

**ENRICHING VOCABULARY MASTERY BY USING MIND
MAPPING FLASHCARD FOR THE EIGHTH
GRADE STUDENTS OF SMPN 2 TOWUTI**

A Thesis

*Submitted to the English Language Studies Program of SI Tarbiyah and Teacher
Training Faculty of the State Islamic Institute of Palopo in Partical Fulfillment
of Requirement for S.Pd Degree in English Education*



Composed by :

FATIMAH AZ-ZAHRA
Reg. Number. 18.0202.0095

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

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Reg. Number. 18.0202.0095

Supervisions :

1. Dr. Munir Yusuf, S.Ag., M.Pd
2. St. Hartina, S.Pd., M.Pd



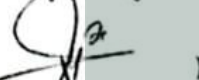


**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

THESIS APPROVAL

This thesis entitled Enriching Vocabulary Mastery by Using Mind Mapping Flashcard for The Eighth Grade Students of Smpn 2 Towuti, which is written by Fatimah Az-zahra, Registration Number 1802020095, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Tuesday, 13th June 2023/Dzulqā'dah 24th 1444 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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Approved by:

On behalf of Rector of IAIN Palopo
Dean of Education and Teacher
Training Faculty



M. Nur Hidayat, M.Pd.
NIP 19681231 199903 1 014

The Head of English Language
Education Study Program



Amalia Yahya, S.E.,M.Hum.
NIP 19771013 200501 2 006

EXAMINER APPROVAL

Thesis Entitle : **Enriching Vocabulary Mastery by Using Mind Mapping Flashcard for The Eighth-Grade Students of SMPN 2 Towuti.**

Written By

Name : Fatimah Az-zahra

Reg. Number : 18 0202 0095

Faculty : Education and Teacher Training

Study Program : English Education Study Program

Has been corrected and approved to be examined Munaqasyah thesis.

Palopo, May 26th, 2023

Examiner I



Amalia Yahya, S.E., M. Hum
NIP. 19771013 200501 2 006

EXAMINER APPROVAL

Thesis Entitle : **Enriching Vocabulary Mastery by Using Mind Mapping Flashcard for The Eighth-Grade Students of SMPN 2 Towuti.**

Written By

Name : Fatimah Az-zahra

Reg. Number : 18 0202 0095

Faculty : Education and Teacher Training

Study Program : English Education Study Program

Has been corrected and approved to be examined Munaqasyah thesis.

Palopo, May 26th, 2023

Examiner II


Dewi Furwana, S.Pd.I., M.Pd
NIP. 19870831 201503 2 006

NOTA DINAS PEMBIMBING

Palopo, 12 April, 2023

Lampiran : -

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di

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Nama : Fatimah Az-zahra

NIM : 18 0202 0095

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul : *Enriching Vocabulary Mastery by Using Mind Mapping Flashcard for The Eighth- Grade Students of SMPN 2 Towuti*

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Dr. Munir Yusuf, S.Ag., M.Pd

NOTA DINAS PEMBIMBING

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Kepada Yth.

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Wassalamu'alaikum Warahmatullahi Wabarakatuh

Pembimbing II



St. Hartina, S.Pd.,M.Pd

NIP. 19910909 201903 2 021

STATEMENT OF AUTHENTICITY

I, who undersigned below:

Name : Fatimah Az-zahra
Registration Number : 18 0202 0095
Faculty : Education and Teacher Training
Study Program : English Language Education Study Program

Stating exactly that:


1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as my own work or thought.
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In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 7 October 2023
Regards,




Fatimah Az-zahra
NIM 18 0202 0095

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مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ ، وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّينِ, أَمَا بَعْدُ

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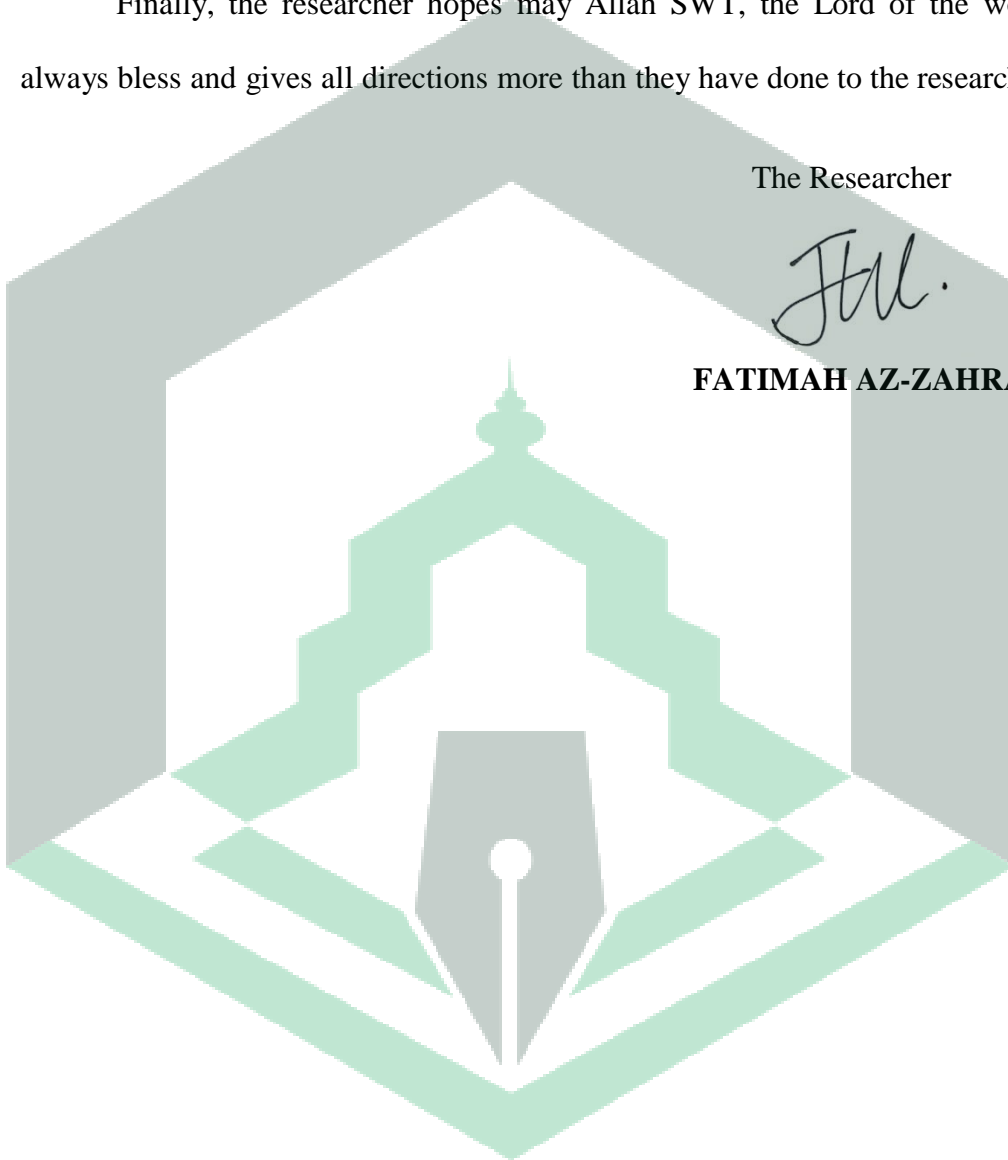
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The Researcher



FATIMAH AZ-ZAHRA



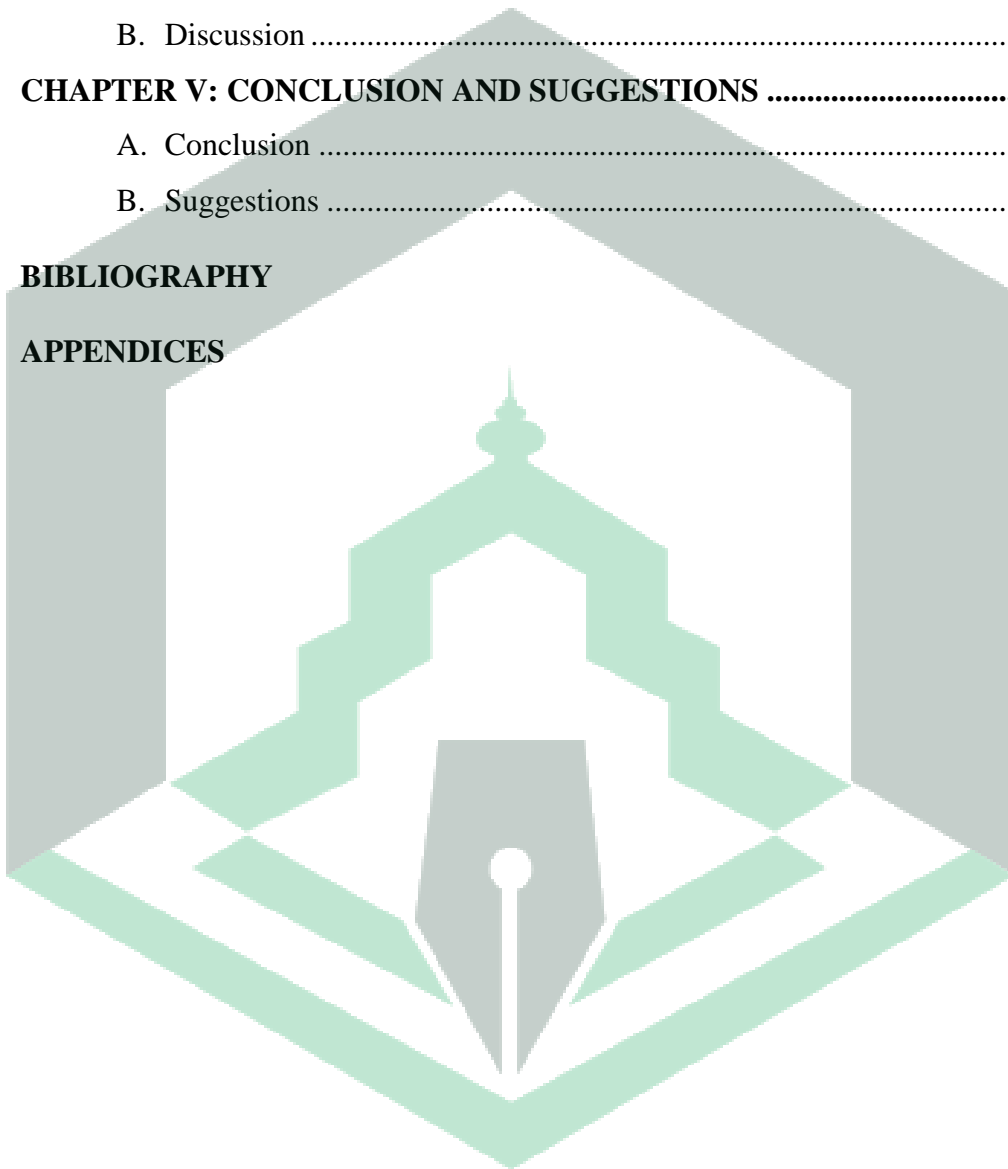
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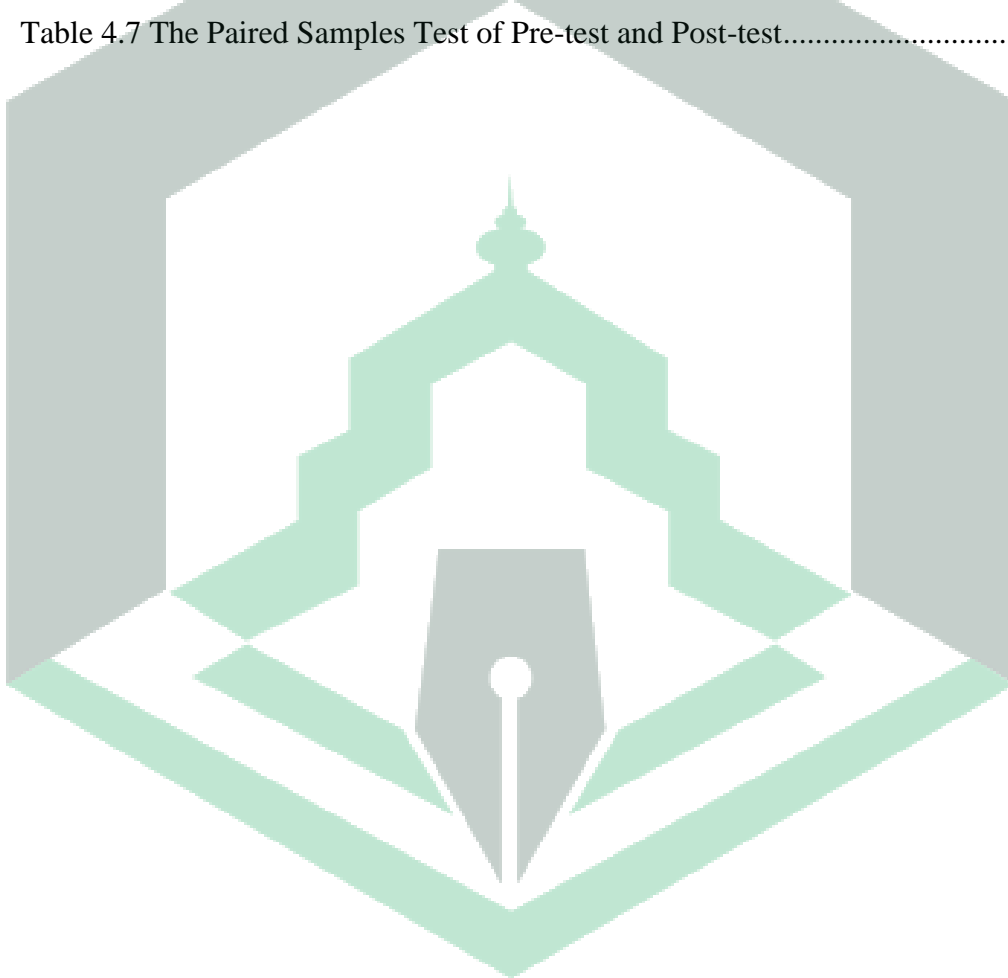
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ABSTRACT

