

# Students' Perception of Mind Mapping in Learning Vocabulary

<sup>1</sup>Juwita Crestiani M, <sup>2</sup>Opik Dwi Indah, <sup>3</sup>HerminiHermini

<sup>1</sup> Universitas CokroaminotoPalopo, Indonesia

## Abstract

This research deals with the sixth year students' perception of mind mapping in learning vocabulary at PalopoCokroaminoto University. The population of this research was the primary school teacher education study program in PalopoCokroaminoto University in academic year 2021/2022. 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 PalopoCokroaminoto 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.

## Ethical Lingua

Vol. 9, No. 1, 2022

ISSN 2355-3448 (Print)

ISSN 2540-9190 (Online)

## Corresponding Email

JuwitaCrestiani M

[christianiputriroro01@gmail.com](mailto:christianiputriroro01@gmail.com)

## Article's History

Submitted 01 June 2022

Revised 29 June 2022

Accepted 30 June 2022

## DOI

10.30605/25409190.391

Copyright © 2022

The Author(s)

This article is licensed under  
CC BY-NC-SA 4.0 License



# Students' Perception of Mind Mapping in Learning Vocabulary

## 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. Hayward and Sparkes (in Inova Andulan2007 : 5) defines that vocabulary is a list or collection of words used in a language science, book etc. Usually arranged in alphabetical order, and explained; a word-book; the stocks of words at one's command. The New International Webster's Pocket Dictionary of the English language states that vocabulary are all the words of a language and all the words understood by an individual.

One of the kinds of vocabulary that must be mastered by students is noun. Noun is a word which is used to identify or to show the name of people, place, animal, or the name of thing namely ideas, activity. In addition According DonyHariyanto and Rudy Hariyono (2003 : 28) noun is the word which is used to show the name of people, place, animal or the name of thing. 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. According to Tony Buzan (2012: 9) 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. It made the researcher use mind mapping in teaching and learning process and wanted know the students' perception about mind mapping.

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

## Method

Researcher used Qualitative research in doing this research. According to William M.K Trochim, 2006, Qualitative research is useful to describe student perceptions. This research delas with "The Sixth Year Students' Perception of Mind Mapping in Learning Vocabulary". The subject of this research was The Sixth Year Primary School Teacher Education Study Program of Palopo Cokroaminoto University. The data was obtained from observation, and distributing questionnaire. The instrument used in this research was questionnaire. The

questionnaire consisted of some questions related to the English students' perception of mind mapping in learning vocabulary. The questionnaire consisted of 10 questions. In analyzing data, the researcher used some techniques are the researcher gave code the students' answer from questionnaire. After giving code, the researcher classified the students' answer. Then, after classifying, the data was analyzed qualitatively. The last, the researcher made a conclusion from the result of analyzing data.

## Results

In analyzing the data, the researcher used descriptive analysis qualitatively. The questionnaire was distributed to the 10 students of Primary 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 primary school teacher 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.	+
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.	+
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.	+
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 lecturers as the sample. From 10 lecturers, there are 6 lecturers (student number 1, 3, 5, 7, 9, and 10) who answer that mind mapping is very good in learning and improving vocabulary. There are 3 students (student number 4, 6, 8) who answer that mind mapping make teaching and learning process is more fun. 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	Appropriate.	+
2.	B	Yes. It is appropriate.	+
3.	C	Application of mind mapping is appropriate to learn vocabulary.	+
4.	D	It's very very appropriate.	+
5.	E	Is not always appropriate especially to learn verb.	+
6.	F	It's 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. It can be classified that there are 9 student's answer in the table 2 as positive answer and 1 student's answer is classified as negative 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	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, 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.

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.	+
6.	F	Yes.	+
7.	G	Enough assist.	+
8.	H	It very improves.	+
9.	I	Yes. Very assist.	+
10.	J	Yes.	+

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.

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

No.	Student	Answer	Code
1.	A	Good. Appropriate.	+

2.	B	Good.	+
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.	Student	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.	Student	Answer	Code
1.	A	Yes.	+
2.	B	Enough.	+
3.	C	Enough improve.	+
4.	D	-	-
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, 5, 6, 7, 9 and 10) who answer that mind mapping improve vocabulary, 2 students (student number 4 and 8) 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.

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

No.	Student	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.	Student	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 data analysis above, the researcher describes the discussion of the data. This section describes the result of data analysis. It aims to find out the sixth year student perception of mind mapping in learning vocabulary at Palopo Cokroaminoto University.

