IMPROVING STUDENT'S VOCABULARY MASTERY USING MIND MAPPING AT SEVENTH GRADE STUDENTS IN SMPN 06 KAYAN HILIR

THESIS

Submitted as a Partial Fulfillment of the Requirement for The Attainment of
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STATEMENT OF AUTHORSHIP

Except where references is made in the text of the thesis, this thesis contains no materials published elsewhere or extracted in whole or in part from thesis or any other degree or diploma.

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All research procedures reported in this thesis ere approved by the researcher's advisor and did not break any faculty or university research ethics.

Sintang, 20 January, 2024

Yuvinus Herkolanus Indra

MOTTO

Work like a Bird, Silent like Ninja, Spirit like Dragon!

Do the best what do you think best **(Jackie Chan)**

Learning Without think it useless, Think without Learn it is Dangerous. **(Confusius)**

"My God will supply all yout needs according to His riches and glory in Jesus Christ". **(Philippians 4: 19)**

DEDICATION

I DEDICATE THIS THESIS FOR:

1. Parents and
2. All of my friends, Antonius, Kevin Sutanto, Marcelos Eko, Katrin Tryanti, Bill Sopois

ABSTRACT

Indra, Yuvinus Herkolanus. 2022, Improving Student's Vocabulary MasteryUsing Mind Mapping of Seventh Grade Students at SMPN 06 Kayan Hilir. Thesis, English Language Study Program of STKIP Persada Khatulistiwa Sintang. Advisor I: Thomas Joni Verawanto Aristo, M.Pd., Advisor II: Sijono, M.Pd.

Keywords : Vocabulary, Simple Mapping

This research aims to improve students' vocabulary using mind mapping and to observe the improvement of their participation in the learning process. The study was conducted with 7th-grade students from SMPN 06 Kayan Hilir, with a total population of 30 students. This research uses Classroom Action Research (CAR). The data were collected through documentation and interviews. The documentation was obtained from students' worksheets, while interviews were conducted to identify the challenges students faced in learning English, particularly vocabulary. The qualitative data helped to uncover difficulties students encountered, while the quantitative data were analyzed through several steps: assembling, coding, comparing the data, building interpretations, and reporting the results. The research was conducted in two cycles. In the first cycle, the average vocabulary score of the students was 62.67, with only 33.3% of the students meeting the *Kriteria Ketuntasan Minimal* (KKM). After the intervention and improvements made in the second cycle, the average score increased significantly to 87.3, with 86.67% of the students reaching the KKM. This shows a marked improvement in students' vocabulary mastery and indicates that the use of mind mapping in the classroom effectively enhances both learning outcomes and student engagement in the learning process. Based on the findings, mind mapping is a powerful tool to facilitate vocabulary acquisition. It is recommended that this technique be continuously used as a regular part of the learning process, not only for vocabulary but also for other language skills such as grammar and reading comprehension. By adapting mind mapping to different aspects of English learning, teachers can further enhance student engagement and improve overall language proficiency.

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