

**IMPROVING STUDENTS' VOCABULARY MASTERY IN TEACHING
RECOUNT TEXT BY USING MIND MAPPING TECHNIQUE A
CLASSROOM ACTION RESEARCH AT CLASS VIII-B OF
SMPN 12 MATARAM IN ACADEMIC YEAR
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ARTICLE

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APPROVAL

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Improving Students' Vocabulary Mastery in Teaching Recount Text by Using Mind Mapping Technique: A Classroom Action Research at VIII-B Class of SMP Negeri 12 Mataram in Academic Years 2013/2014

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Abstract

MAULANA HIDAYAT 2014: *Improving Students' Vocabulary Mastery in Teaching Recount Text by Using Mind Mapping Technique (A Classroom Action Research at VIII-B Class of SMP Negeri 12 Mataram in Academic Year 2013/2014).*

The research is a classroom action research intended to improve students' vocabulary knowledge in teaching recount text. The research was conducted at SMP Negeri 12 Mataram. The subjects were students in VIII-B class of SMP Negeri 12 Mataram in academic year 2013/2014. The research is conducted in two cycles. Each cycle consists of four stages namely: Planning, Action, Observation and Reflection. In collecting the data, the researcher used observation sheet and test. The finding shows that mind mapping technique can improve students' vocabulary mastery. It can be seen from the differences among the result of the pre-test, post-test 1 and post-test 2. In the pre-test, the mean score was 56.18 or 9 students (27.27%) from 33 students reached KKM (Minimum Passing Criteria). In post-test 1, the mean score was 68.96 or 18 (54.54%) students reached KKM (Minimum Passing Criteria) and in post-test 2, the mean score was 78.96 or 28 (84.84%) reached KKM (Minimum Passing Criteria). Furthermore, the result of observation shows that the students enjoyed the class and paid more attention to the researcher's explanation.

Key words: Vocabulary Mastery, Recount text, Mind Mapping Technique

Abstrak

Penelitian ini adalah penelitian tindakan kelas yang bertujuan untuk meningkatkan penguasaan kosa-kata bahasa Inggris siswa dalam pengajaran teks Recount. Penelitian ini dilaksanakan di kelas VIII-B SMP Negeri 12 Mataram. Subjek penelitian merupakan siswa kelas VIII-B tahun pelajaran 2013/2014. Penelitian ini dilaksanakan dalam dua siklus, tipe siklus terdiri dari empat tahap yaitu: Planning, Action, Observation dan Reflection. Untuk mengumpulkan data, peneliti menggunakan lembar observasi dan memberikan tes kepada siswa. Hasil dari penelitian menunjukkan bahwa Mind Mapping Teknik dapat meningkatkan penguasaan kosa-kata siswa. Hal ini dapat dilihat dari hasil tes dimana dalam tiap siklus terdapat peningkatan. Hasil tes awal menunjukkan bahwa 9 orang siswa (27.27%) mencapai KKM dengan nilai rata-rata 56.18. Hasil tes akhir siklus 1 menunjukkan bahwa 18 siswa (58.58%) mencapai KKM dengan nilai rata-rata 68.96. Sementara di tes akhir siklus 2, jumlah siswa yang mencapai KKM adalah 28 siswa (84.84%) dengan nilai rata-rata 78.96. Selain itu juga, lembar observasi menunjukkan bahwa siswa menikmati suasana kelas dan memberikan perhatian lebih terhadap penjelasan peneliti.

Kata Kunci: penguasaan kosa-kata, teks recount, Mind Mapping Technique

INTRODUCTION

In Indonesia, English is one of compulsory subject that should be learned by students from primary level until university level. Based on the standard of content that was issued by Depdiknas (2006), “the ultimate goal of teaching English is to make students to be able to participate in discourse or to communicate ideas in English accurately, fluently and in acceptable manner.” To be able communicate in English accurately and clearly, the students need to acquire English vocabulary for the first time. Vocabulary has important role in supporting communication.

However, teaching vocabulary in reality is neglected (Hananto, 2013). Many English teachers prefer to teach reading and give grammar exercise than to teach vocabulary. These phenomena arose because the teachers consider teaching grammar is very important for students because by mastering grammar, students will be easy to compose sentences. As the result, students less acquires vocabulary. Based on the researcher experience during teaching and learning practice in SMP Negeri 12 Mataram, the researcher found that the students’ vocabulary mastery was weak. The students were hard to memorize vocabulary that they had learned especially vocabulary in past form.

To overcome that problem, English teachers were demanded to do some innovation, to be creative teacher. English teacher should apply and implement an appropriate technique in teaching vocabulary in order to improve students’ vocabulary knowledge. Mind Mapping can be a solution of that problem. Mind mapping technique combines and stimulates two halves of human brain. Students need balancing in usage of the left brain and right brain. Right brain is for creativity and visualization. Left brain is for logical and rational. Whole brain is needed by the students to think perfectly.

Research Question

The research question need to be answer by this research as follow: “how can mind mapping technique improve students’ vocabulary mastery in teaching recount text?”

