

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the data that has been obtained from the results of interview, observation and documentation. Some data divided into two, namely research finding and discussion. The finding and the discussion are;

A. Research Finding

In this section the researcher describes and discusses the results based on the research that has been carried out. This research focuses on how the teacher uses mind mapping to enhance grammar learning outcome for VIIth grade students of MTsN 1 Pamekasan and how the students' responses of using mind mapping to enhance grammar learning outcome for VIIth grade students of MTsN 1 Pamekasan.

Madrasah Tsanawiyah Negeri 1 Pamekasan (MTsN 1 Pamekasan) is one of the schools located in Pademawu District, especially on Bunder street. MTsN Negeri Pademawu Pamekasan 1 was established in 1964 under the name SMP NU located in Bunder Village, Pademawu Subdistrict which was founded by KH. Abdul Karim Yaqin, with Principal H. Munir Sarnuji. In 1967 NU Junior High School changed to MTs AIN when KH. Abdul Karim became the Head of Madrasah. In 1973 MTs AIN became MTs Negeri Pademawu when H. Saatoen became the principal. The change from MTsS to MTsN is something to be proud of because in East Java it is the first state institution within the Ministry of Religion. The development is getting faster and faster, on 21 April 1982 moved to

the location which is located at Jl. Raya Bunder Pademawu until now. the place is waqaf from Mohammad Muchtar's big family.⁴⁷

The researcher chose this place as a research location because at MTsN 1 Pamekasan the researcher was interested in a lesson how the teacher uses mind mapping to enhance grammar learning outcome for VIIth grade students of MTsN 1 Pamekasan and how the students' responses of using mind mapping to enhance grammar learning outcome for VIIth grade students of MTsN 1 Pamekasan.

On the first day the researcher conducted observations when the teacher was teaching and also conducted observations when students did the assignments given by the teacher, after that the researcher conducted interviews with 4 students and continued by interviewing the teacher after the English subject was over. researcher also use documents to collect data, this method helps researcher get more reliable data from interviews and observations.

In this section there are two research directions that researcher would be explained. The first is how the teacher uses mind mapping to enhance grammar learning outcome for VIIth grade students of MTsN 1 Pamekasan and how the students' responses of using mind mapping to enhance grammar learning outcome for VIIth grade students of MTsN 1 Pamekasan.

1. Result of Observation

The researcherr will explain the results of observations during direct observation in the field. Observations here are to find out the on going process of using mind mapping in learning grammar to students from the beginning of

⁴⁷ Muchtar. 'SEJARAH MTsN PADEMAWU PAMEKASAN 1'.

learning to the end of learning. Observation is also used to find out the steps in the sequence of the learning process systematically. In this case, the researcher made two observations in class VIIth MTsN 1 Pamekasan, namely as follows:

a. First meeting

The first meeting was carried out on 26 April 2024, start from 07.35 until finish at 08.10 in the VIIth class, in this part the researcher was as non participant in teaching learning process English process. The researcher only observes the teacher and the students activities in teaching and learning English process. And the students study about "Simple Future Tense" using mind mapping.

Pre-Teaching

On Friday at 07.35, the first lesson is English. The teacher came into VIIth grade B class. Before the lesson starts, they read a prayer together. After that, the teacher started the class by salam and greeting. She said "Assalamu'alaikum Warahmatullahi Wabarakatuh" and the students answers "Walaikumsalam Warahmatullahi Wabarakatuh", then, the teacher said "Good Morning my students" the students answer "Good Morning teacher". After that, she asked about students conditions. She said "How are you today?" then the students answer "I'm fine thank you and you?" and teacher replied "I'm fine too, thank you". The teacher checked the students attendance list to know who was absent and make sure the classroom is clean. She reviewed the previous meeting about definition of

“Simple Future Tense”. The teacher informs students about the technique to be used, that is mind mapping.

Whilst-Teaching

It was the main point in teaching learning process in the classroom. The teacher started the lesson by explaining the material about teaching grammar “Simple Future Tense” by using mind mapping. The activities are describes as following below.