Fatimah Az-zahra, 2023 *“Enriching Vocabulary Mastery by Using Mind Mapping Flashcard for The Eighth-grade Students of SMPN 2 Towuti”*. A thesis of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo (IAIN Palopo). Under Supervisor, Dr. Munir Yusuf, S.Ag., M.Pd as the first consultant, and St.Hartina S. Pd., M. Pd as the second consultant.

The objective of this research is to determine whether or not the use of mind-mapping flashcards can enrich the student vocabulary mastery of the eighth-grade students' of SMPN 2 Towuti. The researcher adopted the pre-experimental method in this research. The researcher choose total sampling technique of 20 eighth-grade students' in SMPN 2 Towuti as a sample. The instrument in this research is vocabulary test. The data was described statistically by using SPSS 20 edition. The result of the research revealed that the mean score on the post-test is higher than the pre-test score ($66 > 83.95$). Besides, the value of t_{count} is 5.218, with the degree of freedom (df) value being 19, which is higher than the t-table (2,093). It means that using mind-mapping flashcards enrich the students' vocabulary mastery. It is easy for teachers to use mind mapping in the vocabulary of the learning. This medium can help the teacher master vocabulary so that the students will be easy to remember, understand, and fun to learn, and mind-mapping flashcards generate motivation and stimulation of learning activities.

Key Words: Flashcard, Mind mapping, Vocabulary Mastery.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the elements of language and is all about words or a special set of words you are trying to learn. According to Alqahtani 2015, vocabulary is a set of words used for communication, and one can convey the information submitted, which is very important to learning vocabulary.¹ In a broader understanding, vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words, how they learn words, and the relationship between words, phrases, and categories of words and phrases. It indicates that vocabulary is not simply a collection of words we memorize and knows their meanings but also a learning process of assembling these the words.² Without mastering an adequate vocabulary, students have difficulty communicating and can't even communicate at all. In addition, without understanding vocabulary and grammar, students will face problems accessing information and operating their electronic devices.

In the implementation of the English learning process, based on the observations, the researcher found that 10 of 20 students in SMPN 2 Towuti, especially class VIII, had difficulty in achieving a learning indicator due to inadequate mastery. In addition, students' English vocabulary and students'

¹ Morafeh Alqahtani, "The Importance Vocabulary in Language Learning and How to be Tought", *International Journal of Teaching and Education* volume.3,issue. 2(2015), p.23.

² Amalia Nurlaila, "Meningkatkan Penguasaan Vocabulary Siswa Menggunakan Vocabulary Self-Collection Strategy", *Journal of Education Action Research* volume 2, (2018), p 173.

interest are low. It is caused by the factors is lack of trust. The large amount of new vocabulary and sentence structures different from Indonesian make many students lazy or tend to feel embarrassed to take this lesson. There are three factors that are the reason why students do not like English classes: the first is the teacher factor, the method factor and the last is the environmental factor. The teacher also determines the language skills of the students. The performance of a patient teacher and a passionate teacher is different. Students fear a teacher who is violent because the feeling of fear arises every time the students encounter it in English classes. The method of learning the English language also plays an important role in the teaching and learning process. Appropriate teaching methods help students to acquire English. There are teachers who do not use appropriate English teaching methods for their students. Finally, students experience psychological stress. He is afraid of English class. English then becomes a plague that haunts them every time they study English at school.

According to Ariastuti in 2014, Low interest of students in learning English is partly due to various factors and obstacles. Factors influencing students' interest in learning are students themselves, learning opportunities, the teacher's skills, weak intermediate skills of students, students not taking responsibility for tasks, and English is often considered too difficult.³ Because of the many problems that arise in studying vocabulary, the researcher present a solution using mind mapping, which is expected to make it easier for students to

³ Amalia, "Meningkatkan Penguasaan Vocabulary Siswa Menggunakan Vocabulary Self-Collection Strategy Pada Kelas VII A3 Di SMPN 1 Singaraja", *Journal of Education Action Research* volume 2, issue 2 (2018):172-179.

explore English, especially in remembering the vocabulary properly and correctly.

Mind mapping techniques is a model introduced by Tony Buzan 2008, a psychologist from England, stating that Mind mapping can express thoughts quickly and effectively.⁴ The mind mapping technique is one technique that can make students easy to understand the material. The mind map is a graphic organizer in which the major categories radiate from a central idea, and sub-categories are represented as branches of larger branches. It is a visual tool to generate ideas, take notes, organize thinking, and develop concepts. Teachers can use it to enhance learning. It is helpful for visual learners as an illustrative tool that assists with managing thought, directing learning, and making connections. This skill cuts across ability levels and encompasses all subject matters. According Buzan in 2010, Mind mapping strategy is one of the researchers' strategies in teaching. Mind maps show facts, the overall structure of a subject, and the relative importance of individual parts. It helps students associate ideas, think creatively, and make connections they might not otherwise.

Based on the problem found, the researcher is interested in conducting the research entitled "Enriching vocabulary mastery by using mind mapping Flashcards for the eighth-grade students at SMPN 2 Towuti".

B. Research Question

Based on the explanation of the background of the research formulates, the problem statement was as followed "Is mind mapping flashcard effective in

⁴ Tony Buzan, *Mind Map untuk Anak*, (Jakarta :PT. Gramedia Pustaka Utama,2008).

enriching the vocabulary mastery at the eighth-grade students of SMPN 2 Towuti”?

C. The Objective of The Research

The research aims to determine whether or not mind-mapping flashcards effectively enrich the vocabulary mastery of the eighth-grade students of SMPN 2 Towuti.

D. Significances of The Research

There are two significances of this research :

1. Theoretical Significances

The use of mind maps is expected to contribute to English learners in general and especially for the students of SMPN 2 Towuti in mastering English vocabulary.

2. Practical Significances

a. For students: The research results can be used teaching method for learning English, especially for knowing and remembering the vocabulary properly and correctly. Moreover, they can find out easy ways to learn the vocabulary.

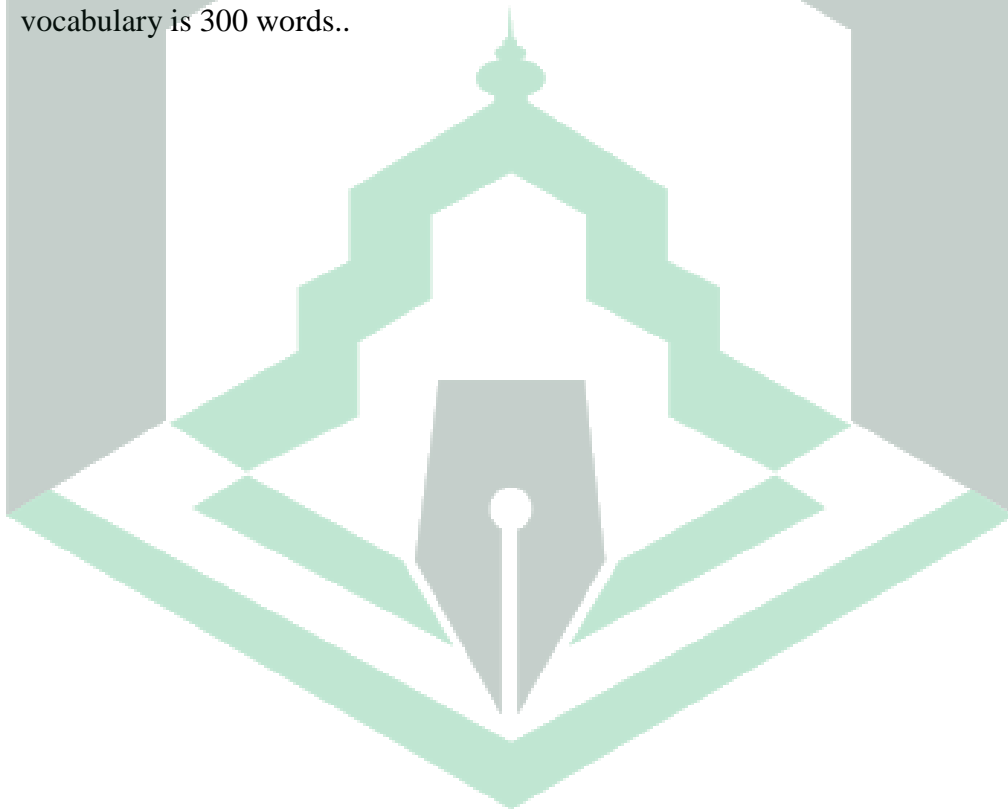
b. For the teacher: This finding is expected to be a useful contribution that can be transferred to students. Teachers can realize and develop teaching techniques that can foster student interest in taking English lessons.

c. For other researchers: This thesis will provide contributions and information for future researchers regarding using mind-mapping flashcards in

learning vocabulary at SMPN 2 Towuti. In addition, the results of this study are expected to contribute to students, teachers, and other research.

