A COMPREHENSIVE ABOUT THE PART OF SPEECH USING MIND MAPPING AT STUDENTS OF 2017A STKIP PGRI JOMBANG

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Abstract
We present an implementation about mind mapping learning of part of speech on direct explanation using mind mapping to the students. This research aims to share the knowledge about learning part of speech using mind mapping and also to know the students’ comprehension ability about it. So that student can understand its function of each part of speech by using simple learning of mind mapping. This study was carried out among 20 students of STKIP PGRI Jombang especially in English Department. This study was descriptive and applied qualitative research method. The results show that 25% student have a very good comprehension and 50% have good comprehension 20% have an enough comprehension and the last 5% are having low comprehension about part of speech (n=20). Part of speech is one of grammar factor that very important basic to understand the whole next grammar. Therefore, we need to share the explanation clearly and simple to the students who still don’t understand. In conclusion, the students’ comprehension in grammar about part of speech using mind mapping were categorized into “good comprehensive” category. However, based on these results, we have managed to put forward a number of recommendation and suggestion.

Keywords: mind mapping, part of speech, grammar.
INTRODUCTION

There exist various approaches to taking it, and the mind mapping (mental mapping, semantic mapping, concept mapping) is one of them. First, the term appeared in 1970s in the concept introduced by Buzan (2001)[1]. Tony Buzan introduced mind mapping technique to the world with his books and developed a system which would pave the way for many people. This mind mapping technique was developed toward the end of the 1960s and has been employed in many different areas since the development. Mind Maps help students remember information, as they hold it in a format that the mind finds easy to recall and quick to review. It also helps the students to improve their innovative and creative thinking. One of the most fundamental concepts of linguistics is that of word classes. In all languages, words can be grouped in distinct classes with different semantic and syntactic functions. In English the words have traditionally been classified into eight classes: nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections[3]. The researchers will give explanation about mind mapping of part of speech after that give the student some questionnaire to fill.

Figure 1. Example of mind mapping picture

Many students do not distinguish between adjectives and adverbs, or between adjectives and verbs, or another parts. Because of such variation in the number of categories and their identifying properties, analysis of parts of speech must be done for each individual language. Nevertheless, the labels for each category are assigned on the basis of universal criteria. this way we need to find the solution to make the student understand about part of speech. We present mind mapping learning to the student to learn part of speech easily. However, the practical application of this way is limited because of the complex solution required. n this research we present mind mapping to learn part of speech. so the problems of research are:

1. Is there a comprehensive about the part of speech using mind mapping at
students of 2017A STKIP PGRI Jombang?

2. Does mind mapping affect at students of 2017A of STKIP PGRI Jombang comprehension about the part of speech?

METHODOLOGY OF RESEARCH

In this study, the descriptive approach was used and applied in qualitative research methods. Through this approach, it is used to know the frequently for grammar related learning where the individual is being described in term. Since this study used a descriptive approach and its purpose was identify the degree and the frequently of a comprehensive about the part of speech using mind mapping at student of 2017A STKIP PGRI Jombang, the validity was also measured.

The first questionnaire was preliminary designed with a total of (10) statements used a likert scale with five options (Strongly Agree, Agree, Don’t know, Disagree and Strongly Disagree) that counted by SPSS, after the members anwering the questionnaire we applied them on percentage. The second questionnaire also was designed with a total of (10) multiple choices and the result is counted by percentage. The percentage was counted by using this formula:

\[
\text{Percentage} = \frac{\text{Total of correct answer}}{\text{Total of the questions}} \times 100
\]

RESULTS AND DISCUSSIONS

The presentation and discussion of the study results was shown as per percentage presented in table 1. The first questionnaire was preliminary designed with a total of (10) statements used a likert scale with five options (Strongly Agree, Agree, Don’t know, Disagree and Strongly Disagree). It is arranged according to the percentage in each statement. This questionnaire held to measure the degree about student’s comprehension of part of speech in personal statement.
Table 1. degree according scale likert about a comprehensive about the part of speech using mind mapping at student of 2017A STKIP PGRI Jombang

