CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion for the implementation of mind mapping strategy in teaching vocabulary for young learners held in A group students of RA. Zaid Bin Tsabit Jepara. It presents as follows: description of the students' problem, description of how mind mapping strategy implemented to teach vocabulary for young learners, and description of the exploring vocabulary, description of media used, description of students' participant.

4.1   Data Description

The data of this study were gathered through 3 instruments, they were the observation, interview with the teacher, and the documents. The observation was conducted during the English class held by the teacher. The aimed of the observation was to give more supporting information to the data obtained from the respondents in the interview. The researcher observed A grade which is consisted of 10 students and taught by teacher. There were four times observations in the whole.

While, the data of teachers' interview were used to confirm and to add the information of the implementation of mind mapping strategy in teaching vocabulary for A grade students in RA Zaid Bin Tsabit. In addition, the supporting data was derived from the document of the lesson plan, students' attendance list, the score list, and the students' worksheets.

4.2   Data Presentation

a.   The Students' Problems in Learning Vocabulary

From the interview and observation, the researcher found some information about the problems of English teaching and learning processes in young learners. The researcher was conducted interview with the teacher on Wednesday, 3th January 2018.

Table 4.1

Interview Guide

R = Dwi Lianawati as the researcher
T = Siti Rohmatun, S.Pd.I., as the teacher
R   = *Good morning mom. I would like to ask some questions to you.*
T   = *Good morning. Okay, what is that?*
R   = *Are there any obstacles in teaching vocabulary in young learners?*
T   = *Yes of course.*
R   = *What is that mom? Can you explain to me?*
T   = *Hmmmm… because the students still young learner category, sometimes they make the class noisy when I try to explain the material in the class. Some students also talk with their friends. Then, playing toys, drawing picture etc.*
R   = *How is the ability of vocabulary mastery of students in the classroom?*
T   = *I think medium.*
R   = *Are students always active during lessons?*
T   = *Not all the students be active in the class. There were some students just keep silent and prefer waiting for the teacher to guide them.*
R   = *Are students able to focus when you are giving explaination in the class?*
T   = *Same with question before. Not all the students focus in the class. But I have a strategy to make them focus again when I explain the material. I usually use song or yell-yell to attract their attention.*
R   = *Are the students willing to respond to you by using English too?*
T   = *Yes when I give translate to them. Because the students did not understand the question that I give them vocabulary in English and they felt afraid if their answer is wrong because of their vocabulary*

> *limitation.*
>
> R = *What kind of sentence or vocabulary is difficult for students?*
>
> T = *Emmmm long sentence.*
>
> R = *Do the students have difficulty in finding meaning and memorizing?*
>
> T = *Yes of course. That is main point of problems students. The students also difficult to spell the vocabulary.*
>
> R = *Okay, thank you for your* time Mom.
>
> T = *You are welcome.*

From the interview above, the researcher focused on A grade students of RA. Zaid Bin Tsabit and identified the problems and classified them into three groups; the students' behavior, the students' ability, and time management.

The first problem was related to the behavior of the students. According to the teacher in the English class, the students tended to make the class noisy when the teacher presented the material. Many students did not pay attention to the teacher's explanation. Some students talked with their friends and some students were busy with their own activities such as drew pictures in their notebooks, played the toys taken from their house, etc.

The second problem was related to the students' ability in the class. The students tended to be passive when the teacher asked questions in English but sometime they were active. They were just kept silent and preferred to wait for the teacher to translate the question into the Indonesian language. The students did not understand the questions given in English or they felt afraid if their answer in English was wrong because of their vocabulary limitation. So, the teacher always used Indonesia-English and English-Indonesia in the class because the students were included into young learner's category. The students also had difficulty to find out the meaning and memorized the vocabularies.

In addition, the students also had difficulty to spell the vocabulary especially in long word.