E. Scope of the Research

The scope of the research is the researcher implementing mind mapping flashcards to enrich the vocabulary at the eighth-grade students of SMPN 2 Towuti. The researcher used mind mapping type 2 namely presentation mind mapping and Vocabulary used here is the adjective, most common noun, such as people and things, scenery, animals, and parts of the body, where the target vocabulary is 300 words..



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

In writing this thesis, the researcher found some research which are related to this research as follows :

Herwinta Inggil Rejeki, Rosti Hidayah, et al. (2018), *Improving The Quality of Science Learning Through Mind Mapping Model with Flashcard*.⁵ The study's findings indicate that: (1) the average teacher skill score in the first cycle was 20, with a sufficient category; in the second cycle, it was 28.5, with a very good category; (2) the average student activity score in the first cycle was 16, with a sufficient category; in the second cycle, it was 25, with a good category; and (3) the student learning results in the first cycle were 75.76%, with a mastery score; in the second cycle, they were 84.85%. The study's findings showed that teaching science to V(A) class SDN Sampangan 01, Semarang using a mind-mapping methodology with flashcards increased teacher abilities, student engagement, and student learning outcomes. This research distinction from previous research it can be found in a variable. While other study focuses on improving the quality of science education, this research is more concerned with expanding vocabulary. Utilizing mind mapping software and flashcards has a similar effect.

⁵ Herwinta Inggil Rejeki et al., "Improving The Quality of Science Learning Through Mind Mapping Model with Flashcard," *International Conference on Science and Education and Technology Advances in Social Science, Education and Humanities Research (ASSEHR)* volume 247 (2018): 224–27.

Mayalinda, Ika Ari Pratiwi et al. (2021), *Penerapan Model Mind Mapping Menggunakan media Flash Card Untuk Meningkatkan Hasil Belajar Tema 5 Pada Siswa Kelas IV SD 02 Megawon*.⁶ The purpose of this study is to describe the application of the mind mapping model utilizing flash cards to enhance learning results for the My Hero and Pancasila Class IV 2019/2020 material at SD N 02 Megawon Kudus. The findings indicated that the Mind Mapping approach might enhance learning outcomes in theme 5, with cycle I learning outcomes increasing by 40% and cycle II learning outcomes increasing by 60%. In cycle I, 80% of students participated in activities that met high standards, and this number rose to 95% in cycle 2. This gain was made possible by the teacher's ability to manage learning in cycle I, which resulted in a percentage of (76.78%), which subsequently increased to (83.9%) in cycle II. The SD N 02 Megawon fifth-grade theme can be improved upon by employing the mind mapping method with Flash Card media. The similarity between this research and that research is both combine mind mapping models with flashcard media. The difference between this research and the research that the researcher will conduct is that this research uses a pre-experimental method while the research that the researcher will conduct uses a car method, and research above focuses on enhance learning results for the My Hero and Pancasila In addition, the research focused on enriching mastery vocabulary using mind-mapping flashcards.

⁶ Deka Setiawan Mayalinsa Siska Haryanti, Ika Ari Pratiwi, "Penerapan Model Mind Mapping Menggunakan Media Flash Card Untuk Meningkatkan Hasil Belajar Tema 5 Pada Siswa Kelas IV SD 02 Megawon," *Jurnal Pendidikan Dasar* V, no. <https://journal.unesa.ac.id/index.php/jpd/issue/view/862> (2021): 7–12.

Faradiba Widiasti, Isnawati et al (2023), *Development Of Flashcard and Interactive Mind Mapping Media in The Website on Plant Tissue Material to Improve Student's Comprehension and Motivation*.⁷ The study's objective is to create interactive website-based mind maps and flashcards about plant tissue as useful teaching tools to increase students' comprehension and drive. The ADDIE (Analysis, Design, Implementation, and Evaluation) development approach is employed in this study. Data from 20 students in class 11 at the eighth public high school in Surabaya was gathered using validation procedures, pretests, and posttests, student response questionnaires, and student motivation questionnaires. Using descriptive and quantitative methodologies, the information collected was examined. The research revealed that mind maps and flashcards had a 95.9% positive response rate from students and had a validity score of 3.97, which indicated that they were extremely valid. As a result, the website's interactive flashcard and mind mapping. The similarity between the two studies is using mind mapping flashcard to increase students' understanding and both using pre-experimental methods. The difference is that the research above focuses on increased plant tissue material, while the research focused on enriching mastery vocabulary.

⁷ Isnawati Faradiba Widiasti, "Development off Flashcard and Interactive Mind Mapping Media in The Website on Plant Tissue Material to Improve Student's Comprehension And Motivation," *BioEdu Berkala Ilmiah Pendidikan Biologi* 12 (2023): 168–76.

Suherman, Sahira, et al. (2021), *Encouraging Students' Active Learning Activities thought the Implementation of MASTER Learning Model Based Mind Mapping Techniques*⁸. This study aims to determine the application of mind mapping-based MASTER in improving student learning activities in high school. UNP Laboratory Development. This study uses non-test techniques such as observation sheets and field notes. Based on the study's results, it was concluded that the learning activities of applying the MASTER based on mind mapping experienced an increase in the A4 indicator and fluctuated in the A1, A2, A3, A5, and A6 indicators. As a result, this study's overall average reached 87.5% in the very good category. It means that applying the mind mapping-based learning model shows active learning activities. The similarity between the two studies is one of the research variables, namely 'mind mapping.' The difference is that the research above focuses on Encouraging Students' Active Thinking Learning Activities in the Application of Mind Mapping Techniques Based on the MASTER Learning Model. In addition, the research focused on enriching mastery vocabulary using mind-mapping flashcards.

⁸ Suherman, Sahira, et al, "Encouraging Students' Active Learning Activities thought the Implementation of MASTER Learning Model Based Mind Mapping Techniques", *Journal of Physics: Conference Series*, 1940 (2021) 012094 IOP Publishing doi:10.1088/1742-6596/1940/1/012094.

Yizhen Liu et al. (2018), *The Application of Mind Mapping into College Computer Programming Teaching*⁹. The purpose of this study is the application of mind mapping as a new teaching method for teaching computer programming languages using an interest-oriented teaching method emphasizing visual impact. This method can help students master learning methods and foster divergent thinking and innovative thinking in students. Furthermore, it can improve students' problem-solving skills. Based on the previous research they have done, the conclusion they get is that mind mapping can play an important role in college computer program language courses. However, mind mapping with logical reasoning method dynamically displays knowledge processes generation and optimizing teaching and learning methods, and Mind mapping is not a universal teaching method. Therefore, it should also be combined with other teaching methods, such as micro class, class, flip mix, and other methods, to improve teaching quality and effect. The difference between this research and the research that the researcher will conduct is that this research uses a qualitative approach, while the research that the researcher will conduct uses a quantitative approach. In addition, the focus and subject of the two studies are also different. The similarities are both researching about mind mapping.

Xiaolin Gao et al. (2022), *The effect of the problem-based learning teaching model combined with mind mapping on nursing teaching: A meta-*

⁹ Yizhen Liu, et al, “ The Application of Mind Mapping into Collage Computer Programming Teaching”, *Procedia Computer Science* volume 128, (2018): 66-70, <https://doi.org/10.1016/j.procs.2018.03.047>

*analysis*¹⁰. This study aimed to determine the effect of the problem-based learning model combined with mind mapping on nursing learning. This study found that 1907 papers were initially withdrawn, and eight randomized controlled studies were eventually included in the meta-analysis after filtering. The theory test scores, practical test scores, and students' independent learning abilities in the experimental group were all significantly higher than those in the control group ($P < 0.05$); however, practice test scores were highly heterogeneous ($I^2 = 76\%$). Based on these findings, it is concluded that the PBL teaching model combined with mind mapping works well for nursing teaching in China. Furthermore, it can improve students' self-study ability, which is conducive to Chinese nursing students mastering theoretical knowledge and improving practical abilities and can be influenced by various factors in practical teaching. The difference between the two studies is that the research above examines the effect of Problem-Based Learning combined with mind mapping, while the research that researchers will conduct focuses on vocabulary enrichment using mind-mapping flashcards. However, the similarity is that they both research mind mapping.

¹⁰ Xiaolin Gao, et al, "The effect of the problem based learning teaching model combined with mind mapping on nursing teaching: A meta-analysis", *ELSEVIER: Nurse Education Today* volume 111, (April 2022), <https://doi.org/10.1016/j.nedt.2022.105306>

B. Theoretical Review

1. Vocabulary

a. Concept of Vocabulary

Vocabulary is knowledge of word meanings. However, vocabulary is more complex than this definition suggests. Vocabulary knowledge is not something that can ever be fully mastered. Instead, it is something that expands and deepens over the course of a lifetime. Vocabulary instruction involves more than looking up words in a dictionary and using the words in a sentence. In the English dictionary, Jhon M. Echols and Hassan Shadily stated that vocabulary means all of the words in the world registered.¹¹

According to Martin H. Manser in his dictionary Oxford Learner's Pocket that: "a vocabulary is a total number of words in a language, words known to a person, the of three years old, list of words with their meanings, especially at the back of the book for teaching a foreign language."¹²

According to the definition above, vocabulary is a stock of words in the language, written or spoken, with meaning considered cultural meanings used by a group or individual community.

b. Types of Vocabulary

Collier writes that there are two-word lists, one of the function words and one containing a basic 2.000-word English vocabulary. In addition, there is a list of suffixes and prefixes to be used with the 2.000-word list.¹³

¹¹ John M. Echols and Hassan shadily, *Kamus Indonesia Inggris*, (Jakarta: PT. Gramedia, 1997), p. 568.

¹² Martin H. Manser, *op.cit*, p. 461.

¹³ Collier Macmillan, *the Key to English Vocabulary*, (London: 971), p. vi.

1) Function words and content words

Function words often have little meaning in the dictionary but serve important functions in relating other words in the language to each other. Examples are: is, at, to, which, for, by, he, etc. words are interesting. Our vocabulary is rich and colorful. Even a small-scale dictionary has thousands of words, covering every possible shade of meaning. Many of these words come to us from the world's far corners. Of course, component speakers of the language also know the lexis or vocabulary of the language, although that knowledge will very much depend on their education and occupation. They know what words mean and the substitutes for some of those meanings.

