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Mind Mapping: A Strategy to Enhance Students' English Grammatical Structure

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ABSTRACT

The goal of this review was to study about the implementation of Mind Mapping in teaching grammar in the second semester of students of the Department of English Education at IAIN Surakarta. Observation and documentation were the instruments for collecting the data. These instruments were used to collect data on the Mind Mapping process in grammar teaching, problems and solutions. The data analysis technique started with data reduction, data display and verification. First, the findings revealed that the implementation of Mind Mapping in teaching grammar was only used to provide an overview of the material. It was developed by elaborating, questioning, and responding techniques or methods for transferring the material. Mind Mapping made the students active in giving feedback and become a measure in assessing how far the students understood the material during the teaching-learning process, the students were very eager to analyze the material using Mind Mapping. It could be seen from their direct reactions during the teaching-learning process and observed the work of the student in the classroom. Second, there are some advantages to using mind mapping in grammar teaching. They were; (1) giving students an overview of the concept of grammar material; (2) making grammar easier to understand; and (3) helping students to easily memorize the concept of English grammatical structure.

Keywords : *Mind Mapping; English Grammar.*

A. INTRODUCTION

The effective way of how to teach grammar has become a crucial attention in the language teaching and learning history. Many practitioners have been considering the issue of what the best way of teaching grammar to the students (Suseno & Setyawan 2014). English grammar, as one of the English components, is very important in learning language. When the students master the English grammar well, they will be able to construct correct sentences and to communicate effectively. Moreover, without

adequate grammar knowledge, learners' language development will be severely constrained.

Grammar is the system of structural devices by which a language organizes meaning. Concerning with the structure, it is the basic knowledge and skill for understanding the language naturally constructed and used. It involves the combination and arrangement of the phrases, clauses or sentences. In our daily speaking and writing we can not deny that structure leads us to construct sentences which are grammatically correct to convey our message, ideas, and information. A student must know for certain that he speaks correct and good English or to know whether or not the sentence pattern is correct, he must know the rules of English or its grammar because English grammar is the key to proficiency. It indicates that grammar plays a significant role in communication since it shows how language is used (Ismail, 2010).

Grammar, regardless of the country or the language, is the foundation for communication. It means the better the grammar, the clearer the message, the more likelihood of understanding the message's intent and meaning. His opinion is logical because if learners master English grammar, they will send good messages which can be accepted well by readers (Bradshaw, 2013).

Teaching grammar has always been one of the most controversial and least understood aspects of language teaching. Few teachers mean indifferent to grammar and many teachers become obsessed by it (Nunan, 2003). In recent years, teaching grammar has regained its rightful place in language curriculum. People agree that grammar is too important to be ignored and that without a good knowledge of grammar, learner's language development will be severely contained (Richard, 2002).

However, most students of Indonesia have difficulties in learning grammar. As stated by Onesty and Fitrawati (2013), grammar is central to the teaching and learning of languages yet it also one of the most difficult aspects of language that is not easy to be taught. According to Richard and Reppen (2014), language learners may have spent many times for practicing the rules of correct sentence formation yet they still lack the ability of using grammar as a resource in communication.

Realizing the obstacles of learning grammar, many researchers proposed interesting ways to teach English grammar to the students. Commonly, the use of media or the use of certain techniques is commonly used by practitioners as variation of

teaching to help students' learning. In the EFL context, practically in grammar teaching, the students are taught rules of language using grammar translation method, in which the learners are provided with the grammar rules and the examples and are told to memorize them, and then are asked to apply the rules to the other examples (Widodo, 2006).

Based on the explanation above, it can be concluded that grammar is the foundation for communication. It is the system of structural devices by which a language organizes meaning. Teaching grammar is important and not easy. It is the basic skill for lecturer to improve the students writing and speaking skill in English. Students can be bored if the lecturer used wrong technique to teach them. One of interesting techniques that can be applied to teach it is Mind Mapping. It is very interesting technique to teach grammar. Mind Mapping is usually used by lecturer to teach writing due to generating the idea. However, it can be applied in teaching grammar.

