

Teaching Vocabulary Using Mind Mapping for First Level at Kindergarten in Jakarta

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Abstract

The purposes of this investigation are to discover issue and arrangement there in instructing through Intellect Mapping to begin with level Kindergarten in Jakarta, to analyze how Intellect Mapping impact to children in course, distinguish the focal points and impediments of intellect mapping for children, and how does the eagerness children utilizing intellect mapping. In this inquire about, the author utilize mind-mapping hypothesis by Buzan, hypothesis educating by Grison, hypothesis lexicon by Jackson. Intellect Mapping is devices fabulous for consider and to memorizing lesson in school and mind mapping may be a strategy the most excellent creative ability understudies for more excitement to memorize in classroom. All point that specified over combined every making Mind Mapping is interesting procedure, since can checking on data in a intellect mapping will as it were takes 2-3 minutes at the foremost. This can be truly productive and compelling way to checking on. From the examination, the author found a few conclusion, are instructing lexicon through intellect mapping exceptionally successful for understudies in course since Intellect Mapping is colorful and utilized much pictures and images. The educator donate result, instructing utilizing intellect mapping is the leading since children more eagerness in course, children more simple to memorize lexicon, more dynamic and creative energy.

Keywords: educating, intellect mapping

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INTRODUCTION

In the era of globalization, English is used as an outside dialect and has become the Universal dialect in some countries. English can be very important to build a country. Children to adults should know and learn English, starting from kindergarten to college. English can be used as today's communication in social settings. To be able to speak English well and correctly is not an easy thing, so children usually have to go to school first or take courses to learn English. English education includes four dialect abilities, namely Listening, Speaking, Reading and Writing. In educating let alone supporting the above four language abilities such as language structure, lexicon, spelling and articulation are instructed in English teaching and learning. Lexicon is one of the important perspectives in educating dialect, as expressed by Edward, "Lexicon is one of the important calculations in all dialect teaching, students must continuously learn words as they learn structures and as they hone sound systems". When the teacher's perception of the children and the lessons at this school. Teachers see children having difficulty in thinking especially in memorizing the lexicon. The children become sluggish in memorizing the lexicon and the children lack enthusiasm or interest in playing.

For that reason, the writer chooses teaching as the subject *Teaching Vocabulary Through Mind Mapping Technique as English Introductory (Kindergarten Class in*

Jakarta) as the title. It assures to make people can learn English affectively by some ways and let us know generally.

The writer wants to explain about vocabulary through Mind Mapping to make children more interesting in learning English. The writer plays an important role in science languages. The writer wants the children able to practice in daily life. Although they are still too young age, but makes the writer more interested in teaching vocabulary through Mind Mapping so that they will have a lot of vocabularies. Buzan (2008:11) states, “Mind Mapping is excellent tool for study and to memorizing lesson in school”. So the writer chooses teaching through mind mapping is excellent tools because can make children more active and enthusiasm in class.

METHODS

The method used in this research uses library research and field research approaches. In library research, the author collects materials from library research by visiting the Library and the internet. In addition, the author also collected data and read books that support the writing of this paper. In field research, the author teaches children directly in the classroom, such as observing, evaluating, and analyzing.

The procedure in preparing this paper is to look for information and materials about the title from several libraries and look for topics in the classroom and then make lesson plans, and look for theories. Furthermore, choosing a school, finding problems and providing solutions, getting results and compiling papers.

Due to the agreement between the author and the object or place of research, the author does not mention the name of the kindergarten used as the location of this research.

RESULTS & DISCUSSION

Result

The author as instructor certain plan gear and materials for the understudies some time recently learn in classroom. In kindergarten learning, and memorizing from Intellect Mapping but too learning, singing the melody from kid's tune (Indonesia or English) until Indonesia country melodies gotten to be the moment things to do after everyday. the points to create children get utilized to hearing the vocabularies and and memorizing them, one steps in increment crave and offer assistance children more dynamic in English. Children show a assortment of responses or behaviors as somebody learn a unused dialect and adjust a unused social environment. The instructor needs to get ready the material before entering the classroom. The author moreover got to ace the subject in educating. The author make syllabus and lesson arrange to donate the fabric for the children. It implies that educator can educate organized. The fabric is taken “illustration mapping” as the fabric that will be clarified. The instructor uses the instruments gadgets for instructing lexicon in classroom such as ; marker, book, eraser, pencil, write, duster, papers, picture of colors and shapes, lesson arrange day by day action, syllabus. Adjacent to the supplies, the author get ready them self particularly mental of educator to be solid and patient to bargain with the children, conjointly healty material science to face the students before lesson. So the subject that will deliver to the children can deliver in good. Beside the equipments, the writer has to prepare them self especially mental of teacher to be strong and patient to deal with the children, and also healty physics to face the children in front of class. So the subject that will give to the children can deliver in good. Another preparation is how to present and convey the material, explain the text and some games and plays to fill the exercise to make the students

