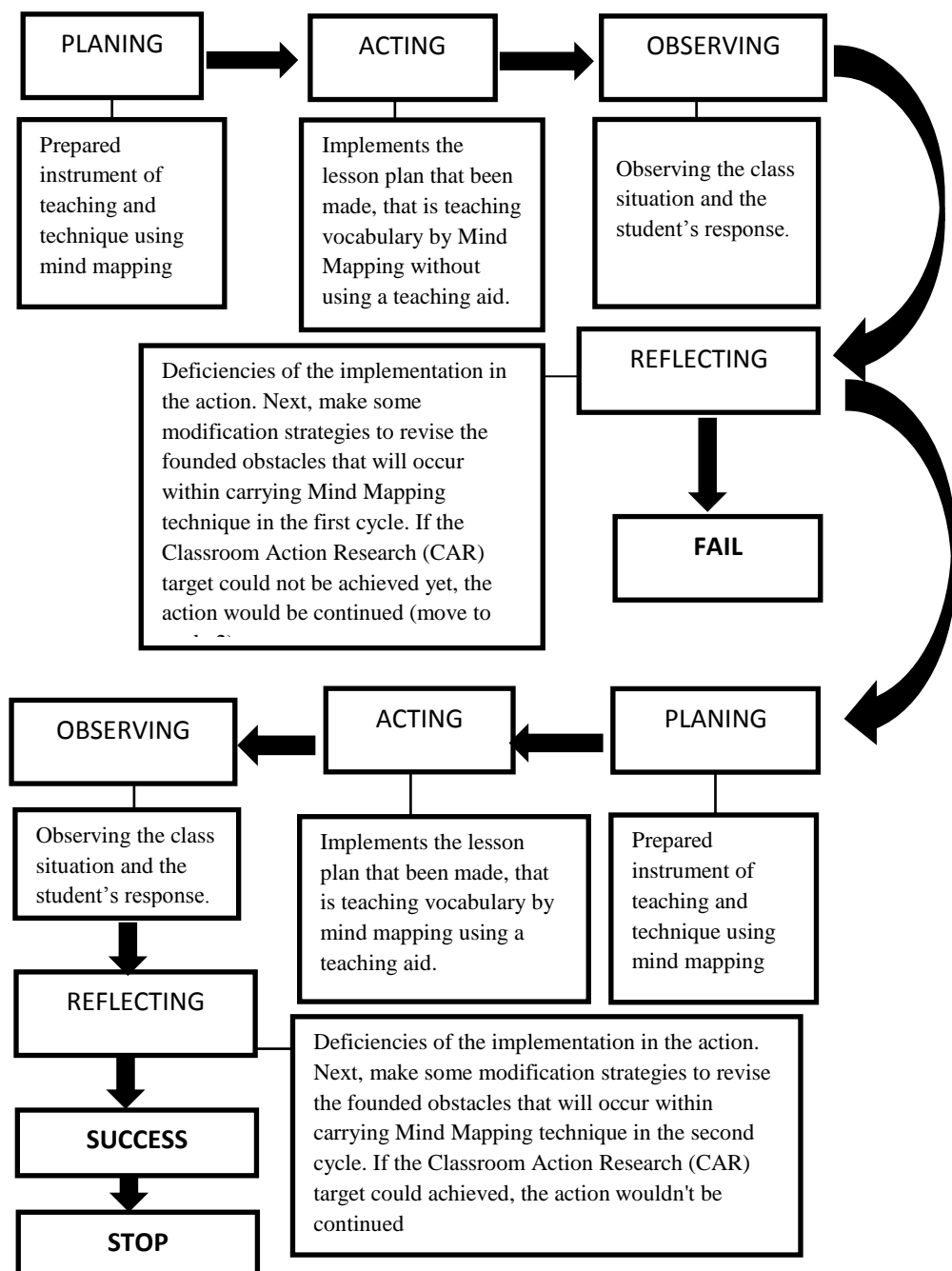
This classroom action research is carried out by following several phases. Before entering the cycle of classroom action research, the writer conducted the preliminary study in order to obtain data about the real condition of the student's problems in the learning activities of English, especially in the learning vocabulary. In this case, the writer observed the students' activities in the classroom with collaborator.

