

ABSTRACT

THE USE OF MIND MAPPING TO IMPROVE STUDENTS' VOCABULARY ACHIEVEMENT AT THE SEVEN GRADE STUDENTS OF UPTD SMPN SATAP 3 PESAWARAN

By

Delvina Damayanti

This research is aimed to find out whether there is significant improvement in students' vocabulary achievement after the implementation of the mind mapping technique. The researcher employed one-group pre-test and post-test to obtain the data. Then, the purposive sampling was used in this research and the A class was chosen because it had larger number of students than the other class. The mean scores of pre-test and post-test were analyzed by using the Paired Sample T-Test. The scores of students' pre-test and the post-test were compared. The results were calculated by using SPSS 25. It was found that the significance (2-tailed) value obtained was 0.000, and it was higher than the significance level ($0.000 < 0.05$), and the *t-value* was higher than the *t-table* ($18.833 > 2.052$). The N-gain scores of students were found. The minimum score was 22.80%, while the maximum score was 88.23%. After counting all the N-gain scores, it is obtained that the mean gain of the N-gain score is 50.82%, and it was considered that the mind mapping technique is effective. Based on the results, it can be concluded that there was a positive significant difference between both of the pre-test and post-test, and the researcher draws a conclusion that the mind mapping technique in this research is effective in improving students' vocabulary achievement.

Keywords: English vocabulary, vocabulary achievement, mind mapping

ABSTRAK

PENGUNAAN MIND MAPPING UNTUK MENINGKATKAN PENCAPAIAN KOSA KATA SISWA PADA SISWA KELAS TUJUH DI UPTD SMPN SATAP 3 PESAWARAN

By

Delvina Damayanti

Penelitian ini bertujuan untuk mengetahui apakah ada peningkatan yang signifikan dalam pencapaian kosakata siswa setelah penerapan teknik mind mapping. Peneliti menggunakan one group pre-test and post-test untuk memperoleh data. Lalu, pengambilan sampel secara purposive digunakan dalam penelitian ini dan kelas A dipilih karena memiliki jumlah siswa yang lebih banyak dibandingkan kelas lain. Nilai rata-rata pre-test dan post-test dianalisis dengan menggunakan Uji-T Sampel Berpasangan. Skor dari pre-test dan post-test dibandingkan. Hasil dari test tersebut dihitung menggunakan SPSS 25. Ditemukan bahwa nilai signifikansi (2-tailed) yang diperoleh adalah 0,000, dan lebih tinggi dari tingkat signifikansi ($0,000 < 0,05$), dan nilai-t lebih tinggi dari t-tabel ($18,833 > 2,052$). Ditemukan skor N-gain siswa dengan skor minimum adalah 22,80%, sedangkan skor maksimum adalah 88,23%. Setelah menghitung seluruh skor N-gain, diperoleh bahwa perolehan rata-rata skor N-gain adalah 50,82%, dan dianggap bahwa teknik mind mapping efektif. Berdasarkan hasil penelitian, dapat disimpulkan bahwa terdapat perbedaan signifikan yang positif antara pre-test dan post-test, dan peneliti menarik kesimpulan bahwa teknik mind mapping dalam penelitian ini efektif dalam meningkatkan pencapaian kosakata siswa.

Kata kunci: Kosa kata Bahasa Inggris, pencapaian kosa kata, mind mapping