The last problem was related to the time management. The researcher got the data from doing observation. The time management of the English teaching-learning process was not designed well. In the English class, the teacher started the lesson approximately ten minutes late. It happened because many students went out of the class to go to the toilet between two lessons. In fact, they only sat down in the near of the toilet and talked with their friends. Meanwhile, in doing the task, the time used was unlimited. The teacher did not determine the time limit to finish the task. This, in turn, other important activities was cancelled because there was not enough time to do them. In addition, this made the teacher and students were difficult to reach the goal of English learning.

b. The Teacher Implemented the Mind Mapping Strategy in the Class

In this research, the researcher conducted observation in the class for four meetings in order to know the implementation of mind mapping strategy by the teacher. Then, to strengthen the data, the researcher was conducted interviews before doing the observations in the class. The interview could be seen as follows:

Table 4.2

Interview About Implemented the Mind Mapping strategy

R = Dwi Lianawati as the researcher
T = Siti Rohmatun, S.Pd.I., as the teacher
R = *Good Morning Mom. I want to ask some questions to you.*
T = *Good Morning. Okay.*
R = *How do you teach vocabulary in young learners?*
T = *I teach vocabulary for young learner with fun learning process. It is the important strategy.*
R = *What is the strategy that you are use to teach vocabulary for young learners?*

T = *I used mind mapping strategy.*

R = *With that strategy do you always use media in teaching process?*

T = *Yes of course.*

R = *Is there another place that you are use to teach English especially vocabulary?*

T = *Yes. Sometimes I ask the students to go outside the class. For example in the yard or park of the school.*

R = *How do you guide the students to practice or actively speak English vocabulary in the class?*

T = *I always chat with the students. I was translated the vocabulary to make the students easy to understand.*

R = *How do you attract students' attention to focus in the classroom?*

T = *I use song.*

R = *How do you get students to memorize well the English vocabulary with the meaning that you have given?*

T = *In the end of meeting I always ask the material to them and they answer together.*

R = *Thank you very much mom.*

T = *you're welcome*

Based on the interviewed above, the researcher was conclude that the teacher used mind mapping strategy in teaching vocabulary for young learners. The teacher used some media to support the strategy. Furthermore, sometimes the teacher asked the students to go outside the class to make the students not bored in the learning process. The teacher also used a song to catch the student's attentions to focused on learning process again. In the end of meeting the teacher always asked the material to the students to make the students memorized the material. In this case the researcher showed the data that got from interview and observation.

In this process of explaining mind mapping technique, the teacher becomes a role model in the class. The success and the failure of this process depend on the teachers' effort in delivering the concept of mind mapping. The success of teaching mind mapping would be influenced by the teacher's skill, knowledge, and experience. When the teacher had those aspects, the teacher could guide the students by mastering mind mapping easily. Here were the observations in the classroom below:

1) **Observation in the First Meeting**

The first meeting was conducted on Wednesday, 10th January 2018. It was followed by nine students because one of the students was sick. In this activity, the teacher introduced mind mapping strategy to the students in the class. The topic in the first meeting was vocabularies about parts of plant.

Table 4.3

Observation Sheet in the First Meeting

No.	Aspect of Observation	Note
1.	Students' Participation	In the first meeting, the students' participation was good. Because the students active to ask and answer the question by the teacher.
2.	List of Vocabulary	In the first meeting, the teacher gave some vocabularies about the parts of plant to the students. The vocabularies were roots, stem, leaf, fruits, and flowers.
3.	Teaching Media	The teacher used color papers and picture. The teacher also used a hand book that usually used in every meeting.
4.	Teaching Method	The method that used by the teacher

		in teaching and learning process was mind mapping strategy. In the first meeting the teacher used the strategy to teach vocabularies about parts of the plan to the students.
5.	Teaching and Learning Process	Almost the teaching and learning process in the classroom had been running well.
6.	Lesson Plan and Real Activity.	In the first meeting, all the activity appropriated with the lesson plan.

In the first meeting, the teacher started the lesson by saying *salam* and the students responded the *salam*. After that the teacher asked the students to sing a song good morning together to make them happy. Then the teacher asked the students to read *hadith* about seeking knowledge with the meaning in Indonesian language before they learned material in the class. The teacher also checked the students' attendance list.

After greeting, the teacher directly continued by building knowledge of the field. The topic in the meeting was about "parts of plant". The teacher built up the students based skills about the topic by asking "Do you know what is plant? What the plan that you know?". All the students respond the teacher. Afterwards, the teacher told the students that the material of the meeting is about "parts of plant".

