

The Effect of Mindmeister in Teaching English Vocabulary to Young Learner

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Abstract: This study aims to determine the effect of using Mindmeister implementation on vocabulary development, especially young learners of sixth-grade elementary school students. This study uses document analysis and statistical analysis of students' scores before the application of the Mindmeister application and the scores after the implementation of the Mindmeister application to compare their vocabulary before giving treatment of Mindmeister and after giving treatment of Mindmeister. Teachers, students, and also researchers are participating in this research. The purpose of this study was to determine whether the use of Mindmeister's online learning media had an impact on their vocabulary development during the online English learning process

Keywords: Mindmeister, Online learning, Vocabulary, Young learner

Introduction

The coronavirus pandemic or known as Covid-19 has a huge impact on the world of education at every level of the learner. Because of the pandemic that occurs, the learning process gets various obstacles and challenges, starting from student activities that are not allowed to carry out face-to-face learning. Therefore, our government takes action to carry out online-based learning activities as a temporary alternative in teaching and learning activities. In various aspects, it is quite difficult to adjust from face-to-face learning to online-based learning because it takes a process of adjustment to the new learning process with new online methods as well (Gillett-Swan, 2017). E-learning platform during learning process while pandemic several elements need to be considered constraints in the student learning process, such as decreased interest in learning in students, lack of interaction such as feedback from teachers to students due to limited time in meetings, or feelings of isolation due to lack of support from classmates (Coman et al., 2020)

In the online learning process, not only learners face challenges and obstacles in the learning process and receive knowledge, but teachers or lecturers also have the same challenges and obstacles in the online learning process and also in the teaching process. Teachers also need to adjust to the situation so that the learning process can run smoothly starting from preparing online learning materials so that they can be accepted by students, packaging material that is easy to understand, and assignments that can motivate students to learn more. Therefore, we need to create an active environment where teachers and students have their respective roles to be involved in learning. In the online learning process, we can use a learning method called mind mapping, Mind mapping is a learning technique that uses a non-linear approach to learning that forces students to think and explore concepts using partial visual relationships that flow from central themes to peripheral branches that can be mutually related (As'ari, 2016). How mind mapping works in the learning process is a combination of writing and images that combines the functions of the brain and is related to each other, so that the right and left brain work optimally (Sari & Sakdiah, 2016).

Mind mapping is a learning method using visual images by taking notes and developing a learning style that is described/visualized using words, lines, colors, and symbols to maximize brain power in remembering all information. The mind mapping technique invites students to explore their potential to become learners and create their motivation to present and visualize every idea that is in learning material and is illustrated using shorter and regular words. Mind mapping is a medium that can be used to allow students to collect more detailed knowledge without knowing the hierarchical structure. (Sari & Sakdiah, 2016) In addition to summarizing complex material to be more organized and tidier, mind maps can be enhanced and enriched with colors, images, codes, and dimensions to add interest, beauty, and individuality which indirectly helps students to recall material more easily and more simply (As'ari, 2016).

1. Methodology

1.1 Design

This research adopts embedded mix method with experimental design. Embedded design focuses on the simultaneous or sequential collection of quantitative and qualitative data, The researchers are basically

quantitatively dominated, supplemented by qualitative research. Quantitative is a research method that uses natural science methods to obtain numerical data and hard facts. At the same time, qualitative research can be defined as research aimed at understanding the subject's experience phenomena, such as behavior, perception, motivation, and action. In addition, the quantitative and qualitative data are equal. The researcher uses a pre-experimental design with one group pre-test and post-test. Pre-test and post-test testing was used to examine the impact of Mindmeister on vocabulary young learners. The researcher also uses a descriptive qualitative design, which consists of an observation checklist and document analysis. Observation checklist and document analysis were assisted by questionnaires to examine students' responses to Mindmeister in the learning process.

1.2 Setting

This research was conducted at SDN 3 Banjar Jawa which is located in Banjar Jawa, Singaraja, Bali, Indonesia. The reason the authors chose this school to be used as a place of research is that the application of learning media is lacking in teaching English at this school and the author wants to apply this research in the process of teaching English.

1.3 Variable

In this study, researchers used two variables, an independent variable, and a dependent variable. The independent variable for the study was Mindmeister. MindMeister was applied as a learning process, pre-test, and post-test treatment. On the other hand, the dependent variable was the acquisition of student vocabulary.

