The Use of Mind Mapping Technique in Learning Chinese Vocabulary at Private Senior High School in Makassar

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Abstract. This study aims to determine the effectiveness of the Mind Mapping Technique in learning Chinese vocabulary. The author uses the Quantitative-Qualitative Research method in quadrant I, namely by using pre-test, mind mapping techniques, post-test, and observation guidelines as research instruments. The data is then analyzed to get the average score and the percentage of student progress. The sample of this study was 28 students from Golden Gate School Makassar. The results showed that students were very enthusiastic in learning to use Mind Mapping Techniques and the class atmosphere became very pleasant. In addition, students' ability to master Chinese vocabulary has increased after applying the Mind Mapping Technique. The mean score of the students in the pre-test was 47.5 which was classified as very low score. On the other hand, the general average of students in the Post-test is 81.25 which is classified as a good score. The percentage of Student Improvement scores also increased to 80.78%. This proves that the use of the Mind Mapping Technique is very effective in learning Chinese vocabulary.

Keywords: Vocabulary, Chinese Language, Technique, Mind Mapping

INTRODUCTION

Chinese Globalization has demanded the people to learn and master Chinese. As an International language, Chinese has an Important role for International Communication. By mastering Chinese, People can learn aout science, technology, philosophy, history, economicy, politics, Social, culture and the other Knowledge. The Use of Chinese is not only to get knowledge but also to share knowledge to the international world or larger population by using Chinese as media for Communication. So that is the reason why people have to be demanded to master Chinese has been increasing significantly from year to year.

Although Chinese is taught in formal education, it is still not enough to gain the Chinese knowledge. Therefore, there is also informal education. For Example, there are so many Chinese courses are established to increases skills to face the global challenges that require a person to be able to master the language.

One of the real global challenges is in the world employment. For Instance, one of requirements for admission to work is to have a good Chinese Skills. Furthermore, There is Chinese Test named HSK (Hanyu Shuiping Kaoshi 汉语水平考试) that is applied as a measurement of Chinese mastery. This test is one of requirements to be able to get a job and to study overseas.

However, there are some difficulties in learning Chinese. This Phenomenon is normal because Chinese is not our native language. Furthermore, Lawrence Gu (2011) states " 汉语的影响学习过程的三因素是对学习汉语重要性的认识、学习的技巧和学与教的应" *(Hànyǔ de Yǐngxiǎng xuéxí guòchéng de sān yīnsù shì duì xuéxí hànyǔ zhòngyào xìng de rènshí, xuéxí de jìqiǎo hé xué yǔ jiào de yìngyòng)*. It means: Three factors which can influence the Chinese language learning process are the understanding about the importance of learning Chinese, Technique of learning, and Application of learning and teaching.

The Chinese teachers must have the teaching strategy that can make the students to understand Chinese vocabulary more easily. According to Brown (2001:16), "Technique is a set of the specific way to accomplish a particular goal." The same statement is also expressed by Edward Anthony in Brown (2001:14), Technique is a plan for systematic language presentation."

In the learning process, La Costa in Sanjaya (2010) classifies teaching thinking into three, namely teaching of thinking, teaching for thinking, and teaching about thinking. Teaching of thinking is learning process that is directed at the formation of certain mental skills, such as critical thinking skills, creative thinking and so on.

The Mind Map method is an alternative to assist teachers in developing teaching materials, it can increase students' understanding and creativity in learning. The Mind Map method is a note-taking technique developed by Tony Buzan around the 1970s by basing his research on how the brain works, by writing or noting the main topic in the middle and writing sub-topics and the details are placed around the main topic. This mind map recording technique is designed based on how the brain works to process information (Retno, 2009:67).

The Mind Map learning model is one of the learning models that asks students to make pictures/diagrams of interconnected main concepts, marked by curved lines connecting the second and third branches. The Mind Map learning model

is also an active learning model. The learning process of the Mind Map model has several syntaxes, the syntaxes are:

a. Giving problem / concept
b. Group formation
c. Take note of alternative answers
d. Reading the results of the discussion
e. Attaching the results of the discussion
f. Identify the results of the discussion

Mind mapping can help create a new atmosphere in the class, by applying mind mapping, the activity of learning will be more interesting for the students. It can make the students feel excited in learning and eliminate boredom. They can draw images in their mind map by using colors to support the key words that are related to the topic or main idea. This technique can make the students are more active during the class.

Those facts can make the students work effectively and this is what they need to develop their learning way in gaining the Chinese knowledge, especially in learning vocabulary. This leaning way will be useful for the students. Because this learning technique make the students become more active both in thinking and moving. Thereby, it can make the students be more productive In the learning process of the language acquisition.

There are some previous studies of The Use of Mind Mapping Technique which proves that mind mapping techique is effective to take notes and brainstorm the topics.