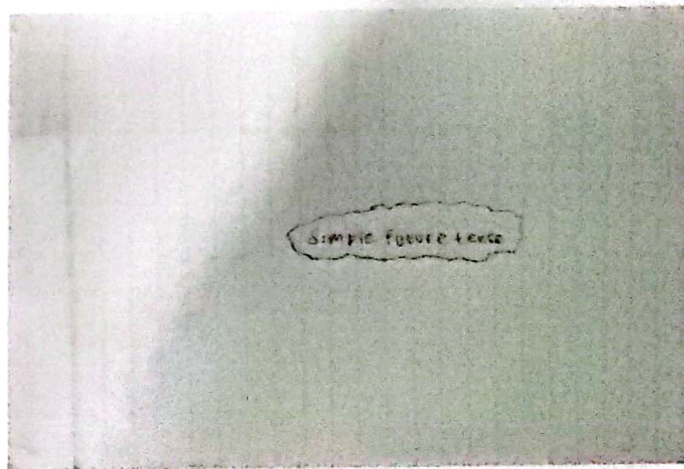
Teacher : “Ok my lovely students. Today we would like to study about grammar “Simple Future Tense” by using mind mapping. We have previously learned to use this technique, do you still remember how to use mind mapping?”

Students : “Yes ma’am”.

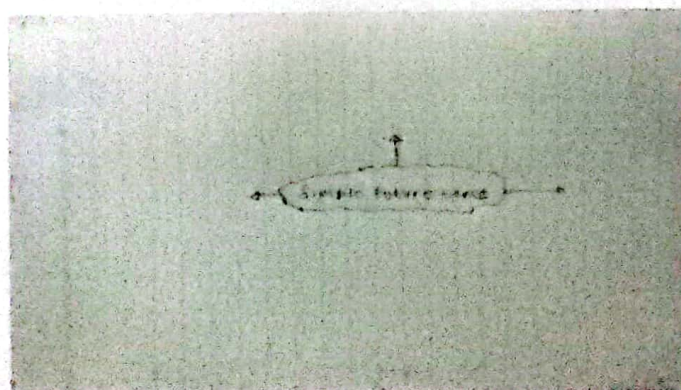
Teacher : “ Well, it’s good my lovely students, but I will remind you again how to use mind mapping because the material that will we learn is different”.

The teacher explained the steps of using mind mapping. Before that, teacher asks students to prepare their books and stationaries. The teacher asked the students to listen to the steps explained in using mind mapping. First, create a central idea about “Simple Future Tense” students should start designing the shape from the centre. Second, the teacher added branches to the map, the most important thing that emerges from the centre picture. Third, add keywords for each branch using one word will create. The last is colour-code the branches or the mind mapping. The teacher

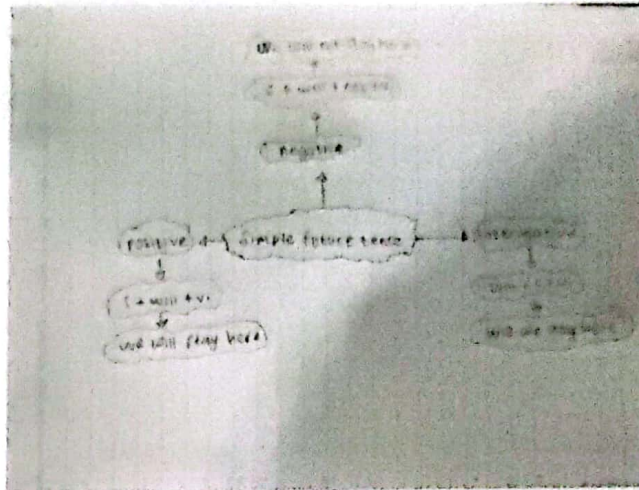
asked students to understand the results of the explanation that has been given and give them time to take notes the mind mapping on the board as creatively as possible. After that the teacher asked who wanted to come forward to the front of the class to make mind mapping and many students raised their hands, the teacher also appointed several students to come forward to make mind mapping and the results were all correct.