1.4 Participant

Participants in the Mindmeister trial as a medium for learning English, especially vocabulary, were held at SDN 3 Banjar Jawa Singaraja, Bali. The target population is 6th grade students. There are three grade VI students at SDN 3 Banjar Jawa with the following data:

Table 1: Table of Population

Class	Student
VI A	31
VI B	32
VI C	32
TOTAL	95

The reason the researcher chose the sixth-class target was that the sixth-grade students at SDN 3 Banjar Jawa already had experience learning English, especially vocabulary and the sixth-grade students were able to use online learning media for their daily learning process. And the reason why the researcher chose class VI C as the research target is that class VI C has the lowest vocabulary value of the other two classes, namely class VI A and class VI B. Therefore, the researcher targets class VI C SDN 3 Banjar Jawa as the target population Mindmeister teaching for English especially vocabulary.

1.5 Instrument Data Collection

During the whole process in the study, the writer in this study is the key instrument. The writer takes on roles as a research designer, a data collector, a data interpreter, and a result reporter. Besides, the writer uses several instruments to support in collecting the data:

1.6 Validity and Reliability

In addition, a vocabulary test (Pre-Test and Post-test) was assigned to see if the Mindmeister affected the student's vocabulary. The study was conducted at the end of treatment and was distributed to both Pre-Test and Post-Test. The pre-test and post-test consist of (30) multiple-choice questions. The test was used as a pre-test and post-test researchers were assigned to try out tests to other classes. The number of items in the try-out test was 30 in multiple-choice. Validity and normality were performed after the try-out test. The tryout was assigned to know if the try-out test was considered a valid and reliable item. Two steps require validation testing to find effectiveness. They are the validity of the content and the empirical validity. Fourty items were reviewed by experts for the validity of the content. We then used Gregory's formula to measure the outcome of the decision. Expert judges evaluated these projects to find out whether they are relevant and suitable for experimentation. When examining the results of the researchers' judgment, the Gregory formula was used.

1.6.1 Test Validity

Before carrying out the tryout test, expert judges are carried out to assess the feasibility of the questions that will be used to screen students' scores.

Table 2: Cross Tabulation Try-out Test

Judge		Judge I	
		Relevant	Irrelevant
	Relevant	40	-
	Irrelevant	-	-
Judge		Judge II	
		Relevant	Irrelevant
	Relevant	40	-
	Irrelevant	-	-

The result showed that there were 40 relevant items had assessed by the expert judges. Then the result was tested by using the Gregory formula.

$$\text{Content Validity} = \frac{D}{A+B+C+D}$$

Formula 1: Gregory Formula

- A : Disagreement between the expert judges
- B and C : Different agreement between the expert judges
- D : Agreement between the expert judges

Table 3: Ratio used in Measuring Content Validity

Content validity	Level
0.8 – 1.0	Very high
0.6 – 0.79	High
0.4 – 0.59	Sufficient
0.2 – 0.39	Low
0.0 – 0.19	Very Low

$$\text{Content Validity} = \frac{40}{0+0+0+40} = 1$$

Formula 2: Gregory Formula

After testing by using the Gregory formula, the result showed that all items were relevant, and the content validity was 1.0. It meant the content validity was very high, and the items were appropriate to be tried

out to 32 students in VI B SD 3 Banjar Jawa. The total number of students who were done the try-out test was 32 students.

After conducting the consultation process and obtaining the result using Gregory's equation, the validity of the test was carried out using the Point-Biserial Formula (RPB) to find out the correlation between each item. Intended to determine the validity of the creation of tools. These items can be classified as valid if the rxy correlation is above rtable at a significant level of 0.05. For the valid element, it can be used as an initial test and a subsequent test. In addition, the tools were analyzed using SPSS 22 for windows and the result can be seen in the appendix.

Comparison of r_{pbi} and r_{table}	Categories
$R_{xy} > r_{table}$	Valid
$R_{xy} < r_{table}$	Invalid

Formula 3: Qualification of Empirical Validity

The result of try out is analyzed by using SPSS statistics program to check the empirical validity. To find out the correlation Point biserial formula (r-Pb) is used and the number of respondents (N) is 24 so the r table = 0.329 (a = 0.05). each item can be categorized as valid when the correlation of r-observed is higher than r-table.

