



**IMPROVING VOCABULARY MASTERY BY USING  
MIND MAPPING TECHNIQUE AT GRADE VIII  
STUDENTS OF MTs BAHARUDDIN**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan  
as a Partial Fulfillment of the Requirement for the Degree of  
Educational Scholar (S.Pd.) in English*

**Written By:**

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STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2021**



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Assalamu a'laikum warahmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on thesis belongs to **Fitri Khairani Daulay** entitled "**Improving Vocabulary Mastery by Using Mind Mapping Technique at Grade VIII Students of MTs Baharuddin**". We approved that thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

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**LEGALIZATION**

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### **ABSTRACT**

This research discussed about improving students vocabulary mastery by using mind mapping technique at grade VIII-2 students of MTs Baharuddin. The problems of this research were students only used conventional teaching in learning process, as a result students were lazy and feel boring when they are asked to memorized the vocabulary and students were lack of motivation in vocabulary. So, it made students difficult to get high score in vocabulary.

The purpose of the research was to examine the extent of mind mapping technique it improves students vocabulary mastery at grade VIII-2 students of MTs Baharuddin or not. The focus of the problem in this research was used mind mapping technique to improve vocabulary mastery at grade VIII students of MTs Bahruddin.

The method is Classroom Action Reseach, by implementing the Kemmis design which consisted four steps. Those were planning, acting, observing, and reflecting. The participants of this research were at grade VIII students of MTs Baharuddin which consisted of 33 students in class VIII-2. the focus of this research was improving students vocabulary mastery. Meanwhile, the data were derived among from quantitative (mean score of students' vocabulary tests), and qualitative (observation notes and interview).

The result of the research showed the improvement mean score of the students. The first test in the first cycle was 70.00 (33,33%) and second test in the second cycle was 85.15 (87,87%). It can be concluded that the mean score in the second cycle was higher than the first cycle. Based on observation notes stated that the students got improvement and the students were more active and interested in learning vocabulary mastery. Related to the interview result, it could be known that students vocabulary mastery had improved. It asserted that mind mapping technique can improve students vocabulary mastery at grade VIII-2 MTs Baharuddin.

**Key Word: Mind Mapping Technique, Vocabulary**



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**Judul Skripsi** : Meningkatkan Penguasaan Kosakata dengan Menggunakan Teknik Mind Mapping pada Siswa Kelas VIII MTs Baharuddin.

### **ABSTRAK**

Penelitian ini membahas tentang peningkatan penguasaan kosakata siswa dengan teknik mind mapping pada siswa kelas VIII-2 MTs Baharuddin. Permasalahan dalam penelitian ini adalah siswa hanya menggunakan pembelajaran konvensional dalam proses pembelajaran, sehingga siswa menjadi malas dan merasa bosan ketika diminta menghafal kosakata dan siswa kurang motivasi dalam belajar kosakata. Sehingga siswa sulit mendapatkan nilai tinggi dalam kosakata.

Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana teknik mind mapping dapat meningkatkan penguasaan kosakata siswa kelas VIII-2 MTs Baharuddin atau tidak. Fokus masalah dalam penelitian ini adalah menggunakan teknik mind mapping untuk meningkatkan penguasaan kosakata pada siswa kelas VIII MTs Bahruddin

Metode yang digunakan adalah Penelitian Tindakan Kelas, dengan mengimplementasikan desain Kemmis yang terdiri dari empat tahap. Itu adalah perencanaan, tindakan, observasi, dan refleksi. Partisipan penelitian ini adalah siswa kelas VIII MTs Baharuddin yang berjumlah 33 siswa di kelas VIII-2. Fokus penelitian ini adalah meningkatkan penguasaan kosakata siswa. Sedangkan data yang diperoleh antara lain kuantitatif (nilai rata-rata tes kosakata siswa), dan kualitatif (catatan observasi dan wawancara).

Hasil penelitian menunjukkan peningkatan nilai rata-rata siswa. Tes pertama pada siklus I 70,00 (33,33%) dan tes kedua pada siklus II 85,15 (87,87%). Dapat disimpulkan bahwa nilai rata-rata pada siklus II lebih tinggi dari pada siklus I. Berdasarkan catatan observasi disebutkan bahwa siswa mengalami peningkatan dan siswa lebih aktif serta tertarik untuk mempelajari penguasaan kosakata. Terkait hasil wawancara dapat diketahui bahwa penguasaan kosakata siswa mengalami peningkatan. Teknik mind mapping dapat meningkatkan penguasaan kosakata siswa kelas VIII-2 MTs Baharuddin.

Kata Kunci: Teknik Pemetaan Pikiran, Kosakata

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**In the name of Allah, the beneficent and the merciful**

Praise is to Allah lord of the world who has bestowed upon me in completing this thesis. Peace and blessing upon to the prophet Muhammad SAW, his families, his companies, and his followers.

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Padangsidimpuan, Juni 2021

Researcher

**FITRI KHAIRANI DAULAY**  
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Vocabulary is an important aspect in learning language. The first thing that human learn in mastering the language is vocabulary. In learning English, the students must know about the vocabulary to make them easier. Vocabulary will help them in comprehending English because vocabulary has link to each skill. English as foreign language has four skills. They are listening, speaking, reading, and writing. By mastering the vocabulary, the students will be easier in learning English.

The importance of vocabulary is represents one of very important element necessary for teaching and learning a foreign language. It is the basic for the development of all the other skills. Students should have adequate stock of vocabulary to make them communicate easily. The students have to know English vocabulary items. They can express, thoughts, feeling, or desires in their communication if they have stock vocabularies. Without vocabulary also one cannot communicate effectively or express his idea in both oral and written form. Vocabulary has important role which related to develop the four skills.

The efforts of improving vocabulary mastery of students are; *The first*, the government change the curriculum based on KTSP become K13. *The second*, the headmaster prepare learning facilities and infrastructure, guide the

teacher to effectively use English in the classroom. *The third*, English teacher must use media to make the student more understand material. It can make the student higher enthusiasm in learning and active in classroom. Students do not get bored in learning English, especially vocabulary.

Condition of English vocabulary mastery in eight students of MTs Baharuddin is poor. Based on interview with the teacher at MTs Baharuddin. He said:

Students was lazy for bring the dictionary, they prefer to wait for the teacher to translate the vocabulary, and they also tend to forget the meaning of the word which have been taught or practiced before. In brief, students' vocabulary mastery does not fulfill the expectation.<sup>1</sup>

Then, the researcher interview students of MTs Baharuddin.

The students have difficulty in remembering new vocabulary because of the differences between what is written and what is spoken so the students were easy to feel bored in learning and not interested in learning process. The teacher still used the command way in teaching vocabulary such as giving them a list of vocabulary and asked the students to remember.<sup>2</sup>

The factors of vocabulary mastery are method, media, strategy, and technique. Technique is a skillful or efficient way of doing or achieving something. Furthermore, language teaching technique should be fixed with suitable language skill, such as speaking, writing, reading, and listening. It means that a set of procedures or the techniques in teaching have significant influence to the students learning result.<sup>3</sup>

There some kinds of teaching vocabulary technique there are, word square technique, TPR ( Total Physical Response) and mind mapping technique. Mind mapping is creative note-taking method, which eases us to

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<sup>1</sup>Private Interview, Defrizal Aswara Rangkuti, Teacher of MTs Baharuddin

<sup>2</sup> Private Interview, Mutiara Tanjung Students of MTs Baharuddin

<sup>3</sup> Buzan, Tony and Barry, *The Mind Map Book: How To Use Radiant Thinking to Maximize Your Brains Untapped Potential*. e-book (New York : Penguin Grup, 1993)P. 112

remember much information. Mind mapping is a powerful graphic technique which provides a universal key to unlock the potential of the brain. Daporter states that mind mapping is the use of whole brains technique by using the visualization and other graphic infrastructure to make an impression. Besides, mind mapping is one of techniques can make the students more enjoyable and interesting in studying vocabulary<sup>4</sup>.

The role of mind mapping technique in teaching vocabulary is flexible, explaining something can be easy without confusing in add the material based on the mind mapping. Concentrate on the topic, keep focus on the keyword can help us to make it simple and it does not waste the time. Increasing comprehension, mind mapping is a simple think pattern so it is not make us confuse to understand what we have learned and easy to remember the material. Enjoyable, imagination and creativity is unlimited in using mind mapping, so it can be funny to learn.<sup>5</sup>

Based on the explanation above, the researcher has conduct a research on title **“Improving Vocabulary Mastery by Using Mind Mapping Technique at Grade VIII Students of MTs Baharuddin”**

## **B. The Identification of Problem**

Vocabulary is all the words in language list of words lesson or book, all the word that one person knows and vocabulary is the knowledge of meanings of words.

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<sup>4</sup> Deporter, Bobbi and Mike Hernacki, *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*,i(Jakarta: Kaifa, 2008), p. 153

<sup>5</sup> Buzan, Tony and Barry, *The Mind Map Book: How to use Radiant Thinking to Maximize Your Brain's Untapped Potential*,e-book(New York: Penguin Group, 1993), p. 7.

Based on the explanation above there are some factors the students vocabulary mastery are method , media, strategy, and technique. One of the technique teaching vocabulary is mapping technique.

### **C. Limitation of the Problem**

As mentioned above, there are some factors that influencing the students vocabulary mastery are method , media, strategy, and mapping technique

Based on the problem in identification above, the resercher has limit the study on the effort to improve vocabulary mastery by using mind mapping technique at grade VIII students through action research. In conducting, the researcher collaborated with the English teacher.

The research focuses to improve vocabulary mastery by using mind mapping technique because at grade VIII students still poor and they think English learning is difficult, and the researcher use mind mapping technique to teach the students, because mind mapping technique make the students interest and enjoy for learning.

### **D. Focus of the Problem**

Based on the identification of problem above, the researcher focuses the problem by using mind mapping technique at junior high school. The researcher used mind mapping technique to increase vocabulary mastery by grade VIII. For this matter, there are technique which can be used. However, the researcher only using mind mapping technique to improve vocabulary mastery at grade VIII students of MTs Baharuddin.

Mind mapping technique can explain to students not only to understanding of the word but also to help students to improve vocabulary mastery. Classification of vocabulary is as part of speech, noun, pronoun, adverb, verb, adjective, preposition, conjunction, and interjection. The researcher focus on noun. Noun is the category includes words denoting all kinds of physical object ( people, animals, thing, and places). The reason why the researcher choose noun factor, because first to master vocabulary mastery is by learning noun.

#### **E. Formulation of the Problem**

To make the problem clearer in this research the researcher formulation the problem is “To what extend mind mapping technique can improve the students vocabulary mastery at garade VIII MTs Baharuddin or not”?

#### **F. The Aims of the Research**

Based on the statement of the problem above, the researcher would to present some objectives of writing this thesis is “to find whether mapping technique could improve the students vocabulary mastery at grade VIII MTs Baharuddin”.

#### **G. The Significance of the Problems**

The significances of the research are:

1. For headmaster as information to improve the quality students of English education in MTs Baharuddin.

2. For English teacher as information about the ability students of English education in MTs Baharuddin.
3. For a reader as an input to conduct further research.

## **H. The Definition of the Key Terms**

### 1. Improving

Improving is a verb that has made something or become better. So, improving is going through better work to reach something. Improving consists of three steps, doing work in a simple way with a great quality and correctly. Crossing these in a step by step process is called improving.

### 2. Vocabulary Mastery

Vocabulary mastery is one of the most important aspect in learning foreign language because the ability of the language learners to read and to comprehend the subject is relatively determined by their vocabulary mastery.<sup>6</sup> So,vocabulary mastery is the students ability in comprehending the vocabulary.

### 3. Mind mapping technique

Mind mapping technique is note taking, to improve memory and problem solving, to promote creativity, to organize thinking, and to develop ideas and concepts<sup>7</sup>.So, mind mapping is creative thinking technique that reflects the way the natural brain works.

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<sup>6</sup> H.D.Brown, *Teaching by principles An interactive approach to language pedagogy*.Englewood Clifs: Prentice Hall.(2001)

<sup>7</sup>Keith Polson, *Mind Mapping in Learning and Teaching Pupil and Teacher Perspectives*.

## **I. The Indicators of the Action**

Action research is any systematic inquiry conducted by teachers' researchers, principals, school counselor or other stakeholders in the teaching learning environment to gather information about the ways that their particular schools operate how they teach, and how well their students learn. This information was gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment out comes and the lives of those involved.<sup>8</sup>

Action means the activities that would be done. The researcher made the teaching program; lesson plan about mapping that was used to teach vocabulary to improve students' vocabulary mastery till the end of the actions had been done. In this research, the researcher collaborated with the teacher to become team work who work together to solve the students' problem in increasing students' vocabulary mastery.

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<sup>8</sup>Mills. Egeoffrey. Action Research a guide for the teacher researcher (New Jersey: Prentice Hall, 2000), P. 6

## CHAPTER II

### LITERATURE REVIEW

#### **A. Theoretical Description**

In conducting a research, theories are needed to explain some concept or terms applied in research. The term as follow :

#### **1. Vocabulary**

##### **a. The Defenition of Vocabulary**

In every language there must be vocabulary. Vocabulary is the words in a language. The learners should master it firstly for mastering the four skills in English; speaking, listening, reading, writing. According to Jack. C. Richard and Willy A. Renandya, Vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write.<sup>9</sup> Its mean vocabulary is very important aspect in language. Someone can speak, listen read and write by using a language because they have had, known and master much of vocabulary.

There are definition of vocabulary by experts. Vocabulary refers to all of words in the whole language or the words or phrases used in particular variety. According to Hanson and Pandua, Vocabulary is the stock of words in a language, or that is known or

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<sup>9</sup> Jack. C. Richard and Willy A. Renandya, *Methodology in Language Teaching and Anthology Arrent Practice* , (USA: Cambridge University Press, 2000), p.255.



used by an individual, or that is associated with particular activity.<sup>10</sup> Students cannot speak or write more in English without knowing English vocabulary, including how to share the meaning of speaker or from the next, when the students read English text and they don't know the meaning, so they cannot understand what the content is, in addition, they cannot interact well and give response to others. In other words, vocabulary plays a very important role in developing the four language skills (listening, speaking, reading and writing).

About the importance of vocabulary in language acquisition, Thornbury states that learning first language starts as words and any following languages are also learned in this way<sup>11</sup>. A learner first learns phrases or words in the target language either implicitly or explicitly before starting to use that language.

In addition, Richards and Renandya stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners listen, speak, read and write.<sup>12</sup> In learning English, students in junior high school should learn a new vocabulary. They have to master a language component in order to comprehend the information, and able to speak and write in English if the learners lack

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<sup>10</sup> Hanson And Pandua, *Teaching Vocabulary Explicitly, pacific Resources For Education And Learning* ( London: Oxford University, 2011). P. 3

<sup>11</sup> Scott Thornbury, *How to Teach Vocabulary*, (Person Education Limited, 2002), P. 13

<sup>12</sup> Jack . Ricahard & Willy A. Renandya, *Methodology In Language Teaching And Athology Of Current Practice*, (USA: Cambridge University Press, 2006), P. 255

of vocabulary, they will find some difficulties in expressing ideas on oral and written.

Therefore, it can be concluded that vocabulary not only contains list of words but also contains meaning of words, so that will be use by people to communicate and express their ideas. Considering the six principles, teachers can give an effective teaching vocabulary to students. Moreover, students can understand well the instructions given by teacher in learning vocabulary.

In the other hand, based on the curriculum junior high school Vocabulary is a large numbers of words that students have to know, not only memorizing the form the word but also understand the meaning. It makes the students are able to identify the meaning of words, students are able to communicate and understand the meaning. It is widely accepted that vocabulary teaching should be part of the syllabus and taught in a well planned and regular basic. It seems that the teacher task to arrange such kind of lesson plan based on the current syllabus in order to help students master English vocabulary. It must be taught in an English class vocabulary.<sup>13</sup> All English language building programs that have been set in the curriculum will not be achieved without qualified teachers.

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<sup>13</sup> Siti Wachidah, Asep Gunawan dan Yuly Rulani *Buku Guru: Bahasa Inggris, When English Rings In A Bell*, ( Jakarta: Pusat Kurikulum Dan Perbukuan, Balitbang, Kemendikbud, 2017) , p. 3- 4

Based on explanation above, vocabulary is a list of the word to deliver something. Vocabulary is very important in language acquisition and the first language as the words. Vocabulary is a large number of words that students have to know, not only memorizing the form of the words but also understand the meaning.

**b. Purpose of vocabulary**

To learn something people have to know the purpose of the things their learn, in this case the purpose of the learning vocabulary is to help the learners easier in expressing the idea because the vocabulary is all of the words contained in a language, the word property owned by a speaker or a writer, words used in a field science, compiled a list of words like he dictionary is accompanied brief explanation through song; this problem is not only enriching vocabulary through lesson language but also through other study.