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>DK</th>
<th>SD</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The definition “A noun is a person, place, thing or idea” is accurate</td>
<td>45%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>2. The definition “A noun is a person, place, thing or idea” is useful even if it isn’t 100% accurate</td>
<td>20%</td>
<td>45%</td>
<td>5%</td>
<td>5%</td>
<td>25%</td>
</tr>
<tr>
<td>3. The definition “A verb is an action word or a state of being word” is accurate</td>
<td>40%</td>
<td>50%</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4. The definition “An adjective modifies or describes a noun or pronoun” is accurate</td>
<td>50%</td>
<td>40%</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>5. A pronoun replaces a noun.</td>
<td>60%</td>
<td>30%</td>
<td>5%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>6. Conjunction is different from preposition</td>
<td>55%</td>
<td>35%</td>
<td>5%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>7. Verb and adverb is different</td>
<td>65%</td>
<td>30%</td>
<td>0%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>8. The definition “adverb describes a verb an adjective, or another adverb “ is accurate</td>
<td>35%</td>
<td>10%</td>
<td>50%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>9. There are eight parts of speech in English</td>
<td>65%</td>
<td>30%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>10. I can understand and describe the parts of speech in a sentence</td>
<td>5%</td>
<td>75%</td>
<td>0%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

SA : Strongly Agree
A : Agree
DK : Don’t Know
SD : Strongly Disagree
D : Disagree

Table 5 above shows the result of each statement’s percentage. The statement number (1) shows that students mostly know about what noun is. The statement number (2) shows the degree is medium still related to the statement before. The statement number (3) and (4) also shows medium comprehension about verb and adjective. Then the statement number (5) and (6) they mostly understand about pronoun, conjunction and preposition. Just a few student that confused to differentiate them. The statement number (7) result also not far different from the previous statement result. The statement number (8) mostly of student still don’t know about adverb. And this need to learn deeply again. The statement number (9) mostly of them agree about the eight of part of speech. and the last statement (10) mostly of them have medium degree to understand and describe the part of speech in a sentence.
The second questionnaire also was designed with a total of (10) multiple choices and the result is counted by percentage. After analyzing the data by classifying it, the findings are counted to find out the frequency, percentage, and the most frequent kinds of students' comprehension. The data analysis shows four categories of students' comprehension. There are students who have (1) a very good comprehension, (2) good comprehension, (3) enough comprehension, and (4) having low comprehension about part of speech.

<table>
<thead>
<tr>
<th>No.</th>
<th>Kind of student comprehension</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very good comprehension</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td>Good comprehension</td>
<td>10</td>
<td>50%</td>
</tr>
<tr>
<td>3</td>
<td>Enough comprehension</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>Low comprehension</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Table 2. The degree according classified the kind of student comprehension and frequencies to know a comprehensive about the part of speech using mind mapping at student of 2017A STKIP PGRI Jombang*

This last questionnaire is concluded the previous questionnaire. And it shows the average of all student comprehension based on the questions about deciding what kind of part of speech are in each sentence. So, the researchers take this result as the main point of all result.

**CONCLUSION**

The results show that 25% students have a very good comprehension and 50% have good comprehension. 20% have an enough comprehension and the last 5% are having low comprehension about part of speech (n=20). So, mind mapping as an easy way to learn parts of speech in grammar was satisfactory. Good. And there is no doubt about mind mapping explanation to applied in part of speech material. But for the student who has low comprehension they need to learn again about it in the same way or it can be learnt in another way intensively.
REFERENCES


Appendix

Name: ______________________________________________  
Class: __________________________________

Directions: Circle the one letter (SA, A, DK, SD, D) that most closely fits your answer to each statement.
SA (Strongly Agree): You are absolutely sure about the accuracy/truth of the statement.
A (Agree): You are fairly confident about the accuracy/truth of the statement.
DK (Don’t Know): You don’t have an opinion about the statement partly because you don’t know the terms used.
D (Disagree): You believe the statement is inaccurate/wrong.
SD (Strongly Disagree): You know for sure that the statement is wrong/inaccurate.