Luxun 鲁迅 (2009) states that: "词汇，又称语汇，是一种语言里所有的（或特定范围的）词和固定短语的总和。例如汉语词汇、英语词汇或一般词汇、基本词汇、文言词汇、方言词汇等" (Cíhuì, yòu chēng yǔhuì, shì yī zhǒng yǔyán lǐ suǒyǒu de (huò tèdìng fànwéi de) cí hé gùdìng duǎnyǔ de zǒnghé. Lìrú hànyǔ cíhuì, yīngyǔ cíhuì huò yībān cíhuì, jīběn cíhuì, wényán cíhuì, fāngyán cíhuì děng). It means that vocabulary is the sum of all (or a specific range of) words and fixed phrases in a language. For example, Chinese vocabulary, English vocabulary or general vocabulary, basic vocabulary, classical Chinese vocabulary, dialect vocabulary, etc.

Bobbi De Porter, Mike Hernacki (2013: 153) explained that Mind Mapping is a way to make it easier to enter information into the brain, by utilizing the whole brain through visual images and other graphics to form impressions and involve the right and left brain.

Futhermore, Zampetakis and Tsironis (2007: 35) stated that mind mapping is a way that can make boring tasks fun and interesting, so that it can optimize concentration and memory. With mind mapping, the students' ability to be active and remember will increase.

METHODOLOGY

The research used the mixed method. According to Sugiyono (2011), "Mixed method is a research method that combines between quantitative method and Qualitative method which are used together in a study, in order to obtain more comprehensive data, valid, reliable and Objective."

In this research, the population was the students in Private School in Makassar. It is located in Jalan Lamadukelleng. It has been established since 2019. Riduwan (2014) stated that sample is the part of population that has charesteristics and Circumstances. The writer selected all the Population (25 students) as the sample of the research (total sampling method). The reason was for the sake of the research representative results.

Instrument is the generic term that researchers use for measurement device. In this research, the instruments of the research are tools to make a mind map, observation sheet, and test.

Techniques of Collecting data are observe the situation of the class and students' responses towards the use of Mind mapping technique and hold a pretest and posttest. A test was a short examination of knowledge that consists of questions about Chinese vocabulary that must be answered. The writer gave the written test to measure the students' Chinese vocabulary ability before and after applying Mind Mapping Technique. The test was in the forms of multiple choice and essay test. 20 questions for multiple choice test and 10 questions for essay test. In this research, the writer also used a camera to take the pictures which were related to the class activity during implementing the Mind Mapping Technique in learning Chinese vocabulary.

FINDINGS OF THE STUDY

The research was conducted from October 2021 until January 2022 at Golden Gate School Makassar. In general, there were some influences or effects on the students who used the Mind Mapping Technique in learning Chinese Vocabulary. The effects that could be seen in the research will be presented in the following elaboration. Based on the analysis of the data, It was found that there was the students' achievement on the students' test result (Pre-test and Post-test). These findings are proven by this following data:

Table 1. The Result of the Pre-test

No	Score	Frequency	Total
1	25	5	125
2	30	4	120
3	40	5	200
4	42.5	3	127.5
5	50	2	100
6	60	3	180
7	80	1	80
8	85	2	170
Total		**25**	**1102.5**

Based on the table above, there were 5 students got 25, there were 4 students got 30, there were 5 students got 40, there were 3 students got 42.5, there were 2 students got 50, there were 3 students got 60, there was 1 student got 80, and there were 2 students got 85. Furthermore, the general mean score of the students was 44.1 [total (1102.5)/frequency (25) = 44.1]. The score is classified as "very poor".

*Table 2.*The Result of the post-test

No	Score	Frequency	Total
1	60	2	120
2	65	2	130
3	70	3	210
4	75	3	225
5	80	5	400
6	85	4	340
7	90	4	360
8	95	2	190
Total		25	1975

Based on the data above, there were 2 students got 60, there were 2 students got 65, there were 3 students got 70, there were 3 students got 75, there were 5 students got 80, there were 4 students got 85, there were 4 students got 90 and there were 2 students got 95. Furthermore, the general mean score of the students was 79.1 [total (1975)/ frequency (25) = 79.1]. The Score is classified as "Good".
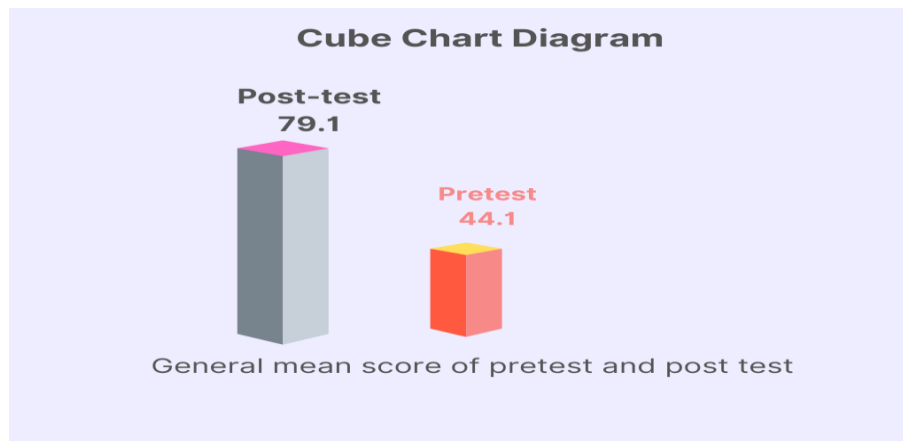

