

ABSTRACT

MIND MAPPING TECHNIQUE WITH STUDENTS TEAM ACHIVEMENT DIVISION TO INCREASE THE STUDENTS' VOCABULARY ACHIEVEMENT AND INTEREST TO TENTH GRADE STUDENTS AT SMK AKU CINTA INDONESIA METRO

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The present study aimed to find out whether there is a significant difference of students' vocabulary achievement between students who are taught by using mind mapping technique with students team achievement divison and original mind mapping technique, and whether there is an increase in the students' interest of English vocabulary learning through mind mapping technique with students team achievement divison. The subjects of this research were the tenth grade students of SMK Aku Cinta Indonesia Metro. This study a quantitative research. The data were obtained from the pre-test, post-test, and questionnaire. The data were analyzed by using Independent group t-test and Paired sample t-test in SPSS (*Statistical Program for Social Science*). The results show that the students' vocabulary achievement in experimental class increased from 54.07 to 81.87 and there is a significant difference with the sig. (2 *tailed*) of $0.00 < 0.05$. The result of students' vocabulary achievement in control class also increased from 53.40 to 68.73 and there is a significant difference with the sig. (2 *tailed*) of $0.01 < 0.05$. Meanwhile, the result of the significance value of the experimental class and the control class are $0.00 < \alpha = 0.05$. It means that the p value is less than 0.05. This indicates that there is a significant difference in students' vocabulary achievement between the students who were taught using mind mapping technique with students team achievement divison and original mind mapping technique. Furthermore, the results show that students' interest increased from 30.07 to 42.30 with a significance value of $0.00 < \alpha = 0.05$. It can be concluded that H1 is accepted which states that there is an increase in students' interest in learning vocabulary using mind mapping technique with students team achievement divison. In conclusion, learning using digital mind mapping technique has a greater influence on students' vocabulary achievement and it is also able to increase students' interest in English vocabulary.

Key words: *Vocabulary, Mind Mapping, Mind Mapping with STAD, Students' Interest*