Based on 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 are 3 students who answer that mind mapping make teaching and learning process is more fun and enjoyable but there is 1 student who answers only good answer. Therefore, the researcher concludes that mind mapping is very good in learning and improving vocabulary, because 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. Then, the students can get a lot of vocabulary from the key word in every branches. Besides that during teaching and learning process is working, the lecturer always guides the student to get as much as possible the vocabulary.

Based on 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 from one topic. Same as Tony Buzan in (<http://olc.spsd.sk.ca/DE/PD/instr/strats/mindmap/>) states that this strategy helps students quickly relate a central word or concept. The mind forms associations almost instantaneously and 'mapping' allows you to write your ideas quicker, using only words or phrases.

Based on 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 also easy to learned and 3 students answer that mind mapping gives advantages to the students in learning vocabulary and 2 students do not give answer. Therefore, the researcher concludes that the student can receive and understand the material easily.

Based on 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 students, 2 students answer that mind mapping is enough to assist in improving vocabulary the students. Therefore, the researcher concludes that mind mapping is appropriate to be used in learning and improve vocabulary because make classroom atmosphere enjoyable and students do not get bored and material can be understand easily. Besides that, the students can learning more fast and efficient. Similar with Tony Buzan (2004: 10) that mind map can help us to become more creative, efficient the time, solve the problem, can concentrate well, passed the examination well, memorizing well, learning more fast and efficient, learning more easily, making plan, communicate, arrange and clear our mind.

Based on 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 through key word in every branches and also is helped by symbol dan picture.

Based on the sixth question that is “What do you think about mind mapping in learning adjective?”, the students give a lot of and 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 easily. Besides that, there are 3 students who do not give answer but they enjoy in learning. Therefore, the researcher concludes that mind mapping is good or has benefit, advantage for the students because most of students enjoy in learning by using it.

Based on the seventh question that is “What do you think about mind mapping in learning verb?”, there are 5 students who answer that mind mapping is good, 2 students answer 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 and can make students think critically..

Based on the eighth question that is “Does your vocabulary improve after learning vocabulary by using mind mapping?”, there are 8 students who answer that mind mapping really improve vocabulary and 2 students do not give answer. Therefore, the researcher concludes that mind mapping has give benefit and advantage during teaching and learning process and the right method to applied in learning vocabulary. This is same as Yugafiati (2019).

Based on 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 teaching and learning process and give a lot of ideas to the students.

Based on 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, interesting and very assist the students to learn and improve vocabulary easily because through mind mapping, student can acquire 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. It is can be said like a games.

Based on the the students' answer result in the questionnaire, there are some students answer that mind mapping is appropriate to be used in learning vocabulary because give benefit, advantage and assist students learn and improve vocabulary easily and in mind mapping the student use left and right brain at the same time because the students not only see the word but also symbll and picture as key word in every branches.

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 primary school teacher education students give positive perception mind mapping in PalopoCokroaminoto 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.

## References

- Adelstein, M. E. 2010. *Webster's Pocket Dictionary*. New Edition. Random House, Inc.
- Buzan, Tony. 2004. *HOW TO MIND MAP Mind Map<sup>R</sup> untuk meningkatkan kreativitas*. Jakarta : PT Gramedia Pustaka Utama
- Buzan Tony . 2012. *Buku Pintar Mind Map*. Jakarta : PT Gramedia Pustaka Utama
- Hayward, L. Arthur and Sparkes J. John. 1984. *The Concise English Dictionary*. Omega Books Limited London, inc in Inova Andulan. 2007. Improving the Vocabulary of the first year students of SMA Frater Palopo through reading English Text Palopo.
- Hariyanto, Dony and Hariyono, Rudy. 2003. *English Grammar for general application*. Surabaya :Gitamedia Press.
- The New Webster's Pocket Dictionary*. 2002. United States : Trident Press International
- Williams, Y. 2009. *The Difference between Perception and Reality*. Research for Better Schools, Inc. Philadelphia.
- Valle, Maria. International Journal of Business Science and Applied management.
- Yugafiati, Rasi and Priscila, Tania. 2019. The Use of Mind Map to Improve Students' Vocabulary at SMP Waringin Bandung. *ELTIN JOURNAL: Journal of English Language Teaching in Indonesia*.