Objective of Study

This research was intended to increase students’ vocabulary mastery in teaching recount by using mind mapping technique.

Significance of study

There are some significances of this study in teaching vocabulary through mind mapping technique VIII B students of SMP Negeri 12 Mataram.

1. By having read this study, the teachers of English are expected to increase their strategy in teaching vocabulary and the writer hopes this study will give a contribution in the educational side to the development of language teaching and learning about vocabulary through mind mapping.
2. It is expected that this study will overcome the difficulties of students' in memorizing their vocabulary and it can help the students to be interested in learning vocabulary.
3. It is expected that this study to be one of the references for other researchers to get information about teaching through mind mapping.

LITERATURE REVIEW

Vocabulary is a basic element in constructing sentences. Without the existence of vocabulary, the communication will not occur. Related to teaching and learning, the four language skills such as listening, speaking, reading and writing need series of word that is called vocabulary. Vocabulary is list of word with their meaning (Hornby:2000), While, Harimurti Kridalaksana cited in Somarya (2012:8) states that vocabulary is a component of language that maintains all information about meaning and use of word in language. In line with the statement, Widyaningsih (2008:16) states "Vocabulary is knowledge of words and word meanings." As the knowledge of words, vocabulary does not only provide meaning but also how to use them in communication.

By understanding the definitions above, it can conclude that vocabulary is a bone of language. Acquiring as many as possible vocabulary will ease people in communication not only oral but also written.

Teaching vocabulary does not only presenting the meaning but also how to put the vocabulary in sentences. In order to achieve good vocabulary mastery, the application of some techniques and strategies is required because by implementing them supposes to support learning process would be effective in term of accomplishing the improvement of vocabulary. Applying mind mapping in teaching and learning process believed can increase students' vocabulary because this technique combines and stimulates two halves of brain by appealing both logical side and creative side of brain.

Mind mapping technique was invented and developed by Tony Buzan in 1960s. According to Buzan (2010) “a mind mapping is a powerful graphic technique which provides a universal key to unlock the potential of the brain.” Moreover, De Potter and Hernacki (2008:153), “Mind mapping is the use of whole brains technique by using the visualization and other graphic infrastructure to make an impression.”

The researcher believed mind mapping technique can solve the students’ problem because this technique has several advantages. The first advantage is to stimulate two halves of brain to memorize easily. Second, making mind mapping is fun because it is a creative and natural way to organize our thought. Most pupils like it because it is not boring. Third, mind mapping make possibility to students to look over and think over the different relation between key topics. This is very helpful when writing an essay or developing our idea. Fourth, when new information is given, it is easy to add it into mind map. Just add the branch.

De Porter and Hernacki (2008:172) describe that there are some advantages using mind mapping technique. They are as follows:

1. Flexible

Learners can put the label and category of something based on their own opinion anywhere in the mind maps.

2. Concentration on the topic:

All the subtopics focus on the main idea or key word, so learners can save time and stay focused.

3. Increasing comprehension

Using mind map can make it easy to understand the material as learners can work out the connection or relation among parts of things.

4. Enjoyable

Imagination and creativity are unlimited in using mind maps, so it can be more motivating to learn. By using pictures and colors, it makes the brain relaxed and excited to think.

From the above explanations, mind mapping is proved to bring a lot of benefits to the memorizing ability and brain development of learners.

RESEARCH METHODOLOGY

This research was conducted in SMPN 12 Mataram which is located on Ahmad Yani Street, Selagalas, Mataram in West Nusa Tenggara. The subjects of this study were students in VIII B class which consists of 33 students who enrolled in academic year 2013/2014.

The research was Classroom Action research concerned on improving students' vocabulary mastery in teaching recount text. Sujana (2010:5) argues "Classroom action research is a research which is purposed to solve a learning problem in classroom by applying one certain action to improve students' achievement in learning."

The explanation above implies that one of the proposed designs of action research is Classroom Action Research involving a teacher in the classroom to empower and develop the quality of the classroom process. The design of classroom action research based on the consideration that the researcher attempts to solve the problem of the particular classroom.

There were four steps in CAR namely:

1. Planning

In this step, the researcher prepares everything needed in doing research such as lesson plan, teaching material, research instruments and observation sheet.

2. Action

This stage concerns on the teaching and learning process, the researcher does the plans and the classroom procedure that he has made before.

3. Observation

This phase aimed to identify the students' respond during teaching and learning process. Observation can be used to observe or note all of the phenomena investigated like students' feeling, thinking and what they do during the teaching and learning process.

4. Reflection

Reflection is needed in order to analyze the weakness and the strength of technique which is used in teaching and learning process. This step can be indicator whether the next cycle should be conducted or no. The treatment would be stopped if 75% of students achieve score based on the minimum passing criteria (KKM).

In collecting data, the researcher involved several kinds of research instrument. They were:

1. Test

Pre-test was given to students before researcher applied mind mapping technique in teaching and learning process to measure their current knowledge. Meanwhile, post-test was given after the technique was implemented.

