

IMPROVING VOCABULARY MASTERY USING INTERACTIVE MIND MAPPING METHOD TO THE SEVENTH GRADE OF SMP N 32 SEMARANG

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ABSTRACT

This research is based on a study which attempts to examine the use of the mind mapping method in improving vocabulary for 7th grade students of SMP N 32 Semarang. The purpose of this research was to find out the mind mapping method in improving students' vocabulary. The objectives of this study are (1) To find out the students' vocabulary achievement before using the interactive mind mapping method, (2) To find out the students' vocabulary achievement after using the interactive mind mapping method, (3) To find out whether there is an improvement in student's English vocabulary through interactive mind mapping method achievement significantly. (4) To find out the students' perception of the use of mind mapping to improve their vocabulary. Pre-experimental research was used in this study method. In this study, the researcher collects the data by using the tests and questionnaire. The researcher uses statistical calculation with SPSS in data analysis. The sample of this research is one class from 7th. The class has 31 students. As a result, it can be witnessed from the mean of pre-test and post-test. In pre-test result is 81.4. After being given treatment, the post-result is 86.9. Moreover, the hypothesis result showed that H_a is accepted. Because, $T\text{-count} > T\text{-table}$ ($2.846 > 1.710$), it indicates that there was a significant improvement in vocabulary using the mind mapping method.

Keywords: Mind Mapping Method, Improving, Vocabulary.

A. Introduction

Vocabulary is essential to learning a language, teaching vocabulary has a significant impact on students' language acquisition since vocabulary mastery aids in the development of all other language skills, including speaking, listening, reading, and writing. The more vocabulary a learner has, the more proficient they are at practicing and expressing themselves. Students' vocabulary helps them communicate in everyday situations and reinforces

the concept that they can convey ideas, thoughts, and feelings in English. Worldwide, people have utilized the English language for contact and communication in order to accomplish a variety of goals.

Vocabulary is the main key that we must have so that students' English skills are much better. So, learning vocabulary is very important to improve our skills in English. (Agustina et al., 2019). However, in reality there is still low vocabulary mastery at SMP N 32 Semarang.

Based on interview data with English teachers at SMP N 32 Semarang, it was generally found that students had difficulty understanding the meaning and expressing thoughts, thoughts, both through writing and orally due to students' limited vocabulary.

The use of the mind mapping method in teaching vocabulary can lead students to truly understand and remember the meaning of the vocabulary words they learn easily. As they increase their knowledge of words and their meanings in different contexts, they build self-confidence and become more active learners (Sipayung, 2018).

The following are the reasons for selecting this topic:

1. Vocabulary is one of the important thing and the most basic way of learning English
2. Most of the 7th grade students at SMP N 32 Semarang did not learn English when they were in elementary school, so their vocabulary skills were very low.
3. Most of the 7th students at SMP N 32 Semarang is still have difficulty knowing the meaning of the vocabulary in the lesson
4. Mind mapping can be medium for the students to improve their

vocabulary.

Statements of the problems:

1. To what extent is students' vocabulary achievement before using the interactive mind mapping method?
2. To what extent is students' vocabulary achievement after using the interactive mind mapping method?
3. Is the students' vocabulary achievement significantly improved through interactive mind mapping method?
4. What is students' perception of the use mind mapping to improve their vocabulary?

Objectives of this study :

1. To find out the students' vocabulary achievement before using the interactive mind mapping method.
2. To find out the students' vocabulary achievement after using the interactive mind mapping method.
3. To find out wheter there is an improve student's English vocabulary through interactive mind mapping method achievement significantly.
4. To find out the students perception of the use mind mapping to improve their vocabulary.

Vocabulary learning is an important and most basic part of education. Some scholars such as Nation (2001) view vocabulary as the most important component in language learning.

Vocabulary learning is a gradual process that will never stop in a learning process that will be carried out continuously in the use of a language (Thornbury, 2002). So, the more words a person knows, the more he has good vocabulary knowledge, and the greater his ability to express his thoughts comprehensively and efficiently (Nation & Chung, 2009). Improving vocabulary is enriching the student's vocabulary become increased.