Table 4: Tryout score

Question	R-Observed	Classification
1	0.357	Valid
2	0.741	Valid
3	0.453	Valid
4	0.455	Valid
5	0.525	Valid
6	0.457	Valid
7	0.417	Valid
8	0.577	Valid
9	0.398	Valid
10	0.642	Valid
11	0.453	Valid
12	0.533	Valid
13	0.547	Valid
14	0.500	Valid
15	0.329	Invalid
16	0.577	Valid
17	0.451	Valid
18	0.485	Valid
19	0.570	Valid
20	0.319	Invalid
21	0.388	Valid
22	-0.176	Invalid
23	0.353	Valid
24	-0.035	Invalid
25	0.019	Invalid
26	-0.140	Invalid
27	-0.005	Invalid
28	-0.044	Invalid
29	0.076	Invalid
30	0.079	Invalid
31	0.393	Valid
32	0.678	Valid

33	0.453	Valid
34	0.455	Valid
35	0.525	Valid
36	0.389	Valid
37	0.417	Valid
38	0.511	Valid
39	0.398	Valid
40	0.577	Valid

The result of validity test shows that 30 items can be categorized as "valid" since r_{xy} of the item is higher than the r -table and 10 items can be categorized as "Invalid" since r_{xy} of the item is lower than the r -table. The empirical validity test was done and the 30 items of test can be used to test.

1.6.2 Test Reliability

Reliability was intended to measure how reliable an item is by examining a criterion or range of reliability. In this study, we used Alpha-Cronbach to confirm the level of reliability. Trial test scores were entered into SPSS for analysis to ensure reliability.

Table 5: Reliability Statistics

Cronbach's Alpha	N of Items
.850	40

From the table above, it is known that there are 40 items with a Cronbach Alpha value of 0.850, because the value of the Cronbach Alpha results is 0.850, most of the reliability tests in the 40 item questions are reliable or consistent.

1.7 Researcher

In this study, the researcher performed the observation checklist, pre-test, and post-test as well as a questionnaire sheet to obtain data on the effect of Mindmeister application on vocabulary mastery on sixth graders student of SD 3 Banjar Jawa Singaraja as well as students' responses towards the implementing Mindmeister application on vocabulary mastery young learners of SD 3 Banjar Jawa Singaraja as well as students' responses towards Mindmeister application on vocabulary mastery.

1.8 Data Analysis

Descriptive statistics analysis was used to describe the pre-test and post-test results in detail. In particular, it intended to compare the differences in the scores between the pre-test and post-test.

1.8.1 Mean

Mean is the calculation of score which intended to measure the average score of samples. It can be done by summarizing the score obtained by the samples and dividing with the total of the samples.

1.8.2 Median

Median is the middle number that can be discovered after sorting the number in the sequence and taking the middle number.

1.8.3 Mode

Mode is the score that has the biggest frequency that appears in the data.

1.8.3 Range

The range is the gap between the lowest and the highest score of the samples.

1.8.4 Variance

Variance is an average of squared differences from its mean score

1.8.5 Standard Deviation

The standard deviation is the dispersion of the sample score within the data distribution.

1.9 Statistical Hypotesis

In this research, the statistical hypothesis was based on the null hypothesis (H_0) and the alternative hypothesis (H_a)

$H_0 : N_1 = N_2$ $H_a : N_1 > N_2$

Formula 4: The hypothesis formula

H_0 : There is no significant effect on vocabulary comprehensions between students taught using Mindmeister in Pre-Test and Post-Test ($N_1 = N_2$)

H_a : There is a significant effect on students vocabulary comprehensions between students taught using Mindmeister in Pre-Test and Post-Test ($N_1 > N_2$)

Note:

H_0 : Null Hypothesis

H_a : Alternative Hypothesis

N_1 : The mean score of the Pre-Test taught by Mindmeister

N_2 : The mean score of the control group taught Pre-Test taught by Mindmeister

2. Inferetial Statistics

2.1 Normality Test

Normality test was used to determine the normality of the data contribution. The test for normality was analyzed in the pre and post tests using SPSS 22.0. Kolmogorov-Smirnov was used to test for normality of the data. If its value is greater than 0.05, the data can be classified. On the other hand, if its value is less than 0.05, it means that the data is abnormal. Moreover, the normality can be seen below:

$P > 0.05 =$ the data is normal distribution $P < 0.05 =$ the data is not normal distribution
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Formula 5: The Hypothesis Formula

2.2 Homogeneity Test

In addition to determining the normal distribution of the data, a homogeneity test was also performed to determine if the data was homogeneous. Statistical analysis was used to check the homogeneity of the sample by inputting the results of the pretest and the posttest into the SPSS program. If the significant value is greater than 0.05, the data can be classified as homogenous. The results of the sample student equality test also use homogeneity. The results can be seen in table 6.

