

**THE EFFECTIVENESS OF USING MIND MAPPING
TECHNIQUE ON THE FIFTH GRADER'S VOCABULARY
MASTERY AT SDN 1 JELI KARANGREJO
TULULUNGAGUNG**

THESIS



by:

YAKUP KURNIAWAN

NIM. 2813123161

**ENGLISH DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF TULUNGAGUNG**

July 2016



**THE EFFECTIVENESS OF USING MIND MAPPING
TECHNIQUE ON THE FIFTH GRADER'S VOCABULARY
MASTERY AT SDN 1 JELI KARANGREJO
TULULUNGAGUNG**

THESIS

Presented to

State Islamic Institute of Tulungagung in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan Islam in English Education Program



By :
YAKUP KURNIAWAN
NIM.2813123161

**ENGLISH DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF TULUNGAGUNG**

July 2016

ADVISOR'S APPROVAL SHEET

This is to certify that Sarjana Pendidikan Islam thesis of “The Effectiveness Of Using Mind Mapping Technique On The Fifth Grader’s Vocabulary Mastery At SDN 1 Jeli Karangrejo Tulungagung”

Written by Yakup Kurniawan has been approved by thesis advisor for further approval by the board of examiners.

Tulungagung, July 2016

Advisor,

Muh.Basuni,M.Pd
NIP.197803122003121001

LEGITIMATION FROM THE BOARD OF THESIS EXAMINERS

This is to certify that the sarjana's thesis of Yakup Kurniawan has been approved by the Board of Examiners as the requirement for the degree of Sarjana Pendidikan Islam in English Education Program.

Board of thesis examiners

Chair

Secretary,

Dr.Nurul Chojimah,M.Pd
NIP.19690629200912001

Muh.Basuni,M.Pd
NIP. 197803122003121001

Main Examiner,

Nanik Sri Rahayu,M.Pd
NIP.197507072003122002

Tulungagung, July, 2016
Approved by
Dean of Faculty of Tarbiyah and Teacher Training IAIN Tulungagung

Dr. H. Abd. Aziz, MPd.I
NIP. 19720601 200003 1 002

MOTTO

“DO THE BEST”

GOD TAKE THE REST”

DEDICATION

THIS THESIS DEDICATED FOR:

MY BELOVED PARENT MR.SUTAHIR AND MRS.ASPIATUN

MY SISTER IKA NOFIYANTI

WHO ALWAYS SUPPORT ME WITH PRAYER ,LOVE AND PATIENCE.

ALL MY FRIENDS WHO HELP ME TO FINISH MY THESIS

MY COLLEGE,ENGLISH EDUCATION PROGRAM OF IAIN TULUNGAGUNG.

DECLARATION OF AUTHORSHIP

Name :Yakup Kurniawan
Student Registered Number : 2813123161
Place, Date of Birth : Tulungagung, 26th August 1993
Address : Ds.Jeli, Kec. Karangrejo, Kab.Tulungagung
Faculty : Tarbiyah and Teacher Training
Department : English Education Department

States that the thesis entitled “The Effectiveness Of Using Mind Mapping Technique On The Fifth Grader’s Vocabulary Mastery At SDN 1 Jeli Karangrejo Tululungagung” is exactly my original work. It doesn’t compromise with other materials previously written or published by another person except those indicated references. Due to the fact, I am only person who responsible for the thesis if there are any claims from other.

Tulungagung, July 2016

The Writer

Yakup Kurniawan
2813123161

ABSTRACT

Kurniawan,Yakup. Student registered number 2813123161.2016. The Effectiveness Of Using Mind Mapping Technique On The Fifth Graders Vocabulary Mastery At SDN 1 Jeli Karangrejo Tululungagung. Sarjana . Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung. Advisor : Muh. Basuni, M.Pd.

Keyword : effectiveness ,mind mapping, vocabulary

Studying a language cannot be separated from studying vocabulary. By learning vocabulary, learners will be able to communicate in English. Vocabulary presented in a familiar context and systemized manner with visual support seems important for memorization. Using games, songs, and rhymes are effective ways of learning and practicing language. It means that we must choose the strategy or media that is appropriate used in teaching vocabulary.

One of media that can be used in teaching vocabulary is mind mapping. Mind mapping is a very powerful tool for brainstorming, creative thinking, problem solving, organizing of ideas and of course, not taking and student can enthusiastic in study vocabulary at class.

The formulation of the research problems were: 1) how is student vocabulary achievement before being taught using mind mapping technique? 2) how is student vocabulary achievement after being taught using mind mapping technique? 3) is there any significant difference before and after being taught using mind mapping technique? . The objective of this research were : 1) to investigate the student vocabulary achievement before being taught using mind mapping technique? 2) 1) to investigate the student vocabulary after being taught using mind mapping technique? 3) to investigate if there is any significant difference on student achievement before and after being taught using mind mapping technique?