1. The definition “A noun is a person, place, thing or idea” is accurate  SA A DK SD D
2. The definition “A noun is a person, place, thing or idea” is useful even if it isn’t 100% accurate  SA A DK SD D
3. The definition “A verb is an action word or a state of being word” is accurate  SA A DK SD D
4. The definition “An adjective modifies or describes a noun or pronoun” is accurate  SA A DK SD D
5. A pronoun replaces a noun.  SA A DK SD D
6. Conjunction is different from preposition  SA A DK SD D
7. Verb and adverb is different  SA A DK SD D
8. The definition “adverb describes a verb an adjective, or another adverb” is accurate  SA A DK SD D
9. There are eight parts of speech in English  SA A DK SD D
10. I can understand and describe the parts of speech in a sentence  SA A DK SD D
Results of second questionnaire

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent 1</td>
<td>100/ 100</td>
</tr>
<tr>
<td>Respondent 2</td>
<td>70/ 100</td>
</tr>
<tr>
<td>Respondent 3</td>
<td>90/ 100</td>
</tr>
<tr>
<td>Respondent 4</td>
<td>100/ 100</td>
</tr>
<tr>
<td>Respondent 5</td>
<td>100 / 100</td>
</tr>
<tr>
<td>Respondent 6</td>
<td>30/ 100</td>
</tr>
<tr>
<td>Respondent 7</td>
<td>70/ 100</td>
</tr>
<tr>
<td>Respondent 8</td>
<td>70 / 100</td>
</tr>
<tr>
<td>Respondent 9</td>
<td>90/ 100</td>
</tr>
<tr>
<td>Respondent 10</td>
<td>70/ 100</td>
</tr>
<tr>
<td>Respondent 11</td>
<td>100 / 100</td>
</tr>
<tr>
<td>Respondent 12</td>
<td>90/ 100</td>
</tr>
<tr>
<td>Respondent 13</td>
<td>90/ 100</td>
</tr>
<tr>
<td>Respondent 14</td>
<td>90/ 100</td>
</tr>
<tr>
<td>Respondent 15</td>
<td>100/ 100</td>
</tr>
<tr>
<td>Respondent 16</td>
<td>90/ 100</td>
</tr>
<tr>
<td>Respondent 17</td>
<td>90/ 100</td>
</tr>
<tr>
<td>Respondent 18</td>
<td>90/ 100</td>
</tr>
<tr>
<td>Respondent 19</td>
<td>90/ 100</td>
</tr>
<tr>
<td>Respondent 20</td>
<td>90/ 100</td>
</tr>
</tbody>
</table>

Score 100 = 25 %
Score 90 = 50%
Score 70 = 20 %
Score 30 = 5%

(Direction: circle the correct answer below)

Questions

1. Do you want to come to the playground with us?
   A. Noun
   B. Verb
   C. Adjective
   D. Adverb

2. Mandy was so happy she skipped down the street.
   A. Noun
   B. Verb
   C. Adjective
   D. Adverb

3. We hung shiny decoration on our Christmas tree.
   A. Noun
   B. Verb
   C. Adjective
   D. Adverb

4. Carlos can run faster than anyone in our school
   A. Noun
   B. Verb
   C. Adjective
   D. Adverb

5. Please get me a bunch of ripe bananas when you go to the store.
   A. Noun
   B. Verb
   C. Adjective
   D. Adverb

6. Jalen’s dad sings loudly in the shower.
   A. Noun
   B. Verb
   C. Adjective
   D. Adverb

7. Alex choked on his food because he ate so fast.
   A. Noun
   B. Verb
   C. Adjective
   D. Adverb

8. Did you finish your homework yet?
   A. Noun
   B. Verb
   C. Adjective
   D. Adverb

9. We’re having pizza for dinner tonight.
   A. Noun
   B. Adverb
   C. Adjective
   D. Adverb

10. Emily has to clean her messy room before she goes out.
    A. Noun
    B. Verb
    C. Adjective
    D. Adverb