Indonesia National Education Department also pointed about learning vocabulary:

in accordance language learning vocabulary, learning vocabulary not taught the words or phrases separated off, but was involved in discourse context, with regard to subject and also related with specific areas. In order to achieve optimal learning outcomes vocabulary, teacher need to equip their students with words related to particular field. In every field of science used special words. Vocabulary enrichment effort needs to continuously and can be through certain areas.<sup>14</sup>

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<sup>14</sup> Dediknas, *Peraturan Menteri Pendidikan Nasional, No 22 tentang Kerangka Dasar Dan Struktur Kurikulum Bahasa Inggris SMP dan MTS*, (Jakarta: 2003), p. 35

From the description above, the purpose of vocabulary is very important to understand the language of relationship with its context, to achieve those students need adequate mastery of vocabulary to make students communicate optimally.

### c. The Kinds of Vocabulary

There are two kinds of vocabulary, they are productive vocabulary and unproductive.<sup>15</sup> Productive vocabulary is vocabulary that we often use, or we often use everyday. While unproductive vocabulary is exist vocabulary but seldom use in daily communication.

According to Thornbury, There are two kind of vocabulary:

- a. Active vocabulary refers to put items which learn can use *appropriately in speaking, writing*, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice.
- b. Passive vocabulary refers to language item that can recognize and understand in this context of reading or listening also called as receptive vocabulary.<sup>16</sup>

It means that active vocabulary means word that are used by learners in speaking writing, where as passive vocabulary means words that are understood in reading listening.

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<sup>15</sup> Elfreida H. Hiebart and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*. (Lawrence Erlbaum Associates, PUBLISHER. (New Jersey: London, 2000), p.3

<sup>16</sup> Scott Thornbury, *how to teach Vocabulary*, (New Zealand: Longman, 2002), P. 114

#### **d. Principle of Teaching Vocabulary**

Teaching vocabulary is one important thing to mastery four skills. Another word, the teachers must pay attention when they will teach or give material about vocabulary. In addition, the teacher must pay attention what the principle will be needed to teach the vocabulary. So, the teaching vocabulary is more efficient and effective.

To make teaching vocabulary more effectively, here some principle in teaching vocabulary:

- 1) Focus on the most useful vocabulary first.
- 2) Focus on the vocabulary in the most appropriate way.
- 3) Give attention to high frequency cords across the four strands of a course.
- 4) Encourage learners to reflect on and take responsibility for learning.<sup>17</sup>

Another principle is come from Tricia Hedge Namely, there are number of principle for the teaching of vocabulary:

- 1) Developing a variety of techniques for the teaching of meaning. It means the teacher will need to make decisions about which words is useful to retain and chose techniques accordingly.
- 2) Encouraging the development of effective strategies. Therefore, give and develop the strategy which we know about the strategies that is used to make good for vocabulary acquisition.
- 3) Exposing learners to vocabulary for vocabulary through reading and training lexical inferencing. It means that teacher suggests to learners for reading unfamiliar words involve a degree of problem solving this would help with

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<sup>17</sup> David Nunan, Practical English Language Teaching, (New York: Mc. Gran Hill, 2003),p.135-140

the retention of the word. It is also useful to remember the distinction between inferencing for the purpose of fluent reading and inferencing as strategy in vocabulary acquisition.

- 4) Teaching the affective use of dictionaries. While teacher can take on a number of useful roles with regard to dictionary, because the dictionary has come into focus as an important and personal resource.
- 5) Evaluating the vocabulary component of coursebooks. It means that contemporary coursebooks vary greatly in the degree to which they show a concern with vocabulary acquisition.
- 6) Teaching vocabulary explicitly through a range of actively types. Moreover, direct vocabulary instruction was useful.
- 7) Developing resources for vocabulary teaching.<sup>18</sup>

Based on the principles above, it can show that principles in teaching vocabulary are one of the important components in teaching, especially vocabulary when they will teach.

Further, Richard says, there are some principles in teaching vocabulary. He gives some principles to help the teachers in teaching vocabulary. They are:

- 1) Provide opportunities for the incidental learning of vocabulary.
- 2) Diagnose which of the 3,000 most common words learners need to study.
- 3) Provide opportunities for the intentional learning of vocabulary
- 4) Provide opportunities for elaborating word knowledge
- 5) Provide opportunities for developing fluency with known vocabulary.
- 6) Experiment with guessing from context.

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<sup>18</sup> Tricia Hedge, Teaching and Learning in the Language Classroom, (United Kingdom: Oxford University Press, 2000),p. 125

7) Examine different types of dictionaries and teach students how to use them.<sup>19</sup>

It can be concluded that teachers must provide any kinds that are needed for teaching vocabulary like as above. So, the teaching vocabulary can make more efficient and effective.

### e. The Material of Teaching Vocabulary

Based on English book K13 there are some topics vocabulary in syllabus of eight grade of junior high school in curriculum K13. In the curriculum K13, there are some materials of teaching vocabulary they are, name of thing in outside home, name of thing in the home, name of thing in the school and animal.<sup>20</sup>

#### 1. Name of thing in outside home



<sup>19</sup> Jack C. Richard and Willy A Renandya, *Methodology in Language Teaching and Anthology Arrent Practice*, p. 259-263

<sup>20</sup> *Syllabus Eight Grade Junior High School Based On K13*

2. Name of thing in home



3. Name of thing in school





## 4. Mind Mapping Technique

### a. Definition of Mind Mapping

Buzan stated that, “ mind mapping is a create note taking strategy in a visualization and graphic form that is used to make people feel easy in entering information into their brains, keeping information in a long term memory and taking it out from their brain easily by engaging imagination and association”.<sup>21</sup> It uses the combination of left and right brain.

#### Example mind mapping



<sup>21</sup> T. Buzan, *How to Mind Map: mind Mapping Untuk Meningkatkan Kreativitas* ( Jakarta: Pt Gramedia Pustaka Utama, 2006), p 6

Windura stated that, “mind mapping has a work principles that is suitable with the natural work of the brain”.<sup>22</sup> The recording of information through symbols, pictures, emotional meaning, and colors is exactly the same as how the human brain processes information. In nature, the brain tends to process information more easily in a picture form or image than in a verbal or spoken language.

Based on the definition above, the researcher takes four important concepts of the using of mind mapping technique. They are:

- 1) Mind mapping helps people to enter the information into their brains. By using mind mapping. It is easy for people to put information into their memory.
- 2) Mind mapping helps people to keep information in the long term memory. By using mind mapping, the information can be saved in their memories for a long time.
- 3) Mind mapping helps people take information out from their brain easily. By using mind mapping, it is easy to result information save in their memories.

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<sup>22</sup> S Windura *Mind map Langkah demi Langkah*( Jakarta: PT Alex Media Komputindo, 2008), p. 17

4) Mind mapping engages the use of imagination and association in its application. It means that in presenting ideas into mind mapping diagrams, people enclose imagination stimulators such as pictures, symbols, and colors to present ideas clearly and use association technique to help them build their senses to the new concepts.

#### **b. The Purpose of Mind Mapping**

Mind mapping have grade many purposes. According to Buzan and Barry the purposes of mind mapping are :

- a. To explore all the creative possibilities of a given subject.
- b. To clear mind of previous assumptions about the subject, thus providing space for new creative thought.
- c. To generate ideas that result in specific actions being taken, or physical realyta being created or change.To encourage more consistent creative thinking.
- d. To create new conceptual frameworks whitin which previous ideas can be reorganise.
- e. To capture and develop “flashes” of insight when they occur.
- f. To plan creatively.<sup>23</sup>

Based on explanation above, the purpose of mind mapping technique are help students to solve their subject with the explore all creative possibilities, clear mind previous assumptions, gnnerate ideas, encourage more consisten creative thingking create new conceptual frame works capture and develop “flashes”, and to plane creatively.

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<sup>23</sup> Tony Buzan, Barry Buzan, The Mind Mapping Book, How to Use Radiant Thingking to Miximize to Your Brain’s Untapped Potential, (New York : Hudson Steet, 1994, p. 153-154

### **c. Procedure of mind mapping technique in teaching vocabulary**

Teaching is process done by the teacher to share their knowledge, experience and the material to students.<sup>24</sup> Teaching vocabulary is clearly more than just presenting new words. Both students and teacher need to know how it talks about language at various points during learning and teaching. There are procedures of applying mind mapping in teaching vocabulary:

1. A central image has to describe the main idea of a mind mapping and put it on the centre of the paper.
2. A key word is a word that can lead a sentence or event.
3. Basic ordering ideas are the branches that collect sort information and it connected to the central topic that radiate out from the centre
4. Add other main themes branches around the map.
5. Make thick and colourful branches spanning out from your mind map.
6. Write basic ideas about the key word and still use the capital letters.
7. Add an image to all the main branches to represent each key theme and also use images to visualise every important key word on your map.
8. Let your mind mapping be as imaginative as possible.<sup>25</sup>

From the procedures above, the researcher assumes that students will be easy to understand the material and easy to memorize the vocabulary also will not feel bored in the classroom.

### **d. The Advantages and Disadvantages Mind Mapping**

There are some advantages of mind mapping

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<sup>24</sup> Jeremi Harmer, *The Practice Of English Language Teachin*, (Malaysia: Pearson Educated Limited, 2007), p. 263

<sup>25</sup> Samhudi, *The Use of Mind Mapping Technique In Teaching Vocabulary*, p 87-88

- 1) They automatically inspire interest to the students, thus making them more receptive and co-operative in the classroom.
- 2) They make lesson and presentations more spontaneous, creative and enjoyable, both for teacher and the students.
- 3) The teacher notes are flexible and adaptable. In these times of rapid change and development, the teacher needs to be able to alter and add to teaching notes quickly and easily.
- 4) Because mind mapping only relevant material in a clear and memorable form, the students tend to get better marks examination.
- 5) Mind mapping not just the real fact, but the relationship between those facts, thus giving students a deeper understanding of the subject.
- 6) The physical volume of lecture notes is dramatically reduced.<sup>26</sup>

Mind mapping is considered useful in teaching-learning because it maintain someone's vocabulary. Moreover, it is helpful to enrich someone's vocabulary mastery. It also make the students more receptive and co-operative, spontaneous, creative and enjoyable in the classroom. Besides the advantages, there are also disanvantages of using mind mapping:

1. Students get a long time for creating the map
2. Need much colors
3. The map it can be difficult for others to understand.

#### **e. Teaching vocabulary by using mind mapping technique**

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<sup>26</sup> T. Buzan, *How to Mind Map untuk Meningkatkan Kreativitas*(Jakart: Pt Gramedia Pustaka Utama ,2006), p.232-233

Teaching by using mind mapping is one of the alternative ways to teach vocabulary in junior high school for independent learning in or out of class. Teacher can use various ways activities using vocabulary. Before the teacher use the mind mapping technique and do the procedures. The teacher must prepare before applying mind mapping technique to the students. The teacher must choose the topic, vocabulary and material before they learn. The teacher and students must be do pre-teaching, while- teaching and post- teaching in the teaching vocabulary process. There are some activities.

#### 1. Pre teaching

Pre- teaching is the teaching of the language learners need before an activity in the classroom. The teacher ask the students to pray together, ask the students to open their book, and the teacher say the topic and teacher use technique for teaching process.

#### 2. While teaching

While teaching activity, teacher divided the students into 4-5 group, teacher show the picture of mind mapping, teacher make key word, and ask to the students what the next word.

### 3. Post teaching

In post teaching , teacher and students together conclude the topic for the first meeting. Teacher close the learning and students say “*salam*” to the teacher.

**Table 1: teaching vocabulary using mind mapping technique**

| No | Learning Activity | Teacher Activities   | Procedure  | Students Activities  |
|----|-------------------|--|--|--|
| 1  | Pre-Teaching      | 1. Teacher open the class with say “ <i>Salam</i> ” and prepared students for pray | 1. Prepare yourself in this case the teacher need to master the learning mind mapping weel have the skills to used the technique | 1. Students sit on the chair<br>2. Pray together<br>3. The students open |

|   |               |  |  |   |
|---|---------------|--|--|---|
| 2 | While-Teacher | <p><b>Observing</b></p> <p>1. Teacher introduce the material</p>   | <p>2. The right determination is to pay attention to the appearance position or in such a way that in can seen both by all students in the classroom</p> | <p>1. Students listen the the teacher and identify the subject</p>  |
|   |               | <p><b>Associating</b></p> <p>Teacher divided students in 4-5</p>   | <p>3. Students arrangement for better result</p>   | <p>1. Students move and make a group like the teacher said</p> <p>2. The students make good position.</p> |
|   |               | <p><b>Exploring</b></p> <p>1. Teacher show the picture of mind mapping to the students</p>                   | <p>4. Showing the mind mapping to the students</p>   | <p>1. Students pay attention to the teacher and look the teacher to showing</p>                           |
|   |               | <p><b>Questioning</b></p> <p>1. Teacher ask to the students, whether they know about the teacher showing</p> | <p>5. Teacher ask to the students, whether they know about the topic that teacher showing.</p>   | <p>1. Students illustrate about the mind mapping</p> <p>2. Students answer the question relate the</p>    |



|    |               |   |   |   |
|----|---------------|---|---|---|
|    |               |   | 6. Teacher ask students what the next word                            | topic.<br>1. Students listen to question from the teacher<br>2. Students understand the question from the teacher<br>3. Students answer question from the teacher |
| 3. | Post Teaching | 1. Teacher lead the students to make conclusion about the topic<br>2. Teacher close the lesson and say “ <i>Alhamdulillah</i> ” | 7. Teacher lead the students to make students conclusion in the topic | 1. Students conclude the topic<br>2. students say “ <i>salam</i> ” to the teacher.  |

## B. Review of Related Findings

The research is not as beginner in this title but there is the researcher had researched before which relevant with title below.

The First is Putri Ziko Mamura’s “The Use of Semantic Mapping to Improve Vocabulary Mastery of The Fourth Grade Students of SD Muhammadiyah Ngijon 1 in The Academic Year of 2009/2010”. She concluded that the different result of students’ vocabulary mastery. It is because the students’ average scores of the post test after giving treatment

increase 1.0517 from the students' average scores of the pre-test before giving the treatment.<sup>27</sup>

The second, Dewi Eka Sukma's journal, she concluded that mind mapping picture could to improve the students' writing skill. As the result of score in test 1 was 60.38 then the result of test 2 was 71.13 and then the result of the test 3 was 77.50, it could be seen that there were improvement in students' writing.<sup>28</sup>

The third is from Nida Jumaliana "The influence of using of Semantic Mapping on the students understanding in Reading Ability at the Eight Grade Students of SMP N 1 Kadipaten Majalengka". The result of comparison between the students' understanding in reading ability before and after using of Semantic mapping is using pre-tet and post-test, the score are 69.3 and 75.2. So there is significant influence of using of Semantic mapping on the students understanding in reading ability at the eighth grade students of SMP N 1 Kadipaten Majalengka.<sup>29</sup>

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<sup>27</sup> Putri Ziko Mamura, "The Use of Semantic Mapping to Improve Vocabulary Mastery of The Fourth Grade Students' of SD Muhammdiyah Ngijon 1 in The Academic Year 2009/2010"(UnpuplishThesis) (English Education Program Faculty of Language and Arts State UniversityYogyakarta,2011),(online),(Http://eprints.uny.ac.id/18568/1/Putri%20Ziko%20Mamura%20(Thesis).pdf),retrieved on April 18<sup>th</sup> 2020 at 09:00 p.m.

<sup>28</sup> D.E. Sukma, "The Use of Mind Mapping Picture to Improve Students' Writing Skill of Descriptive Text at Grade VIII of SMP S Johan Sentosa", Jurnal Pendidikan, Vol. 10 No.2, 2018(<http://www.download.garuda.ristekdikti.go.id>, Accessed on 15 July 2019, at 10.30 a.m)

<sup>29</sup> Nida Jumaliana, "The Influence of Using Of Mind Mapping on the Students Understanding in Reading Ability at the Eight Grade Students of Smp N 1 Kadipaten Majalengka" ( Unpublished Thesis), (Cirebon: Syekh NurjatiState Institute For Islamic Studies), p. 58

Putri Maya Sari, she found that studying vocabulary mastery using semantic mapping at grade VII in junior high school at SMP Negeri 5 Padangsidempuan has a significant. Based on the result of this research, the students vocabulary enrichment is improve with percentage in the first cycle 46. 15% and 76. 91% in the second cycle. So that, there is 30. 76% improvement. It is suitable with means score of students vocabulary that have been gotten in the first cycle is 70 improve to become 77. 23 in the second cycle.<sup>30</sup>

So, from the above description, the researcher concluding that many technique can increas the students' vocabulary mastery. Next, the researcher hopes that mind mapping technique can increas the students' vocabulary mastery in mind mapping, so that, the researcher was interest to make the research about “ improving students' vocabulary mastery by using mind mapping technique at grade VIII MTs Baharuddin.