In conducting the preliminary study, the writer carried out several activities as follows : planning, acting, observing and reflecting :

1. Planning

    Plan is principal activity in the early stage that must be done before the writer did class action research. By good planning the writer will be easier to handle the class effectively. The writer prepared syllabus, lesson plan , students' worksheets, instrument of the test and supporting facilities about mind mapping with picture.

2. Acting

    The writer and his collaborator carried out the planned action. In implementing the action, the writer acts as the English teacher who uses the determined technique as he is teaching. Here, it begins the process of going more deeply into the issue being researched. The writer gave the action in each study with indicators of improving student learning outcomes. The actions taken referring to the lesson plan.

3. Observing

    In this phase, the writer carries out observation toward implementation of the action using unstructured observation sheet based on the lesson plan. The writer observed the outcomes of the intervention and reflecting on its effectiveness. When observing, the writer should notice and note all of activities in the physical classroom. It may be about the teacher's performance, class situation, students' response, etc. In this phase, it also collects the data derived from evaluation or post-test.

4. Reflecting

    This phase is aimed to reflect the completely done action based upon data that have been collected, and then it is necessary to hold evaluation for completing the next cycle. This phase is carried out collaboratively, that is to

discuss further some problems occurred in the class. So that the reflection is able to be determined after implementing the action and observation outcomes. The reflection phase done to know extent to which the results of the actions that have been implemented and to improve on the next action step. This phase is a step in assessment of the the success or failure of achieving goals.

III. Research Finding

The students ability in learning English is increased. It can be proved by seeing the result of the test. The first test shows that there are 10 students can not reach the KKM but in the second test shows that 1 students can not pass the test. It means that the result of the students increase. The other is the students participation during teaching learning process also increases. They like being involved in the activity and it makes them active in the class. They can remember the lesson that has been taught to them because they can focus the teaching learning process.

On the first cycle, explain mind mapping to students without using aid result in students tend to be more crowded and too difficult to understand the material. They have not been maximized in developing their ideas. In the vocabulary they can not memorize so when many of them are not active and only silence. This makes the situation in the classroom is not very interesting and there is no question and answer between authors with students. Students seem less interested in the material and also the students seemed not to understand the mind mapping.

On the second cycle, authors began using the media and props to attract students to be more enthusiastic in learning and mastering vocabulary. In this cycle the students start learning motivation and classroom susasana become very active. in addition, students are also easier to memorize vocabulary that is given through props. they began to dare to ask questions and express their ideas. Moreover, the authors also easy to explain and convey the material more clearly. Using mind mapping technique with the aid greatly assist students in improving their vocabulary mastery. The result of the research can be seen more detail in Table on page 85

The improvement of the students' vocabulary mastery and classroom situation because the students participate directly in teaching learning process and they can focus in the lesson given by the writer. As in interview one of the students says that " kalau ada

gambar di dalam mind mapping saya bisa fokus pada materi seperti contoh kemarin ". In this class the students' interest is getting higher because they like being involved directly in teaching learning process, they can work with their friend. In fact, they like learning English now.

When mind mapping is applied in teaching vocabulary, the students' understanding increase. It can be proved from the result of the students achievement in test given by the writer in cycle I and II. The result of the test described in Table on the page 85.

Based on the table, shows that the mean score of cyle I is 73, the mean of the cycle II is 84. The total number of the student is 24 and the mean score is derived from the total of the score divided by 24. The students' mean score achievement is increase from 73 to 84. It can be concluded that mind mapping can improve the students' vocabulary mastery. The mean scores will be shown in the graphic of scores of the research on page 86.

