

USING MIND MAPPING TECHNIQUE TO TEACH VOCABULARY

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ABSTRAK

Peta konsep adalah suatu teknik pembelajaran yang banyak digunakan oleh para pendidik dalam meningkatkan proses dan hasil pembelajaran yang dilakukan di kelas, baik pada pembelajaran bahasa Inggris maupun pembelajaran-pembelajaran lainnya. Peta konsep cukup baik digunakan untuk mengajar *vocabulary*, karena penguasaan *vocabulary* merupakan suatu hal yang harus bagi seorang peserta didik dan pemetaan konsep cukup mangkus untuk menyambut hal tersebut. Oleh karena itu, penggunaan peta konsep akan sangat baik untuk membantu pembelajaran *vocabulary*, dan sebaiknya pengajaran *vocabulary* tersebut akan baik apabila dilakukan dengan menggunakan *mind mapping technique*.

Key Words: Mind Mapping, English Teaching, Vocabulary.

A. INTRODUCTION

Teaching and learning should be done integrated for the four skills. Teaching technique is a fundamental factor in teaching and learning. It will influence the students to concentrate in learning process. It is needed to make teaching and learning process become interested way in order to make the students are motivated and interested in learning English.

English as a foreign language requires an effective teaching technique. Teaching technique is an umbrella for the specification and interrelation of theory and practice. Furthermore, language teaching technique should be fixed with suitable language skill, such as speaking, writing, reading, and listening. It means that a set of procedures or the techniques in teaching have significant influence to the students' learning result.

Teacher as a motivator and facilitator in teaching and learning process must use various techniques to improve their teaching and learning process. They must use the techniques appropriate to their teaching subjects and materials. Such as in teaching reading comprehension, teachers should ask then students to use various reading

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strategies in order to make them be able to understand text well. Then, in order to make the students are able to write well, the teachers should also use many techniques, as using genre based approach, grammatical language teaching, and others. There are many ways that can be used by the teachers to make the students are able to learn well.

Vocabulary is one of the important subjects in English that should be mastered by the students. Without having enough vocabularies, the students will be unable to master English written or even spoken. In teaching vocabularies, to make the students are able to master vocabularies, the teachers should make the students practice their vocabularies in their daily communication. Due to practicing their vocabularies, the students are needed to be able to use appropriate vocabularies in appropriate fields. The techniques of teaching or learning it are also needed to be known and to be mastered by them. One of the techniques to learn vocabulary is mind mapping.

Mind mapping has an important value in learning English. The originator of Mind mapping is Tony Buzan², he said that the human mind grows, then he found this technique that can be used to learn as in mind. The students need balancing in usage of the left brain and right brain. Whole brain is needed by the students to think perfectly; the right brain is for creativity and visualization and the left brain is for logical and rational. Mind mapping combines both and become whole-brained. It stimulates the brain by appealing to both the creative and logical side of the brain. Mind mapping uses visuals reminder and sensory into a pattern from the ideas which are related. Mind mapping also 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 then combined by the interesting colors and images which will stimulate the brain. So, mind mapping as a technique to help the students in memorizing the words can be used in writing paragraph.

Based on this reasons, the writer believes that mind mapping is good for students to learn vocabulary, thus the writer will explain of using its technique to teach vocabulary.

²Buzan, Tony and Barry, *The Mind Map Book: How to Use Radiant Thinking to Maximize Your Brain's Untapped Potential. e-book.* (New York: Penguin Grup, 1993), p. 7.

B. Definition of Mind Mapping

Mind mapping is creative note-taking method, which eases us to remember much information. Mind mapping is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It is visual map of ideas, laid out in a radial format around a central thought and it involves a unique combination of imagery, color and visual-spatial arrangement which is proven to significantly improve recall when compared to conventional methods of note-taking and learning by rote. It needs imagination and association to activate our brain in remembering something.

The Mind Map is an expression of Radiant Thinking and is therefore a natural function of the human mind³. Buzan⁴ states that Mind Map is a powerful graphic technique which provides a universal key to unlocking the potential of the brain. The Mind Map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance.

