'MIND MAPPING GAME' USING PICTURES TO IMPROVE STUDENTS VOCABULARY

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Abstract
This article aimed to describe about the use of mind mapping game using pictures to improve students' vocabulary. The use of mind mapping game using pictures is important for students' junior high school of suburban areas. Mind mapping' game can make students have fun in learning. Visual or using picture the students can see the real of words. Vocabulary is important for students in the suburban school, because they never learn about English before. Then, the teacher have guide them how to write, read, translate and remember the vocabulary. Teacher want introduce English. In order that, students have progress in learning and students' vocabulary. The research methodology uses Classroom Action Research (CAR).

Keywords
Mind mapping game, student' vocabulary

1 . INTRODUCTION

Creativity is one of the key factors in the current life, including in education. A journal editor in chief pointed out that instructional developers, materials designers, and teachers are challenged to be open-minded in facing the sociocultural diversity (Ikhsanudin, 2019). Teachers' open-mindedness may cover many aspects, including implementing various teaching ideas. This article is written as an attempt to describe the implementation of mind mapping to help ease students memorize vocabulary. Mind mapping implement to help students organize information. Mind mapping game can make students have fun, thinking creatively and generating ideas in learning by Frey (2010). Another that, the situation at school, students still lack in English learning, such as: Student need media, Students learn from basic level (never learn English before), Students need something develop their mind. Mind mapping here will be a media, game, and to improve the students vocabulary.

Novak & Gowin (1984) said that means of representing ideas in diagrams with node-link assemblies has been termed concept mapping, knowledge mapping. When used as a part of instruction, these types of mapping techniques have be show to increase students" achievement scores by Horton et al (1993) and knowledge retention by Nesbit & Adescope (2006). Mind mapping is bit little different from concept mapping in that the mind mapping process starts with a topic or central word at the center of the graphic by Buzan (1993). Important concepts and phrases are then relate or abroad the center topic on branch, which can continue to branch into other concepts. In addition, the text can be accompany by images, and color can be using for emphasize or to facilitate organization.

Mind maps for students learn information and strong them to organize it and add images, and color to it (an example mind map that is showing without color). These maps have been show to lower cognitive because students are creating a two-dimensional space to tie in ideas and concepts that relate together by Nesbit & Adesope (2006). Mind map give students to create a visual image to improve their learning (Budd, 2004) and can be using as a metacognitive tool that allows them to make connections to material in meaningful ways. For example, Farrand, Fearzana, and Hennessy (2002) they found and said that mind maps not only aid medical students in studying, but also make sure a deeper level of learning, the specially when adapt with a problem-based learning curriculum. Mind maps have been use as reflective tools that permit to broad associations to be making to the material by Budd (2004). Using mind maps also helps teachers vary their teaching method, which may be more likely to reach diverse learners by Nesbit & Adesope (2006).

2 LITERATURE REVIEW

2.1 Mind Mapping Game

Mind mapping Mind mapping (or ''idea'' mapping) has been defined as 'visual, non-linear representations of ideas and their relationships' by Biktimirov and Nilson (2006). Mind maps be a network and connected or related concepts. However, in mind mapping, any idea can be connecting to any other. Free form, spontaneous thinking is required when creating a mind maps, and the aim of mind mapping is to find creative associations between ideas. Thus, mind maps are principally association maps. Formal mind mapping techniques arguably began with Buzan (1974); Buzan (2000). These techniques involved using line thicknesses, color,

pictures and diagrams to aid knowledge recollection. "Mind Mapping be a central thinking and beyond mind is by far the best book of its type in the world. Dryden, (2004). "Mind Mapping be a music to the eyes and think to the way for remember a full picture of information, far beyond facts.

This is a first component for learn integration and understanding. (Don Campbell, 2004). When, we start to Mind Map every book and all our classes at law school. It help us enjoy the boring classes and get a better point of view of what we were studying by developing the picture. We would need less time to study for an exam, and even got better grades— especially in my oral exams. (Liz Kimura, 2004).

Mind mapping games is a technique. It is to make students fun in learning. It can help students develop their mind. Students find problem solving get communication, experimentation, and explore of identities. All attributes that introduce success in a rapidly changing, information-based culture (Horizon, 2011). Participation in so-called "serious games "has been shown to guide change attitudes and affect players' actions in the real world (McGonigal). Research into the knowledge and socio-cultural aspects of gaming has exploded in the last decade as people have begun to realize the competence for game-based learning by Gee (2003), Salen (2007).