Vocabulary has a very important role in mastery in learning foreign languages, especially English. Vocabulary can be defined as a collection of foreign words that a person must understand (Herlina, 2015)

Generally, some experts distinguish two types of vocabulary; active and passive. (Hidayah, 2014)(Hidayah, 2014)(Hidayah, 2014)(Hidayah, 2014)(Hidayah, 2014)(Hidayah, 2014). For the first

type of vocabulary, a collection of words that have been taught by a teacher and learned by students are expected to be used. Meanwhile, the second term refers to words that we know or find either on the internet, in books or wherever we come from. Maybe the two can't decide.

(Hidayah, 2014) explains that vocabulary is divided into two, namely passive vocabulary and active vocabulary. Active vocabulary is vocabulary that is easy for students to understand so that students can listen to it and understand it correctly. then passive vocabulary, is vocabulary that cannot be understood accurately or definitely by students.

One of the English language skills is vocabulary that must be taught to students at all levels. (Fatimah, 2020). According to (Hidayah, 2014) there are three classrooms with five vocabulary roles:

1. Vocabulary is very important important and needs to be used as a basis for learning.
2. We need to differentiate between vocabulary for productive use and receptive recognition.

3. Learners will have difficulty completing the task, if they encounter some new vocabulary.
4. We need to know both single-word lexical items and longer multi-word items.
5. Training in using an English-English dictionary provides Important value for independent learning.

According to Novak and Gowin (1984), mapping is an artistic endeavor in which students attempt to make meanings clear by recognizing concepts, structures, and links within a body of knowledge. A mind map's applicability to creative thinking is highlighted by Buzan and Buzan (1994). As previously observed, the maps structure the concepts in a network manner, defying the conventional linear learning paradigm and generating a higher power of synthesis.

Furthermore, Dugan said the strategy of increasing the science based vocabulary using the interactive mind mapping method with steps as follows:

1. Decide science based vocabulary words that will be used,
2. Write down any vocabulary on the board,

3. Write vocabulary on a piece of paper/card,
4. Request the participant of students in making mind mapping
5. Interactive Mind mapping should be added and modified depending on the theme or material covered.
6. Directing students to use the mind mapping as a medium for understanding new vocabulary.

B. Method

This research used a pre-experimental design because the researcher wanted to measure improvement in vocabulary mastery using the interactive mind mapping method. From (Arikunto, n.d.), Experimental research aims to find out whether the research variables have an influence or not. Meanwhile, then, it is explained that experimental design refers to the conceptual framework in which the experiment is carried out. Researchers use pre-test and post-test designs, which usually include three phases:

1. Conduct a pretest to measure the dependent variable
2. Apply experimental treatment methods to the subject

3. Do a posttest, measure the dependent variable again.
4. Do a questionnaire, measure the respondents students

The data was analyzed using quantitative data. Quantitative data were obtained from students' vocabulary test scores. These data analysis techniques are:

1. Instrument testing. The quantitative study always depends on measurement and verification. These measurements were validity and reliability through the instrument of study. Based on explained before the instrument of this study is test.
2. Classical hypothesis testing. Check for normality and Homogeneity. Normality testing used to find out whether the data has a normal distribution or not. The data has been representative of the population and the data can be calculated using parametric statistic which usually using Independent Sample T-test. If the data has not normal distribution, the data can be calculated using nonparametric statistics which usually using Mann Whitney U test. Homogeneity testing is conducted to measure whether

the data has homogenous variance or not. To know the homogeneity, the researcher used T test of Homogeneity of Variances with SPSS.²⁶

3. Hypothesis testing. Hypothesis testing is used to prove hypotheses-hypotheses that the writer has determined. After the writer finds the result of the t-test, the continuing step is the writer compares the t-test using t-table distribution. If the value of the t-test is higher than t-table. It's mean there is a significant improve Vocabulary mastery using interactive word walls method. Therefore, if the value t-test is lower than the t-test table, it's mean there is no significant of improving in vocabulary mastery using interactive word walls method

C.Finding and Discussion

Finding

The data was analyzed was students' vocabulary mastery score. The students' vocabulary mastery score was taken from the result of the vocabulary test (multiple choice and linking-word). This study was conducted in one class of SMPN 32

Semarang that seventh grade with 24 of 31 students.