Then, Depotter⁵ states that mind mapping is the use of whole brains technique by using the visualization and other graphic infrastructure to make an impression. Besides, mind mapping is one of techniques which can make the students more enjoyable and interesting in studying vocabulary. Meanwhile, Martin in De Potter⁶ describes that mind mapping as a concrete graphic illustration which indicates how a single concept related to other concept in the same categories. Mind mapping is a pattern which at least consists of picture, symbol and color that will not just help the students to understand the vocabulary knowledge but also make the students feel good, enjoyable and attract their brain which at last leads them to have interest in mastery vocabulary knowledge.

Further, mapping is a process of drawing diagrams to describe how a topic and its related ideas are connected. It is a means of organizing and consolidating information by using a visual format. Because maps group and consolidate information, they facilitate learning. Concept map can be made as diagrams; draws to show relationships⁷.

³*Ibid.*, p. 59.

⁴Buzan, Tony and Barry, *Log. Cit.*

⁵Deporter, Bobbi and Mike Hernacki, *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*, (Jakarta: Kaifa, 2008), p. 153.

⁶*Ibid.*, p. 154.

⁷Kathleen T. McWhorter, *Efficient and Flexible Reading*, (New York: Harper Collins Publishers, 1992), p. 307.

Mapping is divided into two; concept map and thought pattern maps. Concept map is is as visual outlines; in which show ideas within a passage are related.⁸ In making concept maps, it will be free to draw ideas based on the concepts. Then, thought pattern map is evidence through a passage; it is drawing a map reflecting to the pattern.⁹ The important thing knows the main thing that what will be explained, then draw it in the relationships from the wider to the narrower.

Based on the description above, the writer concludes that mind mapping is related to a technique which provides a key or concept to empower brain potential either by using visualization or graphic illustration.

C. The Advantages of Using Mind Mapping Technique

There are many advantages of using mind mapping as a learning technique, as stated by Tonny and Barry¹⁰ describe that there are some advantages of using mind mapping technique, they are as follows;

1. Flexible

Explaining something can be easy without confusing in add the material based on the mind mapping.

2. Concentrate on the Topic

Keep focus on the keyword can help us to make it simple and it does not waste the time.

3. Increasing Comprehension

Mind mapping is a simple think pattern so it is not make us confuse to understand what we have learned and easy to remember the material.

4. Enjoyable

Imagination and creativity are unlimited in using mind mapping, so it can be funny to learn.

Based theoretical description above, the writer assumes that there are four important advantages in using mind mapping strategy they are: flexible, concentrate on

⁸Kathleen T. Mc. Whorter, *Log. Cit.*

⁹Kathleen T. Mc. Whorter, *Log. Cit.*

¹⁰Buzan, Tony and Barry, *The Main Map Book*, p. 112.

the topic, increasing comprehension and enjoyable. Therefore, these advantages are very significant to students in writing paragraph.

D. The Classification of Mind Mapping Technique

Tony and Barry¹¹ describe that mind mapping can be distinguished into four kinds, namely; network tree, event chain, cycle concept map, and spider concept map.

1. Network Tree

The main ideas made in a quadrangle and other words written in the connection line. It is suitable for visualization (a) a cause and affect relation (b) a hierarchy, (c) branch procedure, and (d) technical terms which can be used to explain some correlations.

2. Event Chain

The event chain can be used for giving an accident order, steps in a procedure, or steps in a process. It is suitable for visualization (a) some steps in a process, (b) some steps in a linier procedure, and (c) an accident order.

3. Cycle Concept Map

In this concept map, the accident combination has no final result. It is suitable to show a correlation how a combination accident is interacting to produce a group of result repeatedly.

4. Spider Concept Map

The spider concept can be used for sharing opinion from a central idea until get more various big ideas. It is suitable to visualization (a) something which is not based on hierarchy (b) a category which is not parallel, and (d) the result of sharing opinion.

Mind mapping is similar to a road makes study, work and thinking enjoyable, it can help to solve the lack of stock of students' vocabulary in memorizing some words which are related from universal word as a key word.

Based on the description above, the writer can conclude that there are four varieties of mind mapping form, they are: network tree, event chain, cycle concept map,

¹¹*Ibid.*, p. 417.

and spider concept map. These varieties present the students to use one of them in increase the students' vocabulary mastery.

