

THE SECOND YEAR STUDENTS' PERCEPTION OF MIND MAPPING IN LEARNING VOCABULARY

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ABSTRACT

This research deals with the second year students' perception of mind mapping in learning vocabulary at Palopo Cokroaminoto University. The population of this research was all The Elementary School Teacher Education Study Program in Cokroaminoto Palopo University in academic year 2025. The total number of population was 10 students. The researcher used the purposive sampling. Based on the findings and discussion in the previous chapter, the researcher concludes that the English students give positive perception mind mapping in Palopo Cokroaminoto University. It is supported by students' answer about mind mapping that "mind mapping is good and appropriate to be used in learning vocabulary.

Keywords: Vocabulary, Mind Mapping, Students' Perception.

INTRODUCTION

English has been used as the medium of knowledge to convey and share information to the others and among people whole over the world. Through a language, people will be able to express their thought and feeling.

English is also an important medium of interaction used among people not only in academic field but also in the career, business and technology. Therefore, it is important to learn and master English.

Vocabulary is the most important element in learning English. Vocabulary is also the basic and the foundation of the communicative competence. Without learning and improve vocabulary, learner will never be able to improve their skills. Learner will have difficulty to speak to the others and write by using English. Learner also cannot understand what he/she listens and what he/she read if do not enrich English vocabulary. Linda Diamond states that vocabulary is the knowledge of words and word meaning. So, vocabulary is a element of language that is used to communicate with other people.

Therefore, rich in English vocabulary and master it is very important and has a lot of advantages for all people in the world especially for Indonesian learner. Mastering vocabulary is not easy for the students who are learning English but must get attention from now.

There are many ways that have been created to assists the students in learning vocabulary. One of the ways is mind mapping. Mind mapping can make learning process can be running well because students enjoy the classroom atmosphere.

The mind-mapping is a good strategy in teaching English especially vocabulary because it can make the students enjoy learning, so the students can be easier to receive the material. Beside that they will not get bored because they don't just see the word but also the picture at the center. Then, they have to find out the other words which relate to the topic or core word through key word at every branch.

Buzan says that mind mapping is the easiest way to bring information get into the brain, and to bring information get out from the brain. Tony Buzan added that mind map use

the ability of brain about visual introduction to get the big result by combining color, picture and curve branches. It will support and develop the ideas to make sentences.

After, researcher use mind mapping in teaching and learning process, of course a lot of variety opinion and perception among the students. Perception also includes how we respond to the information. Therefore, the researcher is interested in doing this research to find empirical data about students' perception on the use of audio visual style. Valle (2012) stated that perception is the process by which the individual forms an image of the surrounding reality. In other words, it is the cognitive representation resulting from the individual interpretation process. Furthermore, Adelstein (2010:456) defined the perception as the [ability](#) to [see](#), [hear](#), or [become aware](#) of something through the [senses](#). While, Williams (2009:1) said that perception is the process of recognizing and interpreting sensory stimuli.

Based on the statements above, the researcher concludes that mind mapping is a diagram which has one topic in the middle and has some subtopic lie around the topic. It explains about the things that relate to the topic.

Based on some explanations above, the researcher is interested in conducting a research entitled "The Second Year Students' Perception of Mind Mapping in learning vocabulary at Palopo Cokroaminoto University".

METHOD

The researcher was descriptive research which was used to describe the students' perception of mind mapping in learning vocabulary at Palopo Cokroaminoto University.

RESULTS

In analyzing the data, the researcher used descriptive analysis qualitatively. The questionnaire was distributed to the 10 students of Elementary School Teacher Education Study Program in Palopo Cokroaminoto University. The first step of calculating data in this research was giving code the students' answer from every answer, then analyzed them qualitatively to answer the research questions that related to the students' perception of mind mapping in learning vocabulary at Palopo Cokroaminoto University. The following tables presented the students' answer.

Table 1. What do you think about mind mapping?