### **C. Conceptual Framework**

Vocabulary is one important thing in language equation, whatever the languages is needed. Theory in teaching learning vocabulary, it will influence the other system of basic skill, such as: listening, speaking, writing. They can understand the meaning of the word directly and stand longer. Teaching

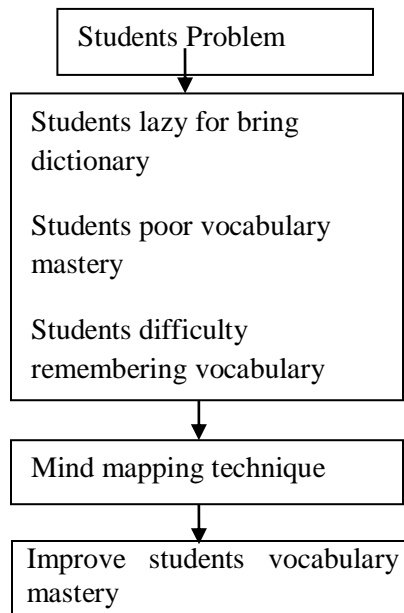
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<sup>30</sup> Putri Maya Sari, *Improving Students Vocabulary Enrichment Through Semantic Mapping Strategy At Grade VIII of Smp Negeri 5 Padangsisimpuan*: Unpublished Thesis IAIN Padangsidempuan, 2014

vocabulary is important by using mind mapping technique method are needed to help students' understanding and increase the effectiveness in vocabulary.

Mind mapping technique in vocabulary mastery students' is an appropriate technique for achieving some learning goals and talks. Mind mapping as a technique to students welcome vocabulary mastery

**.Figure 1 : Conceptual Framework**



Above, the students' problem in this research is low in vocabulary mastery. it can be seen from preliminary study show some of the students cannot communicate even in simple utterance.

#### **D. The Hypothesis of action**

The hypothesis is need to show the researcher thinking and expectation about outcomes of the researcher relate to this study. The hypothesis of this research is state that: Using mind mapping technique can improve students vocabulary at grade VIII MTs Baharuddin.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Time and Place of The Rsearch

The research is conducted at MTs Baharuddin. It is located on Jl.Mandailing Km.15 Bagas Godang JanjiMauli Muaratais, Kecamatan Batang Anglola, Kabupaten Tapanuli Selatan. This research has been done from November 2019 until finish.

#### B. Research Design

This research is designed by classroom action research (CAR). Based on Gay and Airasian, “Action research is a type of practitioner research that is used to improve the practitioner’s practice, action implies doing or changing something. Practitioner research means that the research is done by practitioners about their own practice”.<sup>31</sup> Furthermore, action research is a type of reflective and collective research that is doing by research that is doing by research in social content to improve their social intellectual activity.<sup>32</sup> It means that, action research is done in field research.

Additionally, in Anne Burn says, “Action research is a part of a broad movement that has been going on in education generally for some time. It is

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<sup>31</sup> L.R. Gay and Peter Airasian, *Educational Research : Competencies for Analysis and Application*, (New Jersey: Prentice Hall, 2000),p. 593

<sup>32</sup> Wina Sanjaya, *Penelitian Tindakan kelas*, (Jakarta : Kencana Prenada Media group, 2010),p. 24.

related to the ideas of 'reflective practice' and 'the teacher as researcher'.<sup>33</sup> Action research is also considerable study about social with aims to improve quality of action through diagnosis process, planning, action, observation, and reflective.<sup>34</sup> It means that, the main characteristic of action research is to improve practice rather than, to produce knowledge. Moreover one of the main of action research is to identify a 'problem' situation or issue that the participants, who may include teachers, students, managers, administrators, or even parents consider worth looking into more deeply and systematically.<sup>35</sup> So that, the aims of action research is to look and to solve the problems more deeply.

According to Suharsimi Arikunto that classroom action research is a certain accurate about toward learning activity as an action, in appearing and that happening in a class as together.<sup>36</sup> That action will give by teacher or with purpose/ direction from the teacher and apply by students. The goal of the classroom action research is to improve one's teaching practice or to enhance the functioning of a school.

The classroom action research (CAR) using Kemmis and Taggart design consist of four phases, they are planning, acting, observing, and

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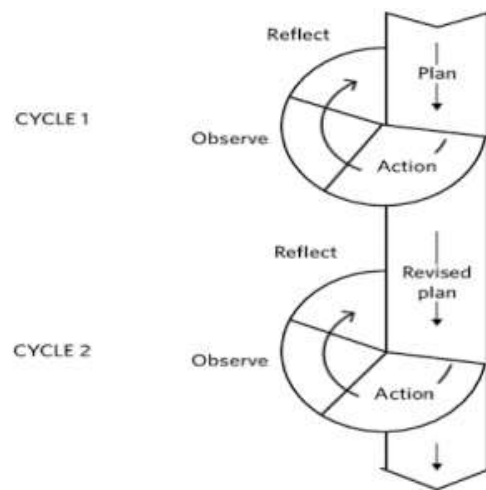
<sup>33</sup> Anne Burn, *Doing Action Research in English Language Teaching: A Guide for Practicioners*, (New York: Routledge,2010),p.2.

<sup>34</sup> Wina Sanjaya, *Penelitian Tindakan kelas*.....p. 25.

<sup>35</sup> Anne Burn, *Doing Action Research in English Language Teaching: A Guide for Practicioners*.....p. 2.

<sup>36</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas* (Jakarta: Bumi Aksara,2014),p.3.

reflecting, after doing four phases called one cycle. After finishing the first cycle, it might find a new problem or the previous unfinished problem yet. Therefore, it is necessary to continue to the second cycle in line with the same concept of the first cycle. Here the Kemmis and Taggart design:<sup>37</sup>



**Figure 2:** Kemmis and Taggart design, *Collaborative Action Research for English Language Teachers*

### C. Participants

The subjects of this research were the students at grade VIII, they are in 2020/2021 academic year. There are three of grade VIII in MTs Baharuddin from VIII-1 until VIII-3. The researcher choose VIII-2 as the subjects of this research because the researcher find some problems of vocabulary mastery in this class. The students consisted of 33 students.

### D. Instrumentations

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<sup>37</sup> McTaggart and Kemmis, *Collaborative Action Research for English Language Teachers*, (Cambridge University Press, 1999), p. 15



There are three instrumentations in the research, they are:

1. Test

Researcher was used vocabulary test, the test is multiple choice, this test consist of 100 multiple choice. In the multiple choice is dividing into two parts, then there are 50 options for one indicator to identifying the meaning of words, 50 options for second indicator to identifying the use of words. Indicator of vocabulary mastery is presented in the following table.

**Table 2**  
**Indicator of vocabulary mastery**

| No | Indicator                        | Topic                 | Number of items   | Item |
|----|----------------------------------|-----------------------|---|------|
| 1  | Identifying the meaning of words | Thing in outside home | 1 ,6, 8, 14 , 16, 21 , 25, 26, 26, 27, 31, 32, 36, 37,38, 42, 50                    | 15   |
|    |                                  | Thing in the home     | 2 , 4, 5, 9, 12 , 15 , 17, 20, 24, 29, 34, 39, 41, 44, 46                           | 15   |
|    |                                  | Animal                | 3, 7, 10, 11, 13, 18, 19, 22, 23, 28, 30, 33, 35, 40, 43, 45, 47, 48, 49            | 20   |
| 2  | Identifying the use of words     | Thing in outside home | 51 , 56, 59, 62, 6 , 66, 67, 70, 71,72,73,84,95, 96, 99                             | 15   |
|    |                                  | Thing in the home     | 52, 57, 60, 63, 65, 74, 77, 80, 83, 85, 86, 88, 90, 92                              | 15   |
|    |                                  | Animal                | 53, 54, 55, 58, 61, 68, 69, 75, 76, 78, 79, 81, 82, 87, 89, 91, 93, 94, 97, 98, 100 | 20   |
|    |                                  | <b>Total</b>          |   |      |

Indicator vocabulary above will be use by the researcher to score students vocabulary and to get the students result in vocabulary mastery.

## 2. Observation

Observation is a process to find out information of action . observation is the result of action that will be done. In ths step, researcher is doing observation and note all matter the need and that happen during implementation take place action. Data collection do with using observation form, included to observation as accurate implementation planned action from time with impact to process and result of students learned.<sup>38</sup> Observation must be done with the collaborator such as the teacher English in the class.

## 3. Interview

The researcher use the interview to know condition of the students to get information from the students to sources of the data about condition of the students in English learning. The interview from English teacher is about the method and system that often use by teacher for making the students more comprehensive and improve English especially in vocabulary.

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<sup>38</sup>Suhardjono. *Penelitian Tindakan Kelas* (Bumi Aksara: Jakarta.2014),p.77

## **E. Procedure for Classroom Action Research**

In collecting data, the researcher as the key instrument used vocabulary test, observation and interview. The main observed by field notes as the qualitative data. It used to described data which are not amenable to being counted or measured in an objectively, and therefore subjective, this kind of data will be gathered through field notes. The data used to described the situation in the classroom during the learning process by mind mapping in the term of students, teacher and influential factors.

In this research, the researcher will apply two cycles. Each cycle consist of two meetings. Each meeting consist of 80 minutes. So, there fourth meetings during research process. Each cycle consist of four steps, they are: planning, acting, observing and reflecting.

### **1. Action Research in Cycle I**

#### **a. First meeting**

##### **1. Planning**

- a. Arranging the lesson plan
- b. Determining the lesson material is about vocabulary mastery, which is about Names of thing
- c. Designing a procedure teaching vocabulary by mind mapping technique.
- d. Preparing the test each cycle.

- e. Preparing the instruments use by students.
- f. Preparing instruments for teacher and observation.

2. Action

- a. Tell the purposes of learned
- b. Giving the topic for the students
- c. Introduce the procedures by mind mapping activity
- d. Telling the purpose of learning mind mapping technique
- e. Task students to executive the activity to individual test
- f. Discuss together about the mind mapping
- g. Observing the classroom

3. Observation

- a. Observing note sheet of students activity in teaching learning process
- b. Observing teacher activity in teaching learning process.
- c. Interviewing the students

4. Reflection

- a. Discussion with collaborator about action
- b. Making any decision for the next meeting
- c. Developing another environment to be simulating
- d. Analyze the found data

b. Second Meeting.

1. Planning

- a. Analyze the reflection result in the first meeting and expended to be done in the next meeting
  - b. Arranging lesson plan
  - c. preparing all material about thing in outside home, thing in the home and animal
  - d. Designing procedures of teaching vocabulary
2. Action
- a. Rearrange the classroom arrangement
  - b. Explain that the students; students' vocabulary mastery must be better than first meeting
  - c. Celebrate the achievement together
  - d. Help students to keep their vocabulary mastery that just get
  - e. Giving test measuring students abilities in vocabulary.
  - f. Observing the classroom
3. Observation
- a. Observing students' vocabulary mastery is that better than before or not
  - b. Observing students' vocabulary mastery by using the instrument.

#### 4. Reflection

The students' vocabulary mastery must be increased. It can be seen from their score. So, the second cycle must be done to get more the improvement of students' vocabulary mastery.

### **2. Action Research in Cycle 2 .**

#### a. Third Meeting

##### 1. Planning

- a. Analyze the reflection result in the first meeting and expended to be done in the next meeting
- b. Preparing all material that will be needed in the teaching learning process, as a lesson plan, media, and value criteria
- c. Encoding the problem on the learning process
- d. Designing the three preparing base on the first and second meeting

##### 2. Action

- a. Rearrange the classroom arrangement
- b. Giving explanation and hint about the topic of vocabulary that is applied.

- c. Divide the students in students in 4-5 groups. Every student in group must be answering all indicators of the test
- d. Giving the information about the topic before the students does work the test

### 3. Observation

Monitoring the teaching learning vocabulary by using mind mind mapping technique, discussing the problem in learning process and giving solution.

### 4. Reflection

- a. Analyze the weakness and progress when mind mapping technique was done determined the next activity planned
- b. Reflecting of mind mapping technique that using learning process
- c. Reflecting of teaching activity and students learning result that using mind mapping technique
- d. Evaluating or interpreting the data getting from class and make easy decision for the next meeting

## b. Fourth Meeting

### 1. Planning

- a. Analysis more the result of previous meeting

- b. Preparing all material that would be needed in the teaching learning process, as lesson plan, media, and value criteria
  - c. Encoding the problem on the learning process.
2. Action
- a. Giving motivation to students
  - b. Giving test measuring students abilities in vocabulary.
  - c. Giving information about the topic before the students does work the test
  - d. Monitoring the mind mapping technique
  - e. Collecting the students task result
3. Observation
- a. Monitoring the teaching learning by using mind mapping technique in teaching learning
  - b. Recording the differentis being happen
4. Reflection
- a. Analyze the weakness and teacher progress that using mind mapping technique
  - b. Reflecting of teaching activity and students learning vocabulary result that using mind mapping technique
  - c. Evaluating or interpreting the data that getting from the students.



## F. Techniques of Data Analysis

In analyzed the data, the researcher is use quantitative and qualitative data. Quantitative data was used to describe the situation during the teaching process. Quantitative data was used to analyzed the score of students. The qualitative data was used to analyze by computing the score of vocabulary test. Then item of discriminate separate the students who are able to answer the test items from those who are not able to answer the test items. The study emphasizes of achievements the students in English vocabulary. To obtain the score that each respondent gets, the following formula had used.<sup>39</sup>

$$M = \frac{\sum f \times}{N}$$

where

Where:

M: The mean score of students

$\sum f \times$ : The total scores

N: Total of students<sup>40</sup>

In order to get description of the students' answer ,the data analyzed by using formula as follows:

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<sup>39</sup> Wayan and Sumartana, *Evaluasi Pendidikan* (Surabaya: Usaha Nasional, 1986)p. 76.

<sup>40</sup> Hatch,e and faradhy, *Research Design and Statistics for Applied Linguistic*. (rowly: Newbury House Publisher, 1982), P. 10

$$P = \frac{\Sigma \text{The students complete study}}{\Sigma \text{students}} \times 100\% \text{ Or used the formula as}$$

Follow :

$$p = \frac{R}{T} \times 100\%$$

Where **P** :The percentage of students who get the point 75

**R** :The number of students who get point up 75

**T** :The total numbers of students do the test<sup>41</sup>

After that the researcher used t-test for both of small samples less than 33 students as followed:

Then,students' answers were classified as followed.

**Table 3**  
**The Classified of ability Level**

| NO | Percentages | Criteria  |
|----|-------------|-----------|
| 1  | 0% - 20%    | Very Low  |
| 2  | 21% - 40%   | Low       |
| 3  | 41% - 60%   | Enough    |
| 4  | 61% - 80%   | High      |
| 5  | 81% -100%   | Very High |

Source: Riduan, belajar mudah penelitian untuk karyawan

After the researcher found the mean score of all students, it was consulted to the criteria as followed.

1. If the value of the mean score 81% -100, it can be categorized into very high
2. If the value of the mean score 61% -80%, it can be categorized into high
3. If the value of the mean score 41% -60%, it can be categorized into enough

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<sup>41</sup> Zainal Aqib, dkk. Penelitian Tindakan Kelas Untuk Guru, SMP, SMA, SMK(Bandung:CV Yrama Widya, 2008), p.205

4. If the value of the mean score 21% -40%, it can be categorized into low
5. If the value of the mean score 0% -20%, it can be categorized into very low<sup>42</sup>

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<sup>42</sup> Riduan *Belajar mudah Penelitian Untuk Karyawan dan Peneliti Pemuda* (Bandung:Alfabeta, 2005) p. 89

## **CHAPTER IV**

### **RESEARCH RESULT**

This chapter presents the research result. The research data are presented the process of improving vocabulary mastery by using mind mapping technique at grade VIII students' of MTs Baharuddin. The description are as follow:

#### **A. Data Description**

In this chapter, the researcher presents finding and discussion based on analyze each data that has been from the teaching process and evaluation in each cycle of this research. In this research, analyze was started from first cycle up to second cycle, because this research used action research. Furthermore, analysis was done with observation.

##### **1. First Cycle**

The first cycle was done at 1<sup>st</sup> and 2<sup>nd</sup> March 2021. In this case conduct for two meetings. It carried out from the meeting was done for 80 minute. Every meeting was done for 2 x 40 minutes. So, two meetings were done for 4 x 40 minutes. It was done in VIII-2 grade of MTs Baharuddin, consisted 33 students. Here the researcher made the activities and gave the process of improving students vocabulary mastery. Researcher described the result as follow:

**a. Planning**

Before the researcher was conducted, the researcher had to prepare and plan the materials that would be taught to the students. It was planning stage. The researcher made lesson plan based on the syllabus and mind mapping technique. Mind mapping technique should meet the goal of the teaching and learning.

In this cycle, the researcher show the mind mapping and explain definition, advantage and disadvantages of mind mapping. The teaching and learning process in this cycle was divided into two meetings. The first meeting was conduct on Monday, March 1<sup>st</sup> 2021. The second meeting was on Tuesday, March 2<sup>nd</sup>, 2021. every meeting took about 80 minutes.

The researcher planned to show mind mapping technique to teach vocabulary mastery. Firstly, the researcher planned to explain mind mapping and show to the students. The researcher ask to the students, do they like mind mapping technique and what is advantages and disadvantages of mind mapping in the classroom.

**b. Action**

The researcher administrated this cycle in two meeting. Is seemed one meeting consist of 80 minutes. The researcher prepared the material according to the students needs and applied in the school since they focused on the

vocabulary. Prepared applying the material based on syllabus design in teaching and learning process. The description of the actions is as follows:

### **1. First meeting**

The first meeting of the first cycle was held on Monday, March 1<sup>st</sup>, 2021. As what have been decided by the English teacher and the researcher in the planning stage, the class would be instructed by the researcher in every meeting during the research. Meanwhile, the teacher became the observer. The class started at 07.30 AM. The lesson lasted 2 x 40 minutes.