E. Parts of Mind Mapping Technique

Windura¹² says that there are some parts of mind mapping, they are as follow:

1. Central Image

A central image has to describe the main idea of a mind mapping and put it on the center of the paper. It is for activate the students' right brain, strengthen the students' memory and make the learning activity enjoyable.

2. Key Word

A key word is a word that can lead a sentence or event. Identifying a familiar word in one's own language or another language that sounds like the new word and using only one key word per line. It is as an urge to remember a lot of words for the students. It is strong noun or verb that creates image to trigger recall the memory.

3. Basic Ordering Ideas

Basic ordering ideas are the branches that collect sort information and it connected to the central topic that radiate out from the center. Making basic ordering ideas which can direct our mind to make mind mapping and it need creativity that encourage the students to understand to the material. It is thick and thinner at the ends. It can be seen as headings for your topic and spread anywhere but do not become steep.

4. Branches

The branches should be curvy and in the same length as the words or pictures above it. These branches can be seen as sub headings. It is thinner branches and containing details.

5. Color

Color is a very good memory sign and it involves the right brain in learning for long term memory. Colors encourage creativity and help in memorization. Adding plenty of colors via branches, map background and images will add life to your mind map. It makes easier to comprehend and remember.

6. Picture

¹²Sutanto Widura, *Mind Map Langkah Demi Langkah*, (Jakarta: PT. Elex Media Komputindo), p. 87.

In mind mapping, pictures which can change or strengthen a key word that has been written before.

The writer concludes that mind mapping should be expressed by visualization and graphic technique. Therefore, mind mapping should consist of key word, basic ordering idea, branches, color and picture in order to student have a concept to develop their brain, especially in writing paragraph.

Furthermore, Mind Maps are discrete thought maps – hence the name of the technique. If you generate and use Mind Maps correctly you can structure, organize and visualize nearly all kinds of information effectively. A Mind Map helps you to form your ideas, associations and impressions in ways that are 1) Sensible to you, 2) Easy to memorize, and 3) Individual and easily recalled to mind.¹³

Bustler gives us the purpose of using mind map, it can be sensible, easy to memorize, and individual and easily to recall to mind. It is better for the learners to use mind map to make they are easier to remember words that they have learned.

F. The Criteria of Making Mind Mapping Technique

Buzan¹⁴ states that the mind mapping uses colors and pictures to help constructing your imagination with your style in making mind mapping. Words or pictures which are in the curvy lines or branches will help the students' memory to make associations.

Furthermore Buzan explains the steps below in how to make mind mapping, they are presented below:

1. Take a piece of white paper and it is in a landscape position.
2. Start by drawing a colored-image in the center of the paper and write the key word with capital letters.
3. Choose a color and draw the main themes of the mind mapping on the thick branches radiating out from the central image.
4. Add other main themes branches around the map.
5. Make thick and colorful branches spanning out from your mind map.

¹³Rustler, Florian and Buzan, Tony, *Mind Mapping for Dummies*, (England: John Willey and Sons, Ltd, 2012), p. 29.

¹⁴Buzan, *Memahami Peta Fikiran*, p. 20.

6. Write basic ideas about the key word and still use the capital letters.
7. Add an image to all the main branches to represent each key theme and also use images to visualize every important key word on your map.
8. Let your mind mapping be as imaginative as possible.

Based on the mind mapping steps above, the writer assumes that color and picture are very helpful to construct student's imagination in making mind mapping.

Based on the steps above, learners can develop their vocabulary by using mind mapping. It can be done through computers by the application or even by using hand. The learners can follow the steps to make their mind mapping good looking and also easier to understand and also easier to remember.

G. Vocabulary

Vocabulary is defined as lists of words; it is an important part in supporting all of English skills. Hornby states: "Vocabulary is as the total number of words which establish a language."¹⁵ Then, Oxford provides four definition of vocabulary; they are:

1. A collection or list of words with brief explanation of meanings.
2. The range of a language of a particular person, class, professional or lake.
3. The sum or aggregate of word composing a language, and
4. Figuratively, a set artistic forms, techniques, movements, etc, available to a particular person.¹⁶

Furthermore, Ellen¹⁷ says that vocabulary is an important part in language teaching and should be learned continually by the students. It means that the basic need that has to have by the students is vocabulary. They will get difficult to read a text without having enough vocabulary.