Mind Mapping was first introduced by Tony Buzan, a British popular psychologist, in 1970 based on his reasearch of how brain works. It is a thinking tool or a concept which ilustrates how the human brain processes various thoughts and information that are related to each other (Buzan 2005; Davies 2011). It is a diagram used to visually portray the realtionship between ideas, words, or other items around a central idea or keyword. It has structure that radiates from the center, using curved lines, symbols, words, color, and images. It starts with a central key idea drawn in the center of paper. Other thoughts related to the key idea are arranged around the center with lines branching out from the main idea to the subtopics to show that they are linked to one another. By focusing on key ideas written down by the students' own words, and then looking for connections related to the key ideas, in which colors, images, symbols, and curved lines are used, the students are able to map their knowledge in a manner which can help them understand and remember new information. Hence, teachers could use mind mapping in a number of practical ways to make teaching and learning easier and more enjoyable (Suseno & Setyawan 2014).

Mind Maps encourage a brainstorming approach to planning and organizational tasks freely. Though the branches of a mind map represent hierarchical tree structures, their radial arrangement disrupts the prioritizing of concepts typically associated with hierarchies presented with more linear visual cues. This orientation towards

brainstorming encourages users to enumerate and connect concepts without a tendency to begin within a particular conceptual framework (Suyanto, 2015). In addition, mind maps are used to generate, visualize, structure, and classify ideas, and as an aid in study, organization, problem solving, decision making, and writing.

Buzan and Abbot (2010) stated that Mind Mapping is an easy way to place information to brain and take information out from brain. So, Mind Mapping is creative and effective way to transfer information from write and will map your mind by a simple way. When we study on grammar, we need our writing skill and reading skill to analysis the structure of grammar material. Using Mind Mapping method in grammar will increase writing and reading ability because Mind map helps students to learn, arrange, and store information in their brain. Information can be illustrated with symbols, words, color, image, links and attachments' to add context. Actually, every student cannot depress in understanding the structure of grammar material.

Mind Mapping can help children in memorizing, making a better notes in their text book, rising the idea, saving their time in order understand the material, and rising their concentration with the material. All mind mapping is using color and the form is radiant thinking. All mind maps have nature structure which sprays from the center. By lines, symbols, words, or pictures which related in simply, basic, nature series with brain. Using mind map, long list information could change into colorful diagram, well regulate and easy to memorize (Buzan, 2005).

Mind Maps or Graphic Organizer identifies important elements of an event or story the connections among those elements. Since it involves association of ideas, this graphic organizer can evoke a great deal of information and helps student's group ideas (Roberts, 2004). According to Buzan (2010), there are numerous studies providing overwhelming evidence verifying the science behind Mind Mapping. It is the striking combination of imagery, color and visual-spatial arrangement, which is proven to significantly improve information recall, compared to conventional method of note taking learning. Mind Mapping can help children recall words more effectively that using list, with improvements in memory of up to 32%. So, the students can use mind mapping methods to get deep meaning the grammar structure.

Mind mapping has been used in a variety of language teaching. Yen (2010) implemented mind map in his teaching learning process as a visual media that allowed the student to brainstorm, arrange, memorize new information and helped the students stimulate their logic of thinking practices. He further said that mind mapping could help the students alleviate their language anxiety. Another research by Riswanto and Putra (2012) investigated the use of mind mapping on the students' writing achievement at SMAN 3 Bengkulu, Indonesia. The result reported that the use of mind mapping significantly improved the students' writing achievement. A study by Al-Jarf (2009) confirms that Mind Mapping software offers a powerful approach for improving the ability of anyone to generate, visualize and organize ideas. The subject taking part in the study reported that the Mind Mapping tool encouraged creative thinking and they became faster at generating and organizing ideas for their writing. Furthermore, Al-Jarf (2011), in his research, explained how mind mapping software could be integrated in EFL courses in order to help the students improve their pronunciation skills. Another research aimed at investigating the effectiveness of mind mapping on vocabularies learning and exploring the students' attitude towards the use of mind mapping was carried out by Munsakorn (2012). The result from this research revealed that mind mapping had a significant effect on vocabulary learning, and it also encouraged the students to learn English language.

However, although there are a number of researches concerning the use of mind mapping in language teaching, it seems that the implementation of mind mapping in teaching grammar still lack of empirical studies. This technique usually applies in teaching writing and reading. Mind Mapping is one of teaching technique that can be applied in grammar activity in order to make students easy to remember the structure of the material. For that, it is why the researcher is very interested in studying Mind Mapping in teaching grammar. The research question of the current study was formulated as "How is the implementation of Mind Mapping to enhance students' English grammatical structure?"