The main teaching and learning step was begun. The teacher asked to the students to pay attention. The teacher begun with wrote "parts of plant" in the middle of whiteboard. After that, the teacher picked up some of colors paper. In the colors paper, the teacher draw picture with the name of picture with the meaning such as leaf, stems, fruits, roots, flowers, dog, butterfly, and rose. Then, the

teacher asked the students to guess what the name of the picture on the colors paper.

After they were able to guess and mention the vocabulary, the teacher tried to test the students' understanding. The teacher said *"anyone would play the game?"* the students replied *"yes"*. *"okay take a look at this whiteboard"* said the teacher. The teacher was continued drawing something. *"do you know what is this?"*. The students replied *"parts of plan Mom"*. *"okey nice. Now give the circle in this sentence. Then, add arrow in up and down and in the right and the left side"* explained the teacher. The next session was the teacher asked one by one of the students to choose a colored paper that contained a picture of the parts of plant and then attached to the white board. Then the teacher told the students to take turns to fill the parts of the plan. The result was the students were very enthusiastic that the students were doing the job well done by the teacher.

Next activity was doing exercise in the hand book related to the topic. The teacher explained about the task that the students do in their hand book. All the students wanted to do the exercise. After that they collected their work to the teacher. In the last minutes, the teacher reviewed the material to check the students' understanding. The teacher offered a question for the students to ask if they had difficulties. After that, the teacher concluded the lesson. The teacher asked to the teacher to mention parts of plan.

Finally, the students mentioned it all together. In this meeting the teacher did not give homework to the students. Then, the teacher closed the meeting with *salam* and song Sayonara together.

The teacher managed the class well. The teacher used clear voiced and always used good expression. They way of the teacher taught same with the lesson plan.

From the observation above, here were the students' score in first meetings. The average score in the first meeting was good.

Table 4.4

Students' Score

No.	Students' Name	Score
1.	**Ahmad Abi Ainuha**	☆☆☆
2.	**Ahmad Riyanto**	☆☆☆
3.	**Ahmad Syaiful Rizal**	☆☆☆
4.	**Ainun Maulida**	☆☆☆☆☆
5.	**Dwijaya Virli Amandasari**	☆☆☆☆☆
6.	**Firzatullah Rindu .T**	☆☆☆
7.	**Kaffa Al Bad Azimi Putra**	
8.	**Khoirun Nisa**	☆☆☆☆☆
9.	**M. Wildan Assyarif**	☆☆☆
10.	**Wisnu Wahyu Wibisono**	☆☆☆

Here were the explanations of the students' score:

Table 4.5

Assessment Rubric

Score	Achievement
☆☆☆☆☆☆	**Excellent**
☆☆☆☆☆	**Good**
☆☆☆	**Satisfactory**
☆☆	**Fail**

2) Observation in the Second Meeting

The second meeting was conducted on Wednesday, 17th January 2018. It was followed by ten students. In this activity, the teacher introduced mind mapping strategy to the students in the class. The topic in the second meeting was vocabularies about kinds of fruits.

Table 4.6

Observation Sheet in the Second Meeting

No.	Aspect of Observation	Note
1.	Students' Participation	In the second meeting, the students' participation was good. Because they responded the teacher instruction.
2.	List of Vocabulary	In the second meeting, the teacher gave some vocabularies about kinds of fruits to the students. Those vocabularies were pineapple, grape, banana, rose apple, and strawberry.
3.	Teaching Media	The teacher used fruit artificial and colors pencil.
4.	Teaching Method	The method that used by the teacher in teaching and learning process was mind mapping strategy. In the second meeting the teacher used the strategy to teach vocabularies about kinds of fruits to the students.
5.	Teaching and Learning Process	Almost the teaching and learning process in the classroom had been running well.
6.	Lesson Plan and Real	In the first meeting, some the

	Activity.	activities inappropriate with the lesson plan.

In the second meeting, the teacher started the lesson by saying *salam* and the students responded the *salam*. After that the teacher asked the students to sing a song good morning together to make them happy. Then the teacher asked the students to read *hadith* about seeking knowledge with the meaning in Indonesian language before they learned material in the class. The teacher also checked the students' attendance list.