Vocabulary is a stock of words which are at disposal of a speaker or writer.¹⁸ The term of vocabulary may refer to all words or phrases that used a particular variety such as dialect, register, or terminology. There are some aspects than help students in

¹⁵A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (Great Britain: Oxford University Press, 1974), p. 959.

¹⁶Oxford, *Oxford English Dictionary*. Oxford: Oxford University Press, 1989), p. 954..

¹⁷Ellen, Edward D and Rebeca M. Vallette, *Classroom Techniques: Foreign Languages and English as a Second Foreign Language*, (New York: Hourcourt Brace Jovanich, Inc, 1997), p. 149.

¹⁸Hartman and E. C. Stork, *Dictionary of Language and Linguistics*, (London: Applied Science Publishers, Ltd, 1976), p. 250.

improving vocabularies as stated by Lyons (in Wilkin¹⁹) which states six aspects: 1) *Synonym*. Giving the other meaning that related to the word given; a university is a synonym of a place for studying for the adult students. 2) *Hyponymy*. A relationship of inclusion, such as vehicle includes car, bus, and so on. 3) *Incompatibility*. A relation is in a sense the reverse of hyponym; it is between items that are similar in meaning. For example: To say *morning*, is to say *not afternoon, not evening, and not night*. 4) *Complementarity*. This is a relationship in which to predicate one term is contradicting another in pairs. Like *perfect* and *imperfect, single* and *married*, and so on. 5) *Antonym*. It is the opposite meaning which has relation. For example: For example: *young* and *old*. 6) *Conversances*. In this case, the prediction of one term inevitably implies the other. It illustrated by pairs like words *parent* and *child, buy* and *sell*, and so on.

Those aspects are important for all students who studied English in improving their vocabularies. They will help them in finding the meaning of difficult words that they found in the text and help them understanding more about the content of the text.

H. Kinds of Vocabulary

Talking about kinds of vocabulary, Haycraft supposed two kinds of vocabulary: active and passive vocabulary.²⁰ It is also stated in Webster's Dictionary.²¹ Active vocabulary refers to the word that should be used in speaking and writing, whereas passive vocabulary means words which they need only to comprehend especially in reading and listening. Next, Robinett in Nadrah²² divides it into productive and receptive one. The former covers words used in everyday speech, and the later involves words which are not essential for production in speaking and writing.

From the two explanations above, it can be seen that there are two kinds of vocabulary; although it is different terms but the meanings are rather same. Thus, active or productive vocabulary contains words commonly used for speaking and writing, it is for production; whereas passive or reductive vocabulary relates to words the students understand when they appear in a text or listening and reading.

¹⁹Wilkins, *Linguistics in Language Teaching*, (London: Edward Arnold, 1978), p. 124 – 126.

²⁰Haycraft, John, *An Introduction to English Language Teaching*. Singapore: Longman Group, Ltd, 1984), p. 44.

²¹Neufeldt, Victoria and David B. Guralnik, *Op. Cit.*, p. 234.

²²Nadrah, *Op. Cit.*, p. 34.

Based on the explanation above, vocabulary is the total number of words in a language that has lexical and contextual meaning; while vocabulary mastery is the ability to give the meaning to the words and to recognize the sounds of words that appear in written text that has lexical and contextual meaning. They can be grouped into general vocabulary; synonym, antonym, kinds of word, and changing of words. In specific, vocabulary is divided in to eight parts of speech; they are noun, verb, adjectives, adverbs, conjunction, preposition, and interjection.

I. Learning Vocabulary by Concept Maps

It has been found by several researchers in their research that concept maps, semantic mappings, or mappings increase learning ability. It has been stated by Muzayyan et. al. who found that by using konsep maps the students are better in reading comprehension in the while reading activity.²³ Muzayyan et. al. found that by learning reading comprehension by using mind map the the while reading activities, the learners are better in comprehending the English texts than the learners that didnot use it.