The researcher came into the class together with English teacher. The researcher opened the class by salam and researcher introduce themselves. Then the researcher asked to class leaders who was absent on that day. The researcher explain the purpose of coming to the school for research. The researcher also gave spirit.

Before going on about the material of vocabulary, the researcher asked to the students tell to researcher about vocabulary. After that the researcher explain about the name of thing in outside home, in the home and name of animal. Then researcher asked the students to memorized vocabularies.

After several minutes the researcher asked the students to tell what they have learned in class that day in short. The researcher explain the lesson plan for the next meeting . Then researcher make conclusion of the lesson and giving advice to students and closing the meeting with salam.

## **2. Second Meeting**

In the second meeting Tuesday, March 2<sup>nd</sup> 2021. The researcher managed the class because many students are not sitting on their seat. The researcher found problem of students, they are lazy to study English with reason they are not bring dictionary, and also they feel tired because the last hour. The researcher decided to have a little talk with them to build their interest in learning today and also gave motivate to students.

In the second meeting. The researcher show an example of the mind mapping and explain about the material by using mind mapping technique. such as definition, advantages and disadvantages from mind mapping technique.

After that the researcher gave the students task, the task is 100 in multiple choice and the researcher explained how to answer the questions. After all students understood what they had to do, they started to answer the question. Then after the students answered all questions the researcher asked to the students to collect the task. The researcher close the meeting with a salam.

### **c. Observation**

Based on observation sheet, in class still had some problem such as most of the students got difficulties. The difficult was they misunderstood about the meaning, because the students not understood all the meaning in the test. Then some students not listen when the researcher explained the material.

They were made classroom uncomfortable and students felt unconfident with their vocabulary.

The researcher could conclude that there were several problems in the classroom such as:

**Table.4 Problem and Solution of External Factors in first cycle**

| No | Problem in the first cycle   | Solution   |
|----|--|--|
| 1. | Students' difficulties in understanding about vocabulary   | Students needed to understand more about material                                |
| 2. | Students talked to each other out of the materials when they feel bored and made classroom uncomfortable | Students needed appropriate the material in teaching and learning process        |
| 3. | Students' still low motivation when learning vocabulary mastery  | Researcher Motivated them and give advice so that to be more active in classroom |
| 4. | When the researcher gave a task, the students hesitated to answer the question                           | Researcher asked the students to remember the vocabulary                         |

The result of students vocabulary mastery. The total of students there are 33 students in the class. After the researcher calculated the students' test result in first cycle, the result found that vocabulary mastery at the cycle 1 was low. From 33 students in the class just 11 students who got the score passed the KKM (75). The total score of the students in first cycle was 2307. The students' score in vocabulary mastery were the total score from the test. The total score of students (2307). So, the mean score of the students in first cycle



was 70,0 to know the students' score in vocabulary mastery. The researcher would describe as the following table:

**Table.5 Students' Score Test in first cycle**

| <b>No</b>  | <b>Students' Initial</b> | <b>Test Score</b> |
|------------|--------------------------|-------------------|
| <b>1.</b>  | <b>AR</b>                | <b>68</b>         |
| <b>2.</b>  | <b>AH</b>                | <b>63</b>         |
| <b>3.</b>  | <b>AZ</b>                | <b>66</b>         |
| <b>4.</b>  | <b>AF</b>                | <b>73</b>         |
| <b>5.</b>  | <b>ARH</b>               | <b>72</b>         |
| <b>6.</b>  | <b>AT</b>                | <b>61</b>         |
| <b>7.</b>  | <b>AR</b>                | <b>78</b>         |
| <b>8.</b>  | <b>DP</b>                | <b>76</b>         |
| <b>9.</b>  | <b>EF</b>                | <b>80</b>         |
| <b>10.</b> | <b>HF</b>                | <b>75</b>         |
| <b>11.</b> | <b>IA</b>                | <b>81</b>         |
| <b>12.</b> | <b>IP</b>                | <b>72</b>         |
| <b>13.</b> | <b>LA</b>                | <b>62</b>         |
| <b>14.</b> | <b>MR</b>                | <b>75</b>         |
| <b>15.</b> | <b>MS</b>                | <b>63</b>         |
| <b>16.</b> | <b>MT</b>                | <b>68</b>         |
| <b>17.</b> | <b>MB</b>                | <b>82</b>         |
| <b>18.</b> | <b>NH</b>                | <b>64</b>         |
| <b>19.</b> | <b>NA</b>                | <b>78</b>         |
| <b>20.</b> | <b>NR</b>                | <b>63</b>         |
| <b>21.</b> | <b>PR</b>                | <b>63</b>         |
| <b>22.</b> | <b>RR</b>                | <b>68</b>         |
| <b>23.</b> | <b>RSP</b>               | <b>62</b>         |
| <b>24.</b> | <b>RM</b>                | <b>73</b>         |
| <b>25.</b> | <b>SA</b>                | <b>60</b>         |
| <b>26.</b> | <b>SN</b>                | <b>64</b>         |
| <b>27.</b> | <b>SK</b>                | <b>76</b>         |
| <b>28.</b> | <b>SH</b>                | <b>73</b>         |
| <b>29.</b> | <b>TL</b>                | <b>68</b>         |
| <b>30.</b> | <b>WM</b>                | <b>69</b>         |
| <b>31.</b> | <b>YA</b>                | <b>76</b>         |
| <b>32.</b> | <b>MS</b>                | <b>75</b>         |
| <b>33.</b> | <b>RS</b>                | <b>60</b>         |

|  |                   |               |
|--|-------------------|---------------|
|  | <b>Total</b>      | <b>2307</b>   |
|  | <b>Mean score</b> | <b>70,00</b>  |
|  | <b>Percentage</b> | <b>33,33%</b> |

*Source : Students' result test*

Based on above table, it could be seen that total of students' mean score from each was 70,00. To know the classification quality of students' score in vocabulary mastery, the researcher should know the percentage of the students' mean score. The way were the total students who passed the KKM (11 students) times 100% and divided to the total of students (33), the result was 33,33%. So, the percentage of the students' mean score was 33,33%. To know revelation of data was done to grouped score of vocabulary mastery which the total interval 5.

From the scores of students, it could be concluded that there were most of students still low vocabulary. To make be clear the students' vocabulary based on score. The researcher present with computed of the frequency distribution of the student's score of group can be applied in to frequency distribution as follows:

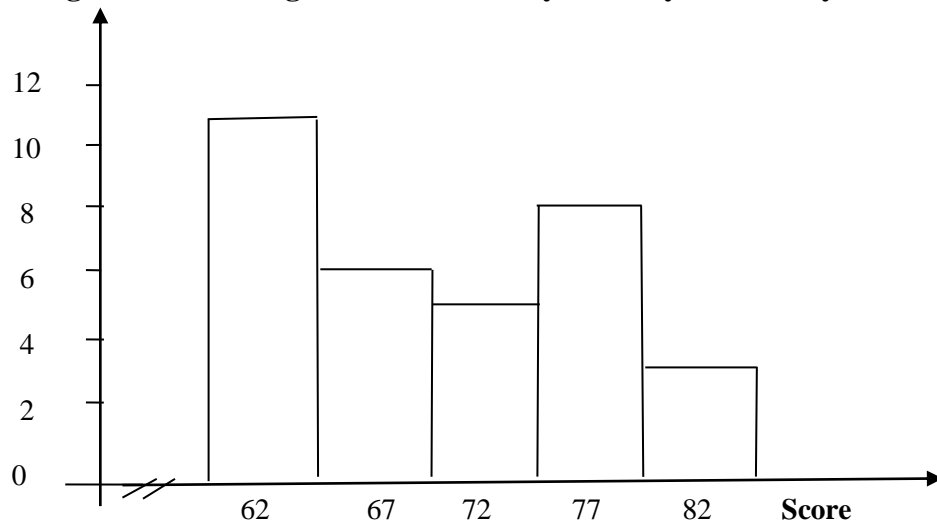
**Table.6 Frequency Distribution of Vocabulary Mastery in Cycle 1**

| <b>Value</b>  | <b>Mid Point</b> | <b>Frequency absolute</b> | <b>Frequency Cumulative (%)</b> |
|---------------|------------------|---------------------------|---------------------------------|
| <b>60- 64</b> | <b>62</b>        | <b>11</b>                 | <b>33,3%</b>                    |
| <b>65- 69</b> | <b>67</b>        | <b>6</b>                  | <b>18,1%</b>                    |
| <b>70- 74</b> | <b>72</b>        | <b>5</b>                  | <b>15,1%</b>                    |
| <b>75- 79</b> | <b>77</b>        | <b>8</b>                  | <b>24,2%</b>                    |
| <b>80- 84</b> | <b>82</b>        | <b>3</b>                  | <b>9,0%</b>                     |
| <b>Total</b>  |                  | <b>33</b>                 | <b>100%</b>                     |

Based on the table above, it was known that the frequency cumulative of students vocabulary mastery showed that the respondent an value 60-64 were 11 students (33, 3%)value 65-69 were 6 students (18,1%), value 70-74 were 5 students (15,1%), value 75 -79 were 8 students (24,2%), and last value 80-84 were 3 students (9,0%)

Based on score in first cycle from the frequency distribution, it can be looked like as diagram below:

**Figure 2 the Histogram of Vocabulary Mastery Data in Cycle 1**



From those conditions, the researcher realized that the first cycle was less, or the result of first cycle was not success for improve the students vocabulary mastery. It could be concluded that the action should be repaired and change to improve students' vocabulary mastery again. The researcher

should change the trick or the new atmosphere in teaching learning process activity in the next cycle.

#### **d. Reflection**

In this cycle, based on the observation, most of the students still low score and vocabulary mastery. There were several students still lack motivation and not spirit when they learning vocabulary mastery. The students were difficult to mastery. It can be seen from the observation sheet.

From those conditions, the researcher realized that the first cycle was still poor, or the result of the first cycle was poor success to improved the students vocabulary mastery. It can be concluded that, the action should be repaired and changed for improve students vocabulary mastery.

Then the teacher English and the researcher discussion to give mind mapping with a cute picture and full color. So students memorize vocabulary easily and more spirit for learning. Then, the researcher designed the lesson plans and the materials that would be used in the second cycle. The researcher also prepared the learning media. The result from first cycle still low. So, the researcher concluded that the first cycle should be modified especially in learning process for the second cycle.

## **2. Second Cycle**

The second cycle was done at 8<sup>th</sup> and 9<sup>th</sup> March 2021. In this case, was conducted for two meetings. Every meeting was done for 2 x 40 minutes. So,

two meetings were done for 4 x 40 minutes or 160 minutes. The researcher described the result as follow:

**a. Planning**

In second cycle, the researcher still used mind mapping technique to improve the students' mastery vocabulary. The second cycle contained two meetings. The first meeting was done on Monday, March 8<sup>th</sup> 2021 and the second meeting was done on Tuesday, March 9<sup>th</sup> 2021

Based on the observation in cycle 1, most of the students still low motivation. Students were not spirit in vocabulary mastery. The students lack of vocabulary mastery and they were not understand English learning. The students were not confidence and difficult in pronunciation English language . In the first meeting of second cycle, the researcher planned to brought and Showed a mind mapping technique about the name of thing based on the material. Next, while the researcher showed mind mapping. The researcher asked the students to discussed about mind mapping technique and the researcher divided group of the students.

In the last meeting of second cycle, the researcher planned to give a test for the students as the second test. The meeting was conducted on Tuesday, March 9<sup>th</sup> 2021. The researcher planned to mastery the students' vocabulary as the result of second cycle. The students did the test in

individually. They were asked to mastery the vocabulary based on the mind mapping technique.

#### **a. Action**

In the action for second cycle, researcher conducted in two meetings. They were Monday, March 8<sup>th</sup> 2021 and 9<sup>th</sup>2021. The shape was still a mind mapping technique. The implementation of the actions is described as follows.

#### **1. First Meeting**

The first meeting of the second cycle was held on Monday, March 8<sup>th</sup> 2021. As usual, the class started at 07.30 AM. The researcher started the class by greeting and checking students. The researcher informing students about the material. The researcher brought a mind mapping technique which have full color and interesting then show to the students. Some students looked surprise. Researcher give students instructions to pay attention and asked to students to mastery it.

#### **2. Second Meeting**

The second meeting was held on Tuesday, March 9<sup>th</sup> 2021. The researcher entered the classroom. The researcher then checked their attendance list. Nobody was missing on that day. That was good because all of them could participant in the test. The researcher talked little and

shared the task. In this meeting, the researcher gave a test (multiple choice) in second cycle to students.

#### **b.Observation**

The result of students' vocabulary test in second cycle showed the improvement of students in vocabulary. In the result of test in second cycle, there were 29 students who passed the KKM. Even though there were 4 students did not pass the KKM but they got improvement in vocabulary. The total score of students in vocabulary was 2.810. To know the mean score of the students' result test in second cycle, the researcher divided the total score of students (2.810) to the total of students (33 students) in the class, the result was 85,15. So, the mean score of the students in second cycle was 85,15. To make be clear about the students' mean score in vocabulary in each cycle, the researcher would present in the following table:

**Table.7 Students' Score Test in Cycle 2**

| <b>No</b> | <b>Students' Initial</b> | <b>Test Score</b> |
|-----------|--------------------------|-------------------|
| <b>1.</b> | <b>AR</b>                | <b>80</b>         |
| <b>2.</b> | <b>AH</b>                | <b>79</b>         |
| <b>3.</b> | <b>AZ</b>                | <b>81</b>         |
| <b>4.</b> | <b>AF</b>                | <b>83</b>         |
| <b>5.</b> | <b>ARH</b>               | <b>92</b>         |
| <b>6.</b> | <b>AT</b>                | <b>72</b>         |
| <b>7.</b> | <b>AR</b>                | <b>86</b>         |
| <b>8.</b> | <b>DP</b>                | <b>81</b>         |
| <b>9.</b> | <b>EF</b>                | <b>93</b>         |

|            |                   |               |
|------------|-------------------|---------------|
| <b>10.</b> | <b>HF</b>         | <b>89</b>     |
| <b>11.</b> | <b>IA</b>         | <b>94</b>     |
| <b>12.</b> | <b>IP</b>         | <b>87</b>     |
| <b>13.</b> | <b>LA</b>         | <b>74</b>     |
| <b>14.</b> | <b>MR</b>         | <b>80</b>     |
| <b>15.</b> | <b>MS</b>         | <b>73</b>     |
| <b>16.</b> | <b>MT</b>         | <b>83</b>     |
| <b>17.</b> | <b>MB</b>         | <b>95</b>     |
| <b>18.</b> | <b>NH</b>         | <b>84</b>     |
| <b>19.</b> | <b>NA</b>         | <b>93</b>     |
| <b>20.</b> | <b>NR</b>         | <b>79</b>     |
| <b>21.</b> | <b>PR</b>         | <b>80</b>     |
| <b>22.</b> | <b>RR</b>         | <b>82</b>     |
| <b>23.</b> | <b>RSP</b>        | <b>87</b>     |
| <b>24.</b> | <b>RM</b>         | <b>91</b>     |
| <b>25.</b> | <b>SA</b>         | <b>74</b>     |
| <b>26.</b> | <b>SN</b>         | <b>90</b>     |
| <b>27.</b> | <b>SK</b>         | <b>89</b>     |
| <b>28.</b> | <b>SH</b>         | <b>93</b>     |
| <b>29.</b> | <b>TL</b>         | <b>86</b>     |
| <b>30.</b> | <b>WM</b>         | <b>95</b>     |
| <b>31.</b> | <b>YA</b>         | <b>90</b>     |
| <b>32.</b> | <b>MS</b>         | <b>93</b>     |
| <b>33.</b> | <b>RS</b>         | <b>82</b>     |
|            | <b>Total</b>      | <b>2810</b>   |
|            | <b>Mean score</b> | <b>85,15</b>  |
|            | <b>Percentage</b> | <b>87,87%</b> |

*Source: Students' result test in second cycle*

Based on above table, it showed that the improvement happened in second cycle. The students could improve their score in each vocabulary test. The mean score of students' vocabulary mastery by using mind mapping technique in second cycle was 85,15. While in the first cycle was 70,00. It means that the students' mean score in second cycle was higher than the students' score in first cycle.



The classification quality of students' score vocabulary, the researcher should know the percentage of the students' means score. The way were the total students who passed the KKM (29 students) times 100% and then divided to the total of students (33 students), the result was 87,87%. The percentage of mean score of students' in second cycle was 87,87%. Based on the classification quality of students' score, the students' vocabulary was very good criteria in second cycle.