Among the function words are articles, auxiliary verbs, conjunctions, prepositions, pronouns, noun determiners, substitutes nouns, intensifiers, and other specialized expressions. They also include days of the week and months of the year. Many of the words can be used in more than one way.

a) Articles

The article is the word placed before the noun and functions as a determiner or divider noun in a sentence.¹⁴ The standard term for a, an, and the correct use of these little words is extremely important in English. There is a lot of difference between “woman” and “the woman,” for instance. Therefore, some should be included among the articles since it is used before plural count nouns the way a/an is used before singulars: “a woman,” “some woman.”

¹⁴ Ghufroon Maba, *Practical Guide to Mastering English Grammar*, (Surabaya: Terbit Terang, w.y.), p. 78.

A and an are used in front of singular count nouns. A and an have the same meaning. A is used before words beginning with consonants: b, c, d, f, g, h, k, l, m, n, p, and others.

Examples:

a book a language
a city a cat

an is used before words that begin with *a, e, i,* and *o*.

Examples:

an apple an apartment
an ear an idea

Use an if a word that begins with “u” has a vowel sound: e.g., an uncle, an ugly picture. Use an if word that begins with “u” with a /uw/ sound: a university, a usual event.

Compare:

I have an uncle, and He works at a university.

In some words that begin with “h,” the “h” is not pronounced. Instead, the words begin with a vowel sound, and an is used. e.g., an hour, an honor. In most words that begin with “h,” that “h” is pronounced. Use an if the “h” is pronounced.

Compare:

I need an hour to finish my homework, and

I live in a house. He lives in a hotel.

b) Auxiliary Verbs

Auxiliary verbs are “helping” verbs that can combine with various parts of other verbs to make verb phrases. ¹⁵The most common are *be*, *have*, and *do*. In addition, we have the modals: *can*, *could*, *may*, *might*, *must*, *shall*, *should*, *will*, *would*, and *dare* and *need* under certain conditions. The phrases *ought to*, *used to*, and *(be) supposed to* are included because they resemble modals, even though, unlike ordinary modals, they include the word *to*.

c) Conjunctions

A conjunction connects words and parts of sentences or sentences with a sentence. ¹⁶ In other words, a word connects words, phrases, or clauses in a sentence. Conjunctions join various parts of the sentence together. They are of two kinds: coordinating and subordinating.

(1) Coordinating Conjunction

A coordinating conjunction is a connecting word used to connect two clauses of the same degree or level. These join matching structures; that is, they join nouns to nouns, verbs to verbs, adjectives to adjectives, and others. In the list, they are:

And	both ... and
yet	not only ... but also
nor	etc.

¹⁵ Collier, Op.Cit., p.8.

¹⁶ Rudi Haryono, *Complete English Grammar: Tata Bahasa Inggris Lengkap*, (Surabaya: Gitamedia Press, 2002), p. 58

(2) Subordinate Conjunction

Subordinate conjunction is a word that connects two to the same degree or level sentences.¹⁷ Each of the two sentences has a main clause and a subordinate clause. These are the words that introduce adjectival and adverbial clauses. The conjunctions introduce certain subjects and verbs but cannot stand alone as independent sentences.

Here are the ones on the list:

after	although	because
when	though	as
that	till	until
even	moreover	etc.

The questions of how, who, whom, what, which, when, why, and where also introduce a special type of subordinate clauses, usually called indirect questions. The relative pronouns who, Whom, which, whose, and that introduce subordinate clauses of another type, usually called relative clauses, which modify nouns.

d) Preposition

A preposition is a word placed before a noun or pronoun to indicate the relation among the parts of other sentences. They are always followed by nouns or noun constructions, and the whole phrase thus formed modifies some other word in sentences. The prepositions in our list of function words are these:

About	but	outside
-------	-----	---------

¹⁷ Ibid, Haryono, p. 170.

Before behind below
 Beside between beyond

Remember that most words may also function as adverbs if noun follows.

e) Pronouns

A pronoun is a word used to change a noun in a sentence. Its function is in order; there is no monotone repeated word. A pronoun refers to a noun. It is used in place of a noun.¹⁸ E.g., *Mary is married. She has two children.* “She” is a pronoun. It refers to “Mary.” It is used in place of a noun. *Mary is my friend. I know her well.* “Her” is a pronoun. It refers to “Mary.” “She” is a subject pronoun; “her” is an object pronoun. A pronoun is used in the same ways as a noun: as a subject or object of a verb or preposition.

According to Herpinus Simanjuntak, there are nine kinds of pronouns, namely:

- (1) Personal Pronoun: I, you, he, she, we, they.
- (2) Demonstrative Pronoun: this, that, these, those.
- (3) Possessive Pronoun: my, mine, yours, his, hers, ours, theirs.
- (4) Interrogative Pronoun: who, which, what, whose, whom.
- (5) Indefinite Pronoun: someone, anyone, something.
- (6) Reflexive Pronoun: myself, yourself, itself, himself, ourselves, yourselves, themselves.
- (7) Emphasizing Pronoun.

¹⁸ Betty Schramper, Azhar, *Fundamental of English Grammar*, (New Jersey: Prentice Hall, 1992), p. 76.

(8) Reciprocal Pronoun: one another, with one another, each other, to each other.

(9) Relative Pronoun: who, whose, which, that.¹⁹

f) Noun Determiners

These are the expressions that signal the presence or the possibility of the presence of a following noun. (if there is no noun following, then the expression functions as a noun – a “substitute noun”).

g) Substitute Nouns

These expressions resemble the pronouns in that they echo or replace a noun in a context, but separating them from the pronouns is convenient for grammatical reasons. Many of them can be noun determiners as well. These words in the list may be substitute nouns:

all	less	none
either	(a) few	most
much	several	etc.

h) Intensifier

These are traditionally called adverbs but behave in special ways and are better treated separately. Here are the ones on the list:

Almost	awfully	enough
fairly	hardly	just

Content word name and describe the infinitive number of thing, person, event, and process that the speaker of English wants to talk about. Some (water,

¹⁹ Herpinus Simanjuntak, *Bahasa Inggris Sistem 52 M*, (Jakarta: Visipro, 2004), p. 7

man, eat, drink, house). The content word can be divided into three general classes.

- (1) Word naming things, ideas, and entities.
- (2) Word naming actions.
- (3) Word used to describe the qualities of those things or actions.

These divisions correspond closely to the traditional part of speech: nouns, verbs, adjectives, and adverbs.

a) Noun

Pora states that a “noun is the word which can be the name of people, the name of the place, and the name of things or ideas.”²⁰

(1) Kinds of noun:

- | | |
|-----------------|-------------------------------------|
| Common noun | : dog, man, table, chicken, sailor. |
| Proper noun | : France, Mrs. John, Winda, Japan. |
| Noun | : beauty, charity, courage |
| Collective noun | : group, crowd, team, etc. |

(2) Form of noun:

- | | |
|---------------|---|
| Concrete noun | : Mary, table, gold, woman, Bandung, iron. |
| Abstract noun | : happiness, healthy, wealth, life, loneliness. |

(3) The function of noun:

- | | |
|------------------------------|----------------------|
| (a) The subject of a verb | : Linda arrived |
| (b) The complement of a verb | : Jeremy is a sailor |

²⁰ Yusran Pora, *Develop Your Vocabulary Grammar Idiom*, (Yogyakarta: Pustaka Pelajar, 2003), p. 268.

(c) The object of verb : I saw Mary

(d) The object of preposition : I spoke to Jeremy

(e) A noun can also be in the possessive case: Jeremy's bag.

(4) Gender

(a) Masculine : men, boys, father, grandfather.

(b) Feminine : women, girls, mother, grandmother.

(5) Plurals

(a) The plural of a noun is usually made by adding S to the singular

Door – doors

Table – tables

(b) Noun ending in O, SH, SS, or X form Their plural by adding ES:

Potato – potatoes

Dish – dishes

Glass – glasses

Box – boxes

(c) Noun ending following a consonant form their plural by dropping the Y and adding IES.

Baby – babies

Fly – flies

(d) A few nouns form their plural by vowel change:

Mouse – mice

Man – men

(e) Certain words are always plural and take a plural verb:

Clothes people

Shorts socks

(f) Several words ending in ICS :

Athletics

Acoustics

(6) Noun compounds

Noun compounds consist of the following composite form:

- (a) Noun + noun: boyfriend, birthday, classmate, doghouse.
- (b) Possessive noun + noun: lady's maid, artist's model. Sometimes the S is omitted from the first noun: a women college, a Mandiri Bank.
- (c) Adjective + noun: blackbird, gentleman, hotdog, grandfather.
- (d) Verb + noun: hitman, playboy, playmate, sportswear.
- (e) Noun + verb: daydream, headache, sunshine, waterfall.
- (f) Gerund + noun: dining room, punching bag.
- (g) Noun + gerund: fortune telling, water skilling.
- (h) Preposition + noun: outsider, overhead, undertaker, underdog.
- (i) Verb + preposition + adverb: breakdown, make up, grown up.

(7) Foreign plurals

A foreign plural is a plurals form, form a foreign language:

Alga – algae

Agendum – agenda

b) Verb

A verb is a word that shows the activities, and the chief word is a sentence. And according to Hariyanto and Haryono in English grammar, a verb can be divided into four kinds, they are:

1) Infinitive verb

Infinitive verb divided into two kinds, they are:

Infinitive with to	infinitive without to
To start	buy
To propose	eat
To refuse	drink, etc.

2) Regular and Irregular Verb

A regular verb is a change of verb that follows the normal form by adding d or ed to be a past tense and past participle.

Examples:

Infinitive	Past Tense	Past Participle
Discuss	Discussed	Discussed
Pull	Pulled	Pulled

An irregular verb is a change of verb that does not follow the proper form but must be memorized.

Examples:

Infinitive	Past tense	Past participle
Bear	Bore	Born
Go	Went	Gone

Grow Grew Grown

3) Transitive and Intransitive Verb

A transitive verb is a word that needs an object to complete the meaning or cannot stand alone without a noun and pronoun as an object.

Examples:

He will come to my house

They give me a ruler

An intransitive verb is a verb that does not need an object because it has complete meaning, and its verb is always active.

Examples:

Bark

Fall

Go

Become

Cry

etc.

4) Full verb, auxiliary verb, and linking verb

The full verb is the verb that is used to state an activity or action. It can stand by itself and has complete meaning without to.

Examples:

Sing

Laugh

Yell

see

Say

etc

An auxiliary verb is a verb that helps another verb to for the complete structure. It cannot stand alone but needs other verbs, especially full verbs.

Examples:

To be (am, is, are, was, were, be, being, been)

Do, does, did

Have, has, and had.

Modal auxiliaries (may, might, must, have to, had to, would, shall, should, ought to, dare).

c) Adjective

An adjective is a word used to give characteristics of a thing and put it before the noun. There are eight kinds of adjectives, they are:

1) Descriptive adjective

A descriptive adjective is a word used to show someone's condition, characteristics, animal, etc.

Examples:

Sick

Clever

Happy

Pretty

2) Numeral Adjective

A numeral adjective indicates a number or shows the quantity of something. It is divided into three such as:

(a) Cardinal number

(b) Ordinal number

(c) Fraction adjective

(d) Quantitative Adjective

A quantitative adjective is objective, which indicates the number of something, or

an adjective, which indicates how much/many things we mean. They are many, much, a lot of, lots of, plenty of, a great many, a great deal of, few, a few, little, a little, etc.