Further, it is also found by Thuy²⁴ who had done a research on Senior High School students. he found that the students have positive attitudes by using it and also improve vocabulary retention, and he suggested it to use in teaching and learning vocabulary. It is related to what has been done by Omar Naeem²⁵ in 2013, he found that vocabulary learning improved by using semantic mapping, and he has done the research by using Experimental research on University Students.

Based on the findings, it can be said that the mind mapping or can be said as semantic mapping can be good in teaching and learning English, especially for teaching and learning vocabulary.

J. The Example of Using Mind Mapping in Developing Vocabulary

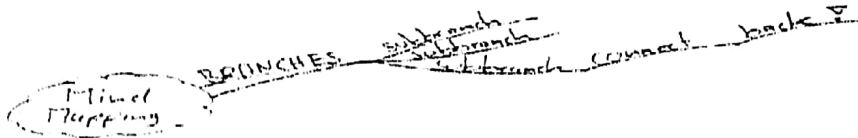
²³Muzayyan, et. al. "The Role Semantic Mapping as a While Reading Activity in Improving Reading Comprehension Ability of the Iranian University Students in General English (GE) Courses: Theory and Practice in Language Studies". Vol. 2, No. 11, pp. 2422-2429, November 2012.

²⁴Thuy, Nguyen Ngok, The Effects of Semantic Mapping on Vocabulary Memorizing. Accessed from <http://www.litu.tu.ac.th/journal/FLLTCP/Proceeding/628.pdf>. at March 2015.

²⁵ Omar Na'eem Mohammed Bani Abdelrahman, The Effect of Teaching Vocabulary Through Semantic Mapping on EFL Learners' Awareness of Vocabulary Knowledge at Al Imam Mohammed Ibin Saud Islamic University. *International Interdisciplinary Journal of Education* – July 2013, Volume 2, Issue 7. Accessed from http://www.iijoe.org/v2/IIJOE_05_07_02_2013.pdf

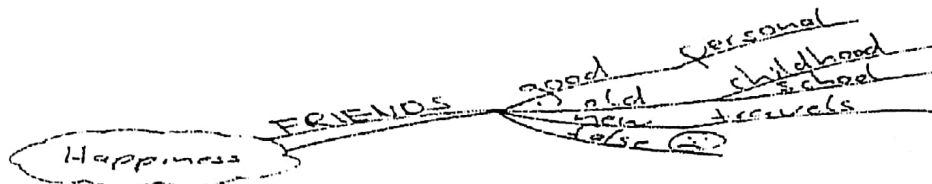
Using mind mapping can be useful for developing vocabularies; some examples will be given below:

Picture 1²⁶



From the picture above, learners can develop the vocabularies as it contents. The first thing, they must know what the concepts that they want to develop is. Below are also the examples of developing the maps:

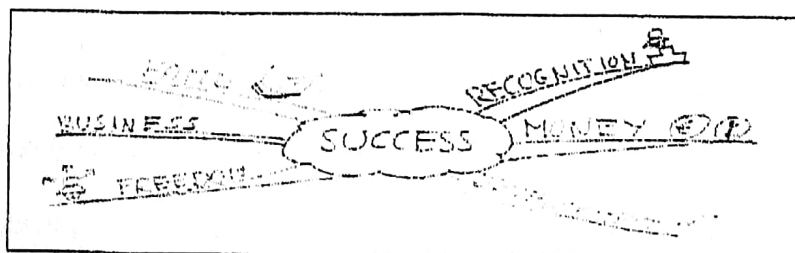
Picture 2: The Developing Of the Word Happiness²⁷



The word happiness develop to one branch, it is friends; the word friends than develop to several sub branches as good, old, new, and false; then as seen the picture, they develop become some words.

Next, the other examples of developing words by using mapping:

Picture 3²⁸: Vocabulary about success:



Then, the pictures above can be developed to some words more related to each concept that has developed in the picture above.

²⁶ Rustler, Florian and Buzan, Tony, *Mind Mapping*, p.32.

²⁷ *Ibid.*, p. 33.

²⁸ *Ibid.*, p. 11.