



Investigating Efl Students' Engagement And Responses In Learning English Vocabulary Through Mind-Mapping Strategy

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Abstract

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Mind mapping is a promising strategy designed in connecting vocabulary with learning that can improve student behavior, cognition, and emotions so that mind-mapping learning can run in accordance with the working system of the human brain. Vocabulary is a core component of listening, speaking, reading, and writing. Vocabulary is very important to learn for students who want to master a language. Student engagement is the level of student involvement in academic activities such as attending class, working on assignments, taking part in discussions, and asking questions in class. This study aims to involve students in learning English Vocabulary through mind mapping strategies and obtain student responses to the use of mind mapping strategies in learning English vocabulary. The current research uses qualitative research with Classroom Action Research (CAR) with data collection through interviews, observation, and documentation. The data is analyzed by thematic analysis. This study was conducted in a junior high school in Bekasi in grade 8 and involved five students in collecting interview data. It can be found that there are 2 cycles to be carried out in the study consisting of Cycle 1 (First and second meeting) and Cycle 2 (first and second meeting). Cycle 1 of the first and second meetings showed that students were very enthusiastic and less enthusiastic in learning mind-mapping with English vocabulary. In cycle 2, the first and second meetings showed that students remained enthusiastic about the material presented and considered the mind-mapping material easy to master.

Keywords: *Mind-mapping; EFL (English as a Foreign Language); Vocabulary.*

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INTRODUCTION

Tony Buzan developed the concept of the mind map as a mind maps are brilliant representations of thought and thus a natural function of the human mind (Buzan, 1993). It is an effective instrument that offers all-purpose codes to release the brain's potential. Thoughts and facts can be arranged and documented in school when teachers employ mind mapping techniques because they use visual images and other graphics to produce impressions using the full brain (left and right hemispheres). One of the techniques researchers employ when teaching is mind mapping. In addition to facts, mind maps also display a topic's general organization and the relative importance of its various constituent pieces. A vocabulary is a collection of words that are grouped either alphabetically or the total number of words used by an individual, a work, a language group, or a body of information. a set of words or codes that are on offer. A vocabulary is a list, dictionary, or glossary that typically lists the definitions or translations of words or phrases in alphabetical

order. Words you require to communicate effectively make up your vocabulary. Behavioral, cognitive, and emotional engagement are all part of engagement, in accordance with student engagement theory. The level of behavioral involvement might range from just finishing homework assignments to abiding by the law in order to fulfill academic obligations. The total achievement of students in higher education institutions is significantly influenced by their participation in academic activities (Moesarofah, 2018). The employment of metacognitive techniques to understand new knowledge is suggested by the positive correlation between cognitive involvement in the classroom and overall aptitude and depth of comprehension (Moesarofah, 2018). A behavioral, affective, and cognitive definition of engagement is offered by (Fredericks, Blumenfeld, and Paris. 2004).

METHOD

This study used a qualitative research with CAR (Classroom Action Research) Because to find out the response and engagement of students using data collected through interviews, observation, and documentation. This research conducted at one of the vocational schools in Bekasi, West Java, Indonesia at 16 Junior High School that consist of 47 students. There are 2 cycles that must be explored in this Classroom Action Research (CAR), namely cycle 1 which consists of the first and second meetings and cycle 2 which consists of the first and second meetings as well. The detail of 2 cycles as follows:

Cycle 1 (First and Second Meeting)

In this cycle, researchers make observations by knowing students' interest in learning vocabulary with mind-mapping strategies. Students are encouraged to mind-map with English vocabulary until the second meeting.

Cycle 2 (First and Second Meeting)

In this cycle, researchers conducted observations and interviews related to their interest and attachment to mind-mapping. And in this cycle to find out students' responses related to learning vocabulary with this mind-mapping.

RESULTS AND DISCUSSION

Results of Cycle 1 and Cycle 2

In Cycle 1 (first and second meeting) there are 3 things that need to be explained, namely Plan, Action and Reflection. In the Plan phase (Cycle 1), what needs to be done is discussing and planning mind-mapping research project for student teachers, discussing and preparing tools for mind-mapping data collection, discussing and choosing data collection procedures for mind-mapping. In the Action phase (Cycle 1), it starts with teaching about vocabulary with mind-mapping strategies, then ends with the Reflection phase (Cycle 1), which is the phase for discussing with students.

In Cycle 2 (first and second meeting) there are also 3 things that need to be explained, namely Plan, Action, and Reflection. But the difference is, in the Plan phase (Cycle 2), it only requires preparing tools for teaching and choosing data collection procedures. The Action and Reflection phases (Cycle 2) are also the same as Cycle 1 in the first and second meetings.

In Cycle 1 of the first meeting, students were very enthusiastic about the material provided by the teacher. Students also often ask teachers what themes their group should create to draw mind-mapping with English vocabulary. Students also seem

ambitious by making the mind-mapping. They create with great pleasure, think the material that researchers bring is interesting, and not complicated to make. This shows that students are mostly interested in mind-mapping drawing with English vocabulary. Only a few students feel less interested in learning mind-mapping with this English vocabulary. This is because students who are not interested in the material presented, students do not understand the material presented by researchers. Researchers try to bring them closer and motivate, so that they become active in every learning activity.