3) Demonstrative Adjective

A demonstrative adjective is used to show something animals or people that we mean. There are two kinds of demonstrative adjectives. They are definite demonstrative adjectives and indefinite demonstrative adjectives.

4) Proper Adjective

A proper adjective is an adjective that is used to indicate a proper noun. Generally, it begins with capital letters, for example, the name of the day, the country, and others.

5) Interrogative Adjective

An interrogative adjective is an adjective that is used as a question word. It is used to ask for a noun.

Examples:

What book is this?

Which bag is yours?

6) Possessive Adjective

A possessive adjective is an adjective that is used to indicate possession of something. For example: my, our, your, their, and others.

d) Adverb

Kinds of adverbs:

- 1) Manner: bravely, fast, happily, quickly, well.
- 2) Place: by, down, here, far, there, up.
- 3) Time: now, soon, still, then, today, yet.
- 4) Frequency: always, rather, occasionally, often, twice, never.
- 5) Sentence: certainly, luckily, surely, definitely.
- 6) Degree: fairly, hardly, rather, quite.
- 7) Interrogative: when? Where?
- 8) Relative: when, where, why.

e) Suffixes and Prefixes

Suffixes are the particles added after the base, such as *ly*, *ish*, *ful*, and others. There are two kinds of suffixes in English. They are inflectional and derivational. Inflectional suffixes are those that are added to a base for a grammatical reason, *s* or *es* ending in verbs with the subject *she*, *he*, *it*, while derivational suffixes change the meaning of the base or change it into a different word class. Prefixes are the particles added before the base, such as *un*, *dis*, *en*, and others.

c. Principle of Vocabulary

- a. Focus on the most useful vocabulary first.
- b. Focus on the vocabulary in the most appropriate way.
- c. Give attention to the high-frequency words across the four strands of a course.

d. Encourage learners to reflect on and take responsibility for learning.²¹

d. The Strategies in Teaching Vocabulary

Teachers have always been naturally interested in how learners go about learning vocabulary. If we know more about learner strategies and what works well, we can help learners get more benefit strategies. According to Brown and Payne in Hatch and Brown (1995: 373) did an analysis that resulted in a very clear model where the strategies fall into five essential steps :

1) Encountering new words.

The first essential step for vocabulary learning is encountering new words that are having a source for words. The young learners' strategies here included learning new words by reading books, listening to TV and reading newspapers and magazines. Dictionaries are also sources where new words and new uses for old words can be encountered Another indication that encountering new words can more effective in others is with interactive video materials. When students have seen an object or an action, their desire to know the word more increase, it makes the learners can learn new words quickly.

2) Getting the word form.

The importance of getting clear image of the 'form' of a word become appears when students asked to give definitions for words. Beginning students are particularly likely to make mistakes that are obviously related to confusions of the form of the one word with the form of other words.

3) Getting the word meaning

²¹ David Nunan, *Practical English language Teaching*, (New York: Cambridge UniversityPress, 1995), p. 135.

Getting the words meaning, language learners may also need different kind of definition of distinctions depending on the words being learned and the reason for need them.

4) Consolidating word form and meaning in memory.

In this step, the students do the exercises in order to make strong memory connection between the form and the meaning of the words. Many kinds of vocabulary learning drills such us flashcards, matching exercises, crossword puzzles, strengthen the form-meaning connection.

5) Using the word.

The final step in learning words is using the words. It has goal to provide a mild guarantee that words and meanings will not fade from memory once they are learned.

2. Concept of Mind Mapping

a. Definition of Mind Mapping

The concept of Mind mapping was originally introduced by Tony Buzan around 1970. According to him, mind maps are a unique system for storing, retrieving data, and accessing massive libraries in the amazing human brain.²² According to Buzan in 2012, mind mapping is the easiest way to bring information into and out of the brain. Mind mapping is the way to take a note which is creative, effective, and literally will map our mind. Mind mapping also can be said that a route map is great for memory to arrange facts and thoughts so that brain work involves the first. It means remembering information using mind

²² Tony Buzan, *Mind Manp untuk Anak*, (Jakarta :PT. Gramedia Pustaka Utama,2009).

mapping will be easier than traditional registration techniques.²³ And then according to Knight 2012, mind maps are amazing organizational and creativity that can improve memory, concentration, communication, creativity, and time management.²⁴ Mind mapping is one technique that uses whole brains in learning that can make the students more enjoyable and interested in studying English.²⁵

From the explanations of mind mapping above, the writer can explain briefly that mind mapping is a graphic organizer that can be used to get or deliver information.

b. How Mind Mapping can help us

Mind maps can help us in many things. They are:²⁶

1. Planning
2. Communications
3. More creative
4. Efficiency time
5. Problem-solving
6. Focus on the attention
7. Arrange and explain the mind
8. Remember well
9. fast and efficient study

²³ Tony Buzan, "*Buku Pintar Mind Map*", (PT. Gramedia Pustaka Utama, cvi,2006),p.4.

²⁴ Kam Knight, "*Mind Mapping: Improve Memory, Concentration, Organization, Creativity, and Time Management*," *Educational Media and Technology Yearbook*: Vol. 37. (2017), p. 2.

²⁵ Sahrawi, "*The Effectiveness of Mind Mapping for Teaching Vocabulary to the Eighth Grade Students of SMA Negeri 3 Sungai Kakap in Academic Year 2012/2013*",(Jurnal Pendidikan Bahasa),.2, No.2,(2013),240.

²⁶ Tony Buzan, "*Buku Pintar Mind Map*", (PT. Gramedia Pustaka Utama, cvi, 2006),p.6.

10. look at “all of the picture.”

c. Mind Map Learning Model

Putri in 2016 state that the mind map learning model asks students to make pictures/diagram of the major interconnected concepts, marked by curved lines that connect to the second and third branches.²⁷ Furthermore, Syam and Ramlah 2015, the mind map learning model is the model planned to help the students in the learning process, keep information about lesson materials that received by students during the learning process, and help the students to arrange the points of important materials into the map, graphic, or using symbol so that the students are easier to remember the lessons. Through the mind map learning model, students do not accuse writing all notes on the board or the teachers’ dictated. Instead, the students know the points of the problem, and then they can make their mind map according to their creativity.²⁸

d. Types of mind mapping

Mind maps can be divided into three categories according to the objective of using: library mind maps, presentation mind maps,²⁹ and tunnel timeline mind maps. We will elaborate on them in the following article.

²⁷ Lukita Octavia LukmanPutri, “Mind Mapping Sebagai Model Pembelajaran Menilai Penguasaan Konsep dan Alat Evaluasi Menilai Kemampuan Berfikir Kreatif Siswa”, *Seminar Nasional Pendidikan dan Saintek* volume 2, (2016): 630.

²⁸ NatrianiSyam and Ramlah, “Penerapan Model Pembelajaran Mind Mapping dalam Meningkatkan Hasil Belajar dalam Mata Pelajaran Ilmu Pengetahuan Sosial Siswa Kelas IV SDN 54 Kota Parepare”, *Jurnal Publikasi Pendidikan* volume 5, issue 3, (2015): 185.

²⁹ Edraw, “3 Basic Types of Mind Maps,” (2018), EdrawSoft. <http://www.edrawsoft.com/3-basic-mind-map-types.php>. (Accessed on 16 September 2022).

1) Mind Map Type 1: Library Mind Maps

Library mind maps can also be called reference maps. This type of mind map is mainly used to organize information, so you can have a clear and visual understanding of the subject without missing anything. The purpose of library mind maps is to sort and organize the collected information for a better understanding of the subject.

When creating a library mind map, the first step is to put all the information together and organize it in a map tree. Then, the map will show how each piece of information is linked and how they can serve the main idea.

2) Mind Mapping Type 2: Presentation Mind Maps

This type of mind map is used to present the process of an idea to the audience. Presentation mind maps illustrate the way that the project goes to track the steps. Therefore, a presentation mind map focuses on the audience instead of the topic. How the information should be positioned on the map depends on whether the audience can understand it. If the audience can follow your presentation, then the map is well structured. Thus, your presentation can be well accepted by the audience.

This type of mind map can be used for explaining an activity or a training session. Here are the examples:

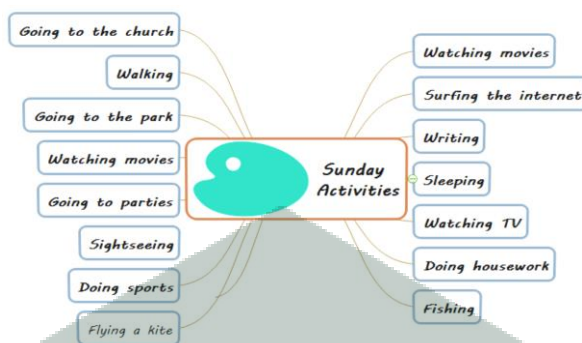


Figure 2.1 Sunday Activities Mind Map

3) Mind Map Type 3: Tunnel Timeline Mind Map

This type of mind map is also simplified as planning mind maps. They are mainly used for project strategy, program planning, or problem-solving. Tunnel timeline mind maps are designed to achieve a goal. The purpose of this type of mind map is to visualize success. The mind map's center (main topic) is the outcome you pursue, and each sub-topic represents a path to achieve that outcome. You can follow the map to make progress toward success.

This mind map type can be used to plan project strategies or solve problems. Here are the examples:

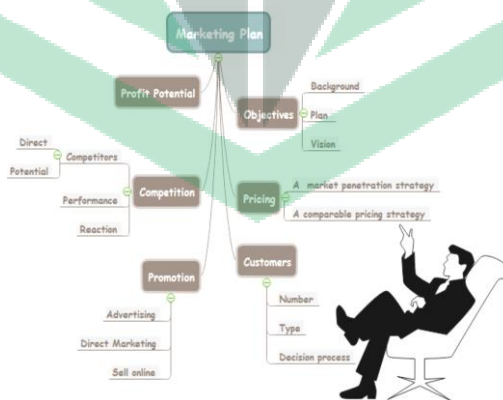


Figure 2.2.Marketing Plan Mind Map

Mind maps can be a powerful tool for analyzing ideas, building project plans, and solving problems. The three types of mind maps mentioned above can cover almost all the mind map types. Therefore, knowing the features and purposes of each type can help you achieve the outcome required with mind maps.

“There are three types of mind mapping. The first library mind map organizes information about a specific topic visually. In the second, a presentation mind map is used to present the process of an idea to the audience. The third tunnel timeline mind map is to arrange the planning such as project strategy, program plan, or problem-solving to achieve the goal.”

Based on the three types of mind mapping above, the writer used the presentation mind maps type because this type is used to present the process of an idea to the audience, and how the information should be positioned on the map depends on whether the audience understands it or not so that the writer will ask students to present the materials by these types.

e. Advantages and Disadvantages of Mind Maps

According to Tee and his friends 2014, there were some advantages and disadvantages of mind mapping, they are :³⁰

Advantages of mind maps

- (1) Preparing notes from textbooks.
- (2) The Buzan mind map principles are easy and interesting to follow.
- (3) It is among the easiest and most famous thinking tools.
- (4) Students can memorize better.