In this study the research design used by the researcher is pre-experimental design in the form of one-group pre-test and post-test. The population of this study were all students of SDN 1 Jeli Karangrejo. The sample on fifth grade which consisted of 14 students. The instruments used in this research was vocabulary test (pre-test and post-test). The data analysis was using T-test. The result showed that the total of students' achievement on vocabulary scores before being taught mind mapping technique

The result showed that the total of students' vocabulary achievement scores before being taught by using mind mapping technique was 810, while the total score after being taught by using mind mapping technique was 1080. The T_{-count} was 5.324, whereas T_{-table} with significance level 5% was 1.770. Therefore, T_{-count} was bigger than T_{-table} . it means that (H_a) which states that there is significant difference between students' score before and after being taught by using mind mapping technique is accepted. Whereas, (H_0), which states there is no significant difference between students' score before and after being taught by using mind

mapping technique is rejected. It means that there is significant different score of students achievement in teaching vocabulary on the fifth grade at SDN 1 Jeli Karangrejo Tulungagung ,before and after using *mind mapping technique*. So ,the mind mapping technique is effective and suggested to be used to teach vocabulary on the fifth grade students at SDN 1 Jeli Karangrejo Tulungagung.

ABSTRAK

Kurniawan,Yakup. 2813123161.2016. The Effectiveness Of Using Mind Mapping Technique On The Fifth Graders Vocabulary Mastery At Sdn 1 Jeli Karangrejo Tululungagung. Sarjana.Skripsi. Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Institut Agama Islam Negeri (IAIN) Tulungagung. Pembimbing : Muh. Basuni, M.Pd.

Keyword : keefektifitasan, mind mapping, kosakata

Belajar bahasa tidak dapat dipisahkan dari belajar kosa kata. Dengan belajar kosa kata, peserta didik akan mampu berkomunikasi dalam bahasa Inggris. Kosakata disajikan dalam konteks akrabdan cara sistematis dengan dukungan visual yang tampaknya penting untuk menghafal. Menggunakan game, lagu, dan sajak cara yang efektif untuk belajar dan berlatih bahasa. Ini berarti bahwa kita harus memilih strategi atau media yang tepat digunakan dalam mengajar kosakata.

Salah satu media yang dapat digunakan dalam mengajar kosakata adalah pemetaan pikiran. Pemetaan pikiran adalah alat yang sangat kuat untuk brainstorming, berpikir kreatif, pemecahan masalah, mengorganisir ide-ide dan tentu saja, tidak mengambil dan mahasiswa dapat antusiasdalam penelitian kosakata di kelas.

Rumusan masalah penelitian ad alah: 1) bagaimana prestasi siswa dalam penguasaan kosa kata sebelum diajar menggunakan teknik pemetaan pikiran? 2) bagaimana prestasi siswa dalam penguasaan kosa kata setelah diajar menggunakan teknik pemetaan pikiran? 3) apakah ada perbedaan yang signifikan sebelum dan sesudah diajarkan menggunakan teknik pemetaan pikiran? . Tujuan dari penelitian ini adalah: 1) untuk menyelidiki prestasi kosakata siswa sebelum diajarkan menggunakan teknik pemetaan pikiran? 2) 1) untuk menyelidiki kosakata siswa setelah diajar menggunakan teknik pemetaan pikiran? 3) untuk menyelidiki apakah ada perbedaan yang signifikan terhadap prestasi belajar siswa sebelum dan sesudah diajarkan menggunakan teknik pemetaan pikiran?

Dalam penelitian ini desain penelitian yang digunakan oleh peneliti adalah desain pra-eksperimen dalam bentuk satu kelompok pre-test dan post-test. Populasi penelitian ini adalah semua siswa SDN 1 Jeli Karangrejo. Sampel pada kelas lima yang terdiri dari 14 siswa. Instrumen yang digunakan dalam penelitian ini adalah tes kosakata (pre-test dan post-test). Analisis data menggunakan T-test. Hasil penelitian menunjukkan bahwa total prestasi siswa padaskor kosakata sebelum diajarkan teknik pemetaan pikiran Hasil penelitian menunjukkan bahwa total skor prestasi kosakata siswa sebelum diajarkan dengan menggunakan teknik pemetaan pikiran adalah 810, sementara skor total setelah diajarkan dengan menggunakan teknik pemetaan pikiran adalah 1080. T-hitung adalah 5,324, sedangkan T-meja dengan tingkat signifikansi 5% adalah 1,770. Oleh karena itu, T-hitung lebih besar dari T-tabel. itu berarti bahwa (H_a) yang menyatakan bahwa ada perbedaan yang signifikan antara skor siswa sebelum dan sesudah diajarkan dengan menggunakan teknik pemetaan pikiran diterima. Sedangkan, (H_0), yang menyatakan tidak ada perbedaan yang signifikan antara skor siswa sebelum dan

