

**THE IMPLEMENTATION OF USING MIND MAPPING STRATEGY TO
INCREASE STUDENTS VOCABULARY MASTERY**

An Undergraduate Thesis



By

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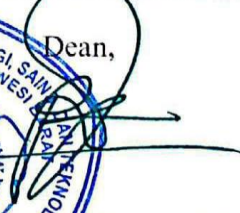
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ABSTRAK

WARDA YULIANTI: The Implementation of Using Mind Mapping Strategy to Increase Students' Vocabulary Mastery. **Undergraduate Thesis. Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.**

Tujuan dari penelitian ini adalah untuk mencari tahu apakah strategi mind mapping dapat meningkatkan kosakata siswa dalam bahasa Inggris. Jenis penelitian ini menggunakan metode penelitian Kuantitatif menggunakan metode penelitian eksperimen (Quasi Experimental Design), teknik pengambilan sampel yang digunakan adalah cluster sampling. Dalam penelitian ini terdapat 2 kelas yang berjumlah 50 siswa, kelas VIII B sebanyak 25 siswa sebagai kelas eksperimen dan kelas VIII A sebanyak 25 siswa sebagai kelas kontrol di SMPN 5 Campalagian. Pengumpulan data dilakukan dengan tes dan pengisian kuesioner untuk mengukur respon siswa terhadap penerapan strategi mind mapping. Berdasarkan analisis data, peneliti menemukan bahwa terdapat perbedaan yang signifikan. Rata-rata nilai pre-test siswa kelas eksperimen adalah 38,93 sedangkan nilai rata-rata post-test adalah 82,40. Kemudian nilai rata-rata kelas kontrol yaitu pre-test sebesar 53,12 sedangkan nilai rata-rata post-test kelas kontrol adalah 65,92 yang berarti terdapat pengaruh signifikan dari strategi mind mapping terhadap penguasaan kosakata siswa. Selain itu, hasil kuesioner menunjukkan bahwa sebagian besar siswa merasa strategi ini membantu mereka memahami dan mengingat kosakata baru dengan cara yang lebih menarik dan efektif. Hasil uji normalitas menunjukkan bahwa data tidak berdistribusi normal, sehingga analisis data dilakukan menggunakan uji non-parametrik Mann-Whitney U. Hasil analisis menunjukkan nilai Asymp. Sig. (2-tailed) sebesar $0.000 < 0.05$, yang berarti terdapat perbedaan yang signifikan antara hasil post-test kelas eksperimen dan kelas kontrol. Dengan demikian, strategi mind mapping dapat menjadi salah satu alternatif strategi pembelajaran yang efektif dalam meningkatkan penguasaan kosakata siswa.

Kata Kunci: Kosakata, Mind mapping, persepsi siswa

ABSTRACT

WARDA YULIANTI: The Implementation of Using Mind Mapping Strategy to Increase Students' Vocabulary Mastery. **Undergraduate Thesis. Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.**

The purpose of this study was to find out whether the Mind Mapping strategy can improve students' vocabulary in English. This type of research used a quantitative research method using an experimental research method (Quasi Experimental Design), the sampling technique used is cluster sampling. In this study there were 2 classes totalling 50 students, class VIII B as many as 25 students as the experimental class and class VIII A as many as 25 students as the control class at SMPN 5 Campalagian. Data collection was carried out by testing and filling out questionnaires to measure students' responses to the use of the mind mapping strategy. Based on data analysis, the researcher found that there were significant differences. The average pre-test score in the experimental class was 38,93, which increased to 82,40 in the post-test. In comparison, the control class showed a smaller improvement, from 53,12 in the pre-test to 65,92 which means that there is a significant influence of the mind mapping strategy on students' vocabulary mastery. In addition, the results of the questionnaire showed that most students felt that this strategy helped them understand and remember new vocabulary in a more interesting and effective way. The results of the normality test showed that the data were not normally distributed, so data analysis was carried out using the non-parametric Mann-Whitney U test. The results of the analysis showed that the Asymp. Sig. (2-tailed) value was $0.000 < 0.05$, which means that there was a significant difference between the post-test results of the experimental class and the control class. Thus, the mind mapping strategy can be an alternative effective learning strategy in improving students' vocabulary mastery.

Keyword: Vocabulary, Mind Mapping, students' perception

CHAPTER I

INTRODUCTION

A. Background

English is an international language that can be used to communicate with people throughout the world. Purandina, (2021) states that English has become the international language. English is used for communication in almost every country in the world. Some even make it the official language or first language of their country. In Indonesia, English is used as the First foreign language that should be learned by students from elementary School until University. There are four skills in English, such as speaking, reading, listening, and writing, that must be mastered. Besides that, there are three aspects that will support the four basic language skills above, and they are called the three elements of language such as grammar, vocabulary, and pronunciation. Vocabulary is important in every language. vocabulary is one of the components of a language. No one can communicate without vocabulary.

Vocabulary is usually regarded as the most prominent instrument for learners to succeed in second language learning, and ESL students see it as the most challenging section. Vocabulary plays an important role in language skills because the more vocabulary available, the better someone is at conveying messages effectively. Vocabulary is an important aspect of English and is a very important requirement for other people to communicate or interact both orally and in writing. Vocabulary is a very important component to learn when students want to know about a foreign language. Without having a vocabulary, students cannot orally or in writing convey their feelings to others Lestari, (2020).