B. RESEARCH METHOD

In this research, the researcher used descriptive qualitative research that focused on Mind Mapping in teaching grammar. The researcher collected the data, made an analysis and conclusion. Qualitative research is a type of research which does not include any calculation or numbering. It is a research procedure, which produces descriptive data in the form of written or oral words from people and their behavior that are observed (Moleong, 2004).

Qualitative research attacks issues differently from the way outlined above. It is based on the fundamental idea that “reality” is *subjective*: Every human being *constructs* an individual, personal view of the world on the basis of his or her specific interactions with the external world (including the people who are part of this world). As a result, much of what a person, including researchers, regards as reality actually consists of a set of impressions, inferences and opinions in the person’s mind (Cropley, 2019).

The data are analyzed by using content analysis. According to Guba and Lincoln (2004) content analysis is an analysis using any technique that is used to draw a conclusion by discovering message characteristics objectively and systematically. According to Leedy (1980) research is the manner in which we attempt to solve problems in a systematic effort to push back the frontiers of human ignorance or to confirm the validity of the solution. It means that research is a way of thinking. It is way of looking at accumulate fact so that those data can become meaningful in the total process of discovering.

Content analysis is a widely used qualitative research technique. Rather than being a single method, current applications of content analysis show three distinct approaches: conventional, directed, or summative. All three approaches are used to interpret meaning from the content of text data and, hence, adhere to the naturalistic paradigm. The major differences among the approaches are coding schemes, origins of codes, and threats to trustworthiness. In conventional content analysis, coding categories are derived directly from the text data. With a directed approach, analysis starts with a theory or relevant research findings as guidance for initial codes. A summative content analysis involves counting and comparisons, usually of keywords or

content, followed by the interpretation of the underlying context (Hsieh and Shanon, 2005).

Based on the definition of the qualitative research above, the researcher will describe the concept of Mind Mapping in teaching grammar and find out the advantages of it to the students.

The data of this research are in the form of words. The researcher takes the data from the Grammar Class in the second semester students. The researcher used observation, interview and documents as the methods of collecting the data.

The researcher used descriptive analysis as the methods of data analysis. According Miles and Huberman (1984: 21-23), there are three kinds activity of data analysis; they are reduction, data display, and drawing conclusion. These components cannot be separated. They bond each other in the data collecting process. Once the researcher makes a complete field note, the researcher does data reduction, and continues to develop temporary data display. By examining data display in matrices, table, or graphic, the researcher attempts consideration to reach temporary conclusion. These processes flexibility continue and develop until the steadiness and confidence of data and reiteration are reached.

Descriptive analyses are central to almost every research project. Whether the goal is to identify and describe trends and variation in populations, create new measures of key phenomena, or simply describe samples in studies aimed at identifying causal effects, descriptive analyses are part of almost every empirical paper and report. Some studies provide excellent descriptive analyses that are clearly focused on relevant aspects of a phenomenon. Unfortunately, other descriptive studies do little to provide relevant information, instead presenting a range of acts only tangentially related to the topic at hand. To be useful as an application of the scientific method both the goals and the findings of descriptive work should be clear (Loeb and Susan, 2017).

C. FINDINGS AND DISCUSSION

Findings

This part consisted of research findings and discussions of the research. The researcher examined the data and explained the data based on the theory provided. The data source were taken from the observation, interview and document in teaching

learning process of the Grammar Class at the second semester students of English Education Department.

To find the result, the data describe the process of mind mapping in teaching grammar that was used by lecturer at the second semester students of English Education Department. The researcher described the implementation of Mind Mapping in teaching grammar. The researcher analyzed the process of the teaching learning using Mind Mapping and the researcher explained the advantages of it for the students.

The use of Mind Mapping technique was as a help to give an overview the grammar material. In fact, students were easy to understand the concept of the grammar material and helped them to understand thematerial rapidly and easily.

a. The Process of Mind Mapping in Teaching Grammar

1) Classroom Activity

In the previous part that has been mentioned, Richard and Renandya (2002) stated that people agree that grammar is too important to be ignored and that without a good knowledge of grammar, learner's language development will be severely contained. Grammar is very difficult to be understood by the students when they do not know the function of the grammar itself in the English language application. So, lecturer should have effective technique to teach and transfer information from the grammar material, such as by using Mind Mapping. Buzan and Abbot (2010) state that Mind Mapping is an easy way to transfer information to brain and take information out from brain.