³⁰.K. Tee and his friends, “Buzan Mind Mapping: An Efficient Technique for Note-Taking”, *World Academy of Science, Engineering and Technology International Journal of Social, Human Science and Engineering* volume 8. issue 1 (2014): 29.

- (5) Students can plan their daily routine with a mind map.
- (6) Revision is quick and effective.
- (7) Students will appreciate their product (mind map).
- (8) Parents and teachers can monitor the student's performance.

Disadvantages of mind maps

- (1) Cannot be digitally stored other than as a scanned document.
- (2) Map size is limited.
- (3) Preference of user for mind mapping software advantages.

However, according to Alviani 2014, mind mapping has advantages and disadvantages. The advantage of mind mapping is that students can freely come up with their ideas and collaborate with their friends, their notes are more focused, it helps brain organization, memory, comparison, and connection, and it creates access to new information. Furthermore, mind mapping provides the freedom to browse the learning material and does not depend on the teacher, so the students are more active and creative in the learning process. On the other hand, the advantages of mind mapping are that only active students are involved, not completely students are learning, and the several of mind mapping makes it the teachers difficult to give corrections.³¹

f. Steps to Make Mind Mapping

There were seven steps to make mind mapping, they are:

- 1) Start in the center of a blank page, turned sideways.

³¹ RizkaAdhanaAlviani, "Implementasi Model PembelajaranKooperatif Mind Mapping Terhadap Hasil Belajar Biologi siswa Kelas VIII SMP Negeri 2 Boyolali Tahun Pelajaran 2013/2014", (Surakarta: Universitas Surakarta, 2014), p.8.

- 2) Use an image or picture for your central idea.
- 3) Use colors throughout
- 4) Connect your mind branches
- 5) Make your branches curved rather than straight-line
- 6) Use one key word per line
- 7) Use image throughout.

3. Flashcard

a. Definition of Flashcard

Flashcards and other media such as charts, cartoons, maps, and others are used in teaching the learning process. According to Kasihani³², flashcards measure A4 paper amounting to 30 to 50 cards. Every card contains a picture and the name of its picture. Usually, flashcards are grouped appropriately with their varieties, for example, a group of pictures of fruits, vegetables, parts of the body, animals, transportation, and others. Halliwell³³ states that flashcards are kinds of cards that contain pictures, words, and instructions that are arranged in various combinations. The pictorial form of flashcards is chosen with the assumption that pictures give a clear concept of what a word or structure may mean.

Flashcards are excellent English teaching tools when teachers introduce new vocabulary words and drill practice. Tuite et al.³⁴ conclude that Picard, a Facebook game for studying flashcards, is a fun and effective environment for

³² Kasihani K E. Suyanto, *English for Young Learners*, (Jakarta: Bumi. Aksara, 2007), p.109.

³³ Susan Halliwell, *Teaching English in the Primary Classroom (Longman Handbooks for Language Teachers)*, (Pearson PTR, 1993), p.41.

³⁴ Michael J Tuite et al., ACR appropriateness criteria(®) acute trauma to the knee, *National Library of Medicine*, 2012 Feb;9(2):96-103.doi: 10.1016/j.jacr.2011.10.013.

learners to memorize words in different fields because Picard provides input by players with their own mnemonic devices and a social environment for players to communicate and help each other learn and stay motivated. The Word Engine, designed by Browne and Culligan³⁵, provides flashcards with definitions in English, learners' first language, parts of speech, sound files with native speakers' pronunciation of the words, frequent collocations, and sample sentences. In addition, two games were provided for learners to review: 1) Sight Words (Students are asked to match the word to the correct response quickly) and 2) Sound-Bubbles (Students first click on a bubble to hear a word pronounced and then match a correct response to each sound bubble). Moreover, V-Admin was used to generate individualized quizzes based on the words the students were studying for in-class testing, thus providing an external check to the activity reports. Browne and Culligan³⁶ claim Word Engine provides a new type of self-access center for learners in vocabulary learning.

Flashcards indicate a picture, word, and instruction. Usually, the form of flashcard cards measures A4 paper, amounting to 30 to 50 cards. Every card contains a picture and the name of its picture. Usually, flashcards are grouped appropriate to their varieties, for example, groups of picture fruits, vegetables, parts of the body, animals, transportation, and others. Flashcards are used for all class content because the size of flashcards is big so that students can match clearly. Usually, the teacher holds some flashcards and then moves the different

³⁵ Charles Browne and Dr. Brent Culligan, Combining Technology and IRT Testing to Build Student Knowledge of High Frequency Vocabulary, *The JALT Call Journal* vol.4, num.2 (2008) 3-16.

³⁶ Op.cit

cards quickly to look at the student. Changing cards quickly maybe it makes the reason why, namely flashcards.

b. The use of flashcards in teaching vocabulary

Vocabulary is a vital thing in language that the listener should understand. The listener is also supposed to be able to master and understand the vocabulary which the speaker puts forward. If they can understand each other, the communication will be done well. So, mastering vocabulary is the first step to learning a language and getting involved in communication.

Some methods are suitable to be applied in mastering vocabulary, especially at school, namely through a flash card. Using flash cards is a good strategy for teaching vocabulary because flash cards are an important tool with many advantages. First, flashcards are interesting because they contain pictures that can refresh students' minds. Second, besides learning vocabulary, students will have experience with vocabulary because there are pictures on it. Third, flash cards function as a learning drill to help memorize.³⁷

Formulate approaches, methods, and techniques by the teacher in education should be coherent and harmony each other so that the purpose of teaching-learning activity can be raised. After formulating those, the teacher could start to arrange the prosedure of the lesson plan systematically. Using media in the teaching-learning activity is very helpful for a teacher. Media have an important role in the teaching process because they position themselves. The using media position relates to the materials, the procedural activity, and the

³⁷ Elsy Matruty, Using Flashcard as a Media in Teaching Vocabulary For The Eighth Grade Students of Junior High School, *MATAI International Journal of Language Education* vol.2, num.1 (November 2021): 22-31.

purpose of the teaching activity, besides the previous evaluation of the teaching activity.³⁸

The material presented to the student should be explained in the procedural activity. Even material nor procedural activity should have some purpose. To approach that purpose, the teacher needs media to help them put forward the material and implement the procedural activity. Using correct media will make the theory of material easier and the practice of prosedural activity in the classroom.

A teacher's ability to choose media is important in getting a variety of atmospheres. Media can make the atmosphere in the class keep away from monotonous and boring times. Interesting media will take students' attention and give students external stimuli to get involved in the learning activity. Through media, students do not get only the theory but also the practice and experiences. Through these experiences, students will memorize the material longer than without experience.

If students can memorize the material longer, teaching-learning activity has good quality. In other words, the teacher has already approached the purposes of teaching. Media consists of experience itself for the students in the teaching-learning activity.

That is why media have many functions for teachers and students in teaching and learning activities. For the teacher, media can help them to deliver materials. For the students, media can help them to take the materials easily.

³⁸ Pebru Priambada, "An Analysis of Lesson Plan Made Made By An English Teacher Based on 2013 Curriculum in 12th Grade of SMK Negeri Kebasen in The Academic Year 2020/2021", Thesis State Institute of Islamic Studies (IAIN) Purwokwerto 2020, p.20.

There are methods, techniques, and strategies used in learning vocabulary. One of the ways which can be used to teach and learn vocabulary easily is using flash cards. Based on Kuzmina, *Flash cards 4 Teaching Vocabulary*, Moscow, the statement is: “A Flashcard is any or a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or private study. Flashcards can be vocabulary, historical dates, formulas, or any subject matter that can be learned via a question-and-answer format. Flash cards are widely used as a learning drill to aid memorization”.

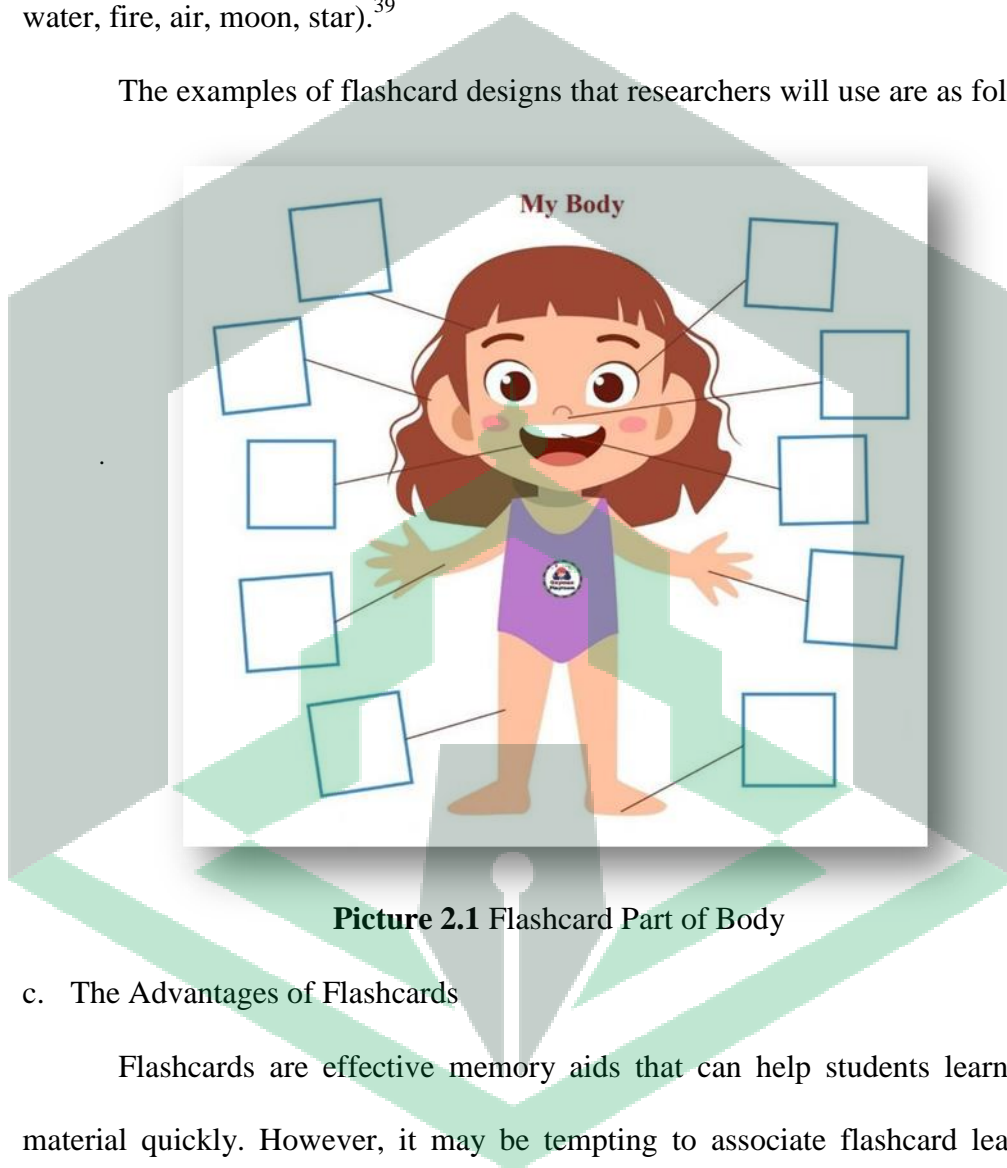
In one side flash cards consist of some pictures on one side, and the function of pictures is based on Muqlit (2002) as follows “Picture can be actualized from by visual way in forming the powers of one’s dimension of feeling, the picture as helping tool appear to discriminate and all the things which are realized visually into the dimension as an expression of feeling or opinion.”.