From the explanation above, The researcher present with computed of the frequency distribution of the student's score of group can be applied in to frequency distribution as follows:

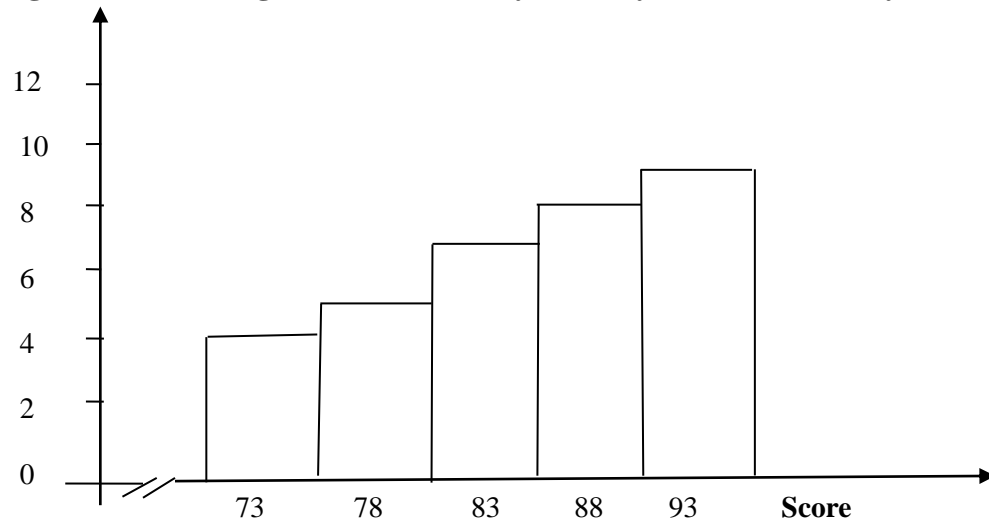
**Table 8: The Frequency Distribution of Vocabulary Mastery**

| <b>Instrument Value</b> | <b>Mid Point</b> | <b>Frequency absolute</b> | <b>Frequency Cumulative (%)</b> |
|-------------------------|------------------|---------------------------|---------------------------------|
| <b>71-75</b>            | <b>73</b>        | <b>4</b>                  | <b>12,1%</b>                    |
| <b>76-80</b>            | <b>78</b>        | <b>5</b>                  | <b>15,1%</b>                    |
| <b>81-85</b>            | <b>83</b>        | <b>7</b>                  | <b>21,1%</b>                    |
| <b>86-90</b>            | <b>88</b>        | <b>8</b>                  | <b>24,2%</b>                    |
| <b>91-95</b>            | <b>93</b>        | <b>9</b>                  | <b>27,2%</b>                    |
| <b>Total</b>            |                  | <b>33</b>                 | <b>100%</b>                     |

Based on the above table, it was known that the revelation of students vocabulary mastery showed that the respondent an value 71 – 75 were 4 students (12,1%), value 76-80 were 5 students (15,1%), value 81 – 85 were 7 students (21,1%), value 86 – 90 were 8 students (24,2%), value 91 – 95 were 9 students (27,2%).

Based on score above in first cycle from the frequency distribution, it can be looked like as diagram below:

**Figure 3: the Histogram of Vocabulary Mastery Data in second cycle**



From the above figure, it could be seen the improvement of students' mean score from first cycle to second cycle. The students' mean score in first cycle was 70.00 (33,33%) while in second cycle was 85,15 (87,87%). Therefore the researcher concluded that the indicators of test, observation note sheet, and teacher's observation had been achieved in this research. Therefore, the researcher could be ended in this cycle.

#### **d. Reflection**

The result of students' vocabulary mastery in both test and observation at the second cycle showed improvement. The implementation mind mapping technique was able to improve of students' in vocabulary mastery. It can support the students to mastery and facilitated them in learning vocabulary. It made the

students feel enjoyed and easy to study or learning vocabulary. They could memorize and mastery vocabulary because they could seen the media directly, they could do task better.

#### **A. The Comparative Result Action**

Based on the result of action the first cycle and the second cycle, it can be concluded that, students' vocabulary mastery could be improve by using mind mapping technique. It could be seen from the result first cycle test and the second cycle test. This test showed, there was improvement

In the first cycle, most of students were less in vocabulary. There were 11 students got score 60-64, 6 students got score 65-69,5 students got score 70-74, 8 students got score 75-79 and 3 students got score 80-84. There were 11 person passed from KKM. 22 persons again did not pass from KKM. Then, from analyzed all the students' mean score, the researcher counted that their mean score in the first cycle was 70.00. It was not pass from KKM because their score KKM is 75.

$$M = \frac{\sum f \times}{N}$$

$$M = \frac{2307}{33}$$

$$M = 70.00$$

It could be concluded that the mean score of students in the first cycle was 70.00. Based on the standard of the value in MTS Baharuddin, it could be categorized as average.

Next researcher need to calculate the percentage of students' score who passed the Minimum Mastery Criterion (KKM). To know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) in the first cycle, researcher used formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{11}{33} \times 100$$

$$P = 33.33\%$$

Based on the classification quality of students score in the Chapter III are 33.33%. It means categorized into low.

Secondly, in the second cycle, it could be conclude that there were 1 student got 72 score, 1 student got 73 score, 2 students got 74 score, 2 students got 79 score, 3 students got 80 score, 2 students got 81 score, 2 student got 82 score, 2 students got 83 score, 1 students got 84 score, 2 students got 86 score, 2 students got 87 score, 2 students got 89 score, 2 students got 90 score, 1 student got 91 score. 1 student got 92 score, 4 students got 93 score, 1 student got 94

score, 2 students got 95 score. Then, from 33 students in the class VIII-2, there were 29 students passed the Minimum Mastery Criterion (KKM), that is 75 score. Meanwhile the others did not pass the KKM.

According to researcher the students' vocabulary mastery by mind mapping technique in class VIII-2 improved significantly. The teacher calculated the mean score by using the formula below:

$$M = \frac{\sum f \times}{N}$$

$$M = \frac{2810}{33}$$

$$M = 85.15$$

Based on standard of value in MTS Baharuddin, it could be concluded the mean score was include into very good category. To know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) in the second cycle, researcher used formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{29}{33} \times 100$$

$$P = 87.87\%$$

The improvement students' vocabulary mastery from the cycle I and cycle II, it could be seen table below:

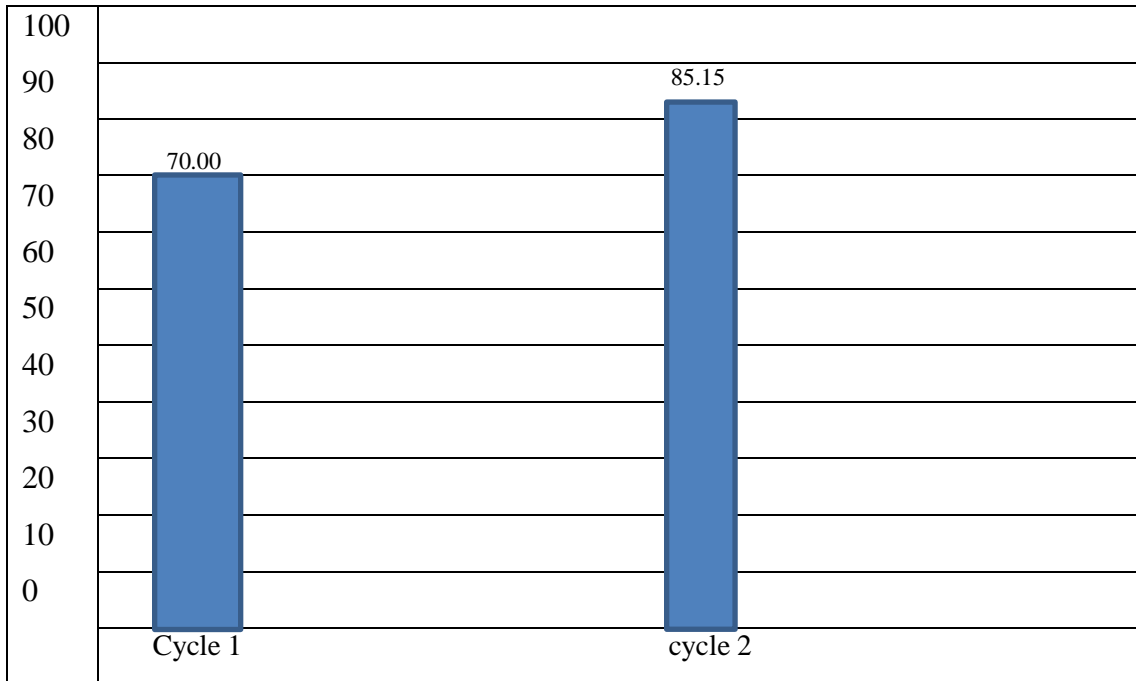
**Table 9. Comparison of Students' Vocabulary in Cycle 1 and Cycle 2**

| No  | Students' Initial | Cycle 1 | Cycle 2 | State    |
|-----|-------------------|---------|---------|----------|
| 1.  | AR                | 68      | 80      | Improved |
| 2.  | AH                | 63      | 79      | Improved |
| 3.  | AZ                | 66      | 81      | Improved |
| 4.  | AF                | 73      | 83      | Improved |
| 5.  | ARH               | 72      | 92      | Improved |
| 6.  | AT                | 61      | 72      | Constant |
| 7.  | AR                | 78      | 86      | Improved |
| 8.  | DP                | 76      | 81      | Improved |
| 9.  | EF                | 80      | 93      | Improved |
| 10. | HF                | 75      | 89      | Improved |
| 11. | IA                | 81      | 94      | Improved |
| 12. | IP                | 72      | 87      | Improved |
| 13. | LA                | 62      | 74      | Constant |
| 14. | MR                | 75      | 80      | Improved |
| 15. | MS                | 63      | 73      | Constant |
| 16. | MT                | 68      | 83      | Improved |
| 17. | MB                | 82      | 95      | Improved |
| 18. | NH                | 64      | 84      | Improved |
| 19. | NA                | 78      | 93      | Improved |
| 20. | NR                | 63      | 79      | Improved |
| 21. | PR                | 63      | 80      | Improved |
| 22. | RR                | 68      | 82      | Improved |
| 23. | RSP               | 62      | 87      | Improved |
| 24. | RM                | 73      | 91      | Improved |
| 25. | SA                | 60      | 74      | Constant |
| 26. | SN                | 64      | 90      | Improved |
| 27. | SK                | 76      | 89      | Improved |
| 28. | SH                | 73      | 93      | Improved |
| 29. | TL                | 68      | 86      | Improved |
| 30. | WM                | 69      | 95      | Improved |
| 31. | YA                | 76      | 90      | Improved |
| 32. | MS                | 75      | 93      | Improved |

|            |                   |               |               |          |
|------------|-------------------|---------------|---------------|----------|
| <b>33.</b> | <b>RS</b>         | <b>60</b>     | <b>82</b>     | Improved |
|            | <b>Total</b>      | <b>2307</b>   | <b>2810</b>   |          |
|            | <b>Mean score</b> | <b>70,00</b>  | <b>85,15</b>  |          |
|            | <b>Percentage</b> | <b>33,33%</b> | <b>87,87%</b> |          |

Based on above table, 29 students got improvement and 4 students got constant their score. The comparison score of students in first cycle and second cycle based on test showed that from 11 students who passed KKM in first cycle to be 29 students in second cycle. It could be concluded that the students' vocabulary mastery by using mind mapping technique was improved from the previous cycle. It could be provided from the total score in first cycle was 2307 while in the second cycle was 2810. Besides that the mean score of students score in first cycle was 70.00 (33.33%) while in second cycle increased to be 85.15 (87.87%).

Beside that the percentage in of the students' mean score in first cycle was 33.33% (low criterion) while the percentage of students' means score in second cycle was 87.87% (very good). It means that the comparative of the mean score criterion from first cycle and second cycle was 70.00. it means that improvement of the students' mean score in first cycle to second cycle was 85.15. The improvement can be provided from the students' mean score. The comparison improvement of the students' vocabulary mastery from the mean score of first cycle and second cycle could be seen on figure below:



Based on above result of data analysis and research finding, it could be summarized that students' vocabulary mastery improved in cycle 2. From the test in cycle 1 the students mean score was 70.00 increased to be 85.15 in test cycle 2. It means that the implementation of mind mapping technique can improve students' vocabulary mastery.

### **B. Discussion of the Research Findings**

The First is Putri Ziko Mamura's. She concluded that the different result of students' vocabulary mastery. It is because the students' average scores of the post



test after giving treatment increase 1,0517 from the students' average scores of the pre-test before giving the treatment.<sup>43</sup>

The second, Dewi Eka Sukma's journal, she concluded that mind mapping picture could to improve the students' writing skill. As the result of score in test 1 was 60.38 then the result of test 2 was 71.13 and then the result of the test 3 was 77.50, it could be seen that there were improvement in students' writing.<sup>44</sup>

The third is from Nida Jumaliana. The result of comparison between the students' understanding in reading ability before and after using of Semantic mapping is using pre-tet and post-test, the score are 69.3 and 75.2. So there is significant influence of using of Semantic mapping on the students understanding in reading ability at the eighth grade students of SMP N 1 Kadipaten Majalengka.<sup>45</sup>

Based on explanation above, the researcher found the similarity with the others researcher and theory which is related to mind mapping technique. It was based on the data in the first cycle 70.00 (33.00%) and 85.15 (87.87%) in the

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<sup>43</sup> Putri Ziko Mamura, "The Use of Semantic Mapping to Improve Vocabulary Mastery of The Fourth Grade Students' of SD Muhammdiyah Ngijon 1 in The Academic Year 2009/2010"(UnpuplishThesis) (English Education Program Faculty of Language and Arts State UniversityYogyakarta,2011),(online),(Http://eprints.uny.ac.id/18568/1/Putri%20Ziko%20Mamura%20(Thesis).pdf),retrieved on April 18<sup>th</sup> 2020 at 09:00 p.m.

<sup>44</sup> D.E. Sukma, "The Use of Mind Mapping Picture to Improve Students' Writing Skill of Descriptive Text at Grade VIII of SMP S Johan Sentosa", Jurnal Pendidikan, Vol. 10 No.2, 2018(<http://www.download.garuda.ristekdikti.go.id>, Accessed on 15 July 2019, at 10.30 a.m)

<sup>45</sup> Nida Jumaliana, "The Influence of Using Of Mind Mapping on the Students Understanding in Reading Ability at the Eight Grade Students of Smp N 1 Kadipaten Majalengka" ( Unpublished Thesis), (Cirebon: Syekh NurjatiState Institute For Islamic Studies), p. 58

second cycle. It means that there had 15.15 (54.87) improvements for mean score and the percentage of students who passed the KKM in vocabulary by using mind mapping technique. It can be concluded that the researcher had been success in doing the research.

### **C. The Threats of the Research**

There were some aspects that could threat for this research. The researcher found some problems while teaching in a classroom. The students were noisy while the learning process. They were not concentrating in following the learning process. Some of them talked to their friends. It made them can not get the researcher explanation well. Some students bully their friends and talk to them and still have low vocabulary. Then the students who lazy to lessons.

Mind mapping technique is a technique students could remember the vocabulary and help to concentrate on the vocabulary. Then with the mind mapping technique students more interesting and easier to learn. By applying mind mapping technique, students would be more active. Finally, mind mapping technique could improve students' vocabulary mastery VIII-2 students of MTs Baharuddin.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. The Conclusion**

Based on the result of the classroom action research, it could be conclude that mind mapping technique improved students' vocabulary mastery at grade VIII-2 MTs Baharuddin . It based on the students' vocabulary mastery, the mean score which in first cycle was 70.00 (33.33%) and in second cycle was 85.15(87.87%). The learning, the value and the condition in vocabulary mastery by using Mind mapping technique show the good improvement in class VIII-2 MTs Baharuddin.

In conclusion, mind mapping technique could be improved students' vocabulary mastery. It is also encourage the students to be more interested in teaching learning process. The students actively and motivated in doing the lesson.

#### **B. The Suggestion**

Based on the above explanation, it had been described mind mapping technique approach improved students vocabulary mastery in learning English, and the implication of the result goes to English teacher of junior high school. Moreover, the English teachers can apply mind mapping technique, the students will be more active and interested in the learning

process. Therefore, mind mapping with all the steps can create students' vocabulary mastery be better than before.

The result of this research showed that using of mind mapping technique improved students vocabulary mastery, especially at grade VIII-2 MTs Baharuddin. The suggestions are special for the headmaster, for the teacher, and students. The suggestion will be explained as follow:

- a) For Headmaster of MTs Baharuddin, to motivate the teacher, especially English teachers to teach as well as possible by maximizing the using mind mapping technique or other technique in teaching English.
- b) For the teacher, it is very wise to use mind mapping technique in teaching vocabulary because this technique can make the students more active, fun, interested in the learning process.
- c) For the students, it hoped that by mind mapping technique students more interesting in teaching learning vocabulary

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## **CURRICULUM VITAE**

### **A. Identity**

Name : Fitri Khairani Daulay  
Reg. Num. : 14 203 00038  
Place/Birth : Siunggam Julu, Februari 21<sup>h</sup> 1996  
Sex : Female  
Religion : Islam  
Address : Siunggam Julu, kec. Padang Bolak Tenggara

### **B. Parents**

Father's Name : Ali Gusti Daulay  
Mother's Name : Komaria Nasution

### **C. Educational Background**

1. Graduated from Elementary School SD Negeri 102520 Siunggam Tonga 2008
2. Graduated from Junior High School SMP N 2 Padang Bolak Tenggara 2011
3. Graduated from Senior High School SMA N 1 Padang Bolak Julu 2014
4. Be University student IAIN Padangsidempuan 2014



## APPENDIX I

### CYCLE I (SIKLUS I)

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

|                |                                |
|----------------|--------------------------------|
| Sekolah        | : MTS Baharuddin               |
| Mata Pelajaran | : Bahasa Inggris               |
| Kelas/Semester | : VIII/2                       |
| Materi pokok   | : Noun                         |
| Tema           | : Vocabulary                   |
| Skill          | : Mendengar dan berbicara      |
| Alokasi Waktu  | : 4 x 40 menit (2 x pertemuan) |

#### **A. Kompetensi Inti :**

Mampu menulis dan mengenal berbagai kosakata di lingkungan sekitar.