Before starting the treatment, the student took a pre-test. The pre-test results indicated that the students' vocabulary is good, despite the fact that they sometimes find it challenging to understand the meaning of words in context. After getting the result of students pre-test, the researcher gave treatment for the students by teaching them using mind mapping method. When the teaching learning process was running, the students felt happy, enjoy, and comfortable in participating the learning process.

After the treatment is done, the writer gave a post-test to all the students. The researcher want to know how far the students understanding about the vocabulary that given to the students when treatment process is done.

1. Normality Test

After the writer tested the validity data and the reliability test, the writer tested the normality data. Then the data obtained from the pre-test results was 0.104, which means the pre-test results were normal and post-test was 0.109 which was stated

normal. With this significance figure, it shows that both the pre-test and post-test results have passed the prerequisite test of normality or have been distributed normally.

2. Correlation Test

Paired Samples Correlation

	N	Corr.	Sig.
Pre-test & Post-test	24	.581	.003

The writer carried out a correlation test to determine whether or not there was a relationship between the pre-test and post-test so that a significance figure of 0.003 was obtained. then we get $0.05 > 0.003$, then it can stated there is a correlation between the pre-test and post-test.

4. Significant Test

After carried out a significance test, the writer obtained data that Sig.(2-tailed) has a value of 0.009. so that $0.05 < 0.009$ which means there were significant different in the data. With t-count $>$ t-table, $2,846 > 1,710$. the alternative hypothesis was accepted. The vocabulary mastery of the

students using interactive mind mapping method and without using interactive mind mapping method by students from SMPN 32 Semarang showed a difference or had effectively different.

Discussion

Based on the study finding, it showed that mean scores before used interactive mind mapping method and after used interactive mind mapping method is different. The objectives of the study was to know there were any significant improving vocabulary of the students before used interactive mind mapping method and after used interactive mind mapping method at seventh grade of SMPN 32 Semarang. It can be seen from the students' result, for the pre-test result before used interactive mind mapping method and post test result after used interactive mind mapping method is improved from 81,4 to 86,9.

Based on the study method, in teaching learning process was divided into three steps. First, the step is given pre-test for the students, it means to know the students' vocabulary before used interactive mind mapping method. Secondly, the step was given treatment to the

students, the treatment here was taught vocabulary by interactive mind mapping method. The last step was post-test, in the post-test the students were given a test to know the students' vocabulary after used interactive mind mapping method.

To see if there was a significant difference between before using interactive mind mapping method and after using interactive mind mapping method, the writer conducted a t-test. The t-test score was determined through computed using the t-test formula. As a result the t-value ($2,846 > 1,710$) was higher than the table. It indicates that there was a significant. It was concluded that interactive mind mapping significantly effective in improved students' vocabulary mastery.

D. Conclusion

Based on the main purpose of this study, the researcher would like to give some find out as follow:

1. Based on the study the students' vocabulary before using the interactive Mind Mapping, it was found that class seventh grade students faced problem in expressed their notions and

ideas because of their weakness in vocabulary.

2. Based on the study after used the interactive mind mapping method of the seventh grade students of SMP N 32 Semarang Academic year 2023/2024. The application of this strategy also improved the students' motivation in learning vocabulary. Their learning motivation effectively led them to be better achievement.
3. The improvement of the vocabulary of the students through interactive mind mapping method which made use pre-test, post-test. It could be seen from the average in pre-test 81,4 and post-test 86,9. As a result the t-value ($2,946 > 1,710$) was higher than the table. It indicates that there was a significant.
4. According to the students' perception, 96.3% of students stated that mind mapping was easier to use to memorize vocabulary than conventional methods.

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be more active in learning English used Interactive Mind Mapping so they can understand the material that teacher given and increase their knowledge especially in vocabulary mastery.
2. It is suggested for the English teacher to use Interactive Mind Mapping Method to increase the students' vocabulary mastery in the teaching and learning process
3. The teacher is expected to give motivation to the students in order to be excited in English learning used Interactive Mind Mapping since many students regard that English is difficult subject to learn. Based on the observation of the class, the students will more active after the teacher gives motivation to the students.
4. To other writers was expected to benefit other writers and use my research results, don't forget to write the citation correctly as a reference or inspiration to conduct future studies related to this field. The writer hopes that further writers were examined the hopes and suggestions from teachers and students for applying this method to seventh and ninth classes as well.

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