THE USE OF BUBBLE MAP TO IMPROVE STUDENTS' ADJECTIVE VOCABULARY MASTER THROUGH DESCRIPTIVE TEXT WRITING

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Abstract

This research was aimed to improve students' adjective vocabulary by using bubble map through descriptive text writing to Class B students of Year-7 in MTs Darussalam Sengkubang Academic Year 2017 / 2018 membership 22 students. The research question was how well the use of bubble map included word mapping and write simple sentences improve students' adjective vocabulary mastery. This research was a classroom action research with three cycles. Each cycle consisted of planning, acting, observing, and reflecting. Field note, observation checklist, interview, and individual test were used as the tools to collect the data. The finding of this research was that there was significant improvement from cycle to cycle. Through the implementation of bubble map to teach adjective vocabulary improved qualitatively and quantitatively. By using bubble map through descriptive text writing, the students developed their critical thinking in finding the new adjective vocabulary by creating and exploring their ideas into a map.

Keywords: Adjective Vocabulary, Bubble map, Classroom Action Research, Writing Descriptive Text.

INTRODUCTION

Language consists of words. Words are organized by grammatical rules. Words are used to express ones' ideas and thoughts. People with more words may have more ideas. Thus, it can allow people to communicate the ideas more effectively. Language can be performed through listening, speaking, reading, and writing. Vocabulary is basic component to language skills like writing. Vocabulary is required by students to write a text.

Reffering to the pre observation in a classroom, members of students encountered problem in their writing activity, especially in finding words to explore their ideas. Students are lack of vocabulary. They informed that it was difficult to learn vocabulary. Their limited vocabulary caused them reluctant to write in English. The limited vocabulary also demotivated the students to do writing tasks. The difficulty in mastering vocabulary includes choosing and spelling out words, pronouncing them, finding out the meanings and capitalization of several words.

To solve the above mentioned problem, the teacher needs to be creative and innovative. The teacher needs to have constant planning to improve as well as enhance the quality of teaching and learning activities. There are many ways to solve the problem. One of them of them is applying a bubble map of thinking maps to improve the students' vocabulary through descriptive text writing. A thinking map may enable students to develop their critical thinking. From the previous research, Cooks and Sunseri (2014) reported that the learners could use strategy of Thinking Maps to express their ideas more effectively in a more organized composition.

This researcher focused on using bubble map to improve students' adjective vocabulary mastery through descriptive text writing. Bubble map was used to describe using adjectives. It enabled the students to enrich their ability to

identify qualities and use descriptive words. Chadwick (2014, P.71) also stated that a bubble map was useful to describe logical, emotional, or sensory qualities. Perhaps, it could help students' to develop their thinking in finding new vocabulary and make them easy to express their ideas into writing activity. Hyerle and Alper (2011, p.84) claimed that the precision of definition of the cognitive skill of identifying attributes using the bubble map guided students to more precise word usage and vocabulary development that then could be used effectively to help the students.

By using bubble map, the students may find out new vocabulary by creating and exploring their ideas into a map. After they find out the words in the map, they are able to write simple sentences. In addition, if students have acquired sufficient member of vocabulary, they may be able to express their thought intowriting from. Their vocabulary may be used to prepare the students to write. As we know that, writing is an activity which allows us to express our idea by using words. It is a productive skill which is used as a means of communication and has a purpose to express one's thoughts and ideas to the readers in the form of written products.

METHOD

This research was a classroom action research. It was to achieve and to find solution to the problem faced in the classroom. The purpose was to investigate the use of bubble map to improve students' adjective vocabulary. The fundamental purpose of pedagogical action research is to systematically investigate one's own teaching learning facilitation practice, with dual aim of improving that practice and contributing to theoretical knowledge in order to benefit student learning (Norton, 2009, p.59) stated that a classroom action research is a research conducted by a teacher in order to improve the process of learning. It meant that an action research was not a library project but also it was more about a topic that interests in teaching learning process (Ferrance, 2000, p.2).