After greeting, the teacher directly continued by building knowledge of the field. The topic in the meeting was about "kinds of fruits". The teacher built up the students' based skills about the topic by showed the fruit artificial. In this meeting, the fruits artificial were banana, grape, rose apple, pineapple, and strawberry. The teacher asked the student what fruit was in hand. The students answered in Indonesian. Then, the teacher helped them to mention the English of the fruit and wrote the name of fruits in whiteboard. After that, the teacher mentioned the word and students repeated the word.

Furthermore, the teacher asked the students to take out the notebook and paid attention to the whiteboard. The teacher drew fruits on the whiteboard then the students also drew in his notebook. Then the teacher asked the students to guess the name of fruits together in the class. After that, the teacher drilled the kinds of fruits and the students followed the teacher. The next activity, the teacher asked the students to add color the fruits and gave the name of what fruit is in English. Next, the teacher asked the students to collect their work and the teacher discussed the material with the students.

In the last session, the teacher review the material to checked the students' understanding. The teacher offered a question for students to ask if they had difficulties. After that, the teacher

concluded the lesson. The teacher asked to the teacher to mention kinds of fruits. Finally, the students mention it all together. In this meeting the teacher did not give homework to the students. Then, the teacher closed the meeting by saying *salam* and sing Sayonara together.

The teacher managed the class well. The teacher used clear voiced and always used good expression. They way of the teacher taught same with the lesson plan.

From the observation above, here were the students' score in second meetings. The average score in the second meeting was good.

Table 4.7

Students' Score

No.	Students' Name	Score
1.	Ahmad Abi Ainuha	☆☆☆☆
2.	Ahmad Riyanto	☆☆☆☆
3.	Ahmad Syaiful Rizal	☆☆☆
4.	Ainun Maulida	☆☆☆☆☆
5.	Dwijaya Virli Amandasari	☆☆☆☆
6.	Firzatullah Rindu .T	☆☆☆☆
7.	Kaffa Al Bad Azimi Putra	☆☆☆☆
8.	Khoirun Nisa	☆☆☆☆
9.	M. Wildan Assyarif	☆☆☆
10.	Wisnu Wahyu Wibisono	☆☆☆☆

Here were the explanations of the students' score:

Table 4.8

Assessment Rubric

Score	Achievement
☆☆☆☆☆	**Excellent**
☆☆☆☆	**Good**
☆☆☆	**Satisfactory**
☆☆	**Fail**

3) Observation in the Third Meeting

The third meeting was conducted on Wednesday, 24th January 2018. It was followed by ten students. In this activity, the teacher introduced mind mapping strategy to the students in the class. The topic in the third meeting was vocabularies about kinds of flowers.

Table 4.9

Observation Sheet in the Third Meeting

No.	Aspect of Observation	Note
1.	Students' Participation	In the third meeting, the students' participation was good. Because they want to ask and answer the question by the teacher.
2.	List of Vocabulary	In the first meeting, the teacher gave some vocabularies about kinds of flowers to the students. The vocabularies were sun flower, rose, jasmine, sun flower, and tulips.
3.	Teaching Media	The teacher used a picture in the whiteboard. The teacher also used a hand book that usually used in every meeting.
4.	Teaching Method	The method that used by the teacher

		in teaching and learning process was mind mapping strategy. In the first meeting the teacher used the strategy to teach vocabularies about kinds of flowers to the students.
5.	Teaching and Learning Process	Almost the teaching and learning process in the classroom had been running well.
6.	Lesson Plan and Real Activity.	In the third meeting, all the activity appropriated with the lesson plan.

In the third meeting, the teacher started the lesson by saying *salam* and the students responded the *salam*. After that the teacher asked the students to sing a song good morning together to make them happy. Then the teacher asked the students to read *hadith* about seeking knowledge with the meaning in Indonesian language before they learned material in the class. After that, the teacher checked the students' attendance list.