On the other side, flash cards contain of vocabulary related to the pictures. Flashcards are an important strategy to teach vocabulary because when students learn it through flashcards, they get vocabulary and its picture. It means that teaching vocabulary with flashcards gives students theoretical vocabulary and the practice and experience of the picture. Flash cards are really helpful to be used as a medium by the teacher in putting forward the material and making the procedural activity in the classroom easier.

The picture concluded in flash cards relates to the vocabulary which is written. People can write down any vocabulary because the language has a wide vocabulary. Vocabulary can be divided into a few categories those are; family

(father, mother, grandma, grandpa), part of the body (eye, nose, ear, hair), pronoun (me, you, them, us, this, that, here, there), numbers (one, two, three), verb at, drink, sleep, run), adjective (like, unlike, happy, difficult), things (soil, water, fire, air, moon, star).³⁹

The examples of flashcard designs that researchers will use are as follows:



Picture 2.1 Flashcard Part of Body

c. The Advantages of Flashcards

Flashcards are effective memory aids that can help students learn new material quickly. However, it may be tempting to associate flashcard learning with younger children learning the basics of arithmetic or with high school

³⁹ Brigitta Septarini Rahmasari, The Use of Flashcards in Teaching Vocabulary at Fourth Grade Students of SDN Sukosari 02 Dagangan Madiun, *Edutama Journal* vol.3, no.1 (Januari 2016): 1-9.

students taking exams.⁴⁰ However, the article “Revisiting Flashcards” by Anastasia Salter, published on the Chronicle of Higher Education website, states that newer and more sophisticated digital-based flashcards can be very effective tools to assist students in their learning.

The advantages of flashcards are:⁴¹

1) Inexpensive

Flash cards can be one of the least expensive ways to study material. You don't need to buy a set of fancy illustrated cards. Instead, create flash cards with index cards that are 3-by-5 inches, which you can use with or without lines, depending upon the type of information you need.

2) Portable

Flash cards provide students with a portable learning tool. Rather than carrying around a book or notebook, flash cards allow students to transport as many cards as they need.

3) Efficient

The portability of flash cards can improve efficiency when learning new material. In addition, by taking the cards everywhere, students can use their time effectively, such as using them while walking on a treadmill.

4) Make learning easier

⁴⁰ John Dunlosky, et al, Improving Students' Learning with Effective Learning Techniques: Promising Directions from Cognitive and Educational Psychology, *Psychological Science in the Public Interest* 14 (1), 2013: 4-58.

⁴¹ Jared Lewis, The Advantages of Flashcard, <https://classroom.synonym.com/advantages-flash-cards-7427604.html> (accessed on November 10, 2022, at 23.46 WITA)

One mistake students sometimes make when studying for college classes is trying to learn too much material at a time. It can make the learning process cumbersome and can be overwhelming. Flash cards eliminate extraneous material as they focus on only the most important elements of what students need to learn.

5) Versatile

You can utilize flash cards for virtually any subject. For example, they make perfect learning tools for memorizing vocabulary for studying foreign languages, English vocabulary, math formulas, dates and events for history classes, psychology terms, and even more advanced topics, like medical terminology.

6) Offer various study methods

Since you can shuffle the order, flash cards prevent students from simply memorizing the order of the answers in long-list items. Instead, reverse the flashcards so the answers can be seen first, and students must surmise the original questions.

C. Conceptual Framework

Before performing research, the researcher was observed learners at SMPN 2 Towuti, specifically class VIII, to ascertain their vocabulary. After that, that, the researcher gave pre-tested and gave some treatment to enrich students vocabulary. Next, the researcher used a mind-mapping flashcard to instruct students on remembering the vocabulary. The learners next take a post-test. The researcher was evaluated several factors, including the following: content,

organization, vocabulary, language use, and mechanics. The process is expected to help learners improve their skills.

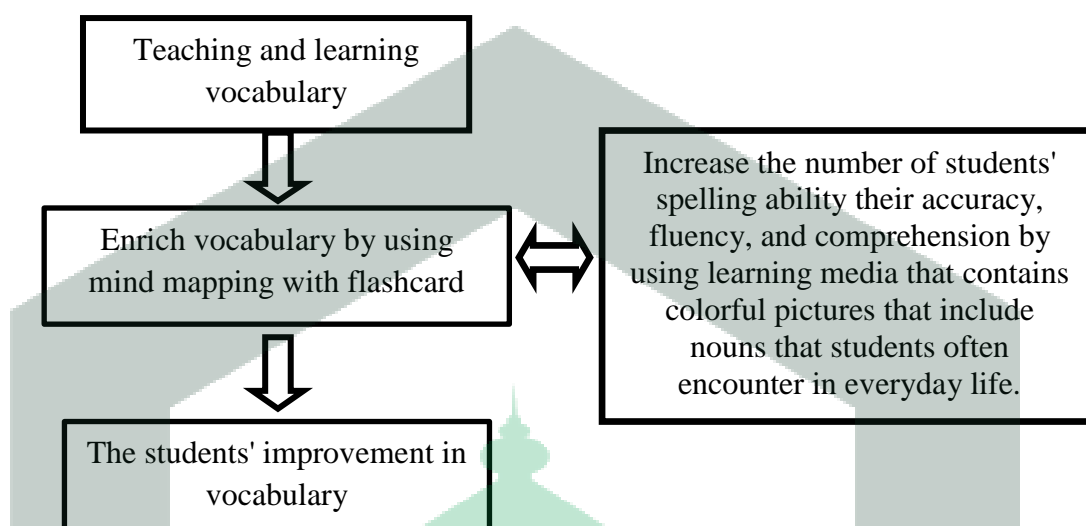


Figure 2.3 Conceptual Framework

From the diagram above, the researcher conducts research at SMPN 2 Towuti. The researcher was taught vocabulary by using the mind-mapping flashcard model. The students improve their spelling ability if their accuracy, fluency, and comprehension are good.

D. Hypothesis

This hypothesis is an interim answer to the result that is expected. Based on the explanation in chapter one. So hypothesis in this research is described as follows:

1. Null Hypothesis (H_0): The mind mapping flashcard does not effectively enrich the vocabulary mastery of the eighth-grade students of SMPN 2 Towuti.

2. Alternative Hypothesis (H_1): The mind mapping flashcard effectively enriches the vocabulary mastery of the eighth-grade students of SMPN 2 Towuti.



CHAPTER III
METHOD OF RESEARCH

A. Method and Design of the Research

1. The Method of the Research

This research used pre- experimental. It aims to determine whether using a mind map with flashcard technique can improve students' English vocabulary mastery in the eighth-grade student in SMPN 2 Towuti.

2. Design of the Research

This research involved one group of students with pre-test and post-test designs, done before treatment by giving the written test to the student. It aimed to discover the students' pre-knowledge (O_1). After conducting the pre-test, the researcher taught vocabulary through the mind map technique (X). The last activity was given a post-test to identify the students' ability to master vocabulary (O_2).

Table 3.1 The design of the Pre-Experimental

PRE-TEST	TREATMENT	POS-TEST
O_1	X	O_2

Notes: O_1 = Pre-test

X= Treatment

O_2 =Post-test

B. Location and Time of the Research

1. Location

The research conducted at SMPN 2 Towuti, located at Jalan Pendidikan, Bantilang Village, Towuti District, East Luwu Regency, South Sulawesi Province, Indonesia.

2. Time

The research carried out in November-December 2022.

C. Variable Operational Definition

To get a general understanding of the aim of the title of this research, the researcher defines it as follows:

1. Flashcard is a cards that contains a simple picture that brings student to think related to the content of the card.
2. Mind Mapping is a diagram use to visually outline information. It is often created around a single word or text, placed in their center, to which assosiated ideas. Words and concepts are added. It is also a strategy used in learning vocabulary.
3. Vocabulary is a collection of nouns and adjectives that are commonly used in daily speech. especially in a book for learning a foreign language.

D. Population and Sample

1. Population

In this research, the population of eighth-grade of SMPN 2 Towuti is 20 students from one classin the 2022/2023 academic year.

2. Sample

Because the population of eighth-grade of SMPN 2 Towuti is less than 100, the researcher choose total sampling technique as a sample. The students have the same English teacher.

E. The Procedure for Collecting Data

The procedure for collecting data in this research described as follows :

1. Giving a Pre-test

At the initial meeting of the study, the researcher distributed vocabulary tests to students, and the students watched the test. Students were given 30 questions for the vocabulary test with 30 vocabularies to translate. This procedure is in the form of a pre-test before the treatment is completed. The researcher asked the students to pay attention to what the researcher said. After that, the researcher wanted to ask them to respond to the questions that came from the vocabulary test.

2. Giving Treatment

The steps of treatment were:

1) Opening activity:

- a) The researcher greets the students warmly with salam and asks about their condition.
- b) The researcher instructs the chairman to lead the prayer
- c) The researcher checks the student's attendance

2) Whilst activity:

- a) At the beginning of the meeting, the researcher gave an initial stimulus by introducing herself and taking a roll call to acquaint herself with the student.
 - b) The researcher started the lesson by explaining the meaning and types of nouns and mind mapping. In addition, the researcher also explains the advantages of using flashcards in vocabulary enrichment.
 - c) The researcher showed and stuck the poster of mind mapping flashcard on the whiteboard
 - d) The researcher asks the students to write down the words related to the picture on the mind-mapping flashcard.
 - e) The researcher shares the mind-mapping flashcard with students
 - f) Students are asked to fill in the names of the pictures in mind-mapping flashcards in English.
 - g) The researcher chooses several students to read the answers in front of the class.
 - h) The researcher teach the pronunciation of that vocabulary on mind mapping flashcard
 - i) The researcher corret the pronunciation of the students.
 - j) The researcher with the students checked the correct answer on the mind mapping flashcard together.
- 3) Closing activity:
- a) The researcher checks whether students understand the topic by asking about the material studied previously.

- b) The researcher gives motivation to students
- c) The teacher ends the learning activity by saying thank you and salam.

The topics of each meeting are different :

- a. The first meeting is people and things
- b. At the second meeting, is scenery
- c. In the third meeting, the topic is animals
- d. The topic in the fourth meeting is part of the body.

3. Giving post-test

The post-test was given to the students after the treatment. The researcher evaluates the students with the same material given in treatment and gives a paper containing 30 vocabulary questions. It took 45 minutes to finish it.

F. Instrument of the Research

There are two things referred to in the research instrument, namely vocabulary, a vocabulary test which is given in the form of a pre-test by distributing students pictures of objects around the school to be written in English as many as 30 questions, and a post-test consisting of 30 questions. The researcher used a written test to determine and measure students ' vocabulary in pre-test and post-test.

G. Research Variables

This research includes two variables that are variable independent and variable dependent:

- 1. The independent variable is using mind mapping flashcards.

