

Implementation of Mind Mapping to Improve English Learning Achievement of the First Semester Students of Elementary Teacher Education Department of IAIN Takengon

Sungkawati Kardi Wahyuningsih*

Education Faculty of IAIN Takengon, Aceh Tengah, Aceh, Indonesia

e-mail: kardisungkawati@gmail.com

*Corresponding Author

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ABSTRACT

Penerapan Mind Mapping membantu siswa mencapai target belajar. Penelitian deskriptif kualitatif ini bertujuan untuk mendeskripsikan penerapan metode Mind Mapping untuk meningkatkan capaian belajar bahasa Inggris mahasiswa semester satu jurusan Pendidikan Guru Madrasah Ibtidaiyah IAIN Takengon. Responden dalam penelitian ini adalah 28 mahasiswa. Data dianalisis secara deskriptif. Temuan dari penelitian ini adalah sebagai berikut. Mind Mapping sebagai salah satu metode belajar yang membantu mahasiswa memahami materi yang diberikan dosen karena metode ini menjelaskan materi dengan rinci dan hanya menunjukkan poin yang penting, juga membuka ide, atau ide yang sulit dalam isu belajar. Sehingga dapat disimpulkan bahwa Mind Mapping dapat meningkatkan capaian belajar mahasiswa.

Applying mind mapping helps students attain their target learning. This descriptive qualitative research study aims to describe the implementation of mind mapping method to improve English learning achievement of the first semester students of Elementary Teacher Education Department of IAIN Takengon. The respondent of this research were 28 students. The data were analyzed descriptively. The result of this study are as follow. Mind mapping method is one of the learning methods that helps students understand the material given by the teacher because this method explains a material in detail and only conveys important points, also opens ideas or ideas that are difficult to issue in study. It can be concluded that Mind mapping are able to improve the students' learning achievement.

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Corresponding Author:

Sungkawati Kardi Wahyuningsih,

Education Faculty of IAIN Takengon, Aceh Tengah, Aceh, Indonesia

Jl. Yos Sudarso/A. Dimot No. 10 Takengon, Aceh Tengah, Aceh, Indonesia.

e-mail: kardisungkawati@gmail.com

INTRODUCTION

English, as an international language, should be mastered by everyone including students in every level of education. English is taught to the students from elementary, junior, senior, and university levels. It means that learning English is important. Mastering English

supports students in accessing knowledge. It can be concluded that mastering English supports their next career (Wahyuningsih, 2018: 120).

As a tool for accessing knowledge, learning English has some output that could be assessed. According to Bloom, the outputs of learning are divided into three domains. They are cognitive, affective, and psychomotor (Nurgiyantoro, 2001: 24-25). Cognitive domain relates to the knowledge and intellectuality. Affective domain relates to the feeling, emotion, and valuing. Psychomotor, on the other hand, relates to the output of learning (Nafiati, 2021: 153).

Each domain cannot be separated from one to the other. It blends in someone's personality. The domains encourage social life. It can be said that the ability of using English influences someone's character. In the educational language scope, each domain is used to assess whether someone mastering a language.

In English there are four skills that students must learn, namely: reading, listening, Speaking, and writing. In this study, researchers are interested in applying a method to improve students' understanding of learning English. Teachers as educators must direct and provide an interesting learning atmosphere for students. In the development of students there is also the development of English, of course, learning method are very supportive of learning foreign languages and are able to speak foreign languages and can write foreign languages including English, because English in advanced times is very important everywhere because English is an international language.

The teaching method is knowledge of the ways of teaching used by a teacher or instructor. Another understanding is the recitation technique controlled by the teacher to teach or present lesson material to students in the classroom, either individually or in groups/classical, so that the lesson can be absorbed, understood and utilized by students properly, the better the learning method the more effective also goal achievement. In reality, the method or teaching method used for the delivery of information is different from the method used to strengthen students in mastering knowledge, skills, and attitudes (cognitive, psychomotor, effective). Specifically for teaching methods in the classroom, the effectiveness of a method is influenced by the objective factor, the student factor, and the teacher's own factor. By having general knowledge about the nature of various methods, a teacher will more easily determine the most appropriate method in specific teaching situations and conditions.

The learning method set by the teacher allows students to learn a lot in the process (learning by process), not just learning the product (learning by product). Product learning in general only emphasizes the cognitive aspect, while process learning can enable the achievement of learning objectives in terms of cognitive, effective, (attitude) and psychomotor (skills). Mind Mapping is the easiest way to enter information into the brain. This concept is based on the workings of our brains to store information or it can be called a note-taking technique based on research on the way the brain actually works.

Mind Mapping is the easiest way to enter information into the brain. This concept is based on the workings of our brains to store information or it can be called a note-taking technique based on research on the way the brain actually works (Darusman, 2014: 168). Mind mapping is also brilliant route-maps for the memory, allowing you to organize facts and thoughts in such a way that your brain's natural way of working is engaged right from the start. This means that remembering and recalling information later is far easier and more reliable than when using traditional note-taking techniques. All mind maps some things in common. They all use colour. They all have a natural structure that radiates from the centre (Buzaan, 2005:7). Effective learning method helps the students to solve their learning problem. In line, it also

provides an interesting and different learning atmosphere. Thus, students are able to attain their target language. According to the explanation above, it is necessary to describe the implementation of mind mapping in enhancing students' learning achievement.

METHODOLOGY

This study was categorized into a descriptive qualitative research. The subjects of the research were the first semester students of English education department of IAIN Takengon in the academic year 2023/2024. The participants of this research are 28 students. The data were collected by using observation and documentation. The data were collected in eight meeting, from September 13th to November 1st 2023. The qualitative data gathered were analyzed descriptively. The data analysis technique used in this research was descriptive qualitative which consists of four steps, namely: data collection, data reduction, data display and conclusion verification.