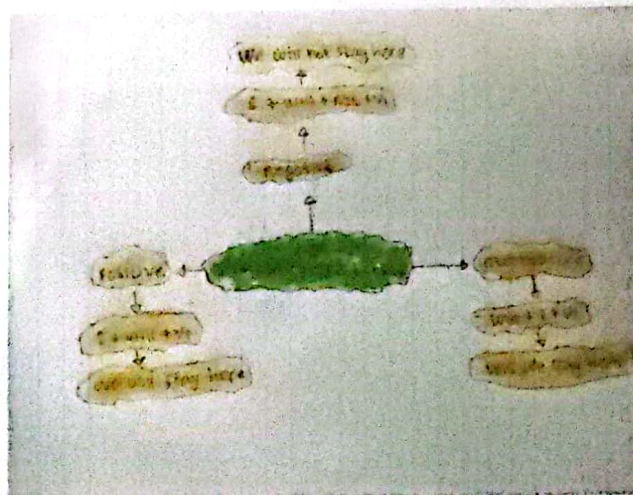
Picture 2. Create a Central Idea



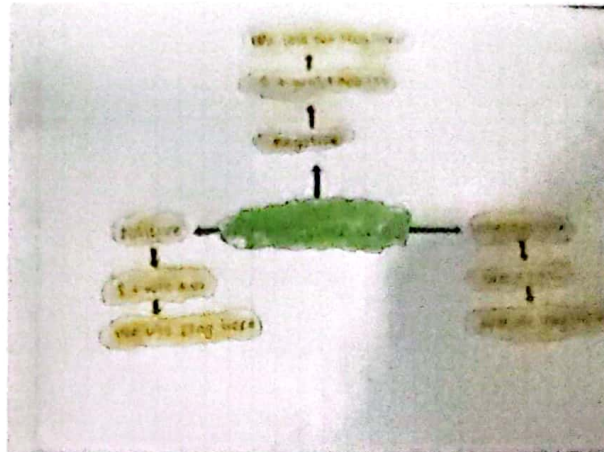
Picture 3. Added branches to map



Picture 4. Add Keywords



Picture 5. Colour-code the Branches



Picture 6. The Results

Post-Teaching

It is the last step of teaching and learning process in the classroom. At the end meeting, the teacher gave a conclusion about today's meeting. The teacher gave time to the students to ask about material that is not understand. Then the teacher tell the students that the next meeting is still the same about grammar "Simple Future Tense" by using mind mapping. The teacher closed the class by saying "Assalamu'alaikum Warahmatullahi Wabarakatuh".

b. Second meeting

The second meeting was carried out on May 14 2024, in the second meeting, learning process started 10.15 until 10.50. In this meeting is like first meeting where the researcher as a passive participant which just observed the teaching learning activity without following the teaching learning process. There are the steps of this meeting it will be discussed in the following.

Pre-Teaching

It is first steps of teaching learning process. The teacher opened the class by salam and greeting. She said "Assalamu'alaikum Warahmatullahi Wabarakatuh" then students answered it. The teacher say greeting to students "Good Morning my students, how are you today?". The students said "Good Morning teacher, I'm fine thankyou, and you?" the teacher replied "I'm fine too, Thankyou. Next, the teacher checked the students attendance and make sure the classroom is clean. After that, the teacher asked the students to prepare the books and stationaries.

Whilst-Teaching

The teacher started the lesson by asked the students to make mind mapping individually, the topic is still the same as the first meeting, wich is about grammar "Simple Future Tense". The teacher give them time 15-20 minutes to finish their work.

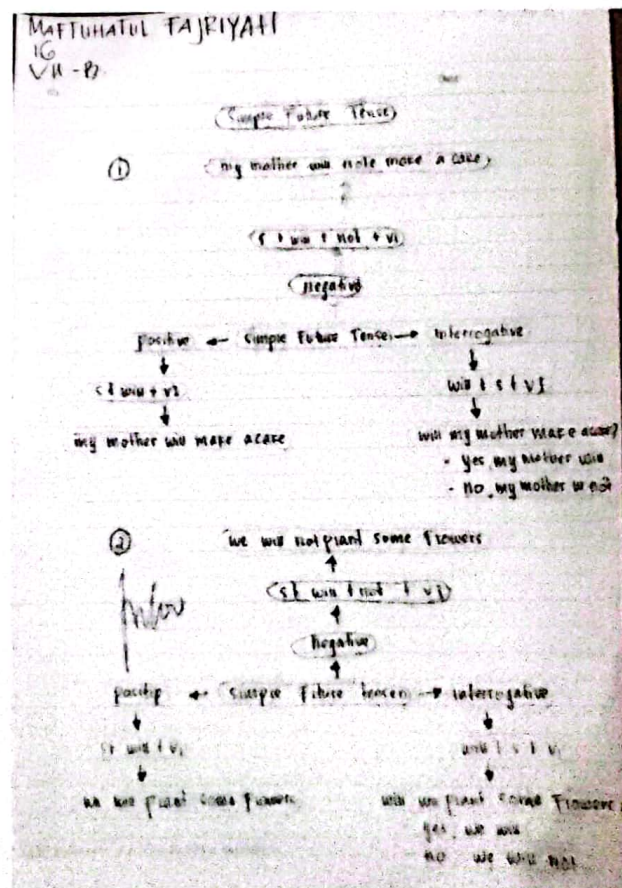
Teacher: "Ok students. Now, I will give you a task to make simple future tense by using mind mapping technique. Do you still remember how to make it?"