Research Finding

| A. Students' vocabulary mastery ability	
Teaching mind mapping without aid (Cycle I)	**Teaching mind mapping using aid (Cycle II)**
1. Students can not remember the vocabulary	Students can remember vocabulary
2. Students hesitated to guess the meaning of new words	Students are confidence to guess the meaning of new words
3. Students can not develop their idea	Students can develop their idea
4. Students are not confidence to pronounce the words	Students are confidence to pronounce the words
B. Classroom situation when teaching using mindmapping	
Teaching mind mapping without aid (Cycle I)	**Teaching mind mapping using aid (Cycle II)**
1.Students have low motivation	Students have high motivation
2.Students do not like learning English	Students like learning English
3.Students' interest is low	Students' interest is high
4. Students do not participate in activity	Students participate in activity

5. The writer has no technique in teaching	The writer improve the teaching technique

The Result of the Students' Test

Grade/Score	Cycle I	Percentage	Cycle II	Percentage
A(80-100)	8	33 %	19	79 %
B(70-79)	6	25 %	4	17 %
C(60-69)	7	29 %	1	4 %
D(45-59)	3	13 %	-	-
Average score	73		84	
Number of the Students	24		24	

The mean scores of Cycle I and Cycle II
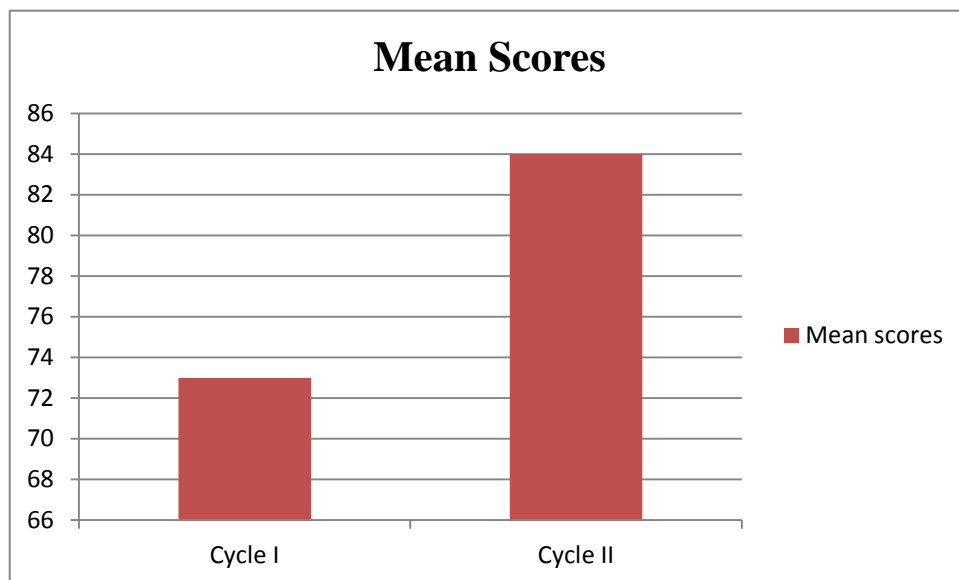
IV.   Conclusion

Vocabulary is an important aspect in English teaching and learning process, because by vocabulary the students would be able to make up the language. So students should master the vocabulary. Based on the result finding in previous chapter, the writer gets the result or conclusions that:

1. There is an improvement on the students' vocabulary mastery when mind mapping is used in teaching vocabulary. Based on the result of the data analysis, the students who have learnt vocabulary using mind mapping showed that the average score of the test in the first cycle was 73 with the 10 students could not pass the KKM but in the second cycle the average score of the students increased became 84 with 1 student could not reach the KKM.

2. Mind mapping is an alternative technique that is suitable to teach vocabulary lesson in elementary school and it is also considered as an interesting technique for teaching vocabulary.

3. After the fourth grade students were taught using mind mapping technique, their participation, attention, and enthusiasm in learning vocabulary increased as well as the improvement on their learning result.

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