2.1.1 Rules for Mind Mapping Games

Learning process have rule for guided by teacher. However, Nayab (2010) said that, most mind mapping games follow the basic rules, with minor variations:

The first process Identification of the central theme based on the given keyword and image. This is from a critical area and most people will have variation intuitions. The second process is brainstorming the associated keywords for five to ten minutes. The third process is organizing the generated keywords from general to specific categories. The fourth Mapping the keyword by drawing lines out of the central theme, with each line representing a different aspect of the problem or issue. The fifth process is expanding the map through branch lines emancipating from the main line to denote sub-issues. Each line and branch line requires label with the keywords, and optional images. If all' groups members do individual mind maps on the same topic. Asking each group member for prediction the number of keywords general. For all maps of the group using the number of unique keywords.

The criteria of success in mind map games depends on how students can develop the central word with related word of the map. Success depends on clear and logical thinking.

The students at suburban need keyword to board their mind. Most ready game boards have blank spaces with paper cards and labels that allow adding keywords. Mind map games can be play well enough with blank sheets of long paper and several colour of pencils, to assign a unique colour for each theme or branch. Mind mapping games provide a fun in thinking and learning, imagination and creative way to using the concept of a mind map to develop critical thinking skills.

2.2 Student' vocabulary

Vocabulary of students is a students' ability to get and use of vocabulary. However, vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word appropriate into the world." We continue to develop vocabulary in out our lives. Words are powerful and words open up competent, and of course by Stahl (2005).

Vocabulary is first consist of the most important in learning English (Nation, 2001). Studying and learning vocabulary can guide students in studying and motivate them in school or master the other language components. The understanding and production will be mark because of lack of vocabulary. The students' hobby and motivation in learning vocabulary, depend the teachers create variate teaching strategy and need the correction of teaching methods. The developing teaching strategy is very important to make sure teaching and learning process in the class work influence and to make condition in the class more fun. One of great strategy in teaching language is by using game helps the teacher to maximum each student by Sanchez, Morfin, & Campos (2007) to use their language in informal condition. Game is also appropriate to be use in teaching vocabulary. Application of game in classroom can be which one of effective strategies by Linse (2005). Harmer (2001) stated that game make learners to be more interest in teaching and learning vocabulary. Bonet (1992) said that games make learners motivate and support in learning vocabulary. The variety of teaching strategy in teaching learning situation will help students feel better a fun situation in teaching learning. To make conducive situation is hard thing. It happens in one of junior high schools at suburban school.

Vocabulary learning is first to learn language competence, whereas the language is first or foreign. Although vocabulary has not always remember as a priority in language teaching. It is interest in its role in second language learning has grown rapidly in recent years. It is particular not pressure the need for a systematic and principled approach to vocabulary from both the teacher and the learner.

Vocabulary knowledge is often view as a critical tool for second language learners. Cause a limited vocabulary in a second language successful communication. In scoring the importance for vocabulary acquisition, because that first component in language learning said Schmitt (2000). The emphasize that "relevant knowledge is central to communicate competence and to the proficiency of a second language.

Nation (2001) said that the next describes the relation between vocabulary knowledge and language use as a

complementary: Knowledge of vocabulary enables language use and, contra, language use guide to an increase in vocabulary knowledge. The importance of vocabulary is demonstrate a habitually in and out the school. In classroom, the achieving students process the most improve vocabulary. Researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011) and others said that have relevant that the acquisition of vocabulary is first for successful second language use and plays an important role in the formation of complete spoken and written texts.

English as a second language and English as a foreign language, learning vocabulary component plays a central role in all language skills (i.e. listening, speaking, reading, and writing by Nation (2011). Rivers and Nunan (1991) said that further argue that the acquisition of an adequate vocabulary is nature for successful second language use because without an extensive vocabulary, we will be to use the structures and functions we may have studied for comprehensible communication.

The research matter of vocabulary need accustom in learning. Research has shown that second language readers enchanting on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome, this is by Huckin (1995). Making, when we have a meaning or concept that we wish to express, we need to have a store of words from which we can fill to express this meaning or concept. Lewis (1993) said that many researchers shown that vocabulary is one of the most important-if not the most important- components in learning a foreign language, and foreign language curricula must reflect and respect this. Wilkins (1972) stated 'There is not much value in achieve to produce grammatical sentences if one has not the vocabulary that is need to convey what one wishes to say. All without grammar so little can be construct, without vocabulary nothing can be convey''. Other scholars such as Richards (1980) and Krashen (1989), as cited in Maximo (2000) stated many reasons to get attention vocabulary. "First, a large vocabulary is of course nature for master of a language. Second language acquirers know this. They bring dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a great problem''. Meara (1980) said that on the other hand, vocabulary has been acknowledge as L2 learners' biggest single source of problems. This word or expression possibility.

Reflect that the openness of a vocabulary system is perceive to be a cause of difficulty by learners. Another possible reason is that, not syntax and phonology, vocabulary does not have rules the learners may follow to reach and develop their knowledge. Another words, it is not clear in L2 vocabulary learning what rules apply or which vocabulary items should be learn first. Oxford (1990) said that also claims that vocabulary is "by far the most size able. If do not have organize component in language learning and foreign of mother tongue.