Before the researcher analyzed the process of teaching grammar using Mind Mapping, researcher wanted to describe the process of the teaching learning in the classroom. It started from opening, main activity and closing as bellow:

Table 1. Learning Activity

Name	Activities	Identification	Time
Opening	a. Greeting	Lecturer said salam "Assalamualaikum. Wr. Wb" to all students and they answered it "Wassalamualaikum. Wr. Wb"	15 Minutes
	b. Praying together	The Lecturer asked the students to pray together before checking the	

		attendance of the students	
	c. Checking the attendance of the students	The Lecturer called one by one the name of students, then the students raised their hand or say “ <i>Presence or Yes, Sir</i> ” to code them there	
	d. Focusing on the topic and Giving them the concept of Mind Mapping	The lecturer reviewed the previous material and then told the specific topic in this meeting and wrote the concept of Mind Mapping on the white board	
	e. explaining the purpose of the learning	After the lecturer had written down the material, The lecturer explained more about concept of Mind Mapping related to the specific material	
Main Activity	Lecturer Activity	Students Activity	60 Minutes
	1. Observing The lecturer delivered a Mind Mapping to give them a brief overview related to the material that would be discussed	1. Observing The students tried to analyze the concept of Mind Mapping	
	2. Questioning The lecturer asked some questions to know how far their understanding the concept of Mind Mapping;	2. Questioning The students tried to give the feedback about it	
	3. Exploring The lecturer explained in detail about the concept of Mind Mapping related to the specific material;	3. Exploring The students tried to get understanding about the material that is explained by the lecturer;	
	4. Associating The lecturer gave some exercises related to the material and did a discussion about it;	4. Associating The students practiced the exercise that were lied in the book and do a discussion with the lecturer;	
	5. Communicating The lecturer ordered the students to give some notes about the problems related to the materials.	5. Communicatng The students took some notes related to the material so that they will clearly understand about it.	

Closing	a. Reviewing materials	Lecturer asked the students about the material, it is to know students understand or not. Then students answered or asked again for the difficult material which they can't be understood.	15 Minutes
	b. Giving an overview about the next topic	Lecturer gave explanation again for the topic and asked them to study anymore about the material in their home. Then lecturer gives overview for the next topic.	
	c. Praying and Salam	Lecturer asked to the students to pray together and close the meeting. Lecturer say "Wassalamualaikum Wr Wb"	

Based on the table above, it can be explained that the process of the teaching learning in the classroom run effectively. Based on the lesson plan, it can be said that the lecturer made the students more active and creative in the classroom. The Lecturer gave the material using Mind Mapping to give a brief overview for the student. It is necessary for English lecturer to make grammar material interested so that the students can improve their grammatical structure. The lecturer also asked some questions in the main activity. Those made the students active and he would know well how far the students understood the material.

The Mind Mapping gave smart description about the material easily. They just wrote the main point for the material and the students could explore the material. If students are confused, the lecturer explained in details about the material started from the definition, characteristic, etc.

2) Mind Mapping Guidelines

Then researcher explains about the mind mapping process in teaching learning grammar compare with the theory. The guidelines as follow:

Table 2. Mind Mapping Guidelines

No.	Busan Guidelines	Yes	No
1.	Beginning in the center with an image of the topic, using at least 3 colors.	✓	
2.	Use image, symbols, codes, and dimensions throughout your mind map.	✓	
3.	Select key words and print using upper or lower case letters.		✓
4.	Each word/image is best alone and sitting on its own line.	✓	
5.	The lines should be connected, starting from the central image. The central lines are thicker, organic and thinner as they radiate out from the center.	✓	
6.	Make the lines the same length as the word/image they support.	✓	
7.	Use multiple colors throughout the mind map for visual stimulation and also to encode or group.	✓	
8.	Develop your own personal style of mind mapping.	✓	
9.	Use emphasis and shoe associations in your mind map.	✓	
10.	Keep the mind map clear by using radial hierarchy, numerical order or outlines embrace your branches	✓	

Based on the table, the process of Mind Mapping started from the center ideas and works in one center and some line to transfer main idea but in grammar class the lecturer didn't use a picture to transfer the material. The lecturer used three different colors of boardmarker to explain the material. The colors were used to give a visual stimulation to make the material easy to understand. The lined was representation of the specific topic and sub topic in the material. Transferring these visual ideas into words, phrase or structure of grammar became easier to memorize and made them clearly to understand the material.