sesudah diajarkan dengan menggunakan teknik pemetaan pikiran ditolak. Ini berarti bahwa ada skor yang berbeda signifikan prestasi siswa dalam pengajaran kosakata di kelas lima SDN 1 Jeli Karangrejo Tulungagung, sebelum dan sesudah menggunakan teknik pemetaan pikiran. Jadi, teknik pemetaan pikiran efektif dan disarankan untuk digunakan untuk mengajar kosakata pada siswa kelas V di SDN 1 Jeli Karangrejo Tulungagung.

ACKNOWLEDGEMENT

In The name of ALLAH SWT The Most Beneficent and The Most Merciful. All praises are to Allah SWT for all the blesses so that the writer can accomplish this thesis. In addition, may Peace and Salutation be given to the prophet Muhammad SAW. Who has taken all human being from the darkness to the Lightness. The writer would like to express her genuine gratitude to :

1. Dr. H. Abdul Aziz ,M.Pd.I., the Dean of Faculty of Tarbiyah and Teacher Training of IAIN Tulungagung for his permission to write this thesis.
2. Dr. Arina Shofiya,M.Pd., the Head of English Education Department who has given her some insight so the writer can accomplish this thesis.
3. Muh.Basuni,M.Pd., the writer's advisor, for her invaluable guidance, suggestion and feedback during the completion of this thesis.
4. Sudarwati ,S.Pd.,the headmaster of SDN 1 Jeli Karangrejo Tulungagung who has given the writer permission to conduct a research at this school.
5. The fifth grader of SDN 1 Jeli Karangrejo Tulungagung for cooperation as the sample of this research.

The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, July 2016

The Writer

TABLE OF CONTENT

Cover	i
Advisor's Approval Sheet.....	ii
Board of Examiner's Approval Sheet	iii
Motto	iv
Dedication	v
Declaration of Authorship.....	vi
Abstract	vii
Abstrak	ix
Acknowledgment	xi
Table of Contents	xii
List of Appendices	xiv

CHAPTER I. INTRODUCTION

A. Background of The Research	1
B. Formulation of The Research Problem	4
C. Objective of The Research	5
D. Hypothesis of The Research.....	5
E. Significant of The Study	6
F. Scope and Delimitation	6
G. Definition of Key Terms	7

CHAPTER II. REVIEW OF RELATED LITERATURE

A. Vocabulary.....	9
--------------------	---

B. Mind Mapping Technique.....	14
C. The Effectiveness Of Using Mind Mapping Technique On the Fifth Graders Vocabulary mastery at SDN 1	18
D. Previous Study	19

CHAPTER III. RESEARCH METHOD

A. Research Design	21
B. Population, Sample and Sampling	24
C. Research Variable	26
D. Data and Data Source	28
E. ResearchInstrument.....	29
F. Validity and Reliability Testing	30
G. Data Collection Method	34
H. Data Analysis	36
I. Hypothesis Testing.....	37

CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION

A. The Description of Data	38
B. Hypothesis Testing.....	44
C. Discussion	45

CHAPTER V. CONCLUSION AND SUGGESTION

A. Conclusion	48
B. Suggestion	49

REFERENCES	51
-------------------------	----

APPENDICES

LIST OF TABLE

Table 3.1 The Design of One-Group Pre-test Post-test	23
Table 3.2 content validity on test specification on pre test	31
Table 3.3 content validity on test specification on post test	31
Table 3.4 Classification Of Reliability Test.....	34
Table 3.5 The Schedule Of Research.....	35
Table: 4.1 Descriptive Of Pre-Test	39
Table 4. 2 The Descriptive Table Of Post-test.....	40
Table 4.3. Paired Sample Statistics	41
Table 4.4. Paired Sample Correlation	42
Table 4.5. Paired Sample Test.....	43

LIST OF APPENDICES

Appendix 1 : Validation instrument penelitian

Appendix 2 : Pre-test and Key answer

Appendix 3 :Post-test and Key answer

Appendix 4 : The score of pre-test and post-test

Appendix 5 : The result of KR-20

Appendix 6 : T-table

Appendix 7 : Surat ijin penelitian

Appendix 8 : Surat keterangan penelitian

Appendix 9 : Guidance Card

Appendix 10 : Form of mind mapping

Appendix 11 : Surat keterangan selesai bimbingan

Appendix 12 : Photo of research

Appendix 13 : Curriculum vitae