According to the observation the researcher made at one of the junior high schools, specifically at the SMP Negeri 5 Campalagian, the researcher found that students have problems in the process of learning English in class. Students are having a hard time understanding the material delivered by the teacher. The lack of students' interest in understanding English is because

teachers still use boring learning methods to address the problem, leading to a lack of vocabulary that students. To clarify the observation the researcher had made, researcher also had an interview with the teacher in charge of the students' English studies, The teacher said that students were very poor in their vocabulary because of their lack of interest in learning English, and they lacked the motivation for learning English. The teacher said that most students did not pay good attention to lessons given by their teachers and preferred to play or chat with their friends during class.

The problem researcher discovered from observation requires a strategy of learning that can increase the students' interest in learning English. The method of learning is an accumulation of concepts and learning concepts. Both are a combination in the learning system with the involvement of the learner, the purpose, the procedures, the materials, the tools or media used, and the available facilities.

With the data that the researcher has collected, deduce and try to solve the students' problems with the new learning model that is being applied in schools, namely the application of the Mind Mapping strategy. Usually, the teacher carries out the teaching and learning process, but the learning model is monotonous according to the students. This means that students feel bored when the learning process is not improved or the learning model is not updated. Researcher apply the learning model of Mind Mapping strategy so that students are more interested because this model is the same as the application of games in the classroom. The Mind Mapping strategy is one of the actions or efforts of a teacher to increase students' vocabulary.

The benefits of applying the Mind Mapping strategy are: 1) Mind Mapping with the expected results, this Mind Mapping technique learning method can provide new information for teachers to be applied in school. 2) Help students to map the concept of explaining the topic. 3) Attracting student motivation to be in learning English, especially students' vocabulary. Mind maps provide many benefits.

Hence, the researcher will conduct research that can help students to keep the spirit of learning English to develop communication skills both domestically and abroad by applying the learning process method, namely the Mind Mapping strategy, to improve students' vocabulary in SMPN 5 CAMPALAGIAN.

B. Problem Identification

To identify the existing problems, the researcher observed the English teaching and learning process in the eighth grade of SMPN 5 Campalagian and then interviewed the English teacher below:

1. Information was obtained that students had difficulty learning English because of the lack of English vocabulary
2. The lack of interest of students in learning English, especially vocabulary, because of the less interesting teaching method

C. Problem Limitation and Formulation

Based on the background and problem, it has been found that students need an enjoyable and easy learning method. Therefore, the researcher questions as below:

1. Can the mind mapping method improve students' vocabulary mastery?
2. What are the students' perceptions of the mind mapping strategy in learning English vocabulary?

D. Research Objective

The purpose of research to be achieved in this study is as follows:

1. To find out whether or not the mind mapping strategy can improve students' vocabulary mastery.
2. To find out what the students' perception of the mind mapping strategy is in learning English vocabulary.

E. Research Benefits

The benefits of research include:

Theoretical benefits:

The study can help deepen an understanding of how vocabulary is studied and how the use of the mind mapping strategy can increase students' vocabulary, and can also encourage innovation in the development of exciting new methods

Practical benefits

- a. The mind mapping strategy is able to provide active learning in the classroom to increase students' vocabulary mastery in English
- b. Can increase the motivation of students in learning English to increase the students' interest and pleasant vocabulary mastery

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research that had been done in using mind mapping strategy to increase students' vocabulary mastery at SMPN 5 Campalagian, there was significant improvement. It can be proven from the finding which showed the difference between the mean score of pre-test and post-test in experimental class. The students in the experimental class who were taught by mind mapping strategy get better achievement than the students in the control class who were taught without using Mind Mapping strategy.

Based on the overall results of hypothesis testing using Mann Withney U the analysis results showed an Asymp. Sig. (2-tailed) value of $0.000 < 0.05$, indicating that there was a significant difference between the post-test result of the class experimental class and control class. The statistical calculation results of the pre-test and post-test show that there is a better improvement in students' vocabulary mastery in the experimental class compared to the control class in eighth grade students at SMPN 5 Campalagian. This can be seen from the difference in scores on the pre-test and post-test in the experimental and control classes. The mean value of the experimental class post-test was 82.40 while the mean value of the control class post-test was 65.92, statistically the experimental class was higher than the mean value of the pre-test. The post-test mean score of the experimental class increased from 38.93 to 82.40.

Based on the analysis of the questionnaire data, it can be concluded that students' positive perception toward the use of the mind mapping strategy in vocabulary learning obtained an average score of 82.92% which falls into the "Very Good" Category. This indicates that most students' responded enthusiastically and felts that mind mapping helped them in understanding vocabulary. Therefore, it can be concluded that, overall, students' hold a positive perception and accept mind mapping as an effective and enjoyable learning strategy.

B. Suggestions

Based on the result of this research, some suggestions are offered such as:

1. For English teacher

English teachers are required to be more creative in providing learning methods for students. So that students can be interested or excited in learning, especially in learning English. So that it makes it easier for students to improve their insight.

2. For the students

Students must be active in honing their vocabulary, especially in English which is an international language. Students should pay more attention to the teacher in front of the class if the learning is delivered in front of the class so that it is easy to get lessons in class and must increase learning motivation in order to master English vocabulary.

3. For the next researcher

For further researchers should be able to increase the level of students to be given treatment using Mind mapping strategy. Researchers must provide a different pre-test and post-test design but the same context. Because there are some students who remember the right and wrong answers on the pre test and post test. So that researchers get the real ability results before giving treatment and the final ability results for the student's post test. Hope for further researchers to develop more vocabulary and creative materials to be given to students to improve English vocabulary to continue research on the use of Mind mapping strategy to improve vocabulary mastery in junior high school students.

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