#### **B. Kompetensi Dasar :**

Mengetahui kosakata benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama..

#### **C. Tujuan Pembelajaran :**

Dilandasi dengan mensyukuri kesempatan dapat mempelajari bahasa Inggris, peserta didik Siswa mampu mengucapkan dan mengetahui makna dari kosakata yang dipelajari untuk melaksanakan komunikasi menggunakan dengan unsur kebahasaan yang benar dan sesuai konteks secara jujur, disiplin, dan percaya diri.

#### **D. Materi Pembelajaran : Noun**

**E. Metode Pembelajaran :** Diskusi dan Penugasan.

**F. Langkah – Langkah Pembelajaran**

**1. Kegiatan Awal**

- a. Guru membuka kelas dengan mengucapkan salam dan berdoa bersama
- b. Guru mengabsen siswa
- c. Guru bertanya kepada siswa tentang materi yang berkaitan
- d. Guru menanyakan kesiapan siswa dalam menerima pelajaran
- e. Guru menjelaskan tujuan pembelajaran yang akan dicapai

**2. Kegiatan Inti**

- a. Guru memberikan penjelasan sekilas mengenai tentang materi yang akan di pelajari dan teknik yang akan digunakan
- b. Guru memberikan penjelasan mengenai noun
- c. Guru memperlihatkan/menunjukkan Mind mapping technique yang mengilustrasikan topik yang dibahas.
- d. Guru menjelaskan pengertian dan manfaat mind mapping technique.
- e. Guru memberikan satu kata kunci dan menyuruh siswa secara individu untuk memberikan kata- kata apa saja yang berhubungan dengan kata kunci tersebut
- f. Murid mendeskripsikan mengenai nama benda in home,outside home, dan hewan.

**3. Kegiatan Penutup**

- a. Guru dan siswa bersama-sama menyimpulkan pelajaran

- b. Guru memberikan kesempatan kepada siswa untuk mengungkapkan hal-hal yang mereka rasakan selama pembelajaran berlangsung
- c. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya
- d. Guru menutup pembelajaran dan memotivasi siswa dalam pembelajaran bahasa Inggris.
- e. Siswa memberi salam kepada guru

**G. Sumber Belajar:** English Book and Dictionary

**H. Media Pembelajaran:** Mind mapping Technique

**I. Penilaian Hasil Belajar**

| No | Indicator                        | Topic                 | Number of Items   | Item       |
|----|----------------------------------|-----------------------|---|------------|
| 1  | Identifying the meaning of words | Thing in outside home | 1, 6, 8, 14, 16, 21, 25, 26, 26, 27, 31, 32, 36, 37, 38, 42, 50                     | 15         |
|    |                                  | Thing in the home     | 2, 4, 5, 9, 12, 15, 17, 20, 24, 29, 34, 39, 41, 44, 46                              | 15         |
|    |                                  | Animal                | 3, 7, 10, 11, 13, 18, 19, 22, 23, 28, 30, 33, 35, 40, 43, 45, 47, 48, 49            | 20         |
| 2  | Identifying the use of words     | Thing in outside home | 51, 56, 59, 62, 6, 66, 67, 70, 71, 72, 73, 84, 95, 96, 99                           | 15         |
|    |                                  | Thing in the home     | 52, 57, 60, 63, 65, 74, 77, 80, 83, 85, 86, 88, 90, 92                              | 15         |
|    |                                  | Animal                | 53, 54, 55, 58, 61, 68, 69, 75, 76, 78, 79, 81, 82, 87, 89, 91, 93, 94, 97, 98, 100 | 20         |
|    |                                  | <b>Total</b>          |   | <b>100</b> |

Penilaian

Students score :  $\frac{\text{Students mean score} \times 100}{\text{Maximum score}}$

Maximum score

$$M = \frac{\sum f \times}{N}$$

Where:

M: The mean score of students

$\sum fx$ : The total scores

N: Total of students

Janjimauli 2021

Guru Pamong

Observer

Defrizal Aswara Rangkuti S.Pd

Fitri Khairani Daulay  
Nim. 14 203 00038

Mengetahui Kepala Sekolah

Drs. Zulkarnain Siregar

## INSTRUMENT TEST IN CYCLE I

Name :

Class :

Instruction !

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Jawablah pertanyaan-pertanyaan di bawah ini.
3. Bacalah pertanyaan dengan benar dan tepat.
4. Pilihlah jawaban yang benar dengan memberi tanda silang (x) pada salah satu jawaban.
5. Periksalah jawaban anda dengan teliti sebelum menyerahkan kepada guru.
6. Test ini hanya bertujuan untuk mengetahui data-data siswa tentang pemahaman menghafal kosakata.
7. Waktu 40 menit.

1. What is the meaning of word mountain in Indonesia .....
  - a. Sungai
  - b. Laut
  - c. Taman
  - d. Gunung
2. What is the meaning of word clothes Indonesia....
  - a. Baju
  - b. Celana
  - c. Handuk
  - d. Bantal
3. What is the meaning of word butterfly in Indonesia.....
  - a. Ular
  - b. Buaya
  - c. Kupu- kupu
  - d. Singa
4. What is the meaning of word comb in Indonesia....
  - a. Meja
  - b. Sisir
  - c. Kertas
  - d. Cermin
5. The meaning of word socks in Indonesia...
  - a. Kursi
  - b. Kaos kaki
  - c. Kulkas
  - d. Tirai
6. The meaning of word rainbow in Indonesia is.....
  - a. Langit
  - b. Pelangi
  - c. Bintang
  - d. Bulan
7. The meaning of word chicken in Indonesia is.....
  - a. Ikan
  - b. Kucing
  - c. Kambing
  - d. Ayam

8. What is the meaning of word **river** in Indonesia....
  - a. Sawah
  - b. Taman
  - c. Sungai
  - d. Gunung
9. The meaning of word **Toothbrush** in Indonesia .....
  - a. Kloset
  - b. Handuk
  - c. Sikat gigi
  - d. Sikat lantai
10. The meaning of word **dolphin** in Indonesia....
  - a. kepiting
  - b. Lumba-lumba
  - c. Zebra
  - d. Singa
11. The meaning of word **mosquito** in Indonesia....
  - a. Nyamuk
  - b. Kucing
  - c. Gajah
  - d. Beruang
12. The meaning of word **pillow** in Indonesia....
  - a. Tirai
  - b. Seprei
  - c. Selimut
  - d. Bantal
13. The meaning of word **Eagle** in Indonesia....
  - a. Unta
  - b. Semut
  - c. Cicak
  - d. Elang
14. What is the meaning of word **library** in Indonesia....
  - a. Sekolah
  - b. Toilet
  - c. Kantor Pos
  - d. Perpustakaan
15. The meaning of word **bed** in Indonesia.....
  - a. Seprei
  - b. Selimut
  - c. Bantal
  - d. Tempat tidur
16. What is the meaning of word **train** in Indonesia.....
  - a. Pesawat
  - b. Kereta api
  - c. Bus
  - d. Becak
17. What is the meaning of word **knife** in Indonesia.....
  - a. Gelas
  - b. Kompor
  - c. Garpu
  - d. Pisau
18. The meaning of the word **elephant** in Indonesia....
  - a. Gajah
  - b. Kuda
  - c. Nyamuk
  - d. Kucing
19. The meaning of word **kangaroo** in Indonesia...
  - a. Ular
  - b. Kanguru
  - c. Tikus
  - d. Semut
20. What is the meaning of word **curtain** in Indonesian .....
  - a. Tempat tidur
  - b. Bantal
  - c. Tirai
  - d. Lantai

21. What is the meaning of word sea in Indonesia .....
- a. Laut
  - b. Sungai
  - c. Gunung
  - d. Hujan
22. The meaning of word sheep in Indonesia....
- a. Katak
  - b. Singa
  - c. Domba
  - d. Lebah
23. The meaning of word horse in Indonesia is.....
- a. Ular
  - b. Kambing
  - c. Kupu- kupu
  - d. Kuda
24. What is the meaning of word pan in Indonesia .....
- a. Panci
  - b. Garpu
  - c. Piring
  - d. Gelas
25. The meaning of word beach in Indonesia....
- a. Pantai
  - b. Lapangan
  - c. Kebun
  - d. Sawah
26. What is the meaning of word post office in Indonesia .....
- a. Rumah sakit
  - b. Kantor polisi
  - c. Kantor pos
  - d. Rumah
27. What is the meaning of word refrigerator in Indonesia.....
- a. Kipas angin
  - b. Televisi
  - c. Lemari
  - d. Kulkas
28. The meaning of word lion in Indonesia...
- a. Kelinci
  - b. Singa
  - c. Ansa
  - d. Kerbau
29. What is the meaning of word gas stove in Indonesia .....
- a. Kulkas
  - b. Kompor gas
  - c. Lemari
  - d. Tempat tidur
30. The meaning of word tiger in Indonesia is.....
- a. Nyamuk
  - b. Harimau
  - c. Sapi
  - d. Laba- laba
31. The meaning of word hospital in Indonesia .....
- a. Rumah sakit
  - b. Sekolah
  - c. Pasar
  - d. Kantor polisi
32. The meaning of word sun in Indonesia .....
- a. Bintang
  - b. Senja
  - c. Bulan
  - d. Matahari
33. The meaning of word goose in Indonesia is.....
- a. Kelinci
  - b. Kambing
  - c. Ansa
  - d. Kucing

34. What is the name of word plate in Indonesia.....
- Sendok
  - Gelas
  - Pisau
  - Piring
35. The meaning of word gorilla in Indonesia is.....
- Landak
  - Angsa
  - Kelinci
  - Gorila
36. The meaning of word rice fields in Indonesia .....
- Kebun
  - Sawah
  - Pasar
  - Taman
37. What is the meaning of word soil in Indonesia .....
- Rumput
  - Lumpur
  - Tanah
  - Bunga
38. The meaning of word garage in Indonesia.....
- Pesawat
  - Garasi
  - Motor
  - Sepeda
39. The meaning of word soap in Indonesia....
- Lampu
  - Sabun
  - Sapu
  - Tepat tidur
40. The meaning of word mouse in Indonesia....
- Tikus
  - Lumba-lumba
  - Bebek
  - Ular
41. The meaning of word washing machine in Indonesia....
- Tirai
  - Mesin cuci
  - Lemari
  - Meja
42. What is the meaning of word mosque in Indonesia....
- Masjid
  - Rumah sakit
  - Pasar
  - Kantor polisi
43. What is the meaning of word frog in Indonesia.....
- Katak
  - Kepiting
  - Kelinci
  - Zebra
44. The meaning of word water dipper in Indonesia...
- Gayung
  - Meja
  - Bantal
  - Kursi
45. The meaning of word snake in Indonesia...
- Ayam
  - Elang
  - Cicak
  - Ular
46. The meaning of word Hair dryer in indonesia...
- Pengering rambut
  - Selimut
  - Seprei
  - Bantal



47. The meaning of word **duck** in Indonesia is.....
- |          |            |
|----------|------------|
| a. Tikus | c. Gajah   |
| b. Bebek | d. Harimau |
48. The meaning of word **ell** in Indonesia is.....
- |          |               |
|----------|---------------|
| a. Belut | c. Kupu- kupu |
| b. Gajah | d. Tikus      |
49. The meaning of word **rabbit** in Indonesia is.....
- |          |              |
|----------|--------------|
| a. Lebah | c. Kelelawar |
| b. Singa | d. kelinci   |
50. The meaning of word **rain** in Indonesia is.....
- |          |          |
|----------|----------|
| a. Taman | c. Hujan |
| b. Batu  | d. Pohon |
51. Aisyah go to.....buy fruits and clothes
- |               |             |
|---------------|-------------|
| a. School     | c. Hospital |
| b. Restaurant | d. market   |
52. Dedi drink a manggo juice by using.....
- |          |          |
|----------|----------|
| a. Broom | c. Knife |
| b. glass | d. Plate |
53. The name of animal have wings and colorful but not bird
- |              |         |
|--------------|---------|
| a. Butterfly | c. frog |
| b. Fish      | d. Bird |
54. The name of animal have fur is.....
- |         |         |
|---------|---------|
| c. Bee  | c. Cat  |
| d. Fish | d. Frog |
55. The animal always eat the rice.....
- |             |            |
|-------------|------------|
| a. Elephant | c. Chicken |
| b. Lion     | d. Monkey  |
56. I pray in a....
- |            |           |
|------------|-----------|
| a. Mosque  | c. River  |
| b. Library | d. Market |
57. My brother use ... to write a letter
- |           |           |
|-----------|-----------|
| a. Pencil | c. Chalk  |
| b. Ruler  | d. Eraser |
58. What is the name of animal who always eat the banana fruit.....
- |           |             |
|-----------|-------------|
| a. Monkey | c. Elephant |
| b. Cat    | d. Snake    |
59. Mila and riri go to ..... for swim
- |                  |               |
|------------------|---------------|
| a. Airport       | c. Restaurant |
| b. Swimming pool | d. Office     |

60. My Mother wants to buy a new ... for idul fitri  
a. Clothes  
b. Chair  
c. Plate  
d. Table
61. What is the name of animal have color black and white  
a. Panda  
b. Fish  
c. Crocodile  
d. Crab
62. We go to mall by ....  
a. Plane  
b. Train  
c. Boat  
d. Car
63. I and my family watching.....together  
a. Newspaper  
b. Tv  
c. Magazine  
d. Dictionary
64. Husna is stomach ache. She goes to .....  
a. Canteen  
b. Office  
c. Hospital  
d. Toilet
65. My sister helps me learn English. She using ... to know the meaning  
a. Dictionary  
b. Tables  
c. Magazine  
d. Newspaper
66. The students borrow books from the ....  
a. Hospital  
b. Airport  
c. Post Office  
d. Library
67. My cousin take the fruits and vegetable from.....  
a. Garden  
b. Library  
c. School  
d. River
68. The name of animal long body but it is has no foot  
a. Spider  
b. Cat  
c. Snake  
d. Bird
69. Where is the animals live in the sea.....  
a. Crab  
b. Rabbit  
c. Mouse  
d. Ant
70. My young sister wants to make juice. She need ... to make a juice  
a. Blender  
b. Stove  
c. Chair  
d. Plate
71. My family go to ..... For shopping  
a. Library  
b. Mosque  
c. Market  
d. School
72. They go to school by.....  
a. School bus  
b. Helicopter  
c. Ambulance  
d. Plane

73. We can see tiger in the ....
- a. Zoo
  - b. Swimming pool
  - c. Hospital
  - d. School
74. My sister wants to make bakwan. She need ... for cut the cabbage
- a. Broom
  - b. Tissue
  - c. Mirror
  - d. Knife
75. What is the name of animal looks like a dog and like meat
- a. Wolf
  - b. Chicken
  - c. Snake
  - d. Cat
76. The name of animal can fly and have wings, except.....
- a. Bird
  - b. Eagle
  - c. Tiger
  - d. Butterfly
77. My brother take the fruits from....
- a. Refrigerator
  - b. Bathroom
  - c. School
  - d. Library
78. The name of animal have big body and small eyes
- a. Ant
  - b. Chicken
  - c. Fish
  - d. Elephant
79. What is the name of animal live in lakes and rivers
- a. Lion
  - b. Tiger
  - c. Crocodile
  - d. Mouse
80. My sister cook the cake using.....
- a. Pan
  - b. Fork
  - c. Knife
  - d. Oven
81. The animal always eat the carrot is.....
- a. Snake
  - b. Fish
  - c. Rabbit
  - d. Dog
82. The name of animals can climb is.....
- a. Cat
  - b. Elephant
  - c. Cow
  - d. Snake
83. We use a..... to clean the floor
- a. Table
  - b. Broom
  - c. Chair
  - d. Door
84. I go to Malaysia by ....
- a. Plane
  - b. Train
  - c. Boat
  - d. Car
85. Tika use.....for eat meatball
- a. Spoon
  - b. Pan
  - c. Rice Cooker
  - d. Frying Pan

86. My friend type the letter by using.....
- a. Book
  - b. Notebook
  - c. Eraser
  - d. Dictionary
87. The name of animal who always like to eat the grass and long neck
- a. Sheep
  - b. Giraffe
  - c. Fish
  - d. Mouse
88. My sister cuts the Avocado with...
- a. Knife
  - b. Wood
  - c. Scissor
  - d. Glass
89. The name of animal always eat the fish.....
- a. Butterfly
  - b. Chicken
  - c. Rabbit
  - d. Cat
90. Where is the sister cook the rice.....
- a. In rice cooker
  - b. Plate
  - c. Bottle
  - d. Spoon
91. The name of animal always sleep in day.....
- a. Bat
  - b. Dog
  - c. Horse
  - d. Lion
92. Rina eat a fried rice by using .....
- a. Plate
  - b. Fork
  - c. Glass
  - d. Knife
93. The name of animal have wings and two foot is.....
- a. Cow
  - b. Bird
  - c. Crab
  - d. Dog
94. What is the name of animal looks like a cat but it is very big
- a. Elephant
  - b. Tiger
  - c. Mosquito
  - d. Cricket
95. I and my friend studying Arabic language in.....
- a. Garden
  - b. Kitchen
  - c. School
  - d. Hospital
96. My brother go to.....every day
- a. Swimming pool
  - b. River
  - c. Hospital
  - d. School
97. What is the name of animal looks like a lizard
- a. Mouse
  - b. Fish
  - c. Komodo
  - d. Cat

98. The name of animal live in the river and land .....
- a. Tiger
  - b. Frog
  - c. Cat
  - d. Lion
99. Zizah is drying clothes on the .....
- a. Chair
  - b. Train
  - c. Table
  - d. Clothesline
100. The name of animal looks like a horse but has many strips
- a. Horse
  - b. Snake
  - c. Zebra
  - d. Lion

**Validator**

**Defrizal Aswara Rangkuti S. Pd**

**Researcher**

**Fitri Khairani Daulay**

## APPENDIX III

### CYCLE II (SIKLUS II)

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

|                |                               |
|----------------|-------------------------------|
| Sekolah        | : MTS Baharuddin              |
| Mata Pelajaran | : Bahasa Inggris              |
| Kelas/Semester | : VIII/2                      |
| Materi pokok   | : Noun                        |
| Tema           | : Vocabulary                  |
| Skill          | : Mendengar dan berbicara     |
| Alokasi Waktu  | : 4 x 40menit (2 x pertemuan) |

#### **A. Kompetensi Inti :**

Mampu menulis dan mengenal berbagai kosakata di lingkungan sekitar.

