Using Mind Mapping Presentation Videos Using Prezi in Learning English at MTsN 4 Pasaman

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Abstract

This study aims to describe (1) the use of mind mapping video presentations using prezi in learning English , (2) the learning outcomes obtained by students using mind mapping presentation videos using prezi in learning English . This study uses a quantitative research design. The subjects of this study are class IX.2 MTsN 4 Pasaman students . The object of this research is the use of mind mapping video presentations using Prezi in learning English . The data collection method used is the method of observation, interviews, and documentation. The results of this study are the increase in the average level of student participation in learning English before the cycle is only 57% which consists of 7 indicators, namely attention by 60%, asking 54%, expressing opinions by 36%, understanding the material by 57%, solving problems by 60%, discipline by 70%.

Keywords– *Prezi, Mind Mapping, Learning English*

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1. Introduction

The development of an increasingly modern era, especially in the era of globalization as it is today, requires high-quality human resources in various fields of science. Improving the quality of human resources is an absolute prerequisite for achieving development goals. One vehicle that can improve the quality of human resources is through education. Various efforts to improve the quality of education in schools are a top priority, one of the efforts that can be done is to improve the quality of the learning process. Improving the quality of the learning process in schools can be done through increasing the potential of teachers as an element in the learning process. According to Djamarah (2002:41), the teacher is one of the human elements in the learning process. In the learning process at school, the teacher holds a dual task, namely as a teacher and educator. Teachers as teachers must have an understanding of curriculum concepts, learning theories and ways to motivate students in learning. All of these things must be mastered, so that teachers are able to design and implement interesting learning and stimulate students to be active in the teaching and learning process. One of the things that can be used in the implementation of learning is to combine approaches, methods, techniques and learning media appropriately. This combination must also be adjusted to the characteristics of students, teachers, the material being studied and the benefits that students get after studying it. In practice, accounting subjects are often considered difficult and confusing, this is because the material studied in accounting is interconnected and makes students feel a little difficult to understand and results in students not participating actively in class. Student participation is a tangible manifestation of student behavior in activities which are the totality of a student's mental and emotional involvement so as to encourage them to contribute and be responsible for achieving goals. One of the goals of student participation in the learning process is to increase student achievement as evidence of success in learning. One of the secondary schools that provides Mind Map learning is widely used in learning because it is easy and creative. Most opinions say that learning to use Mind Maps is easier to understand and easier for people to remember. According to

Swadarma (in Subiantoro and Suparji, 2016: 201) explains that Mind Map is a technique for utilizing the whole brain by using visual images and other graphic infrastructure to make an impression. A Mind Map is a powerful graphic technique that provides the universal key to unlocking the potential of the brain. The use of this mapping uses cortical skills of words , pictures , numbers, logic, rhythm, color,

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The results of observations made in class IX.2 MTsN 4 Pasaman showed that student participation and achievement in accounting learning activities was still quite low. The low participation of students can be seen from the lack of enthusiasm of students when the teacher teaches. This can be seen from the behavior of students, among others: (a) when the teacher explains there are some students who draw and do not pay attention; (b) when students are given the opportunity to ask questions, there are no students who ask questions; (c) when the teacher asks questions, only certain students answer or someone answers because they are appointed; (d) when given homework, most of the students cheated on their friends' work.

There needs to be a solution that is right and in accordance with the circumstances of students in class IX.2 MTsN 4 Pasaman. For this reason, it is necessary to have an approach, method and learning media that can support students' interest in learning English . One approach that is suitable and able to be applied is mind mapping which will be able to overcome the problems that exist in the class with a fun learning concept.

Mind mapping is used by teachers in learning with the aim that students can generate ideas, record what they have learned and make students identify clearly and creatively what they have learned or what they are planning. This technique is a strategy that utilizes the whole brain that allows children to make comprehensive notes on one page (Tony Buzan, 2010: 36). Using visual images where the brain can remember information in the form of pictures and graphic software such as Edraw Mind Mapping will give a deeper impression because the details of this method are easy to remember because they follow the brain's thought patterns (De Porter, 2002: 152).).

In teaching and learning activities it is necessary to have a learning media that can help students understand the learning material. One type of learning media is Prezi presentation. Prezi is a software for internet-based presentations (SaaS). In addition to presentations, Prezi can also be used as a tool to explore and share ideas on a virtual canvas. Prezi was originally developed by Hungarian architect Adam Somlai-Fischer as an architectural visualization tool.

2. Method

This study used a qualitative descriptive research design. The subjects in this study were students of class IX.2 MTsN 4 Pasaman. The object of this research is the use of mind mapping using Prezi in learning English. Data were collected by observation method, and interview method. Qualitative descriptive analysis technique. The data analysis phase includes Data Reduction, Data Presentation, and Drawing Conclusions.

3. Result and Discussion

The application of Mind Mapping with Prezi presentation media is a classroom action research that aims to increase participation and learning achievement in accounting for students in class IX.2 MTsN 4 Pasaman. This research was conducted in 2 cycles and each cycle consisted of 3 meetings. In terms of students' ability improvement can be seen from two assessments, namely

participation and achievement. The students' participation assessed were students' attention during the teaching and learning process, students' ability to ask questions, express opinions, ability to understand, solve problems, discipline, discuss with friends, and make Mind Maps. The average level of student participation in learning English before the cycle is only 57% which consists of 7 indicators, namely attention by 60%, asking 54%, expressing opinions by 36%, understanding the material by 57%, solving problems by 60%, discipline by 70%. In cycle 1 the average level of active participation of students in learning English rose to 69% which consisted of 8 assessment indicators, namely attention by 75%, asking 69%, expressing opinions by 70%, understanding by 70%, solving problems by 68 %, making Mind Map by 70%, discussion by 61%, discipline by 71%. In Cycle 2 the average level of active participation of students in learning English rose to 78% consisting of 8 assessment indicators, namely attention by 81%, asking 79%, issuing opinions 79%, understanding 77%, solving problems 76 %, making Mind Map by 80%, discussion by 70%, and discipline by 80%. The value of this participation is obtained from the observation process carried out by researchers and collaborating partners. Student learning achievement has increased, it can be seen from the test results starting from the pre-survey to cycle 1 and cycle 2 . an increase in the average value of accounting to 63 with a percentage of student completeness of 52% and a significant increase in cycle 2 with an average score of 75 in English with a percentage of 76%. From the teacher's perspective, there was an increase in teacher abilities and skills both in teaching and in applying Mind Mapping with Prezi presentations. In the pre-cycle, the teacher only had a teaching ability score of 47%, then increased to 65% in cycle 1 and 81% in cycle 2. The teacher's ability assessment was assessed using an observation sheet filled out by researchers and collaborating partners.

4. Conclusion

Based on the results of the study, the application of Mind Mapping with Prezi Presentation media was able to increase student participation and achievement from pre-survey to cycle I and from cycle I to cycle II. The learning

process at the time of the pre-survey was still in the form of lectures so that the percentage of student participation in learning activities was only 57% with an average score of achievement in English lessons at number 50. In the first cycle, Prezi Presentation was used which was combined with the Mind Mapping type of learning although it was still there are some shortcomings, the results of the percentage of student participation in learning activities increased by 12% from 57% to 69%, with an increase in the average value of students' learning achievement in English from 50 to 63. A significant increase was seen in cycle II which had implemented Mind Mapping with media Prezi presentation optimally so that the results of the percentage of learning participation are 78%, and the average value of students' learning achievement in English is 75.

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