No.	Student	Answer	Code
1.	A	Very good to be used to learn and improve vocabulary.	+
2.	B	Good. Good. Unique.	+
3.	C	Good. Interesting and not bored to learn vocabulary.	+
4.	D	Very good and make classroom situation and learning process is more enjoyable.	+
5.	E	Mind mapping give a lot of advantages in learning vocabulary. It's good and interesting.	+
6.	F	Mind mapping is very good because make teaching and learning process more fun.	+
7.	G	Mind mapping is very good and interesting to learn vocabulary.	+
8.	H	Very good. Mind mapping arise a lot of vocabulary and make learning process more fun. It's good.	+
9.	I	Application of mind mapping is so good because make student learn vocabulary easier.	+

10. J Mind mapping is very good to improve vocabulary. +

Table 1 shows that there are 10 students as the sample. From 10 students, there are 6 students (student number 1, 3, 5, 7, 9, and 10) who answer that mind mapping is very good in learning and improving vocabulary. It's interesting. There are 3 students (student number 4, 6, 8) who answer that mind mapping make teaching and learning process is more fun. It's good. There is 1 student who answers only good. All of the students' answers in the table 1 are classified as positive answer.

Table 2. Is mind mapping appropriate to learn vocabulary?

No.	Student	Answer	Code
1.	A	It's Appropriate.	+
2.	B	Yes. It is appropriate.	+
3.	C	Application of mind mapping is appropriate to learn vocabulary.	+
4.	D	Very appropriate.	+
5.	E	Is not always appropriate especially to learn verb but ok.	+
6.	F	Appropriate.	+
7.	G	Appropriate.	+
8.	H	Yes.	+
9.	I	Mind mapping is very appropriate.	+
10.	J	Appropriate.	+

Table 2 shows that from 10 lecturers, there are 9 students (student number 1, 2, 3, 4, 6, 7, 8, 9, and 10) who answer that mind mapping is appropriate to be used to learn vocabulary. There is 1 student (student number 5) who answers that mind mapping is not always appropriate especially to learn verb but ok. It can be classified that there are 9 student's answer in the table 2 as positive answer and all students student's answer is classified as positive answer.

Table 3. What do you think about application mind mapping process in the class?

No.	Student	Answer	Code
1.	A	Has work well.	+
2.	B	Very well.	+
3.	C	Well.	+
4.	D	-	-
5.	E	It is very give advantages in learning vocabulary.	+
6.	F	Give the biggest contribution in learning and improving vocabulary.	+
7.	G	Application mind mapping is benefit.	+
8.	H	Good. Has run well	+
9.	I	Well and good.	+
10.	J	-	-

Table 3 shows that there are 5 students (student number 1, 2, 3, 8 and 9) who answer that mind mapping is good and has worked well and good, 3 students (student number 5, 6 and 7) answer that mind mapping is very benefit in learning vocabulary, 2 students (student number 4 and 10) does not give answer. It can be classified that there are 8 students' answer

as positive answer and 2 students are classified as negative answer because they did not give answer.

Table 4. Is mind mapping assists you to improve your vocabulary?

No.	Student	Answer	Code
1.	A	Yes. Improve.	+
2.	B	Yes. It very improves.	+
3.	C	Enough in improving.	+
4.	D	Very improve vocabulary.	+
5.	E	Yes, assist.	+
6.	F	Yes.	+
7.	G	Enough assist.	+
8.	H	It very improves.	+
9.	I	Yes. Very assist.	+
10.	J	Yes. Very assist.	+

Table 4 shows that there are 8 students (student number 1, 2, 4, 5, 6, 8, 9 and 10) who answer that mind mapping is very assist to improve vocabulary, 2 students (student number 2 and 7) answer that mind mapping is enough to assist in improving vocabulary. It can be classified that all students' answer as positive answer.

Table 5. What do you think about mind mapping in learning noun?

No.	Student	Answer	Code
1.	A	Very good.	+
2.	B	Good.	+
3.	C	Very good and give additional noun.	+
4.	D	Good.	+
5.	E	Enough and Good.	+
6.	F	Very help in learning vocabulary.	+
7.	G	Very good.	+
8.	H	Good.	+
9.	I	It is very good.	+
10.	J	Very help in learning noun.	+

Table 5 shows that there are 8 students (student number 1, 2, 3, 4, 5, 7, 8 and 9) who answer that mind mapping is good, 2 students (student number 6 and 10) answer that mind mapping very help in learning noun. It can be classified that all students' answer are positive answer. It can be concluded that the really like application mind mapping in learning vocabulary.

Table 6. What do you think about mind mapping in learning adjective?