After greeting, the teacher directly continued by building knowledge of the field. The topic in the third meeting was about "kinds of flower". She built up the students "who have the flowers at home?". One of the students raised his hand. The teacher asked again "what kinds of flower do you have?'. The students replied "rose mom", then, the teacher informed the theme of learning today was all kinds of flowers. The next activity was the teacher asked the students to pay attention on the whiteboard. The teacher invited students to write the type of interest. The students respond well. Then, the teacher asked the students to write it in their book. Then the teacher asked the students to open their handbook. There was a chapter about flowers. They were told to guess what the flowers' picture then the students had to color the fruits and collected in the future. Next, the

teacher asked the students to collect their work and the teacher discussed the material with the students.

In the last minutes, the teacher review the material to checked the students' understanding. The teacher offered a question for students to ask if they hade difficulties. After that, the teacher concluded the lesson. The teacher asked to the teacher to mention kinds of fruits. Finally, the students mention it all together. In this meeting the teacher did not give homework to the students. Then, the teacher closed the meeting with *salam* and sing Sayonara together.

The management of the teacher in the class was good. The teacher used clear voiced and always used good expression. The way of the teacher taught same with the lesson plan.

From the observation above, here were the students' score in third meetings. The average score in the third meeting was good.

Table 4.10

Students' Score

No.	Students' Name	Score
1.	**Ahmad Abi Ainuha**	☆☆☆☆
2.	**Ahmad Riyanto**	☆☆☆☆
3.	**Ahmad Syaiful Rizal**	☆☆☆
4.	**Ainun Maulida**	☆☆☆☆☆
5.	**Dwijaya Virli Amandasari**	☆☆☆☆☆
6.	**Firzatullah Rindu .T**	☆☆☆☆
7.	**Kaffa Al Bad Azimi Putra**	☆☆☆☆
8.	**Khoirun Nisa**	☆☆☆☆
9.	**M. Wildan Assyarif**	☆☆☆
10.	**Wisnu Wahyu Wibisono**	☆☆☆☆

Here were the explanations of the students' score:

Table 4.11

Assessment Rubric

Score	Achievement
☆☆☆☆☆☆	Excellent
☆☆☆☆☆	Good
☆☆☆☆	Satisfactory
☆☆☆	Fail

4) Observation in the Fourth Meeting

The fourth meeting was conducted on Wednesday, 31st January 2018. It was followed by ten students. In the fourth meeting the teacher gave exercise to the students to check the students understanding with the material that the teacher gave before.

Table 4.12

Observation Sheet in the First Meeting

No.	Aspect of Observation	Note
1.	Students' Participation	In the first meeting, the students' participation was good. Because they asked and answered the question by the teacher.
2.	List of Vocabulary	In the fourth meeting, the teacher gave some vocabularies about the parts of plant, kinds of fruits, and kinds of flowers to the students. The vocabularies were roots, stem, leaf, fruits, and flowers, banana, pineapple, grape, strawberry, rose apple, jasmine, rose, sun flower,

		tulips.
3.	Teaching Media	The teacher used a paper and colors pencil.
4.	Teaching Method	The method that used by the teacher in teaching and learning process was mind mapping strategy. In the fourth meeting the teacher used the strategy to teach vocabularies about the parts of plan, kinds of fruits, and kinds of flowers to the students.
5.	Teaching and Learning Process	Almost the teaching and learning process in the classroom had been running well.
6.	Lesson Plan and Real Activity.	In the fourth meeting, all the activity appropriated with the lesson plan.

In the fourth meeting, the teacher started the lesson by saying *salam* and the students responded the *salam*. After that the teacher asked the students to sing a song Good Morning together to make them happy. Then the teacher asked the students to read hadith about seeking knowledge with the meaning in Indonesia before they learn material in the class. After that, the teacher checked the students' attendance list.

After greeting, the teacher directly continued by building knowledge of the field. The teacher gave a question to the students "who still remember about the parts of plan, kinds of fruits and kinds of flower?". In this meeting the teacher wanted to know how much students understand about the material that the teacher gave before. The teacher gave a work to the students. The teacher asked to the students to do their work. The students must match the vocabulary

based on their type. After that the teacher asked the students to collect their work. Then the teacher checked the students work.

In the last minutes, the teacher reviewed the material to check the students' understanding. The teacher offered a question for students to ask if they had difficulties. After that, the teacher concluded the lesson. The teacher asked to the students to mention parts of plant, kinds of fruits, and kinds of flower together with the meaning. Finally, the students mention it all together. In this meeting, the teacher was not gave homework to the students. Then, the teacher closed the meeting by saying salam and sing sayonara song together.