Students: "Yes Ma'am, We still remember."

Teacher: "Ok. Now please make it and I will give you 15-20 minutes to finish it and come forward to describe your results on the board."

Students: "Yes, Ma'am."

Then, students started to make simple future tense with mind mapping technique based on their own words. After a few minutes, they describe their work in front of the class. The students had understood how to make mind mapping in learning grammar. And the teacher gave them appreciated by giving high score because they have already show the good results.



Picture 7. student mind mapping task

Post-Teaching

The last, the teacher provide information to students about the activities of the next meeting. The teacher closed the meeting by saying "Assalamu'alaikum Warahmatullahi Wabarakatuh".

2. Result of Interview

a. Interview the Teacher

In this case the researcher asked several questions to English teacher in accordance to ways teacher used mind mapping technique in teaching grammar. The followings are the result of the interview:⁴⁸

"Mind mapping is a technique to learn that make easier to the students understand about grammar"

There are some steps in applying mind mapping, as what she states

"Before using mind mapping in learning first, I have to do prepare about the mind mapping of grammar that I will learn to the students and the second, I prepare about the pictures so I can make a picture on whiteboard to make easy to students learn"

To applying the Mind mapping technique as she states

"How to apply it, every time I learn grammar, I apply mind maps so that children can understand so I plan it on a paper first after that I write it on the board and then after that I explain how to arrange sentences according to mind mapping because by making mind mapping, children are easy to understand the flow of making sentences, like that"

Before applying this technique must be explained the material first

"Of course grammar especially today I teach simple future tense and automatically the material must be explained because so they know after the material is written on the white board what the material is and then the learning purposes are also written under the title so they know what they are learning"

Steps of applying mind mapping technique based on her statement

⁴⁸ Interview with English Teacher on Friday 26 April 2024.

“Yes, I explained that with the mind mapping that I applied on the white board, I explained how the flow was so that it would be easier to make the sentences. So I had to explain the path from here after going to the right or left or down and sideways if it was up, for example, the future tense, if it was up using negative, left positive, right it was interrogative in the middle of the names of the tenses that were taught, like that”

There are two supporting factors and inhibiting factor in implementing the mind mapping technique as she said

“The supporting factors is the students so, the IQ of the students if we teach in a high class or superior (unggulan) class it will be easily accepted in. Another addition to the supporting factors are media factors, the white board is about wide or not to make a mind mapping, so the facility factor is yes the learner factor is yes, then the situation factor if when teaching in the morning the children are still fresh so it is easier to be accepted by the children but if it has been taught in the afternoon or already almost the last hour it is difficult and it is an inhibiting factor in the last hour so the supporting factor is when it is in the first hour or second hour, the second inhibiting factors besides the last hour is that if we teach mind mapping in regular classes, especially the last class, it is difficult to reach because their IQ is very low so it takes 3 times to explain and must be slow, that is the inhibiting factor, the solution is that it must be explained many times, up to 3 times and even if it still hasn't stuck in the next meeting, it will be repeated again like that if it is in a regular class, and if it is still not, then it must be the least understood or the slowest then he will be given private lessons or must be explained alone, for example, coming to his seat and then they can, like that”

When the researcher asked the teacher whether the result of the students' work presented in front of the class, she said:

“Yes, it is presented so that they inform their work, so that their friends know whose work this is and are made references by their friends and can explore the vocabulary of their friends because there are various vocabularies used”

The researcher also asked her how the students' grammar learning outcome when using mind mapping technique and here is the answer:

“This technique is quite helpful for my students in learning grammar because the learning is not monotonous and students tend to be more enthusiastic and understand easily when learning using this technique”

When the researcher asked about the systematic assessment, the teacher answered is:

“The systematic assessment if it is in accordance with the mind mapping that I teach and the sentence sequence is appropriate then I can give it a hundred points, so yes it must be in accordance with the pattern”

Based on the results of interviews with the English teacher, Mrs. Siti Saidah, data was obtained that the teacher used mind mapping technique to make it easier for students to understand the material presented by the teacher during learning. The materials used are “simple future tense”. When using it, the teacher also explains in detail how to make mind mapping. This technique also to make students enthusiastic about learning grammar.

b. Interview the students

The researcher asked several questions to the students such as what their preparation before learning grammar by using mind mapping technique, how to apply mind mapping technique, what their responses and whether the teacher asked them questions at the end of the lesson. The followings are the students' responses:

The students preparation before learning grammar by using mind mapping technique:

“Concentration to focus on learning”.⁴⁹

“Prepare notebook, pen and pencils”.⁵⁰

The researcher asked the students how to apply mind mapping technique:

“Make a table then there is an arrow upwards, if upwards is negative, if to the right is positive, if to the left is interrogative”.⁵¹

“Such as making a table and then filling it with words that will be used as sentences using mind mapping”.⁵²

“Made like a table or tree drawing that is lined up, sideways and down”.⁵³

“Make a shape in the centre and then make a branching line according to the rules”.⁵⁴

“Make a picture like a concept map then fill it with words that will be used as sentences”.⁵⁵

The students responses when the researcher asked about their responses about learning grammar uses mind mapping technique:

“I like it because I like English, especially learning grammar”.⁵⁶

“I like it because the way mam’s teaching is easy to understand”.⁵⁷

“I like it because it enrich my knowledge and vocabulary”.⁵⁸

“Of course I like it because English is a very fun language to learn”.⁵⁹

⁴⁹ Interviewed Embun from VII-B Class, 26 April 2024 by Direct Interview.

⁵⁰ Interviewed Alfin from VII-B Class, 26 April 2024 by Direct Interview.

⁵¹ Interviewed Fahira from VII-B Class, 26 April 2024 by Direct Interview.

⁵² Interviewed Embun from VII-B Class, 26 April 2024 by Direct Interview.

⁵³ Interviewed Alfin from VII-B Class, 26 April 2024 by Direct Interview.

⁵⁴ Interviewed Rafa from VII-B Class, 14 May 2024 by Direct Interview.

⁵⁵ Interviewed Fujrin from VII-B Class, 26 April 2024 by Direct Interview.

⁵⁶ Interviewed Fahira from VII-B Class, 26 April 2024 by Direct Interview.

⁵⁷ Interviewed Embun from VII-B Class, 26 April 2024 by Direct Interview.

⁵⁸ Interviewed Alfin from VII-B Class, 26 April 2024 by Direct Interview.

And the last, the researcher asked the students whether their teacher asked them questions at the end of the lesson:

“Yes, my teacher asks me some questions at the end of the lesson”.

“Yes, mam Saidah always asks us when the lesson is over”.

“Of course, mam asks because it's so that we don't forget the material that has been taught and mam also usually ask us about the material we learnt before the lesson starts at the next meeting.⁶⁰

Based on interviews conducted, it can be concluded that the students know how to applying mind mapping and all of the students like learning grammar with this technique. It because helped them to learning grammar easily and fun to learn it also can enrich their vocabulary. The students more enthusiast using this technique also they are said that the teacher asked the material again that they have learn at the end of the lesson so, that they don't forget the material that has been taught especially learning grammar with mind mapping technique.

3. Result of Documentaion

a. Lesson plan

The researcher used lesson plan documentation data because the lesson plan is needed as a guide in the teaching and learning process, especially for the researcher who need learning plans or material about mind mapping in learning grammar. In the lesson plan used by the English teacher at MTsN 1 Pamekasan, an especially English teacher in VIIth grade students. In addition, there is material about “Simple Future

⁵⁹ Interviewed Rafa from VII-B Class, 14 May 2024 by Direct Interview.