No.	Lecturer	Answer	Code
1.	A	Good. Appropriate.	+
2.	B	Good. Appropriate.	+
3.	C	Very good.	+
4.	D	It is very good.	+
5.	E	Very well.	+
6.	F	Enough.	+
7.	G	Well.	+

8.	H	Enough to help in learning adjective.	+
9.	I	Good.	+
10.	J	Enough.	+

Table 6 shows that there are 7 students (student number 1, 2, 3, 4, 5, 7 and 9) who answer that mind mapping is good, 3 students (student number 6, 8 and 10) answer that mind mapping is enough to help in learning adjective. It can be classified that all students' answer are positive answer.

Table 7. What do you think about mind mapping in learning verb?

No.	Lecturer	Answer	Code
1.	A	Enough help to add vocabulary.	+
2.	B	Very help and good.	+
3.	C	Well.	+
4.	D	-	-
5.	E	Good.	+
6.	F	-	+
7.	G	I think very help and good.	+
8.	H	Mind mapping is good and help found as much as possible vocabulary.	+
9.	I	-	-
10.	J	Good.	+

Table 7 shows that there are 5 students (student number 2, 3, 5, 7 and 10) who answer that mind mapping is good, 2 students (student number 1 and 8) answer that mind mapping is good and help found as much as possible vocabulary, 3 students (student number 4, 6 and 9) does not answer. It can be classified that there are 7 students' answer are positive answer.

Table 8. Does your vocabulary improve after learning vocabulary by using mind mapping?

No.	Lecturer	Answer	Code
1.	A	Yes.	+
2.	B	Enough.	+
3.	C	Enough improve.	+
4.	D	Yes.	-
5.	E	Yes, it does.	+
6.	F	Yes.	+
7.	G	Yes.	+
8.	H	-	-
9.	I	Yes.	+
10.	J	Yes.	+

Table 8 shows that there are 8 students (student number 1, 2, 3, 4, 5, 6, 7, 9 and 10) who answer that mind mapping improve vocabulary, 1 student (student number 8) do not answer. It can be classified that there are 9 students' answer are positive answer and there are 1 students' answer are negative answer.

Table 9. Are you satisfied to be taught vocabulary by using mind mapping?

No.	Lecturer	Answer	Code
1.	A	Satisfy.	+
2.	B	Yes. Satisfy.	+
3.	C	Satisfy.	+
4.	D	-	-
5.	E	Very satisfy.	+
6.	F	Yes.	+
7.	G	Yes.	+
8.	H	Satisfy.	+
9.	I	Satisfy.	+
10.	J	-	-

Table 9 shows that there are 8 students (student number 1, 2, 3, 5, 6, 7, 8 and 9) who answer that mind mapping is satisfy, 2 students (student number 4 and 10) do not answer. It can be classified that there are 8 students' answer are positive answer and 2 students' answer are negative answer.

Table 10. What is the unique thing from mind mapping?

No.	Lecturer	Answer	Code
1.	A	Full of color.	+
2.	B	Has picture.	+
3.	C	Has color and picture.	+
4.	D	-	-
5.	E	Has many branches and curve line.	+
6.	F	Has color.	+
7.	G	Has color and picture. It's funny.	+
8.	H	Has picture, color and funny.	+
9.	I	Has color, picture and curve branches.	+
10.	J	-	-

Table 10 shows that there are 8 students (student number 1, 2, 3, 5, 6, 7, 8 and 9) who answer that mind mapping is full of color, picture, curve branches. It's funny. 2 students (student number 4 and 10) do not answer. It can be classified that there are 8 students' answer are positive answer and there are 2 students' answer are negative answer.

DISCUSSIONS

Based on the findings above, the researcher presents the discussion of the data. This section presents the result of data analysis. It aims to find out the students' perception of mind mapping in learning vocabulary at Cokroaminoto Palopo University.

For the first question namely "What do you think about mind mapping?", there are 6 students who answer that mind mapping is very good in learning and improving vocabulary. Besides that, there is 3 students who answers that mind mapping make teaching and learning process is more fun and there is 1 student who answers only good. Therefore, the researcher concludes that mind mapping is very good in learning and improving vocabulary, because in mapping, the student don't just see the word and get the meaning, but they also have to find the words which relate to the topic or core word through branches. Besides that during teaching and learning process is working, the lecturer always guides the student to get as much as possible the vocabulary.