interest by using some picture that teacher may prepare write a text of songs the first. All these preparations are important to prepare by writer, because on teaching not only focus on the books, but also must have skills how to handle the children with different characteristic on different condition, so that teacher can get maximum result.

Mind mapping is devices can make children combine brain right and brain cleared out too make children creative energy. When clarify utilizing mind-mapping method can move forward children lexicon. It can see in prepare of learning. The children have a great reaction when the educator instructed utilizing intellect mapping. They are so intrigued in lexicon learning. Other than that, they can keep in mind so numerous vocabularies. After the author gives an assessment, they get a great score. Expansion, the children can say numerous vocabularies almost nourishments and in school, lesson, and domestic. They can make a great curiously; have a braveness to inquire to the educator when they cannot get it the meaning of words. From that it can conclude, intellect mapping is sweet way in teach vocabulary. In spite of the fact that, intrigued within the utilize of concept maps for learning purposes has developed altogether but there are issue to children, instructor indeed school. Since, not all level or school can victory or match instructing utilizing intellect mapping in ponder. Illustration the author educating lexicon utilizing intellect mapping there are issue. The author needs to clarify causes the issue utilizing intellect mapping in instructing Instructor discover causes the issue utilizing intellect mapping in educating are not victory educator in select point for children in course since subject exceptionally critical. Less arranged educator whereas clarify subject in lesson. Teacher faster whereas clarifies in lesson. Instructor clarifies as well much and more particular but children not get it. The author comment the instructor ought to clarify small but the children know and get it. Educator discover causes the issue children in educating are Incapable communication, age, environment, procedure not coordinate, stop playing delay, awful propensity, struggle myself etc. Certain, educator starts learning to know all children demeanors and propensity.

Discussion

The point of the relate instructor program where to direct and support learners on instructing hone, to reinforce joins between hypothesis and hone, and to create channels of communication on between instructor and college mentors. In this post of instructing, the instructor finishing the exercises of the educating handle by survey the fabric in the event that there's clarification unreceive by the children. Additionally grant the assessment, so the children can memorize the fabric and hone their capacity in reaction the lesson. And the final is by provide the homework, so children can learn it the fabric at domestic.

1. Children Problem In Studying

After analyzing in class, the writer find many problem children when study such as;

a. Learning Disturbance

Learning unsettling influence could be a circumstance where somebody disturbed the learning prepare since of the development of clashing reactions. Illustration: Abas when think about genuine sudden companion was calling at that point abas didn't connect in study.

b. Learning not useful

Learning not useful is phenomenon whereby the process of learning that students do not work well. Example: my students in fact very smart but he is lazy and naughty.

c. Under Achiever

Under Achiever is refers to students who actually have the intellectual potential that are categorized as above normal, but low academic achievement. Example: students who have been tested showed levels of intelligence and classified as very

superior intelligence (IQ = 130-140), but academically mediocre or even very low.

d. Slow Learner

Slow Learner are students who are slow in learning, so it takes longer than a group of other students who have the same level of intellectual potential. Example: I have students very slow in learning and very lazy in class.

e. Learning disability

Learning disability refers to a phenomenon in which students cannot learn or avoid learning, thus learning outcomes under the intellectual potential. Example: children who cannot get message from explain teacher so that they under the intellectual potential. From the little description above, the parents need to know the form of learning difficulties experienced by the son and daughter better understand. Many parents are also asking and confused about education and learning achievement of children, both at school and at home.

f. Teacher Problem in Teaching

In fact, when teaching not only children have problem but teacher many problems difficult in teaching and while I explanation about topics. Difficult for teacher in study classroom such as;

- 1) Teacher find problem children in teaching is out of Law such as lazy study, disobey to teacher in class.
- 2) Teacher find problem children in teaching is Bad Habit are not seriously, such as; children often get out from the class, children often to cry in class, children often angry)
- 3) Teacher to find problem children in teaching is Attitude example children often naughty with friends in class.
- 4) Teacher to find problem children in teaching is Pause Playing Delay. Example children often will play in class and makes children became lazy in study.
- 5) Teacher ever lowers mental when teaching and health.