Picture 1. General mean score of pretest and post test

Based on the chart above, the general mean score of pre test is 44.1 and the general mean score of post test is 79.1 which states that the students' ability toward Chinese vocabulary is significantly increased.

Moreover, based on the observation in the classroom, the Process of making mind map, there are activities of drawing, making lines, making illustrations and writing and it made the students can involve their thoughts. It also helped students to remember longer the material and finish the exercise quickly. More than that the students responded actively to the teacher explanation and they could also explain their ideas in front of the class. So that, ther were more active in the class and did not easily get bored in the classroom

The students also regarded that the mind mapping technique did not only make them focus in expressing ideas about the Chinese vocabulary that they were learning but also could express their creativity into mind mapping technique so that

they enjoyed the learning and teaching process. Furthermore, it can be proved by their works below.
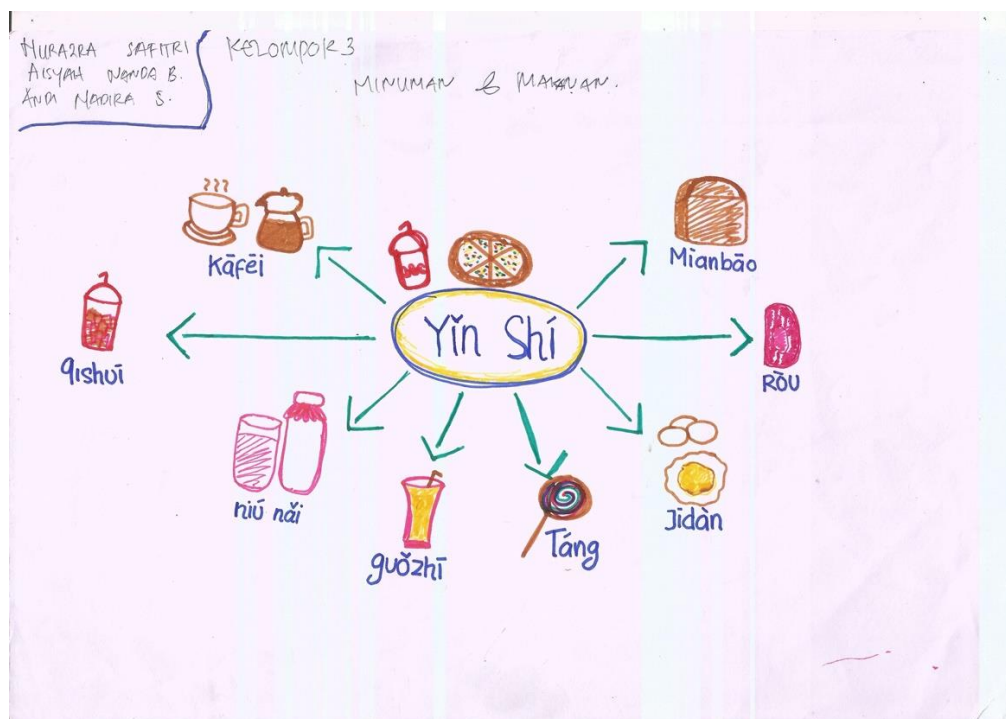
Picture 2. students' mind mapping in learning Chinese vocabulary

Mind mapping technique helped the students to release their imagination. It can be proved that in the process of mind mapping, the students did not only lead to write a summary of a lesson, but also led them to make mind map by using the combination of colors, pictures, and branches that connected one idea with another idea.

CONCLUSION

After doing the research at Golden Gate School, it can be concluded that the use of mind mapping technique can improve the students' ability in learning Chinese Vocabulary and the students were enthusiastic in the class. Mind mapping technique also helped students in learning Chinese vocabulary and they were interested and enthusiastic. The atmosphere of class became active and fun. So, it can be concluded that the use of Mind Mapping technique in learning tenses is effective because it can improve the students' ability in learning Chinese vocabulary.

There was also a significant result from the pretest score and post-test score. The mean score after implementing the Mind Mapping Technique was higher than the mean score before implementing the Mind Mapping Technique. Furthermore, The Mind Mapping Technique can be considered as the Alternative technique in learning Chinese Vocabulary in the teaching-learning process.

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