For the second question namely “Is mind mapping appropriate to learn vocabulary?”, there are 9 students who answer that mind mapping is appropriate to be used to learn vocabulary and there is 1 student who answers that mind mapping is not always appropriate especially to learn verb. Therefore, the researcher concludes that mind mapping is appropriate to learn vocabulary because the student can get many vocabulary although only one topic.

For the third question that is “What do you think about application mind mapping process in the class?”, there are 5 students who answer that mind mapping is good and has worked well and 3 students answer that mind mapping is very benefit in learning vocabulary and 2 students do not give answer. Therefore, the researcher concludes that the student can receive and understand the material easily.

For the fourth question that is “Is mind mapping assists you to improve your vocabulary?”, there are 8 students who answer that mind mapping is very assist to improve vocabulary, 2 students answer that mind mapping is enough to assist in improving vocabulary. Therefore, the researcher concludes that mind mapping is appropriate to be used in learning vocabulary because make classroom atmosphere enjoyable and students do not get bored.

For the fifth question that is “What do you think about mind mapping in learning noun?”, there are 8 students who answer that mind mapping is good and 2 students who answers that mind mapping very help in learning noun. Therefore, the researcher concludes that mind mapping is appropriate is used in learning vocabulary especially noun because assist students to get a lot of vocabulary easily.

For the sixth question that is “What do you think about mind mapping in learning adjective?”, the students give various answers about mind mapping in learning noun, but most of students answer that mind mapping is good and help found as much as possible vocabulary. Besides that, there are 3 students who do not give answer. Therefore, the researcher concludes that mind mapping is good or has benefit for the students because most of students enjoy in learning by using it.

For the seventh question that is “What do you think about mind mapping in learning verb?”, there are 5 students who answer that who answer that mind mapping is good, 2 students mind mapping is enough to help found as much as possible vocabulary and 3 students do not give answer. Therefore, the researcher concludes that mind mapping is good and help students to find out as much as possible vocabulary.

For the eighth question that is “Does your vocabulary improve after learning vocabulary by using mind mapping?” There are 8 students (student number 1, 2, 3, 4, 5, 6, 7, 9 and 10) who answer that mind mapping improve vocabulary, 1 student (student number 8) do not answer. It can be classified that there are 9 students’ answer are positive answer and there are 1 students’ answer are negative answer.

For the ninth question that is “Are you satisfied to be taught vocabulary by using mind mapping?”, there are 8 students who answer that mind mapping is satisfy and 2 students do not give answer. Most of students answer satisfied, so the researcher concludes that students are satisfied with the application of mind mapping during learning process.

For the tenth question that is “What is the unique thing from mind mapping?”, there are 8 students answer that mind mapping is full of color, picture, curve branches. It’s funny. Besides that, there are 2 students who do not give answer. Therefore, the researcher concludes that mind mapping is good and very assist the students to learn and improve vocabulary because through mind mapping, student can add and enrich vocabulary based on the key word in every branches that has relevance with the topic and student will not get bored by looking not only the words but also the picture or symbol.

From the result of the students' answer in the questionnaire, there are some students answer that mind mapping is appropriate to be used in learning vocabulary because give benefit and assist students learn and improve vocabulary easily and in mind mapping the student use left and right brain at the same time.

Through mind mapping, the students can get a lot of vocabulary from the topic at the center by assistance of key word and colored picture and on every branch. Their vocabulary mostly relevant to topic. It relates to Tony Buzan (2012) that mind map use the ability of brain about visual introduction to get the big result by combining color, picture and curve branches. It will make students focus on the material and support and also develop the ideas to find out as much as possible vocabulary.

From the result of research, it relates with some explanations from De Siena that first element necessary to improve vocabulary is to make student center or focus, rich and lively. In addition, students need to understand how vocabulary impacts them in their future careers.

CONCLUSIONS

Based on the findings and discussion in the previous chapter, the researcher concludes that the second year students of Elementary School Teacher Education Study Program give positive perception mind mapping in Palopo Cokroaminoto University. It is supported by students' answer about mind mapping that "mind mapping is good and appropriate to be used in learning vocabulary. By positive perception, it means that mind mapping give benefit and assist students learn and improve vocabulary easily and in mind mapping, the student use left and right brain at the same time.

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