Classroom action research is a systematic approach to investigate that and to find effective solutions to problems that a teacher confronts in his everyday life (Stringer, 2007, p.1). Action research is problem-solving involving a close collaboration between academic and managerial staff (Taylor, Sinha, and Ghosal, 2006, p.66). Action research is a powerful tool for change and improvement at the local level (Cohen, Manion, and Morrison, 2007, p.287).

According to Koshy (2010, p.5) thebasic action research model consists of four steps including plan, act, observe and reflect. These steps work as a cyclical process. **Planning**: It was the first step of the research. The researcher planed everything that to do in teaching learning process. The researcher also prepared everythingrequired in doing the research. The researcher needed to prepare lesson plan, the test to assess the student's achievement, observation checklist, field note, and focus group interview. **Acting:** It was the implementation of the planning made by the researcher. In this step, the material and the learning strategy prepared in the lesson plan would be presented to the students in the classroom. The researcher acted as the teacher. She delivered material about descriptive text and also implemented bubble map in her teaching of adjective vocabulary. The researcher and her collaborator worked together cooperatively. **Observing:** It was a step where the collaborator observed the effect of the implementing the action. The researcher helped by the collaborator to collect the data while implementing the plan made before. The collaborator observed all activities happening in the classroom by filling the observation checklist and made notes in the field note sheet to note things happened during the process of teaching and learning. **Reflecting:** It was the evaluation done by the collaborator or other research members. The reflection was carried out collaboratively by discussing the success of the actions as well as the weaknesses happen in the classroom during the action. Here, the researcher and the collaborator discussed to

decide whether it needed to continue to the next cycle or not.

The research subject wasClass 7B which consisted of 22 students.The data were collected usingobservation and a measurement technique.Thetools of data collecting of this research were: **Observation Checklist**: to observe the students and teacher's behavior during the implementation of a bubblemap. **Field Note**: to record other aspect or thingsthatwas not available in the observation checklist. The collaborator wrote out what was happening during teaching learning process activity. **Interview**: to know the students' opinion about the implementation of Bubble Map and how the influence of Bubble Map to their teaching and learning process. **Test**:to know whether or not there was improvement in achievement. The test held in each cycles. The tests were set as objective test in form of multiple choices.

In this research, the researcher analyzed thequalitatively and quantitatively. Qualitative analysis was used to know the improvement students activities in the classroom that was obtained from observation checklist, field note report, and interview. The quantitative data was also used to know students improvement in teaching learning process that got from mean of students individual score.

RESULTS AND DISCUSSIONS
This classroom action research was conducted in 3 cycles to the Year 7 students of MTs Darussalam Sengkubang. In this research the researcher acted as the teacher another English teacher acted as the collaborator. The researcher and her collaborator observed students' behavior during the teaching and learning of adjective vocabulary by using bubble map through descriptive text writing.

Results
Cycle 1
In the first cycle, it was found that some students did not show their interest and seriousness when the teacher asked them to identify the generic structure and language feature of descriptive text. They looked confused to do the instruction. It wasbecause the students had limited vocabulary mastery. They did not know the concept of descriptive text. It made them reluctant to learn English. When the teacher asked to make their own bubble map, to write simple sentences, and to do the individual test, there were only few students who were interested, serious, and even able to have adjectives. Others were difficult to perform the tasks. They were not enthusiastic and looked confused.

Besides, the teacher did not give stimulus to student when they were making their own bubble map. It made students was less guided by the teacher. They were confused on how to develop their ideas. It also found that the class was passive when the researcher demonstrated the bubble map and asked the students to mention adjectives. Only two students dared to express their idea. Some students mentioned adjective in their mother tongue. It showed that they did not have enough vocabulary yet. It made them not confident and even afraid of expressing their opinion.