g. Problem using mind mapping techniques

When the writer teaching and the first use this technique the writer find problem are children not connect topic while explain, and if use this technique do not very specific. Teaching using mapping only a piece paper, but in a paper many vocabulary and branch this is became difficult for children in study. Children very low transfer a paper about many branch and line with color. Because in mapping many branch, words, pictures, and line. Moreover, sometimes children fell dizzy in class. Sometimes the children do not have much vocabulary. In addition, this technique only describes and adds vocabulary for children.

h. Solution for Children in Studying

After analyzing all children in class, the writer gives solution for children in teaching vocabulary is teaching using mind mapping technique. Because Mind Mapping are kinds of visual instruction materials might used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. The writer choose teaching use Mind Mapping in class because use Mapping can make students imagination, in this mapping there are picture, symbol, draw, and colorful. So, students become to use brain more active and imagination. Important the teacher must patient for to face children in classroom. In addition, teacher does not to make children afraid for study. Nevertheless, to make children enjoy and happy in study, if you can children to give freedom in classroom, example if they want to play in classroom.

i. Solution for Teacher in Teaching

After analyzing problems teacher in teaching, the writer to find solution for teacher is teaching not only activity in class but teacher must can handle all students and can make students study with enjoy. Certain, in class all teacher much problem with students. Therefore, teacher must have many manners or tips and trick study in class with enjoy:

- 1) Teacher must can handle students in classroom is teacher must can to face children why students cannot study.
- 2) Teacher must communicative with children in classroom, good teachers must to make children enjoy, so children want to study with understand.
- 3) Teacher must make children study with spirit, make children more enthusiasm with give the topic very good. However, students can more active and enthusiasm.
- 4) Teacher must make children free activity in classroom, not only study and study because children want to feel boring, example: give games in study.
- 5) One of the writer as teacher choosing Mind Mapping Technique for students because through this technique is tool excellent for study. A technique there are many picture, symbol, draw, and colorful. However, students study not boring in class. Certain, this technique can imagination use brain of children.
- 6) Very important teacher must have stone mental and strong.

j. Solution Using Mind Mapping Techniques

After analyzing about problem using mind mapping technique, the writer to find solution-using mind mapping technique are teacher must active and choose good topic for children because topic very certain for children. If teacher give topic not boring children wants active and enthusiastic. Moreover, if teacher using mind mapping technique do not difficulty for children and do not specific usually children became not understand and became boring for children. Teacher must minimize use this technique because children only 50% for study in class. If many branch, children became not interest for study. For using this technique with excellent is choosing mapping for children in teaching. Because mapping many types and model. If teacher cannot use mapping very good in study children wants not understand. The better than for children using mapping which is simple and only little vocabulary. So that, children fell understand about topic foods in study.

CONCLUSION

After analyzing the writer gives conclusion, vocabulary is one of the important factors in all language teaching learning and the students must continually learn new words as they learn structure and as they practice sound system, but most of the students are not interested and motivated at all. Buzan states mind-mapping tools excellent. Therefore, the writer uses Mind Mapping is tools excellent for study and to memorizing lesson in school and also mind mapping is a technique the best imagination students for more enthusiasm to learn in classroom. Teaching children in using mind mapping technique is a wonderful way to help them understand a concept, come up with more ideas and express themselves. So that, using this technique for children influence in class because effective and efficient.

Teaching vocabulary through mind mapping very effective for students in class because Mind Mapping is colourful and used much pictures and symbols and mind mapping is a powerful graphic technique, which provides a universal key to unlock the potential of brain. Mind mapping technique imitates the thinking process, namely possible

us to move from one topic to another topics back and forth. The advantages of mind mapping are the main idea is at the centre and clearly defined. The relative importance of ideas is show – concepts that are more important are near the centre. The connections between key ideas are obvious. Recall and review is faster and more efficient. Addition of new information is easy. The creative nature of the map makes it easier for the brain to think of new connections. Problem often appear in class when teacher explain using mind mapping technique are few children not connected when teacher explain foods. Because there are few children feel dizzy using this technique. Therefore, teacher must extra more active in teaching such as; little gives motivation example choose the topic that like children and teacher explain must calm and clear in class.

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