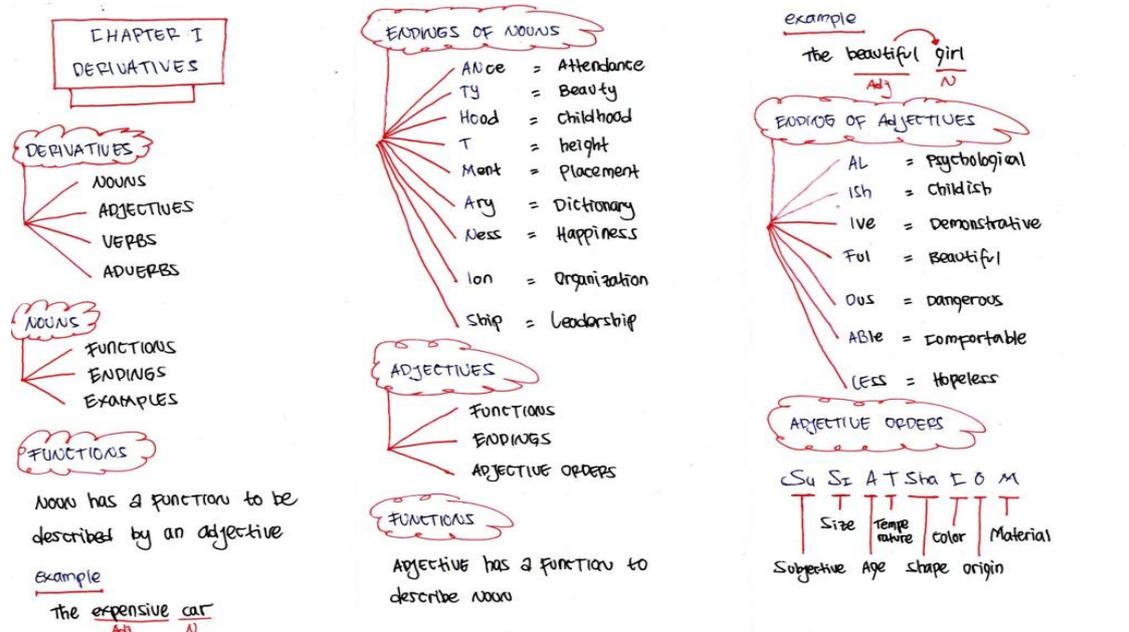
3) Characteristic of Mind Mapping

Table 3. Characteristic of Mind Mapping

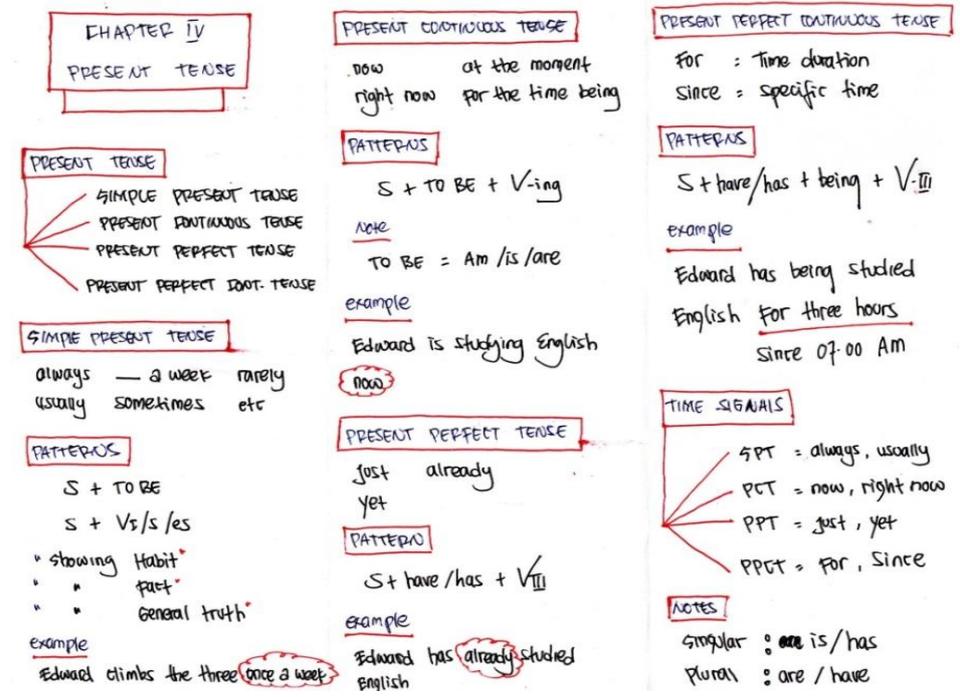
No.	Four Important Characteristic of Mind Mapping
1.	The subject is represented by a central image.
2.	The main themes of the subject radiate from the central image.
3.	Minor themes are linked to the main themes.
4.	All the branches are connected forming a modal structure.