#### **B. Kompetensi Dasar :**

Mengetahui kosakata benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama..

#### **C. Tujuan Pembelajaran :**

Dilandasi dengan mensyukuri kesempatan dapat mempelajari bahasa Inggris, peserta didik Siswa mampu mengucapkan dan mengetahui makna dari kosakata yang dipelajari untuk melaksanakan komunikasi menggunakan dengan unsur kebahasaan yang benar dan sesuai konteks secara jujur, disiplin, dan percaya diri.

#### **D. Materi Pembelajaran :** Noun

#### **E. Metode Pembelajaran :** Diskusi dan Penugasan.

## **F. Langkah – Langkah Pembelajaran**

### **1. Kegiatan Awal**

- a. Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca doa belajar sesuai dengan agamanya masing-masing.
- b. Guru mengabsen siswa
- c. Guru bertanya kepada siswa tentang materi yang berkaitan
- d. Guru menanyakan kesiapan siswa dalam menerima pelajaran
- e. Guru menjelaskan tujuan pembelajaran yang akan dicapai

### **2. Kegiatan Inti**

- a. Guru memberikan penjelasan sekilas mengenai tentang materi yang akan di pelajari dan teknik yang akan digunakan
- b. Guru memberikan penjelasan mengenai noun
- c. Guru memperlihatkan/menunjukkan Mind mapping technique yang mengilustrasikan topik yang dibahas
- d. Guru membagi siswa menjadi beberapa kelompok yang terdiri dari 4-5 orang perkelompok.
- e. Guru memberikan satu kata kunci dan menyuruh siswa secara individu untuk memberikan kata- kata apa saja yang berhubungan dengan kata kunci tersebut
- f. Murid mendeskripsikan mengenai nama benda in home,outside home dan hewan.

### **3. Kegiatan Penutup**

- a. Guru dan siswa bersama-sama menyimpulkan pelajaran

- b. Guru memberikan kesempatan kepada siswa untuk mengungkapkan hal-hal yang mereka rasakan selama pembelajaran berlangsung
- c. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya
- d. Guru menutup pembelajaran dan memotivasi siswa dalam pembelajaran bahasa Inggris.
- e. Guru menutup dengan salam

**G. Sumber Belajar:** English Book and Dictionary

**H. Media Pembelajaran:** Mind mapping Technique

**I. Penilaian Hasil Belajar**

| No | Indicator                        | Topic                 | Number of Items   | Item       |
|----|----------------------------------|-----------------------|---|------------|
| 1  | Identifying the meaning of words | Thing in outside home | 1, 5, 8, 9, 13, 16, 18, 27, 30, 33, 46, 47, 48, 49, 50                          | 15         |
|    |                                  | Thing in the home     | 2, 4, 6, 10, 14, 17, 10, 22, 23, 25, 29, 32, 36, 38, 40                         | 15         |
|    |                                  | Animal                | 3, 7, 10, 11, 12, 15, 19, 21, 24, 26, 28, 31, 34, 35, 37, 39, 42, 43, 49        | 20         |
| 2  | Identifying the use of words     | Thing in outside home | 63, 64, 65, 66, 67, 71, 72, 86, 96, 94, 95, 68, 97,                             | 15         |
|    |                                  | Thing in the home     | 51, 52, 53, 61, 62, 70, 74, 75, 76, 77, 78, 79, 80, 95, 90                      | 15         |
|    |                                  | Animal                | 54, 55, 57, 58, 59, 60, 68, 69, 73, 79, 81, 82, 83, 89, 91, 93, 94, 91, 99, 100 | 20         |
|    |                                  | <b>Total</b>          |   | <b>100</b> |

Penilaian

Students score :  $\frac{\text{Students mean score} \times 100}{\text{Maximum score}}$

Maximum score

$$M = \frac{\sum f \times}{N}$$



Where:

M: The mean score of students

$\sum f x$ : The total scores

N: The number of students

Janjimauli 2021

Guru Pamong

Observer

Defrizal Aswara Rangkuti S.Pd

Fitri Khairani Daulay  
Nim. 14 203 00038

Mengetahui Kepala Sekolah

Drs. Zulkarnain Siregar

## INSTRUMENT TEST IN CYCLE II

Name :

Class :

Instruction !

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Jawablah pertanyaan-pertanyaan di bawah ini.
3. Bacalah pertanyaan dengan benar dan tepat.
4. Pilihlah jawaban yang benar dengan memberi tanda silang (x) pada salah satu jawaban.
5. Periksalah jawaban anda dengan teliti sebelum menyerahkan kepada guru.
6. Test ini hanya bertujuan untuk mengetahui data-data siswa tentang pemahaman menghafal kosakata.
7. Waktu 40 menit.

101. What is the meaning of word **train** in Indonesia.....
  - c. Pesawat
  - c. Bus
  - d. Kereta api
  - d. Becak
102. What is the meaning of word **curtain** in Indonesian .....
  - c. Selimut
  - c. Tirai
  - d. Bantal
  - d. Seprei
103. The meaning of word **horse** in Indonesia is.....
  - c. Kuda
  - c. Unta
  - d. Kucing
  - d. Kerbau
104. What is the meaning of word **gas stove** in Indonesia .....
  - c. Kulkas
  - c. Lemari
  - d. Kompor gas
  - d. Tempat tidur
105. What is the meaning of word **post office** in Indonesia .....
  - c. Rumah sakit
  - c. Kantor pos
  - d. Kantor polisi
  - d. Rumah
106. What is the meaning of word **pan** in Indonesia .....
  - c. Panci
  - c. Piring
  - d. Garpu
  - d. Gelas
107. The meaning of word **goose** in Indonesia is.....
  - c. Kelinci
  - c. Angsa
  - d. Kambing
  - d. Kucing

108. What is the meaning of word sea in Indonesia .....
- |           |           |
|-----------|-----------|
| c. Laut   | c. Gunung |
| d. Sungai | d. Hujan  |
109. What is the meaning of word soil in Indonesia .....
- |           |          |
|-----------|----------|
| c. Rumput | c. Tanah |
| d. Lumpur | d. Bunga |
110. What is the meaning of word knife in Indonesia.....
- |           |          |
|-----------|----------|
| c. Pisau  | c. Garpu |
| d. Sendok | d. Kunci |
111. The meaning of word tiger in Indonesia is.....
- |            |               |
|------------|---------------|
| c. Nyamuk  | c. Sapi       |
| d. Harimau | d. Laba- laba |
112. The meaning of word gorilla in Indonesia is.....
- |           |            |
|-----------|------------|
| c. Landak | c. Kelinci |
| d. Angsa  | d. Gorila  |
113. What is the meaning of word mountain in Indonesia .....
- |           |           |
|-----------|-----------|
| c. Sungai | c. Taman  |
| d. Laut   | d. Gunung |
114. The meaning of word bed in Indonesia.....
- |            |                 |
|------------|-----------------|
| c. Seprei  | c. Bantal       |
| d. Selimut | d. Tempat tidur |
115. The meaning of word mosquito in Indonesia....
- |           |            |
|-----------|------------|
| c. Nyamuk | c. Gajah   |
| d. Kucing | d. Beruang |
116. The meaning of word beach in Indonesia....
- |             |          |
|-------------|----------|
| c. Pantai   | c. Kebun |
| d. Lapangan | d. Sawah |
117. What is the meaning of word refrigerator in Indonesia.....
- |                |           |
|----------------|-----------|
| c. Kipas angin | c. Lemari |
| d. Televisi    | d. Kulkas |
118. The meaning of word garage in Indonesia.....
- |            |           |
|------------|-----------|
| c. Pesawat | c. Motor  |
| d. Garasi  | d. Sepeda |
119. The meaning of word washing machine in Indonesia....
- |               |           |
|---------------|-----------|
| c. Tirai      | c. Lemari |
| d. Mesin cuci | d. Meja   |
120. The meaning of word sheep in Indonesia....
- |          |          |
|----------|----------|
| c. Katak | c. Domba |
| d. Singa | d. Lebah |

121. The meaning of the word elephant in Indonesia....  
c. Gajah c. Nyamuk  
d. Kuda d. Kucing
122. The meaning of word Toothbrush in Indonesia .....  
c. Kloset c. Sikat gigi  
d. Handuk d. Sikat lantai
123. What is the meaning of word clothes Indonesia....  
c. Baju c. Handuk  
d. Celana d. Bantal
124. The meaning of word kangaroo in Indonesia...  
c. Ular c. Tikus  
d. Kanguru d. Semut
125. The meaning of word pillow in Indonesia....  
c. Tirai c. Selimut  
d. Seprei d. Bantal
126. The meaning of word dolphin in Indonesia....  
c. kepiting c. Zebra  
d. Lumba-lumba d. Singa
127. What is the meaning of word mosque in Indonesia....  
c. Masjid c. Pasar  
d. Rumah sakit d. Kantor polisi
128. What is the meaning of word butterfly in Indonesia.....  
c. Ular c. Kupu- kupu  
d. Buaya d. Singa
129. The meaning of word soap in Indonesia....  
c. Lampu c. Sapu  
d. Sabun d. Tepat tidur
130. What is the meaning of word river in Indonesia....  
c. Sawah c. Sungai  
d. Kebun d. Lapangan
131. The meaning of word lion in Indonesia...  
c. Kelinci c. Angsa  
d. Singa d. Kerbau
132. The meaning of word water dipper in Indonesia...  
c. Gayung c. Bantal  
d. Meja d. Kursi
133. What is the meaning of word library in Indonesia....  
c. Sekolah c. Kantor Pos  
d. Toilet d. Perpustakaan

134. The meaning of word **mouse** in Indonesia....  
 c. Tikus c. Bebek  
 d. Lumba-lumba d. Ular
135. The meaning of word **Eagle** in Indonesia....  
 c. Unta c. Cicak  
 d. Semut d. Elang
136. What is the meaning of word **comb** in Indonesia....  
 c. Meja c. Kertas  
 d. Sisir d. Cermin
137. What is the meaning of word **frog** in Indonesia.....  
 c. Katak c. Kelinci  
 d. Kepiting d. Zebra
138. What is the name of word **plate** in Indonesia.....  
 c. Sendok c. Pisau  
 d. Gelas d. Piring
139. The meaning of word **snake** in Indonesia...  
 c. Ayam c. Cicak  
 d. Elang d. Ular
140. The meaning of word **hair dryer** in Indonesia...  
 c. Pengerang rambut c. Seprei  
 d. Selimut d. Bantal
141. The meaning of word **socks** in Indonesia...  
 c. Kursi c. Kulkas  
 d. Kaos kaki d. Tirai
142. The meaning of word **duck** in Indonesia is.....  
 c. Tikus c. Gajah  
 d. Bebek d. Harimau
143. The meaning of word **ell** in Indonesia is.....  
 c. Belut c. Kupu- kupu  
 d. Gajah d. Tikus
144. The meaning of word **rabbit** in Indonesia is.....  
 c. Lebah c. Kelelawar  
 d. Singa d. kelinci
145. The meaning of word **chicken** in Indonesia is.....  
 c. Ikan c. Kambing  
 d. Kucing d. Ayam
146. The meaning of word **rain** in Indonesia is.....  
 c. Taman c. Hujan  
 d. Batu d. Pohon

147. The meaning of word **hospital** in Indonesia .....
- |                |                  |
|----------------|------------------|
| c. Rumah sakit | c. Pasar         |
| d. Sekolah     | d. Kantor polisi |
148. The meaning of word **rice fields** in Indonesia .....
- |          |          |
|----------|----------|
| c. Kebun | c. Pasar |
| d. Sawah | d. Taman |
149. The meaning of word **rainbow** in Indonesia is.....
- |            |            |
|------------|------------|
| c. Langit  | c. Bintang |
| d. Pelangi | d. Bulan   |
150. The meaning of word **sun** in Indonesia .....
- |            |             |
|------------|-------------|
| c. Bintang | c. Bulan    |
| d. Senja   | d. Matahari |
151. My cousin take the fruits and vegetable from.....
- |            |           |
|------------|-----------|
| c. Garden  | c. School |
| d. Library | d. River  |
152. My family go to ..... For shopping
- |            |           |
|------------|-----------|
| c. Library | c. Market |
| d. Mosque  | d. School |
153. My friend type the letter by using.....
- |             |               |
|-------------|---------------|
| c. Book     | c. Eraser     |
| d. Notebook | d. Dictionary |
154. The name of animal can fly and have wings, except.....
- |          |              |
|----------|--------------|
| a. Bird  | c. Tiger     |
| b. Goose | d. Butterfly |
155. The name of animal looks like a horse but has many strips
- |          |          |
|----------|----------|
| c. Horse | c. Zebra |
| d. Snake | d. Lion  |
156. The animal always eat the carrot is.....
- |          |           |
|----------|-----------|
| c. Snake | c. Rabbit |
| d. Fish  | d. Dog    |
157. The name of animal live in the river and land .....
- |           |         |
|-----------|---------|
| c. Tiger  | c. Cat  |
| d. A frog | d. Lion |
158. What is the name of animal live in lakes and rivers
- |          |              |
|----------|--------------|
| a. Lion  | c. Crocodile |
| b. Tiger | d. Mouse     |
159. What is the name of animal looks like a dog and like meat
- |            |          |
|------------|----------|
| a. Wolf    | c. Snake |
| b. Chicken | d. Cat   |

160. The name of animal jumped every walk is.....
- a. Kangaroo
  - b. Cat
  - c. Snake
  - d. Bird
161. Mila and riri go to ..... for swim
- a. Airport
  - b. Swimming pool
  - c. Restaurant
  - d. Office
162. They go to school by.....
- a. School bus
  - b. Helicopter
  - c. Ambulance
  - d. Plane
163. My sister cook the cake using.....
- a. Pan
  - b. Fork
  - c. Knife
  - d. Oven
164. Dedi drink a mango juice by using.....
- a. Broom
  - b. glass
  - c. Knife
  - d. Plate
165. Tika use.....for eat meatball
- a. Spoon
  - b. Pan
  - c. Rice Cooker
  - d. Frying Pan
166. Where is the sister cook the rice.....
- a. In rice cooker
  - b. Plate
  - c. Bottle
  - d. Spoon
167. My brother take the fruits from....
- a. Refrigerator
  - b. Bathroom
  - c. School
  - d. Library
168. The name of animals can climb is.....
- a. Cat
  - b. Elephant
  - c. Cow
  - d. Snake
169. The name of animal who always like to eat the grass and long neck
- a. Sheep
  - b. Giraffe
  - c. Fish
  - d. Mouse
170. The name of animal have fur is.....
- e. Bee
  - f. Fish
  - c. Cat
  - d. Frog
171. My brother use ... to write a letter
- a. Pencil
  - b. Ruler
  - c. Chalk
  - d. Eraser
172. Rina eat a fried rice by using .....
- c. Plate
  - d. Fork
  - c. Glass
  - d. Knife