⁶⁰ Interviewed Rafa from VII-B Class, 14 May 2024 by Direct Interview.

Tense” related to the assignment of learning grammar using mind mapping. (see on appendix 5)

b. The result of students learning grammar using mind mapping

To answer the second focus the researcher used the data of documentation as picture of result students learning grammar. (see on appendix 14).

B. Discussion

In this section, the researcher discusses the finding of the research and analyzed it based on the theory on chapter two. There are two research problems. The first is how the teacher uses mind mapping to enhance grammar learning outcome for VIIth grade students of MTsN 1 Pamekasan and the second is how the students’ responses of using mind mapping to enhance grammar learning outcome for VIIth grade students of MTsN 1 Pamekasan.

1. The teacher uses mind mapping to enhance grammar learning outcome for VIIth grade students of MTsN 1 Pamekasan

Mind mapping has a working technique that matches the nature of the brain. Mind mapping mimics the process of thinking, recording information through symbols, images, emotional meanings and colours exactly the same way the human brain processes information. In nature, the brain tends to process information more easily in the form of pictures or images than in verbal or spoken language.⁶¹

⁶¹ Windura. ‘Mind Map Langkah Demi Langkah.’

The English teacher of MTsN 1 Pamekasan uses this mind mapping to attract students' enthusiasm for learning and to increase students' understanding of the material. In its use, the teacher uses material in the book, namely about "Simple Future Tense". First, the teacher explains the material to the students, then the teacher asks several students to write simple future tense sentences using mind mapping on the whiteboard and then the teacher gave the students the task of making simple future tense sentences using mind mapping after that the teacher asks students to submit their tasks.

This technique is a very effective technique used in learning, in addition to making it easier for teachers, of course it is very easy for MTs Pademawu students especially class VII to understand, this technique is not rarely used in every class learning because it has many advantages, it is in line with Eppler statement:⁶²

- a. Mind map helps the students to speed up their think rapidity.
- b. Mind map takes the students to develop new ideas quickly.
- c. Mind map gives easy way for the students to plan, communicate, be creative, arrange, and explain the ideas quickly and efficiently when they want to work with others.
- d. Mind map facilitates the students to understand a complicated system or structure because mind map delivers the students to be focused on the ideas.

⁶² Eppler, 'A Comparison between Concept Maps, Mind Maps, Conceptual Diagrams, and Visual Metaphors as Complementary Tools for Knowledge Construction and Sharing'

This technique can activate students' brains to think creatively, allow students to focus on the subject, helps to show the relationship between the pieces of information, gives a clear picture of the details and the big picture, allows students to categorize and reorganize concepts and requires to concentrate on the subject, which helps to get information about it transferred from short-term memory to long-term memory.

As evidence of the superiority of mind map technology, research conducted by Jain showed that students who used mind maps out performed groups that did not use mind maps. His research proves that intellect outline can improve long-term memory and increase memory formation.⁶³

In addition, in a study conducted by Farrand, Hussein, and Hennessy, mind mapping improved participants' long-term memory of factual information. long-term memory of factual information by 10%.⁶⁴

To use mind maps effectively, students can create mind maps by following some stages.

a. Create a central idea

Students should start designing the shape from the centre. The main idea is the starting point of students mind map and represents the topic students are considering. The main idea should be in the centre of the page and contain an image that represents the topic of the mind map. This will attract attention and

⁶³ Jain, "The Comprehensive Study of How Mind Mapping Technique Helps to Understand Concepts and Ideas in Science Teaching"

⁶⁴ Ltd, "Mind Mapping - Scientific Research and Studies", n.d., 16.

trigger associations, as the brain responds better to visual stimuli. Taking the time to personalize your central idea will strengthen the connection between the student and the

between the student and the content of the student's mind map, whether you draw it by hand or by computer.

b. Adding branches to the map

The next creative step is to add branches. The most important thing that emerges from the centre image is the main theme. Adding branches allows students to explore each main topic or branch more deeply. The advantage of a mind map is that students can keep adding new branches and students are not limited to a few choices. As the student adds more ideas and his brain is free to make new associations of different concepts, the structure of the mind map will form naturally.

