

**THE EFFECT OF MIND MAPPING
TECHNIQUES
ON THE VOCABULARY MASTERY
OF SECOND GRADE STUDENTS OF
ELEMENTARY SCHOOL**

A THESIS



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**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC
UNIVERSITY
SURABAYA
2015**

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Presented to Widya Mandala Catholic
University Surabaya
in partial fulfillment of the requirement for
the Degree of
Master in Teaching English as a Foreign
Language



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Advisor's Approval

This thesis entitled “The Effect of Mind Mapping Technique on the Vocabulary Mastery of Second Grade Students of Elementary School” has been approved to be examined by the Thesis Board of Examiners.

A handwritten signature in black ink, consisting of a large, stylized initial 'A' followed by a horizontal line and some smaller scribbles.

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Statement of Authenticity

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, July 3, 2015



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ABSTRACT

Kusuma Elizabeth, 2014. *The Effect of Mind Mapping Techniques on the Vocabulary Mastery of Second Grade Students of Elementary School*. A thesis presented to Widya Mandala Catholic University in partial fulfillment of the requirement for the Degree of Master in Teaching English as a Foreign Language. English Education Department Graduate School Widya Mandala Catholic University Surabaya 2014.

In learning English, one of the factors is the poor mastery of vocabulary knowledge. Memory sensory has important value in learning vocabulary. The students need balance in usage of the left brain and right brain. The Right brain is for creativity and visualization, whereas the left brain is for logic and reason. Mind mapping utilizes both and stimulates students' brains using the creative and logic sides of the brain.

In this study, the writer used a quasi-experimental non-equivalent-groups pre-test-post-test design. The subjects of this study were the second grade students of Elementary School. The writer used two classes as the sample of this experiment. The experimental group was taught using mind mapping and another was taught using word list. Then, the writer gave a pre-test, and post-test to the two groups. The pre-test measured the students' vocabulary mastery before the treatments. The treatments were given nine times (seventy minutes each). The writer used a post-test as one of the instruments to see the students' vocabulary mastery. After that, the writer evaluated the students' pre and post-tests of the two groups by using the analytic scoring technique.

Based on the calculation of the t-test, the writer found the t-observation of both groups. From the analysis of the pre-test, the writer found out that those two groups had equal ability in vocabulary mastery. From the post-test scores, the

writer also found out that those two groups were not significantly different. The t-observation of the two groups was 1.26, while the t-table was 2.08. It means that the null hypothesis which says “there is no significant difference between the vocabulary mastery of the second grade students who were taught by using mind mapping technique and one of those taught by using word list technique.” was accepted.

Key words: vocabulary mastery, schemata, mind-mapping, strategy.

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