2. Observation sheet

Observation was used in this research in order to record everything observed in classroom during teaching and learning process

After gaining the data, the researcher took several steps in order to analyze the data as follow:

1. Counting the students' individual score by using the formula below:

$$FS: \frac{S}{MS} \times 100$$

FS : Final Score

S : score of correct answer

MS : Maximum score

2. Counting the students' mean score by using the formula below:

$$M: \frac{\sum X}{N}$$

M: Mean (the average of the test result)

$\sum X$: Total score

N: Total number of students

3. Counting the class percentage by using the formula below:

$$P: \frac{n}{N} \times 100\%$$

P : percentage

n : The total number of students who get the result of test ≥ 70

N : The total number of students

RESEARCH FINDING

The data on finding were taken from observation sheet and test. The elaboration as follow:

1. Result of the test

The researcher gave test to the student three times; they were Pre-test, Post-test 1 and Post-test 2. The result of pre-test showed that from 33 students, only 9 (27.27%) students achieved Passing Grade Criteria (KKM). In post-test 1, from 33 students 18 students or (58.58%) achieved score ≥ 70 . While, in post-test 2, from 33 students 28 students (84.84%) achieved score

≥ 70. Because of more than 75% of students reached the Minimum Passing Criteria, the researcher stop the research.

2. Result of observation

From observation note, different situation appeared in each cycle. In cycle 1, most of the students did not paid attention to the researcher's explanation. They were busy talking to their friends. When the researcher ordered the students to make mind mapping based on the recount text given, most of the students were confused and asked their friends what to do. Moreover, most of the students did not bring dictionary. As the result, the class became noisy.

In cycle two, the class situation were totally different. The class situation were no longer noisy. The students enjoyed the class and focussed on listening to the researcher's explanation about making mind mapping. Most of the students brought their dictionary so that the students did not have to borrow their friends' dictionary.

DISCUSSION

Based on the result of the whole test, mind mapping technique is very helpful and brings the positive effect to the students' vocabulary knowledge. There is significance improvement in students' vocabulary knowledge in each test. in the pre-test, post test 1 and post test 2, In Cycle one, the pre-test's mean score increased 12.78 point in the post test. While in Cycle two, the students' vocabulary mastery increased 10 point in post-test. The students' improvement from pre-test, post-test 1 and post-test 2 can be seen on the following table:

Table 1. Students' Score

Score	Pre-test	Post-test 1	Post-test 2
Total	1854	2276	26.96
Mean	56.18	68.96	78.96
Class Percentage	27.27%	54.54%	84.84%

Mind mapping technique can also attract students motivation to learn. The researcher attracted the students' attention by showing the example of mind mapping and giving the students explanation about making mind mapping more slowly. The researcher observed most of the students enjoyed the class. Most of the students looked more enthusiastic and more focus on making mind mapping.

The improvement of the students' vocabulary knowledge was influenced by some factors. First, mind mapping technique assists the students to summarize the lesson by connecting the main topic with its sub topic by putting a branch. It allows students to easily recall information. Second, mind mapping technique provides combination of imagination and creativity. It triggers students' motivation to learn. Third, in Cycle two, the researcher asked the students to put color in their mind mapping. Colors stimulate brain and imagination, capture and hold attention. By using pictures and colors, it makes the brain relaxed and excited to think. (De Porter and Hernacki, 2008:172).

CONCLUSION

From the discussion which is elaborated in the previous chapter, the researcher draws some conclusions as the result of the Classroom Action Research in VIII B class of SMP Negeri 12 Mataram in academic year 2013/2014 on improving students' vocabulary mastery in teaching recount text by using mind mapping technique. The conclusions of this research are:

1. Applying mind mapping as a technique in teaching vocabulary can increase students' vocabulary mastery. It is supported by the result of pre-test (27.27%), post-test 1 (54.54%) and post-test 2 (84.84%).
2. Applying mind mapping in teaching vocabulary is very interesting for the students. The use of color in making mind mapping, the combination of creativity and imagination make students more enjoyable and more motivating to learn.

SUGGESTION

Based the result of the research, the researcher proposes some recommendation for teacher, students and next researcher:

1. For Teacher

The English teacher should improve their ability in the process of teaching and learning, and the teacher should know toward students' problem. The strategy of teaching vocabulary will influence the students' ability to learn. They should pay attention to the fact that the students are more encourage to improve the teaching and learning process. The English teacher should motivate the students' and explain that learning English especially vocabulary is such an easy and interesting to learn.

2. For Students

Students should absorb many kinds of information and practice it in English. It can enrich their vocabulary mastery. Moreover, Students should always be active in the process of teaching and learning and not afraid or lazy in the English lesson, so the students should develop their motivation.

3. For Next Researcher

The students' achievement of lesson is very important, in teaching learning process the teacher should apply an interesting technique. Mind mapping can be applied in teaching vocabulary. The researcher hopes there will be any further research about it.

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