Because much different of word. Schmitt (1999) said that they still have to deal with it in their examinations as ''vocabulary has traditionally been one of the language matter measured in language tests''. Furthermore, many learners see second language proficiency as first a matter of learning vocabulary and therefore they spend a great deal of time on recognizing lists of L2 words and on their bilingual dictionary as a basic communicative.

2.2.1. Teaching Vocabulary Using Games

Teaching vocabulary is variation in learning. Teacher can improve creativity for learner before learn grammar and language skill. Halliwell (1991) argued that because the creative language skill young learners bring into classroom. Teachers have to improve them with a communicative atmosphere where they could express themselves. Because the language used in any activity is unpredictable, teachers have to support them to actively constructed language for themselves. It is not only they are fun, but also they create the motivation to communicate and create predictability. Using games when teaching vocabulary to young students require trained teachers, who involved children in playing and mastered the linguistic part of the language. Rixon (1981) stated that understanding game be guide teachers find and make games that make their students learn when they play. A definition of the word game will be reasons for using games when teaching young students will be present. Advantages and disadvantages of using games in teaching the vocabulary of the language will put four as well.

2.2.2 The importance of games in teaching vocabulary to young learners

The learning at suburban school need collaborate with game. Because the student need interaction with other people or the classmate. However, Lewis (1999) argued that games are famous among children because they like to play. With games, young learners or students could interact, discover, and experiment with their surroundings. Using games not only provide students' motivation, but also provide an incentive and stimulus to use the language. Harmer (2008) stated that in order have the competence to speak English influence, young learners need to ability to know the language particular and to process information immediately. Therefore, young learners must practice through variety and relevant techniques that aid their information process and same operations of the language. According to Allen (1983), games are important in teaching vocabulary because words to achieve the objectives of the fun game. Huyen Ang Nga, (2003) and Uberman, (1998) said that agreed that games make a fun and enjoy the situation where young learners could learn fast and retain words better. Vernon (2009) argued that games are an active be a tool for teach vocabulary to young students. Children participate and give more attention because they enjoy themselves and the classroom and feel and do better situation during and after the game.

Repetition will be less boring and fun for children to which cooperation their learning of new words. The future, by involve physical-revolution in game, young learner will be remember and stimulate. Young students often get impatient and bad situation very quickly if they attend lessons for a long period, so involving physical revolution every now and the will guarantee their time. Game can be a match and competition in learning. However, Vernon (2009) said that stated the games impact learners to take part in a healthy competition could guide them in learning more without power their participation. Thus, filter the right game can motivate healthy competition in the classroom.

3 DISCUSSION

Research Methodology is Classroom Action Research (CAR). Research design using Classroom Action Research (CAR) By Anne burn, 2010. This research be an attempt in the suburban school and only one cycle. Because the teacher or researcher need time to have plan for the research again. The research have started the beginning. The mind mapping games here not perfectly to apply in learning at the suburban school. The reason teacher have lesson plan, but the application of mind mapping technique different with the planning. Because the students have full guide by teacher and how using the mind mapping game, and then the research only for a month and students still entail the full guide to learn English. English is be something new and strange for them, sometime the teacher have one material of learning for three meeting. It is still lacking, they are only get it to play in learning. They did not had learn English. In this case, teacher have balance how to teach and play with learning. The students do not have a respond well. The students get improve their score only eight students from pre-test to post-test. Totally students seventh grade are 27. The students get Pass pre-test seventeen students and post-test 25 students get pass. This' case show that, the mind mapping game have revise to the other research. Finally, this research not perfectly and only have a progress to introduce English for suburban students.

This case, the instrument uses the questioner to see the students' progress of vocabulary. This criteria only give the predicate A (score 85-100) if students have more forty words of vocabulary, if the students under forty the students have B (score 75-84), C (score 65-74), D (score 50-64), E (score 0-49).

The first about the planning. The teacher find out, what kind of investigation is possible within the realities and constraints of your teaching situation. Such as, the students at SMPN 11 SATAP BELIMBING have not learn English and the teacher teach always using guide to make them interest in learning. The potential learning the teacher found mind mapping game to improve students' vocabulary. The teacher will appropriate this learning with students' ability and do the learning plan. Mind mapping game using picture be a media and tools to get the point of vocabulary. With the central word, students will be hope to generate and organize their mind with vocabulary. The learning plan for a month to apply mind mapping' games toward students. Eight learning plan for apply the mind mapping game. This research be an attempt. This research also, will not continue because the many matters and obstacle have found and revise. The question how can the mind mapping game improve the students vocabulary?