In Cycle 1 of the second meeting, students are less enthusiastic about the material that will be done, namely making mind-mapping with English vocabulary. When group work is carried out for students in making mind-mapping, some students are enthusiastic and some are less enthusiastic about drawing the mind-mapping. This is because students are saturated with mind-mapping material with English vocabulary that is just like that. Researchers need to do something that makes them not saturated with mind-mapping in English vocabulary. By motivating students in the classroom, it may help researchers to find out whether they are interested or not with mind-mapping to improve students' English vocabulary.

In Cycle 2 of the first meeting, students seemed quite enthusiastic about the material provided by the teacher. Students also seemed happy with mind-mapping. They created mind-mapping and considered the material brought by researchers not complicated to make. This suggests that students are mostly interested in drawing mind mapping with English vocabulary. Few students feel less interested in learning mind-mapping with this English vocabulary. Because students think this mind-mapping material is too easy to make.

In Cycle 2 of the second meeting, students are still enthusiastic about the material that will be done to making mind-mapping with English vocabulary. They still considered the material brought by the researcher is not difficult to make. Some students are a little bored and some are still enthusiastic in learning mind-mapping to increase student vocabulary.



Figure I: Cycle 1 and Cycle 2 Phase Activities

Students' Responses to Vocabulary Teaching with Mind-mapping Strategies

In the results that can be concluded, students' responses by teaching vocabulary with mind-mapping strategies mostly show positive things. It can be seen from the interviews that have been completed:

Researcher: Did you enjoy the material of mind-mapping to teach vocabulary?

Student 1: It makes easier for me to separate the vocabulary into its own categories, and find more new vocabulary. It is little bit boring because it is easy.

Student 2: Yes, because you become more knowledgeable and understand more about the flow of a concept or idea into visual learning.

Student 3: Yes, because making mind-mapping from vocabulary is easy.

Student 4: Yes, because even though I did not get a new vocabulary, the material of mind-mapping can teach the other person to get a new vocabulary.

Student 5: Yes, I did. The material of mind-mapping will make easy to learn and enjoy.

From the results of the interview data above, it can be concluded that most students consider mind-mapping easy to use and can know the concept of ideas from visual learning English vocabulary.

Researcher: How helpful mind-mapping to teach vocabulary that used?

Student 1: Okay, it did help me to find more vocabulary. But, this is not really useful for me. But i did enjoy to learning how to make mind-mapping.

Student 2: It is very interesting, because learning vocabulary is the main capital to learn sentence structure and other skills in the language and become more exciting in learning it.

Student 3: Ok, it helpful. But, I think it is too easy for grade 8 to making mind-mapping.

Student 4: I don't really catch the feeling in mind-mapping. Mind-mapping was my third grades subject.

Student 5: Yes, I did. The material of mind-mapping will make easy to learn and enjoy.

From the interview above, it can be concluded that they mostly think mind-mapping can help them learn vocabulary. But because mind-mapping is too easy, some consider that mind-mapping is suitable for elementary school children.

Observation during Learning

Question	Never	Rarely	Sometimes	Most of the time	Always
Understood the purpose of mind-mapping					X
Listened to the teacher about material of mind-mapping				X	
Participated with their ideas to their mind-mapping					X
Did their part in the group to do the task of mind-mapping				X	

Table 1: Observation during Learning Table

Based on observations made in the phases of Cycle 1 and Cycle 2, it can be concluded that they understand the purpose of this mind-mapping, they also listen well to what is conveyed by researchers, they also participate well, and they do according to what has been given by researchers.

DISCUSSION

This study attempts to describe the responses and investigative results of mind-mapping learning with English vocabulary in EFL Secondary Students. Based on Michael J. Wallace's theory of CAR (Classroom Action Research) and Fredericks (2004),

Student Behavioral Engagement

Speaking of Student Behavioral Engagement, it can be found that, most students express their emotions about mind-mapping with English vocabulary with a sense of fun, interest, and find this learning useful for them. Until the last moment of learning, they still look enthusiastic because mind-mapping learning is easy to do and can improve their ability to remember about the vocabulary they will write and memorize. Although there are students who think mind-mapping is too easy for grade 8 children and some look ordinary and some even think mind-mapping cannot increase their motivation in learning, Mind-mapping is still useful for creating learning that is exciting, interesting, and makes students enthusiastic.

The Responses of Learning Mind-mapping with Vocabulary

Based on the research that has been concluded, it can be accepted that the response from students at SMPN 16 Bekasi City considers mind-mapping to be an exciting and interesting learning to do. Almost all the results of interviews and observations conducted by researchers get positive and impressive results related to mind-mapping learning that has been done by researchers. Some consider mind-mapping with these words fun, some consider this useful for improving vocabulary in English, and there are also those who consider this a learning that is suitable for elementary school children.

CONCLUSION

After conducting research with these presented results, researchers intend to conclude this paper that the process of improving the ability to make vocabulary with mind mapping techniques goes well. This is for the method used relatively rarely used from previous teachers, researchers concluded that there was a positive response from students in learning vocabulary using mind-mapping strategies. This can be seen from the results of cycle I, in this cycle we can know that students are initially unfamiliar with this mind-mapping learning, then during cycle 1 meeting 2, they are almost all enthusiastic about learning and find this interesting to learn along with English vocabulary, researchers can conclude that their skills in learning students' English vocabulary can be improved by using mind mapping techniques. Therefore, there must be other research that needs to be done in classroom action research. However, mind mapping techniques can be a very useful instructional strategy as a medium of instruction when used effectively. This may represent as a better strategy when compared to other teaching media. And because it is considered too easy by students at SMPN 16 Bekasi City, this mind-mapping is more suitable for use in elementary schools.

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