The characteristic of Mind Mapping in the grammar class used words symbol, color and linked by lines but without a picture. The lecturer just represented the material using word symbols, lines and different colors of boardmarker.

4) Mind Mapping in Teaching Grammar



Picture 1. Diagram of Mind Mapping in Teaching Grammar



Picture 2. Diagram of Mind Mapping in Teaching Grammar

Based on the images above, It can be concluded that the lecturer gave a brief overview related to the material. The lecturer gave some points to make the students interesting in the material and explained more by combining other techniques. In fact, using Mind Mapping, the material of the grammatical structure had been easier to understand for the students. The lecturer also emphasized the difficulty of the material in grammar and asked some questions to know how far their understanding about the material. The aimed was that the students could give a feedback of the material. If the students didn't understand the concept of grammar material by using Mind Mapping, the lecturer explained it again.

Discussion

Mind Mapping is one of a good technique in teaching grammar. The researcher found that Mind Mapping could be applied well in the grammar class at the second semester student of English Education Department. Based on the basic competence for the second semester of English Education Department at Grammar class, the students dealt with some kinds of grammar materials such as: noun phrase; adjective phrase; verb phrase; gender and infinitive; participial phrase; present tense; past tense; and future tense. Students must have all capabilities in grammar. They should be able to memorize the concept of Mind Mapping in the grammar materials.

Mind Mapping is an easy way to place information to brain and take information out from brain. Mind map helped students to learn, arrange, and store information in their brain. Information can be illustrated with symbols, words, color, image, links and attachments' to add context. It is helpful for visual learners as they illustrated tools that assist with managing thought, directing learning, and making connections.

Based on the data above, the researcher analyzed the process of Mind Mapping technique and it was compared by the theory. The data were compared with the observation and the lesson plan. In the data, the students used Mind Mapping started from the central ideas and worked in one line to explore the main idea.

In teaching learning process the lecturer used three different colors of boardmaker to create the line or draw the reflection of each imaginative line represented to the topic. In grammar class the lecturer also wrote the main topic and gave the important points to give an overview the material. The lecturer explained the material started from the definition, characteristic, pattern and etc. Mind Mapping was stimulated the students to

learn more interesting in line with the material. Then lecturer also asked some questions to know how far their understanding the material and students tried to give the feedbacks. After the students understood the material, the lecturer also gave some exercises related to the material and started to give a discussion with the students about it. The students practiced the exercises and start to discuss about it.

Mind Mapping could be combined with lecturing, Questioning and Responding (Active learning) in classroom activity. Mind Mapping was applied in grammar only to give them a brief description and make the material easy to be transferred. In fact, Mind Mapping helped the student understand easily the material.

D. CONCLUSIONS

After finishing this research, the researcher found that Mind Mapping could be applied in teaching grammar. This technique was very helpful for the students to memorize and understand the concept of the grammar material. Mind Mapping could be applied in any levels of the students. By delivering the Mind Mapping in teaching grammar, In fact the students were very enthusiastic during the teaching learning process.

After analyzing the data, the researcher found that Mind Mapping was very interested to be applied in teaching grammar. In Fact, the Mind Mapping made students active to give a feedback and it could be known as well how far the students understood the material. During the teaching learning process, The students were very enthusiastic to analyze the material using Mind Mapping. It could be seen from their direct responses during teaching learning process and analyzed the student's work in classroom. There are some advantages using Mind Mapping in teaching grammar. They were; 1) It gave the students an overview the concept of grammar material, 2) It made the grammar easier to understand, and 3) It helped the students to memorize easily the concept of English grammatical structure.

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