Moreover, when the teacher asked to make their own bubble map, there were students who asked their desk mate about how to write the words and some students asked the meaning in English about a certain word. The class situation was comfortable and conducive enough but it was still less controled. It needed the teacher to take full control the class situation.

Furthermore, the students stated that bubble map was fun. They enjoyed it much. When the students were asked whether it was difficult to find out vocabulary in English, most of them answered "Yes".Since English was something new to them, they felt strange with those words that were different from their mother tongue.

Based on the result of observation checklist, field note and interview group discussion in implementing a bubble map in teaching adjectives through descriptive text writing in the

classroom, the researcher and her collaborator found some corrections: First, students would be given clear guidance and stimulus. It was important to minimize the students who got confuse in teaching learning in the classroom. Second, the students would be given more motivation to build their activeness and interest in finding as much as adjective vocabulary by using bubble map through descriptive text writing in the classroom. Third, the students did not show good attitude toward the implementation of bubble map in teaching adjective vocabulary through descriptive text writing. It was shown by their reluctances to express their idea, they were afraid of making mistakes. They were also confused when completing the task especially in making their own bubble map and finding as manyadjectives vocabularies as possible. They also did not show an active class situation.They were passive and kept quite when the teacher asked the students to help her in finding adjectives to describe a topic. Fourth, the class situation needed to have a better control, in order to make the class more comfortable and controlled.

Besides, it was found that the students' adjective vocabulary through descriptive text writing score that was categorized as poor. Student's highest score was 90 and the student's lowest score was 20. Then, the students' mean score was 55,45. Students' mean score in first cycle was unsatisfied.

Cycle 2

In the second cycle, it was found out that the teacher's performance was appropriate to the lesson plan. She conducted all the planed activities. She also gave brainstorming in the beginning of lesson to focus students' attention. She explained the materials well and got students' attention. Furthermore, when askedto identify the generic structure and language feature of a descriptive text, some students were still reluctant and tended to be passive during teaching and learning. It was because of the limited vocabulary mastery. They had difficulties in understanding the concept of descriptive text too. When the teacher asked to make their own bubble map, to write simple sentences, and to do the individual test, some students still got the difficulty to perform the task. They were not enthusiastic and looked confused. Some students were still confused on how to develop their ideas.

Besides, the class was more active enough than the first cycle when the researcher demonstrated the bubble map and asked students to mention adjectives vocabulary. There were more students in the second cycle expressing their idea than the fisrt cycle. Due to limited vocabulary, the students were still not confident and even afraid of expressing their opinion. Moreover, when asked to make their own bubble map there were some students still asked their desk mate about how to write the adjectives and its meaning inEnglish language was. The class situation was comfortable and conducive enough and it was full of control by the teacher.

There were few of students having the difficulty to understand the descriptive text writing about thing. The implementation of bubble map got a positive response from the students. They stated that bubble map was fun. They were enjoyed it much. When the students were asked whether they had difficulty in spelling and finding the meaning of a vocabulary, they said "Yes". They were not common with those words. The way to spell and the meaning was very different with their mother tongue. Besides, they also stated that it was quite easy to write simple sentences by using words in the bubble map since they have already had some vocabularies in the bubble map. It helped them much.

According to the result of observation checklist, field note and the interview related to the implementation of bubble map in teaching adjective vocabulary through descriptive text writing in the classroom, the teacher and her collaborator reflected some corrections: First, students should be given more guidance and

instruction. It was important to minimize the students who got confused in teaching learning in the classroom. Second, the students would be given more motivation to build their activeness and interest in finding as much as adjective vocabulary through a descriptive text in the classroom. It was important to build their self confidence and reduce their reluctance. Thus, they were free or brave to express their idea. The teacher had to find the way about how to make the students familiar with adjective vocabularies. Third, the class situation needed to be defense. It was already comfortable and controlled.