In the step of data collection, documentation was done during the teaching learning process. It was done by using video recorder. It was used to get the authentic data. The videos were observed to gather the data. Next, the data are reduced according to the indicators. Then, the data were display to make conclusion. The next step was verify the conclusion.

RESULT AND DISCUSSION

The technique of making mind maps can be done manually or with the help of computers or smartphones. Generally it will be easier to sketch, line and draw, on paper and then scanned or redesigned on a computer. Pen and paper would be better because it makes it easier to come up with ideas more quickly and the act of pulling the branches in the form of a line can help remember.

The steps for making a mind map are as follows:

1. Start writing the *main idea* in the middle of a blank page and then move to the side. Starting from the center gives the brain the freedom to spread out in all directions and express itself more freely and naturally.
2. Use *pictures* or *sketches* for a central idea. A picture is worth a thousand words and helps a writer use his imagination. The central image is more attractive, keeps you focused, helps you concentrate, and makes your brain calmer.
3. Use *colors*, colors are as interesting as pictures, colors add extra vibrancy and life to mind maps, adding extraordinary energy to creative and fun thinking.
4. *Connect the main branch* to the central image and connect your second and third level branches to the first and second levels. Because the brain works on associations that like to link two (or three, or four) things together. If the author connects the branches it will be easier to understand and remember.
5. Make the *branches curved* rather than straight. Because straight lines without curves can make the brain bored.
6. Use *one keyword per line*. Single keyword gives the mind map a lot of power and flexibility.
7. Use *pictures* throughout the idea. Every image like center image, branch, idea is also worth a lot of meaning and message.

Mind maps are the easiest way to put information into the brain and take information out of the brain, mind maps are a creative, effective way of taking notes, and will literally map our thoughts, mind maps are also very simple. Mind maps can come up with creative and amazing new ideas, and absorb new facts and information effortlessly. It will also get to know the brain better and find ways to make it easier for the brain to learn and remember information. Mind maps use the brain's ability to recognize visuals to get the maximum results. With a combination of colors, images, and curved branches, mind maps are more visually stimulating than traditional note-taking methods, which tend to be linear and color-coded, making it much easier for us to remember mind map information.

Students are people who receive information from educators, so an educator must have a different way to provide direction so that students better understand the content of what is conveyed by the teacher. One of the efforts that can be done by teachers is to use the mind mapping method to make students think creatively, especially for learning English. The mind mapping method was applied by an English teacher in English teaching learning to improve understanding of the English learning process. By using mind mapping, educators prepare lesson materials much faster than writing long sentences. The material can be abbreviated with a simple framework, making it easier for teachers and students.

Second, it makes it easier to improve the subject matter. The subject matter by using mind mapping makes the structure of the material easy to repair. Educators can quickly learn the subject from the material and develop it with the educator's own knowledge. That way, mind mapping will trigger the development of the material being taught from year to year due to the development of knowledge from educators.

The third facilitates the organization of subject matter. The subject matter sometimes contains too much discussion, so it is difficult to explain it to students in a complete, easy, and not boring way. By making it into a mind map, it will only contain keyword to make it easier to remember the material.

Fourth, it helps students understand the material more deeply. In mind mapping, information can be linked if there is a link between one information and another. The understanding of the material is deeper and easier for students to remember. In contrast to notes whose sentences are long and only described in full writing, students only memorize them without understanding them.

However, apart from having many advantages of learning by using mind mapping, it also has some disadvantages. The disadvantages of mind mapping include: First, time is wasted looking for reminder keywords, because reminder keywords are separated by distance. Both time is wasted writing words that are not related to memory. Then, time is wasted on rereading unimportant words. The use of mind mapping has now become one that is feasible to be applied in learning in schools and universities, including in learning activities in education and training.

Each learning method will certainly have obstacles in the process of the ongoing learning process. The method, however, of course there will be efforts that will be made to overcome these obstacles, judging from the obstacles faced based on the results of observation. The constraint faced is that only active students are seen or involved in the learning process taking place, inactive students will feel sleepy due to lack of concentration in the learning process. Then, by using the mind mapping method a small percentage of students do not really follow the learning process, but of course there will also be efforts that must be made by the teacher to overcome these obstacles by asking questions related to the material provided by the

teacher. The effect is the students who are not active will begin to think and train their brains in the learning process.

From the explanation above, it can be said that learning by using the mind mapping method will be very helpful in learning English. This method can also motivate students in the learning process. From the results of interviews that have been conducted, mind mapping method has been successfully applied and there are various abilities possessed by students, of course, the abilities of each student are different, not all students quickly digest the material given. Thus, the teacher must have a way or method so that students can quickly understand the material given, the mind mapping method is one good method to apply to make students think fast in learning specifically in learning English.

CONCLUSION

Mind mapping method is one of the learning methods that helps students understand the material given by the teacher because this method explains a material in detail and only conveys important points, also opens ideas or ideas that are difficult to issue in study. Through this method students will be active and it will be easier to understand the material. According to the research finding, it can be concluded that apply the mind mapping method will only see active students. Students who are not active will feel sleepy in the learning process due to lack of participation in the learning process, but to overcome this the teacher has a way to deal with it, namely by giving questions that generate feedback so that inactive students also participate in the learning process, especially for language lessons. English. The application of the mind mapping method has been successfully applied because the mind mapping method can be more easily understood by students because it is simpler and more focused on the theme, thus students are easier to remember.

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