The next step an action process the teacher find some matter. The plan is a carefully considering, which involves some deliberate interventions into your teaching situation that you put into action over an agreed period time. The interventions here, mind mapping using picture in the post- test in learning process, and teacher implement the mind mapping game using picture in learning process (initial activities). Another that, the teacher do the post-test from the result of implementation mind mapping using picture. Current issue about the question teacher' assumptions about the current situation and plan new and alternative ways of doing things. Teacher's here only decide this media in a game. Because the teacher have guide the students to read, write and translate the vocabulary. This process need for two months to make students accustomed with English learning. Here, the mind mapping be a mind map. Because the students in learning process still strange with mind mapping technique. The matter like students not accustomed with English learning. Students still feel hard to memorize the words and read. So, in the acting process many matter need positive reflect from teacher to overcome the learner' system.

The next is observation process. This phase teacher in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. Data collection using the post-test. Technique of data collection through measurement. The teacher will have compare the result of pre-test and post-test. Is it the students vocabulary get the progress or not?

The reflection process teacher reflect the learning process by apply the mind mapping on pre-test is balance with post-test student (Adapted from Kemmis & McTaggart, 1988, pp. 11–14). Then, the researcher look the result from the pre-test values and post-test value. After that, the researcher considering the problem attack the students from that learning by mind mapping game. Exactly, the result showed that the pre-test to post-test have balance students get the pass and failed.

Technique data analysis using measurement. Then, with comparing totally students get pass value of the pre-test and post-test and then the question be an instrument in pre-test and post-test. The researcher prepare a piece of paper, which has the mind mapping design with central picture and then the students find new words. The totally students got pass times one hundred and divide the totally students. The pass value is 65 or more 65. The first question for this research,

What is the mind mapping can apply in learning well?

This attempt to apply mind mapping' game in learning have a sign, although this learning not very well. At the least, the students can remember the vocabularies step by the step. Mind maps are often confused with concept maps, which have been widely utilized in primary and secondary educational environments to promote critical thinking skills using a linear learning approach by Eppler (2006). The result although not perfectly but, the students can get pass value can be more than before post-test. The second question for this research,

What is the students' vocabulary can have progress by mind mapping game?

The application of mind mapping good for introduce the English vocabulary of students. Because the mind mapping can give the students pass value, although do not have a lot of progress. As, such as the aim thirdly of mind mapping technique, the work involved in map making requires more active engagement on the part of the learner, and this too leads to greater learning by Twardy (2004). We cannot emphasizes the students have a lot remember vocabulary with quick time. However, the educational literature suggests that meaningful engagement is a critical factor in promoting deeper learning. When students are meaning full engaged, they form longer lasting knowledge representations in memory by Craik and Lockhart (1972).

Developed in the late 1960s by Tony Buzan said that to introduce students make notes, the ability of mind maps to facilitate brainstorming accounts for its widespread use in project management and other management areas to generate and classify ideas, study and organize information, solve problems and plan strategies, develop processes, and make decisions in an intuitive way.

There are many commercial and free software programs that facilitate using mind maps and learning mind mapping' techniques for project managers. One alternative way for project managers and other management staff to develop their mind mapping skills is through mind mapping games. The advantage of this approach is the fun and casual mode of learning that develops the person's generic critical thinking and logical skills while enabling them to gain competency in mind mapping at the same time.

4 CONCLUSION

This attempt tell us very important to improve the vocabulary for students' seventh grade at suburban school. Such as, we have teach with the contextual teaching and learning. Teaching needs our innovation and creativity teaching and learning with softly. When you teach in the suburban' areas you have to guide much. The beginner level of English many influences about vocabulary. Learning for students need media to develop mind system and find out their mind. Learning have something to recollecting the material. Vocabulary very important for our daily live. Learning need games to have social interaction. From the finding, the mind mapping not so bad for students, but it help students develop their mind and critical thinking for learn English. It is good too of introduce English and vocabulary for beginner level students.

This research and case for students' prepare in further English learning. However, Asyiah (2017) said that regard strategies, teacher mostly taught the vocabulary in the continue process, started with full-contextual system of teaching and follow by de-contextual and semi-contextual teaching strategy. Full contextual was find as the most strategy employed by the teachers through which the teacher teach the vocabulary by compound the four English skills. It was then join by de-contextual strategy, which was representing by using monolingual dictionary and wordlists. The least frequent teaching strategy was find to be semi condition strategy. This finding implied that the integrating of explicit or intentional and implicit or incidental vocabulary learning is considering more effective to enable students providing their vocabulary mastery. Moreover, it also noted that explicit or de-contextual teaching is necessary to be applying in vocabulary instructions, as knowledge aspect requires more conscious and explicit learning mechanisms.

The important vocabulary is not contradiction with grammar. Vocabulary as a build the ability to provide language skill. In learning process, the grammar to make support the students or learner perfectly in using the vocabulary. For acknowledge in institution and society or school. For the further important of vocabulary, the teacher or learner and students, will get new collaboration technique or strategy.

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