Table 6: Test of Homogeneity of Variance

Levelne Statistic	df1	df2	Sig.
0.982	1	62	0.325

Through the results of table 6, the data can be classified as homogeneous if the data obtained has a value greater than 0.05. from the homogeneity test that has been carried out on the data obtained, it can be concluded that the data obtained has exceeded the value of 0.05 with the results of 0.325 which can be said to be homogeneous.

2.3 T-test

T-test was used to investigate the impact on students' vocabulary acquisition on SD 3 Banjar Jawa Singaraja 6th grade students. Pre- and post-test results were measured using paired T-tests. In other words, we

used a paired T-test to analyze the significance of the data to see if the study hypothesis was accepted. In this study, we used SPSS 22.0 to analyze the paired T-test. If $t_{observed}$ is higher than the $t_{critical}$ value, the null hypothesis is accepted. On the other hand, if $t_{observed}$ is less than the $t_{critical}$ value, the null hypothesis is rejected. In addition, the qualification hypothesis can be seen in the table

Table 7: Qualification in Determining Hypothesis

$t_{observed} > t_{critical}$ value	Null Hypothesis (H_0) is accepted
$t_{observed} < t_{critical}$ value	Null Hypothesis (H_0) is rejected

2.4 Effect Size

The effect size test was carried out in this study. It aims to determine the level of effectiveness of treatment when using Mindmeister. Cohen's formula used to study the effect size of the data

Table 8: Cohen's Effect Size Level

Effect size (d)	Level
0-0.12	Weak effect
0.21-0.50	Modest effect
0.51-1.00	Moderate effect
>1.00	Strong effect

3. Findings

Pre-test and post-test are given with the aim of getting scores from students who have not previously been taught using Mindmeister media and after teaching using Mindmeister learning media. The pre-test was held on 9th October 2021, right before they were taught English using Mindmeister. Students were given 30 sample questions with different themes with an accumulation of 35 minutes of test work.

While the post-test was carried out on 6th November 2021, after students had six meetings and treatment using Mindmeister during the teaching process, students, post-tests were given a total of 30 questions with an accumulation of 35 minutes of working on questions to see a comparison of values before and already implemented teaching using Mindmeister.

Table9: The Pre-Test and Post-Test

No	Name	Pre-Test	Post-Test
1	Student 1	80	100
2	Student 2	74	94
3	Student 3	77	100
4	Student 4	70	90
5	Student 5	70	90
6	Student 6	67	77
7	Student 7	60	84
8	Student 8	67	87
9	Student 9	67	87
10	Student 10	60	80
11	Student 11	74	94
12	Student 12	77	80
13	Student 13	70	90
14	Student 14	70	87
15	Student 15	60	94

16	Student 16	64	74
17	Student 17	64	90
18	Student 18	67	87
19	Student 19	74	87
20	Student 20	67	90
21	Student 21	67	94
22	Student 22	77	87
23	Student 23	70	97
24	Student 24	67	94
25	Student 25	70	90
26	Student 26	60	94
27	Student 27	70	84
28	Student 28	77	94
29	Student 29	74	97
30	Student 30	67	80
31	Student 31	70	84
32	Student 32	77	97
	MEAN	69.53	89.19

3.1 Descriptive Analysis

After calculating the pre-test and post-test scores, the researchers used the 22nd version of the statistical program to perform a descriptive analysis of the data. The average score, median, mode, variance, range, and standard deviation are analyzed to reveal how SD 3 Banjar Jawa Singaraja is implemented in the pre-test and post-test. The score was analyzed descriptively. The scores used in this descriptive analysis are pre-test and post-test scores. Based on the analysis, researchers can investigate whether the use of Mindmeister has an impact on students' vocabulary mastery.

Table10: The result of Descriptive Analysis

		Pretest	Posttest
N	Valid	32	32
	Missing	0	0
Mean		69.5313	89.1875
Median		70	90
Mode		67.00 ^a	94
Std. Deviation		5.52405	6.53742
Variance		30.515	42.738
Range		20	26
Minimum		60	74
Maximum		80	100
Sum		2225	2854

Mean

Mean is the average of the total score. Based on Table 4.2 Pre-Test mean score was 69.53 and the Post-Test mean score of was 89.18. It showed that the Post-Test mean score was higher than the Pre-Test mean score. From the graphic in Figure 4.2, the mean score of the Post-Test was higher than the mean score of the Pre-Test.