The management of the class was good. The teacher used clear voiced and always used good expression. They way of the teacher taught same with the lesson plan.

From the observation about, here were the students' score in fourth meetings. The average score in the fourth meeting was excellent. The students were able to do their work goodly.

Table 4.13

Students' Score

No.	Students' Name	Score
1.	Ahmad Abi Ainuha	☆☆☆☆☆☆
2.	Ahmad Riyanto	☆☆☆☆☆☆
3.	Ahmad Syaiful Rizal	☆☆☆☆☆
4.	Ainun Maulida	☆☆☆☆☆☆
5.	Dwijaya Virli Amandasari	☆☆☆☆☆☆
6.	Firzatullah Rindu .T	☆☆☆☆☆☆
7.	Kaffa Al Bad Azimi Putra	☆☆☆☆☆☆
8.	Khoirun Nisa	☆☆☆☆☆☆
9.	M. Wildan Assyarif	☆☆☆☆☆☆
10.	Wisnu Wahyu Wibisono	☆☆☆☆☆☆

Here were the explanations of the students' score:

Table 4.14

Assessment Rubric

Score	Achievement
☆☆☆☆☆	Excellent
☆☆☆☆	Good
☆☆☆	Satisfactory
☆☆	Fail

c. **The Strengths and Weaknesses of Mind Mapping Strategy**

Based on the interviewed with the teacher and observation in RA Zaid Bin Tsabit Jepara, the researcher found some strengths and weaknesses of implementation of mind mapping strategy in teaching vocabulary for young learners.

Table 4.15

Interview Guide

R = Dwi Lianawati as the researcher
T = Siti Rohmatun, S.Pd.I., as the teacher
R = *Hello good morning mom, I want to ask some questions to you.*
T = *Okay.*
R = *Is the strategy mind mapping used in learning English vocabulary fun for young learners?*
T = *Yes, the use of mind mapping in teaching vocabulary for young learners make the students very fun and enthusiastic.*
R = *Whether the students can quickly understand with the material after the teacher using mind mapping in the classroom?*
T = *Yes of course, because mind mapping is a efficient way to make the material becomes specific.*
R = *Does the use of mind mapping strategy in vocabulary learning*

> *make the students more focus in the classroom?*
>
> T = *Yes. Because mind mapping use some media to support the material, so, the students will interest and focus on lesson in the class.*
>
> R = *Is mind mapping ideal for young learners? Especially students in this school?*
>
> T = *I think yes.*
>
> R = *Does the use of mind mapping in teaching learning process spend a lot of time?*
>
> T = *Yes.*
>
> R = *Have you ever tried to apply mind mapping strategy to teach other skills? Is it sucess or not?*
>
> T = *Not yet.*
>
> R = *Is it difficult for you to look for the media or tools to support the mind mapping strategy?*
>
> T = *Yes. Because the school do not provide the media. So I must prepare it by myself.*
>
> R = *So, you buy it by yourself?*
>
> T = *Yes of course.*
>
> R = *Okay thank you very much mom.*
>
> T = *You're welcome.*

From the interviewed above, the researcher got some strengths and weaknesses from the implementation of mind mapping strategy in teaching vocabulary for young learners.

a. The Strengths of Used Mind Mapping Strategy

1) The used of mind mapping for young learners made the students fun and enthusiastic, because the way of displaying the material in the form of maps, symbol and also the colorful images made the brain of students could be easy to understand the information.

2) The used of mind mapping strategy became a new way to learn and practice quickly and efficiently because mind mapping made the materials became specific.

3) The used of mind mapping strategy for young learners made the students focus in the class because in implement the mind mapping strategy used interest media.

4) The used of mind mapping strategy in teaching vocabulary was appropriated for young learner students.

b. The Weaknesses of Used Mind Mapping Strategy

1) The used of mind mapping strategy in learning process needed a long time in some theme, so it made the time management not good. Because it wasted time.

2) The use of mind mapping was complicated because it needed many tools like color papers, color markers, pictures, and so on. That was spent much money.