c. Add keywords

When adding branches to the mind map, students should include the important ideas. An important principle of mind mapping is to use one word for each branch. for each branch using one word will create more associations than using many words or phrases. Many words or phrases. Using keywords creates connections in our brain, which helps us remember more information.

d. Colour-code the branches

Mind mapping encourages whole-brain thinking because it integrates a various cortical skills, ranging from logical and numerical to creative and technical. By layering these skills, students' brains become more synergistic and their brains function ideally. Separating these cortical skills from each other will not contribute to the brain development that mind maps aim to achieve. An example of whole-brain thinking is colour-coding the student mind maps. Colour coding combines visuals and logic to help our brains make mental connections. These codes allow students to categorise, highlight, and analyse information to identify additional connections that have not been made. Analyze information to identify additional relationships that have not been discovered before. Colours also make images more interesting compared to plain, monochromatic images.

It can be concluded that mind maps help students generate and remember ideas and become more creative in their writing activities. Mind maps can be used by teachers as one of the techniques to teach writing grammar in the classroom.

Based on the advantages of mind maps, mind maps help students to speed up their thinking, develop ideas quickly, gives easy way to make a plan before the students start writing. Therefore, mind maps can be used as a prewriting activity.

2. The students' responses of using mind mapping to enhance grammar learning outcome for VIIth grade students of MTsN 1 Pamekasan

1. Fun to learn

Mind mapping can make learning grammar more fun to learn and invite the active participate of the students because it can paid more

attention by the students with drawing the picture without having to write long words. The statement is similarity with Goodnough & Woods's research states that mind mapping can make students fun.⁶⁵

2. Enrich the vocabulary

The use of Mind-mapping in teaching and learning grammar is highly recommended because this learning technique has a positive influence on the learning process. This learning technique has a positive effect

to improve vocabulary acquisition so that students' vocabulary becomes large. as Wiwik Yully Widyawati said that using mind mapping can enrich vocabulary.⁶⁶

3. Easier to understand

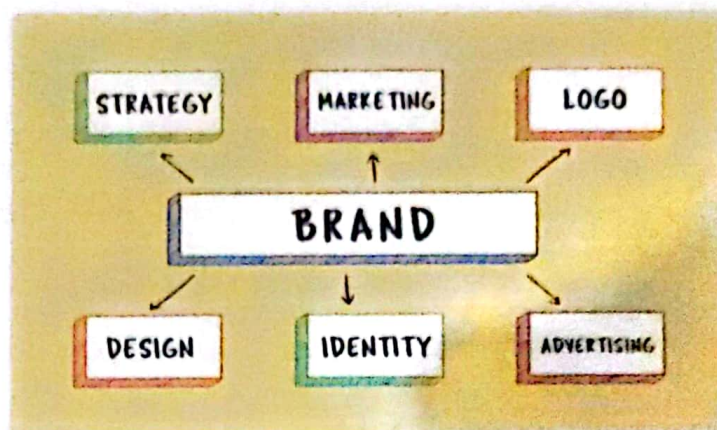
Mind Mapping technique was easier and very helpful for the students to memorize and understand the concept of the grammar material. the students were very enthusiastic during the teaching learning process.⁶⁷

From the explanation above, the students like learning grammar with mind mapping technique because it helped them to learning grammar easily and fun to learn, and it makes the students more enthusiast because the stages are very concerned in making it easier to learn.

⁶⁵ Karen and Robin, 'Student and Teacher Perceptions of Mind Mapping: A Middle.'

⁶⁶ Widyawati, 'MIND MAPPING UNTUK MEMPERKAYA KOSAKATA BAHASA INGGRIS PESERTA DIDIK'.

⁶⁷ Wibowo, 'Mind Mapping: A Strategy to Enhance Students' English Grammatical Structure'.
n.d.



Picture 8. Mind Mapping Technique

From the explanation above, the students like learning grammar with mind mapping technique because it helped them to learning grammar easily and fun to learn, and it makes the students more enthusiast because the stages are very concerned in making it easier to learn. Besides being easy to learn grammar using the mind map technique, it can certainly shorten the learning time in class to move to the next material and the teacher is also happy because this technique is very useful in learning grammar, with the mind map stages.