Median

Median is the middle number from the lowest and the highest score. Table 4.2 showed that the median of the Pre-Test was 70 and the median of the Post-Test was 90. Table 4.2 also shows that the median of the Post-Test was higher than the median of the Pre-Test score.

Mode

Mode is the number that emerges mostly in the list of numbers. The Pre-Test and Post-Test score can be seen in Table 4.2. It indicated that the mode score of the Pre-Test was 67 and the mode score of the Post-Test

was 94. The graphic in Table 4.2 showed that the mode of the Post-Test was higher than the mode of the Pre-Test.

Standard Deviation

Standard deviation is used to find the dispersion of data distribution. In this study, the Pre-Test standard deviation was 5.52, and the Post-Test standard deviation was 6.53. It showed that the Pre-Test standard deviation was higher than the Post-Test standard deviation.

Variance

Variance is an average of squared differences from its mean score and then dissociated by the total number of students in each group. In Table 4.2, the Pre-Test variance was 30.51. The Post-Test variance was 42.73. As seen in Figure 4.1, the variance of the Post-Test was higher than the variance of the Pre-Test.

Range

The range is the space among the highest and the lowest number in the list of numbers. It can be discovered by findings the difference among the highest and the lowest score. The highest score in the Pre-Test was 80, and the lowest was 60. Meanwhile, the highest score of the Post Test was 100, and the lowest score was 74. From the highest and the lowest score of each group, it was calculated that the range score of the Post-Test from the highest to the lowest was 26. Meanwhile, the Pre-Test range score from the highest to the lowest was 20. It means that there is a gap between the lowest score and the highest score of the Pre-Test and Post-Test that the number of gaps is 6.

3.2 Normality Test

In this study, Kolmogorov-Smirnov was used to measure the normality of the data. If the value of the data is greater than 0.05, the data can be classified as normally distributed. On the other hand, if the value of the data is less than 0.05, the data can be classified as abnormal. In addition, the results of the normality test can be seen in the table.

Table 11: Table Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	0.154	32	0.053	0.937	32	0.061
Posttest	0.144	32	0.089	0.959	32	0.26

The results show that the pre-test significance value is 0.053, and the post-test significance value is 0.089. The results showed that the two groups were in normal distribution, and the significance value was higher than 0.05.

3.3 T-Test

Table12: Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	32	0.393	0.026

The result showed that the value of Sig. Was 0.026 as Tobserved. The Tcritical value is now 0.05. It meant the significant value of Sig. (2-tailed) was lower than 0.05. If Tobserved is less than the Tcritical value, the null hypothesis (Ho) is also rejected. Therefore, the alternative hypothesis (Ha) was accepted in this study. From this it can be concluded that Mindmeister had a significant impact on the students' vocabulary mastery.

3.4 Effect Size

Table 13: The Effect Size Calculator

	Pre-test	Post-Test
Mean	69.53	89.18
Std. Deviation	5.52	6.54
Correlation	0.393	
Cohen's Effect	2.934	

The effect size test is used to measure the level effect of Mindmeister. This research uses Cohen's formula. The Cohen formula calculates the correlation between the average score, standard deviation, and pre- and post-test. The results of the effect size are shown in the table. The result of the effect size test was 2.934. The effectiveness of the level of treatment when using Mindmeister in 6th grade of SD 3 Banjar Jawa Singaraja has been shown to be classified as strong effect.

4. Discussion

Most activities for young learners consist of movements and should include their senses. Teachers need to work with many objects, visuals, and images to make everything around the school available. It is also important for the teacher to have the young learner play in that language, talk to themselves as much as possible, and use songs and nursery rhymes. Young learners are unique learners, have different learning styles, and tend to understand materials differently. There are some common characteristics of young learners, they react even if they don't understand (Prayatni, 2019), they learn from everything around them, they learn indirectly rather than directly. Increasingly, they understand mainly from explanations, when they see, hear, touch, and interact.

Abstractions are tricky and generally show curiosity about the world and enthusiasm for language learning, but they look like problematic students despite their success in language learning. They are passionately committed when engaged and most of them begin to understand the need for learning. As a result of intellectual development, attention is increased. They can speak and engage in abstract thinking. They have a full range of (positive or negative) life and learning experiences. They have expectations for the learning process and have their own learning patterns. They are more disciplined than other age groups and know how to struggle. They like to talk about themselves and deal with learning with their life as the main topic.