The score of students' adjective mastery through descriptive text writing conducted in second cycle was categorized as average to good. Student's highest score was 90 and the student's lowest score was 20. Then, the students' mean score was 66,36. Students' mean score in this second cycle was still unsatisfied.

Cycle 3

It was found out that when the teacher asked to identify the generic structure and language feature of descriptive text writing, the students showed their enthusiasm during process of learning. When the teacher asked to make their own bubble map, to write simple sentences, and to do the individual test, the students looked more enthusiastic than before. They involved themself into teaching and learning process. They showed their interest and seriousness in finding adjective word by using a bubble map. They enjoyed the task and were able to write simple sentences by using vocabularies they had in the bubble.

In the previous cycles there were many students who got confused on how to develop their ideas.In this cycle they showed a positive response. They began to enjoy and to be familiar with the task. Thus, theyfound vocabulary easily to describe a topic and made a bubble map. The class situation was comfortable and conducive enough and it was full of control by the teacher. It was also found out that the

class more active than the previous cycles. It was showed by the students when the teacher demonstrated the bubble map and asked students to mention adjective vocabulary. The students dared to express what was on their mind and they were able to mention vocabulary that they had conceptualized. They had their confidence when helping the teacherto find out vocabulary to describe a topic. They were not shy and even afraid of expressing their opinion. When the teacher asked them questions to fill the bubble map the students shouted each other to mention their idea related to adjectives vocabulary in describing the topic. In short, there was a good connection of the teacher with the students.

All of the students stated that it was easy to describe an object. The implementation of bubble map got a positive response from the students. They stated that bubble map was fun and relaxing. They enjoyed it much. They also stated that the use of a bubble map helped themto havenew vocabulary to describe a topic. It could improve their vocabulary mastery and created a motivation to them in learning adjectives. They enjoyed the process of teaching and learning in the classroom.

Besides, the students got the adjectives through a descriptive text in the third cycle was categorized as good to excellent. Student's highest score was 100 and the student's lowest score was 70. Then, the students' mean score was 82,72. Students' mean score in this third cycle was satisfying.

Based on the result of observation checklist, field note, interview, and students' individual score related to the implementation of bubble map in teaching adjectives through descriptive text writing in the classroom, the researcher and her collaborator reflected that the cycle of this action research stopped in the third cycle. The students had showed their positive attitude during teaching and learning in the classroom. The process of teaching and learning had been done well and showed improvement. Students mean score had reached the passing grade set before. The students' mean score in this cycle

was 82,72 and it was categorized as good to excellent. Since the process of learning and the students' mean score showed an improvement, this cycle was ended. It reached the target of criteria of classroom action research success.

Here are the differences among these three cycles:

Table 1. Students' Mean Score in Each Cycle.

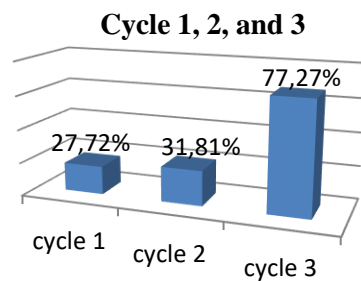| Students' Mean Score		
Cycle 1	Cycle 2	Cycle 3
55,45	66,36	82,72

Cycle 1, 2, and 3

Chart 1. Students' Who Passed KKM Score Percentage in Each Cycle.

Based on the above table and chart, the result of students' mean score improved significantly. The mean score in first cycle was 55,45, the second cycle was 66,36, and the third cycle was 82,72. Then, the percentage showed that the first cycle percentage is 27,72% students who passed KKM, then in the second cycle was 31,81% students who passed KKM, while in the third cycle was 77,27% students who passed KKM. So, the researcher can conclude that the score that had been got by the students had been improved and it reached the passing grade that set by the researcher before. In the other side, students had showed their positive attitude during teaching and learning in the classroom and the process of teaching and learning had been done well and showed improvement. It proved that the use of a bubble map was very appropriate, effective and helpful to improve students' adjectives through descriptive text writing.