173. What is the name of animal looks like a cat but it is very big
- |             |             |
|-------------|-------------|
| c. Elephant | c. Mosquito |
| d. Tiger    | d. Cricket  |
174. Aisyah go to.....buy fruits and clothes
- |               |             |
|---------------|-------------|
| c. School     | c. Hospital |
| d. Restaurant | d. market   |
175. I go to Malaysia by ....
- |          |         |
|----------|---------|
| c. Plane | c. Boat |
| d. Train | d. Car  |
176. We go to mall by ....
- |          |         |
|----------|---------|
| c. Plane | c. Boat |
| d. Train | d. Car  |
177. The students borrow books from the ....
- |             |                |
|-------------|----------------|
| a. Hospital | c. Post Office |
| b. Airport  | d. Library     |
178. My brother go to.....every day
- |                  |             |
|------------------|-------------|
| c. Swimming pool | c. Hospital |
| d. River         | d. School   |
179. Zizah is drying clothes on the .....
- |          |                |
|----------|----------------|
| a. Chair | c. Table       |
| b. Train | d. Clothesline |
180. Husna is stomach ache. She goes to .....
- |            |             |
|------------|-------------|
| c. Canteen | c. Hospital |
| d. Office  | d. Toilet   |
181. What is the name of animal looks like a lizard
- |          |           |
|----------|-----------|
| c. Mouse | c. Komodo |
| d. Fish  | d. Cat    |
182. The name of animal have wings and colorful but not bird
- |              |         |
|--------------|---------|
| g. Butterfly | c. frog |
| h. Fish      | d. Bird |
183. The name of animal have wings and two foot is.....
- |         |         |
|---------|---------|
| c. Cow  | c. Crab |
| d. Bird | d. Dog  |
184. The name of animal have big body and small eyes
- |            |             |
|------------|-------------|
| c. Ant     | c. Fish     |
| d. Chicken | d. Elephant |
185. I and my friend studying Arabic language in.....
- |            |             |
|------------|-------------|
| c. Garden  | c. School   |
| d. Kitchen | d. Hospital |



186. My sister helps me learn English. She using ... to know the meaning
- |               |              |
|---------------|--------------|
| c. Dictionary | c. Magazine  |
| d. Tables     | d. Newspaper |
187. What is the name of animal who always eat the banana fruit.....
- |           |             |
|-----------|-------------|
| a. Monkey | c. Elephant |
| b. Cat    | d. Snake    |
188. Where is the animals live in the sea.....
- |           |          |
|-----------|----------|
| a. Crab   | c. Mouse |
| b. Rabbit | d. Ant   |
189. What is the name of animal have color black and white
- |          |              |
|----------|--------------|
| a. Panda | c. Crocodile |
| b. Fish  | d. Crab      |
190. We can see tiger in the ....
- |                  |             |
|------------------|-------------|
| a. Zoo           | c. Hospital |
| b. Swimming pool | d. School   |
191. The animal always eat the rice.....
- |             |            |
|-------------|------------|
| c. Elephant | c. Chicken |
| d. Lion     | d. Monkey  |
192. M My sister cuts the Avocado with...
- |          |            |
|----------|------------|
| c. Knife | c. Scissor |
| d. Wood  | d. Glass   |
193. My Mother wants to buy a new ... for idul fitri
- |            |          |
|------------|----------|
| c. Clothes | c. Plate |
| d. Chair   | d. Table |
194. I and my family watching.....together
- |              |               |
|--------------|---------------|
| c. Newspaper | c. Magazine   |
| d. Tv        | d. Dictionary |
195. My sister wants to make bakwan. She need ... for cut the cabbage
- |           |           |
|-----------|-----------|
| a. Broom  | c. Mirror |
| b. Tissue | d. Knife  |
196. My young sister wants to make juice. She need ... to make a juice
- |            |          |
|------------|----------|
| c. Blender | c. Chair |
| d. Stove   | d. Plate |
197. We use a..... to clean the floor
- |          |          |
|----------|----------|
| c. Table | c. Chair |
| d. Broom | d. Door  |

198. I pray in a....

a. Mosque

c. River

b. Library

d. Market

199. The name of animal always sleep di in day.....

c. Bat

c. Horse

d. Dog

d. Lion

200. The name of animal always eat the fish.....

c. Butterfly

c. Rabbit

d. Chicken

d. Cat

**Validator**

**Researcher**

**Defrizal Aswara Rangkuti S. Pd**

**Fitri Khairani Daulay**

**KEY ANSWER IN THE FIRST CYCLE**

|       |       |       |       |
|-------|-------|-------|-------|
| 1. D  | 26. C | 51. D | 76.C  |
| 2. A  | 27. D | 52.B  | 77.A  |
| 3. C  | 28. B | 53.A  | 78.D  |
| 4. B  | 29. B | 54.C  | 79.C  |
| 5. B  | 30. B | 55.C  | 80.D  |
| 6. B  | 31. A | 56.A  | 81.C  |
| 7. D  | 32. D | 57.A  | 82.A  |
| 8. C  | 33.C  | 58.A  | 83.B  |
| 9. C  | 34.D  | 59.B  | 84.A  |
| 10. B | 35. D | 60.A  | 85.A  |
| 11. A | 36. B | 61.A  | 86.B  |
| 12. D | 37.C  | 62.D  | 87.B  |
| 13. D | 38. B | 63.B  | 88.A  |
| 14. D | 39. C | 64.C  | 89.D  |
| 15. D | 40. A | 65.A  | 90.A  |
| 16. B | 41. B | 66.D  | 91.A  |
| 17. D | 42. A | 67.A  | 92.A  |
| 18. A | 43.A  | 68.C  | 93.B  |
| 19. B | 44.A  | 69.A  | 93.B  |
| 20. C | 45.D  | 70.A  | 95.C  |
| 21. A | 46.A  | 71.C  | 96.D  |
| 22. C | 47.B  | 72.A  | 97.C  |
| 23. D | 48.A  | 73.A  | 98.B  |
| 24. A | 49.D  | 74.D  | 99.D  |
| 25. A | 50.C  | 75.A  | 100.C |

**KEY ANSWER IN THE SECOND CYCLE**

|       |       |      |       |
|-------|-------|------|-------|
| 26. A | 26. B | 51.A | 76.D  |
| 27. C | 27. A | 52.C | 77.D  |
| 28. A | 28. C | 53.B | 78.D  |
| 29. B | 29. B | 54.C | 79.D  |
| 30. C | 30. C | 55.C | 80.C  |
| 31. A | 31. B | 56.C | 81.C  |
| 32. C | 32. A | 57.B | 82.C  |
| 33. A | 33.D  | 58.C | 83.B  |
| 34. C | 34.A  | 59.A | 84.D  |
| 35. A | 35.D  | 60.C | 85.C  |
| 36. B | 36.B  | 61.A | 86.A  |
| 37. D | 37.A  | 62.A | 87.A  |
| 38. D | 38. D | 63.D | 88.A  |
| 39. D | 39.D  | 64.B | 89.A  |
| 40. A | 40.A  | 65.A | 90.A  |
| 41. A | 41.B  | 66.A | 91.C  |
| 42. D | 42.B  | 67.A | 92.A  |
| 43. B | 43.A  | 68.A | 93.A  |
| 44. B | 44.D  | 69.B | 93.B  |
| 45. C | 45.D  | 70.C | 95.D  |
| 46. A | 46.C  | 71.A | 96.A  |
| 47. A | 47.A  | 72.A | 97.B  |
| 48. A | 48.B  | 73.B | 98.A  |
| 49. B | 49.B  | 74.D | 99.A  |
| 50. D | 50.D  | 75.A | 100.D |

## APPENDIX VI

### LIST OF INTERVIEW

Interview to the students in second cycle

6. Apakah kesulitan anda ketika belajar kosakata?

(What are your difficulties when learning vocabulary?)

Answer:.....

7. Mengapa anda tidak menjawab soal?

(why don't you answer of question?)

Answer:.....

8. Mengapa anda tidak mengerti pelajaran tersebut?

( Why don't you understand the lesson?)

Answer:.....

9. Apakah anda menyukai pelajaran kosakata bahasa inggris

(Do you like learning English vocabulary?)

Answer: .....

10. Dimana letak kesulitan anda dalam belajar bahasa inggris?

(where put your difficult in English learning?)

Answer: .....

## APPENDIX V

### LIST OF INTERVIEW

Interview to the students in first cycle

1. Apakah kesulitan anda ketika belajar kosakata?  
(What are your difficulties when learning vocabulary?)  
Answer:.....
  
2. Mengapa anda tidak menjawab soal?  
(why don't you answer of question?)  
Answer:.....
  
3. Mengapa anda tidak mengerti pelajaran tersebut?  
( Why don't you understand the lesson?)  
Answer:.....
  
4. Apakah anda menyukai pelajaran kosakata bahasa inggris  
(Do you like learning English vocabulary?)  
Answer: .....
  
5. Dimana letak kesulitan anda dalam belajar bahasa inggris?  
(where put your difficult in English learning?)  
Answer: .....

## APPENDIX VII

**Observation Sheet of Students' Activities  
in the Teaching and Learning Process  
Classroom Action Research**

Subject Matter : English

Class/ Semester : VIII 2/ II

Days/ Date Of :

Cycle : I

Observant :

| No  | Students | Behavior                        |                      |                   |                  |                    |
|-----|----------|---------------------------------|----------------------|-------------------|------------------|--------------------|
|     |          | Who make noisy in the Classroom | Who active to answer | Who active to ask | Who walks around | Who doesn't attend |
| 1.  | AR       |                                 |                      |                   |                  |                    |
| 2.  | AH       |                                 |                      |                   |                  |                    |
| 3.  | AZ       |                                 |                      |                   |                  |                    |
| 4.  | AF       |                                 |                      |                   |                  |                    |
| 5.  | AR       |                                 |                      |                   |                  |                    |
| 6.  | AT       |                                 |                      |                   |                  |                    |
| 7.  | AR       |                                 |                      |                   |                  |                    |
| 8.  | DP       |                                 |                      |                   |                  |                    |
| 9.  | EF       |                                 |                      |                   |                  |                    |
| 10. | HF       |                                 |                      |                   |                  |                    |
| 11. | IR       |                                 |                      |                   |                  |                    |
| 12. | IP       |                                 |                      |                   |                  |                    |
| 13. | IA       |                                 |                      |                   |                  |                    |
| 14. | MR       |                                 |                      |                   |                  |                    |
| 15. | MS       |                                 |                      |                   |                  |                    |
| 16. | MT       |                                 |                      |                   |                  |                    |
| 17. | MB       |                                 |                      |                   |                  |                    |
| 18. | NH       |                                 |                      |                   |                  |                    |
| 19. | NA       |                                 |                      |                   |                  |                    |
| 20. | NR       |                                 |                      |                   |                  |                    |
| 21. | PR       |                                 |                      |                   |                  |                    |
| 22. | RR       |                                 |                      |                   |                  |                    |
| 23. | RS       |                                 |                      |                   |                  |                    |
| 24. | RM       |                                 |                      |                   |                  |                    |
| 25. | SA       |                                 |                      |                   |                  |                    |
| 26. | SN       |                                 |                      |                   |                  |                    |
| 27. | SK       |                                 |                      |                   |                  |                    |

|                                   |           |  |  |  |  |  |
|-----------------------------------|-----------|--|--|--|--|--|
| <b>28.</b>                        | <b>SH</b> |  |  |  |  |  |
| <b>29.</b>                        | <b>TL</b> |  |  |  |  |  |
| <b>30.</b>                        | <b>WM</b> |  |  |  |  |  |
| <b>31.</b>                        | <b>YA</b> |  |  |  |  |  |
| <b>32.</b>                        | <b>MS</b> |  |  |  |  |  |
| <b>33.</b>                        | <b>RS</b> |  |  |  |  |  |
| <b>Total</b>                      | <b>33</b> |  |  |  |  |  |
| <b>Condition of the classroom</b> |           |  |  |  |  |  |



## APPENDIX VIII

### Observation Sheet of Students' Activities in the Teaching and Learning Process Classroom Action Research

Subject Matter : English

Class/ Semester : VIII 2/ II

Days/ Date Of :

Cycle : II

Observant :

| No  | Students | Behavior                        |                      |                   |                  |                    |
|-----|----------|---------------------------------|----------------------|-------------------|------------------|--------------------|
|     |          | Who make noisy in the Classroom | Who active to answer | Who active to ask | Who walks around | Who doesn't attend |
| 1.  | AR       |                                 |                      |                   |                  |                    |
| 2.  | AH       |                                 |                      |                   |                  |                    |
| 3.  | AZ       |                                 |                      |                   |                  |                    |
| 4.  | AF       |                                 |                      |                   |                  |                    |
| 5.  | AR       |                                 |                      |                   |                  |                    |
| 6.  | AT       |                                 |                      |                   |                  |                    |
| 7.  | AR       |                                 |                      |                   |                  |                    |
| 8.  | DP       |                                 |                      |                   |                  |                    |
| 9.  | EF       |                                 |                      |                   |                  |                    |
| 10. | HF       |                                 |                      |                   |                  |                    |
| 11. | IR       |                                 |                      |                   |                  |                    |
| 12. | IP       |                                 |                      |                   |                  |                    |
| 13. | IA       |                                 |                      |                   |                  |                    |
| 14. | MR       |                                 |                      |                   |                  |                    |
| 15. | MS       |                                 |                      |                   |                  |                    |
| 16. | MT       |                                 |                      |                   |                  |                    |
| 17. | MB       |                                 |                      |                   |                  |                    |
| 18. | NH       |                                 |                      |                   |                  |                    |
| 19. | NA       |                                 |                      |                   |                  |                    |
| 20. | NR       |                                 |                      |                   |                  |                    |
| 21. | PR       |                                 |                      |                   |                  |                    |
| 22. | RR       |                                 |                      |                   |                  |                    |
| 23. | RS       |                                 |                      |                   |                  |                    |
| 24. | RM       |                                 |                      |                   |                  |                    |
| 25. | SA       |                                 |                      |                   |                  |                    |

|   |           |  |  |  |  |  |
|---|-----------|--|--|--|--|--|
| <b>26.</b>                                | <b>SN</b> |  |  |  |  |  |
| <b>27.</b>                                | <b>SK</b> |  |  |  |  |  |
| <b>28.</b>                                | <b>SH</b> |  |  |  |  |  |
| <b>29.</b>                                | <b>TL</b> |  |  |  |  |  |
| <b>30.</b>                                | <b>WM</b> |  |  |  |  |  |
| <b>31.</b>                                | <b>YA</b> |  |  |  |  |  |
| <b>32.</b>                                | <b>MS</b> |  |  |  |  |  |
| <b>33.</b>                                | <b>RS</b> |  |  |  |  |  |
| <b>Total</b>                              | <b>33</b> |  |  |  |  |  |
| <b>Condition<br/>of the<br/>classroom</b> |           |  |  |  |  |  |



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: 04 /In.14/E.6a/PP.00.9/ 10 /2020

Padangsidempuan, Februari 2021

:  
: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu;

1. **Dr. Fitriadi Lubis, M. Pd** (Pembimbing I)
2. **Fitri Rayani Siregar, M. Hum** (Pembimbingan II)

Di Padangsidempuan

*Assalamu'Alaikum Wr. Wb.*

Dengan Hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi program studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Fitri Khairani Dauly

Nim : 14 203 00038


Fak/ Jurusan : Tarbiyah dan Ilmu Keguruan / TBI-4

Judul Skripsi : **IMPROVING VOCABULARY MASTERY BY USING MIND  
MAPPING TECHNIQUE AT GRADE VIII STUDENTS OF MTS  
BAHARUDDIN**

ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan

Terimakasih.

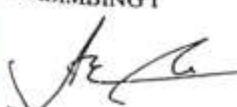
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Penyelesaian Skripsi.

26 Februari 2021

Yth. Kepala MTS Baharuddin  
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Fitri Khairani Daulay  
NIM : 1420300038  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Vocabulary Mastery by Using Mind Mapping Technique at Grade VIII Students of MTS Baharuddin".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Dr. Lelya Huda, M.Si.

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Nomor : MTs.180/ PPMB-BGJMT/3/2021  
Lampiran : -  
Perihal : *Izin Penelitian*

Janjimauli-MT, 8 Maret 2021

Yth. Dekan Bidang Akademik  
Institut Agama Islam Negeri Padangsidempuan

Dengan Hormat,

Menindaklanjuti surat saudara Nomor : B-226/In.14/E/TL.00/02/2021 perihal surat diatas dengan ini kami menyatakan nama tersebut di bawah ini telah melaksanakan penelitian untuk keperluan penulisan skripsi di Madrasah Tsanawiyah Swasta Baharuddin. Atas nama mahasiswa :

Nama : FITRI KHAIRANI DAULAY  
NPM : 1420300038  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Prodi : Tadris/Pendidikan Bahasa Inggris  
Judul Skripsi : **Improving Vocabulary Mastery by Using Mind Mapping Technique at Grade VIII Students of MTs Baharuddin**

Demikian Surat izin ini kami sampaikan dan untuk dapat dipergunakan sebagaimana mestinya.

Kepala Madrasah,  
  
Dr. ZULKARNAIN SIREGAR, S.Pd.I