They love discovering things, making or drawing things, using their imagination, moving from one place to another, solving puzzles. They have a short attention span, they can easily get bored after 5-10 minutes. Teachers should have a rich repertoire of activities to help young children receive information from a variety of sources and plan a range of activities for a given time period. Teachers should work with students individually or in groups. Teachers need to be aware of the students interests to motivate them, the classroom should be colorful and bright with enough room for different activities.

One of the appropriate learning media for showing jargon during a pandemic that can build understudies' excitement for learning by showing appealing visuals, pictures and items alluringly are "Mindmeister". MindMeister is one of the web innovation based psyche map devices you can use to foster brain maps in your virtual homeroom. There are different highlights that permit you to team up with others continuously on a computerized stage and make natural information maps (Yunusa & Umar, 2021). The cooperation highlight incorporates a coordinated talk include that allows you to see who posted what when. Co-editors can likewise remark on and vote on thoughts. MindMeister has an organization outline design as a format for engineers to look over. A library of foundation pictures is additionally accessible to redo your psyche map. You can share your brain map by welcoming others by welcoming them by email or by sharing a connection to alter or see your psyche map. An organized arrangement created as a psyche map guarantees that extremely significant marks of the point are covered, in light of objectives. It transforms drilling work into something imaginative and instinctive. Likewise, when you make a brain map with MindMeister, you can get an outline of the idea initially. All assets like sound, recordings, pictures, hyperlinks, URLs, and so forth can be embedded and saved as a top priority map created by MindMeister. The pool of data accumulated through such instruments gives significant bits of knowledge and perceivability to the idea. This instrument can be utilized by students, all things considered, to learn all the more effectively and release their inventive potential. MindMeister likewise upholds cell phones and tablets, so understudies can access and work on their guides whenever anyplace. MindMeister works with standard Chromebook, iOS, and Android internet browsers.

With cooperative psyche planning apparatuses like MindMeister, you can conceptualize, give introductions, and offer thoughts progressively from any place you are without agonizing over running out of space. What's more, internet-based brain planning furnishes an incredible chance to connect with all students, particularly the thoughtful ones. Yet, research on the adequacy of such instruments in the showing system is as yet in its early stages. Planning instruments can work with student skill, coordination, correspondence,

metacognition, examination, critical thinking, and thinking. Matched shared brain models can be valuable for cooperative learning and learning exercises to upgrade learning adequacy. An assortment of devices is accessible that can be mixed with proper systems for powerful and effective learning results to work with visual reasoning and backing coordinated effort on advanced stages.

The English learning process completed at SDN 3 Banjar Jawa involves Mindmeister as an English learning medium with attention on further developing the jargon abilities of grade 6 understudies. six gatherings with various learning topics. Figuring out how to utilize Mindmeister via conveying fun material plans, for example, picture speculating tests, fill in the clear and fun picture perception as English material. The learning system utilizing Mindmeister moves along as expected, which should be visible through the information on the learning results of sixth-graders at SDN 3 Banjar Jawa. Through the consequences of information examination that has been gathered like pre-test, post-test, poll, and perception sheet. Through the Pre-Test and Post-Test we can gauge the aftereffects of understudy skill through six review gatherings by dissecting their information utilizing measurable normal investigation, through the Pre-Test ability score information that was shown before the execution of Mindmeister was 69.53 while the outcomes their capability in the wake of having held six Mindmeister learning and treatment gatherings, their normal was 89.18. Wherefrom the consequences of the information shown, it very well may be presumed that the aftereffects of the method involved with executing Mindmeister learning media essentially affect their learning pay later treatment.

5. Conclusion

Regarding the effect of Mindmeister's online learning media on vocabulary development in sixth grade English learning for SDN 3 Banjar Jawa students, the researchers found that there was a significant value to the implementation of Mindmeister's online learning media on the vocabulary development of young learners at SDN 3 Banjar Jawa. Through six meetings and treatments using the Mindmeister online learning application, students can take part in learning well and have a very positive response. Through learning using Mindmeister the teacher can display vocabulary material that is in accordance with the learning theme in a more structured manner using the Mind map method which can make students more organized in learning English vocabulary. The Mindmeister online learning application can also display attractive visual images and can make students more interactive in responding to images, with the application of images and also the Mind map learning method students will become more interested in the English learning process. Through the learning process by using an attractive visual display and an organized mind map, students can follow the learning process better as evidenced by the results of the data obtained by the researcher. Through the results of the data obtained by the researchers, it was explained that after giving treatment and implementing learning using Mindmeister online learning media, students got higher scores than before the application of Mindmeister online learning media.

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