DISCUSSIONS

The finding showed that the teaching and learning process of the adjectives by using bubble map through descriptive writing was effective. The students were able to find muchvocabulary by using a bubble map. It was fun, interesting, and motivating students in learning adjectives through descriptive text writing. Hyerle and Alper (2011, p.84) claimed that the precision of definition of the cognitive skill of identifying attributes using the bubble map guides students to more precise word usage and vocabulary development that then can be used effectively to help the students.

Based on the qualitative data gained by conducting observation, it was clearly seen that the use of bubble map had good effect on the students. At first, the students did not have much enthusiasm in learning vocabulary. They tended to be reluctant to express their ideas. They were afraid of making mistake because they did not have enough vocabulary on their mind. There were only few students asked and answered the questions raised by the teacher. They were not active and still needed motivation from the teacher. The class situation was not controlled well. There were still some students who were busy with themselves.

Furthermore, in the second cycle the students gave their full attention to the teacher and some of them looked interested and enjoyed the class during the implementation of bubble map to teach adjectives through descriptive text writing. But, there were also some students who got confused in finding vocabulary by using bubble map since they were strange with English vocabulary. It was observed that they had difficulty in finding the meaning and spelling the words in mapping the word and writing simple sentences. It caused by English words different from that of their mother tongue. It was

hard for them to understand and even to memorize the word.

Meanwhile, in the third cycle the teacher set a new plan to make the students overcome their problem. Based on the reflection in the previous cycle the researcher decided to give more examples in implementing the bubble map and delivered more questions as a stimulus to make thestudents motivated to findthe adjective in describing a topic.

It brought positive response to the students. They showed their interest and enthusiasm in learning vocabulary by using bubble map. They began being familiar with the adjectives used. They also began having their self confidence in mentioning the adjectives. The class situation was more active than before. The students dared to explore their ideas. Then, the class situation was comfortable and controlled well. It could be seen from the students' attitude during teaching learning process. Most of them paid attention to the teacher. It showed that the students enjoyed the teaching learning process. In short, the sequence process of bubble map including mapping words and writing simple sentencesgave a good progress in improving students' adjective vocabulary. Mapping words in the bubble helped students develop their critical thinking in finding adjectives word to describe a topic. Students were able to aquire the words on their mind. It was also motivated them since it created an enjoyable and fun learning. Besides, writing simple sentences gave the students chance to use adjective vocabulary on their map. Bubble map was effective for the student to improve their vocabulary. It was easy and relevant for the students of all ages. Bubble map helped students generate and organize ideas. It promoted an active learning, reduced anxiety and created a fun learning. It helped students to develop their thinking to find about adjectives in describing a topic.

Moreover, the students' achievement in adjective vocabulary by using bubble map through descriptive text writing had been improving in each cycle significantly. It had been proved with the data from students' mean score and the students' percentage in passing KKM score.

CONCLUSION AND SUGESSTION

Referring to the finding and discussion, Bubble Map has improved students' adjective vocabulary through descriptive text writing. The result shows that the students are able to develop their thinking and find the easy way to finding as much as adjective vocabulary by doing a Bubble Map. Moreover, they are able to reflect and use the vocabulary they had into simple sentences. It motivates them to learning adjective vocabulary through descriptive text writing. Therefore, bubble map is beneficial for students to improve their adjective vocabulary through descriptive text writing.

The researcher provides some useful suggestion to be considered for the future research. It is suggested that the educators or teachers to introduce or implement the Bubble Map strategy in their classroom to the students especially in teaching adjective vocabulary through descriptive text writing. As a model in the teaching and learning process, the teacher should give the best teaching to the students. By applying a good teaching strategy, the teacher can motivate the students to learn. The researcher suggests that the teacher use an interesting teaching strategy in the process of teaching and learning. It is aimed to make the student have more interest and enjoy in teaching learning process.

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