

**THE EFFECT OF USING MIND MAPPING TO  
IMPROVE THE FOURTH GRADERS'  
VOCABULARY**

**A THESIS**



**By**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TEACHER EDUCATION FACULTY  
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA**

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# **The Effect of Using Mind Mapping to Improve the Fourth Graders' Vocabulary**

**A THESIS**

Presented to Teacher Education  
Faculty Widya Mandala  
Surabaya Catholic University  
in partial fulfillment of the requirement for the Degree of  
*Sarjana Pendidikan* in English Language Education



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(July 2020)**

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This thesis entitled **The Effect of Using Mind Mapping to Improve the Fourth Graders' Vocabulary** prepared and submitted by Esther Valencia Isabella Putri, 1213015001 has been approved to be examined by the Thesis Board of Examiners.



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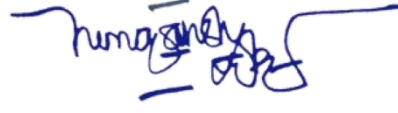
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(Esther Valencia Isabella Putri 1213015001)

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E.V.I.P

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## ABSTRACT

Putri, Esther Valencia Isabella. 2020. **The Effect of Using Mind Mapping to Improve the Fourth Graders' Vocabulary**. English Department of Faculty of Teacher Training and Education, Widya Mandala Catholic University Surabaya.

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Teaching vocabulary is not just about giving a list of vocabulary and asking students to memorize the words, but it is to make students comprehend the meaning and use the words they have learned. The fact is most of the students still have a lack of vocabulary. It becomes a challenge for a teacher to be able to teach the vocabulary simply and interestingly. A teacher can make teaching and learning activities attractive without having to use sophisticated technology; he or she can use or adjust to the facilities owned by the school and use the appropriate techniques to teach his or her students. This research aims to find out whether mind mapping technique is effective to improve the fourth-grade students' vocabulary achievement.

The writer did the pre-experimental study and she used pre-test and post-test as the research instrument to measure the students' vocabulary achievement before and after the treatments. For the research subjects, there were 27 fourth grade students of a private elementary school in Surabaya.

The result of the class observation showed that most of the students enjoyed the activities in the teaching and learning process. They were active to answer some questions related to mind mapping. In addition, the result of the T-Test statistical calculation shows that there was a significant improvement in the students' vocabulary scores after they were given treatments with mind mapping. When the pre-test was held, the lowest score was 63 and the highest score was 100. After the researcher gave the treatment to them three times, their post-test scores show that the lowest score was 93 and the highest score was 100. As a conclusion, mind mapping could improve students' vocabulary achievement significantly.