In this research, the researchers used mind mapping flashcards. The type of mind mapping used is presentation mind mapping. Mind mapping contains vocabulary, namely: adjective and common nouns that have been taught using flashcards.

2. The dependent variable is the students' vocabulary.

In this study, the target vocabulary that must be achieved by students after treatment is 300 vocabulary words, which consist of adjective and common nouns.

H. The Technique of Data Analysis

Data was collected by tests for statistical analysis using SPSS 20 and statistical calculations to test hypotheses quantitatively. Quantitatively analyze as below:

1. Scoring the students' answers.

$$\text{Score} = \frac{\text{total correct answer}}{\text{total test items}} \times 100$$

2. Computing the frequency of the rate percentage, the researcher applies the following formula :

$$P = \frac{F}{N} \times 100\%$$

Note :

P = Percentage

F = Frequency

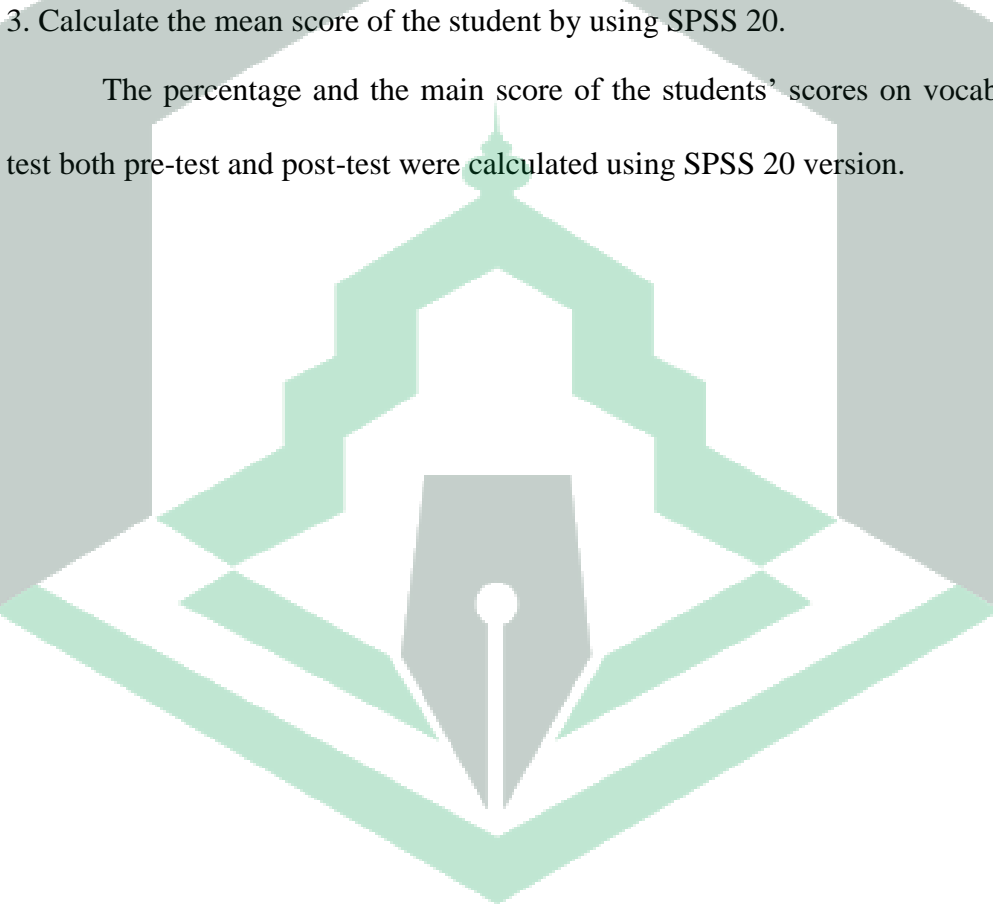
N = The number of samples (total respondents)⁴²

The following classification was used to understand the level of the student's scores⁴³:

CORRECTION	SCORE	CATEGORY
25-30	81-100	EXCELLENT
19-24	61-80	GOOD
13-18	41-60	FAIRLY
7-12	21-40	POOR
0-6	0-20	VERY POOR

3. Calculate the mean score of the student by using SPSS 20.

The percentage and the main score of the students' scores on vocabulary test both pre-test and post-test were calculated using SPSS 20 version.



⁴² Ridwan, *Dasar-Dasar Statistika*, (Bandung: Alfabeta,2003),p.41.

⁴³ Spell Quiz, "Designing A Vocabulary Rubric For Evaluating The Language Skills", 20 June 2022, https://spellquiz-com.translate.goog/blog/vocabulary-rubric?_x_tr_sl=en&_x_tr_tl=id&_x_tr_hl=id&_x_tr_pto=tc (Accessed December 24, 2022).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter displays the statistically calculated and tabulated effects of the data. It consisted of pre-test and post-test scores for students, the grouping of pre-test and post-test scores for students, and the mean performance and standard deviation of the pre-and post-test score for students. Analysis of teenagers' scores on the test.

1. Analysis of Students' Scores in Tests

a. Pre-test

In this section, the researcher shows the students' mastery scores on the students' pretests in terms shown in the table. The average standard deviation scores and the percentage of students' scores were calculated using SPSS 20.

Table 4.1 The Score of Students' Vocabulary in Pre-Test

NO	RESPONDENTS	CORRECT ANSWER	SCORE OF TEST
1	R1	12	40
2	R2	18,5	61
3	R3	23,5	78
4	R4	20	66
5	R5	24	80
6	R6	23,5	78
7	R7	25,5	85
8	R8	23,5	78
9	R9	21,5	71
10	R10	20,5	68
11	R11	10	33
12	R12	25,5	85
13	R13	20	66

14	R14	16,5	55
15	R15	27,5	91
16	R16	10	33
17	R17	12	40
18	R18	20	66
19	R19	23,5	78
20	R20	20,5	68
TOTAL		398	1320
MEAN SCORE			66

Table 4.1 shows the students' vocabulary mastery scores on the pre-test. In this section, the researcher presents and tabulates the average score of students' vocabulary as shown in the following table:

Tabel 4.2 The Frequency and Percentage Score of Students in Pre-Test

No	Category	Score	Frequency	Percentage
1	Excellent	81-100	3	15%
2	Good	61-80	12	60%
3	Fairly	41-60	1	5%
4	Poor	21-40	4	20%
5	Very Poor	0-20	0	0%
Total			20	100%

Table 4.2 shows that the students' pre-test scores taken by the researchers showed that three students (15%) got very good, 12 students (60%) got very good categories. There was a student (5%) who got fairly categories, four students (20%) got a poor score, and none of the students (0%) got very poor. Therefore, it can be concluded that most students (60%) have good vocabulary mastery.

b. Post-test

In this section, the researcher describes the students' scores in the post-test. The results are presented in Table 4.3, along with the completeness of the students' vocabulary mastery scores as follows:

Tabel 4.3 The Score of Students in Post-test

NO	RESPONDENTS	CORRECT ANSWER	SCORE OF TEST
1	R1	25	83
2	R2	23	76
3	R3	25	83
4	R4	22	73
5	R5	29	96
6	R6	25	83
7	R7	27	90
8	R8	24	80
9	R9	28	93
10	R10	26	86
11	R11	27	90
12	R12	29	96
13	R13	26	86
14	R14	19	63
15	R15	29	96
16	R16	24	80
17	R17	19	63
18	R18	28	93
19	R19	29	96
20	R20	22	73
TOTAL		506	1679
MEAN SCORE			83,95

Table 4.3 displays the student vocabulary mastery score in the post-test. It can be seen that the highest score is 96. Meanwhile, the lowest score is 63. The total score is 1679, and the mean score is 83,95. On the other hand, the researcher

also scored students' vocabulary mastery, which was treated using mind-mapping flashcard. Presented through the percentage table as follows:

Table 4.4 The Frequency and Percentage Score of Students in Post-test

No	Category	Score	Frequency	Percentage
1	Excellent	81-100	13	65%
2	Good	61-80	7	35%
3	Fairly	41-60	0	0%
4	Poor	21-40	0	0%
5	Very Poor	0-20	0	0%
Total			20	100%

It can be seen in Table 4.4 that the student score in the post-test showed that there were 13 students (65%) who got very good scores, seven students (35%) were in a good category, and no students (0%) got fairly, poor and very poor categories. Therefore, it can be concluded that most students (65%) have very good vocabulary mastery.

2. The Comparison between Pre-test and Post-test

This research presents the total mean score and standard deviation of the pre-test and post-test, then compares both. The results are presented in a descriptive statistical table 4.5 as follows:

Table 4.5 The Mean Score and Standard Deviation of Pre-Test and Post-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	66,0000	20	17,51390	3,91623
	POST TEST	83,9500	20	10,36429	2,31752

Table 4.5 tells us the mean score in pretest is 66, with a standard deviation of 17,51390. Meanwhile, the mean score in the post-test is 83,95, with a standard

deviation of 10,36429. Therefore, it can be concluded that the mean post-test score is higher than in the pre-test.

Table 4.6 The paired samples correlations of pre-test and post-test

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PRE-TEST & POST-TEST	20	0,489	0,029

Table 4.6 paired sample correlation of pre-test and post-test presents the correlation of the student's ability before and after treatment 0,489. It means a significant correlation existed between students' vocabulary mastery by using Mind Mapping Flashcards before and after treatment.

Table 4.7 Cohen Correlation Table

Coefficient Interval	Correlation
0,00-0,199	Very weak
0,20-0,399	Weak
0,40-0,599	Medium
0,60-0,799	Strong
0,80-1,000	Very strong

Based on the Cohen correlation table, coefficient interval 0,00-0,199 is categorized as very weak, 0,20-0,399 categorized weak, 0,40-0,599 as medium, and coefficient interval 0,60-0,799 is categorized as strong, and 0,80-1,000 is

categorized very strong. So it can be concluded that coefficient interval 0,489 is categorized as medium.

Table 4.8 The Paired Sample Test of Pre-Test and Post-Test

		Paired Differences					t	df	Sig.
Pair		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				(2-tailed)
					Lower	Upper			
1	PRE-TEST - POST-TEST	-17,95000	15,38446	3,44007	-25,15015	-10,74985	-5,218	19	,000

From Table 4.8, the researcher got the data that t_0 (count) = 5.218 and df (degree of freedom) = 19. According to Gay, the value of $t_t = 2,093$ ($5,218 > 2,093$). Based on the result, the researcher concluded that t_0 (count) was higher than t_t (table), $t_0 > t_t$, and the value of sig. 2-tailed $< \alpha$ ($0.00 < 0.05$).

$$5,218 > 2,093$$

The sum results used SPSS 20. It was concluded that there were significant differences in teaching vocabulary mastery before and after learning with Mind Mapping Flashcards. Therefore, researchers believe that using Mind Mapping Flashcards significantly enriches students' vocabulary mastery in class VIII students of SMPN 2 Towuti. Therefore, it means the alternative hypothesis (H_1) has been accepted, and the null hypothesis (H_0) has been rejected.

B. Discussion

This research discusses enriching students' mastery of vocabulary using Mind Mapping flashcards. The researcher chose enriching vocabulary mastery to study because vocabulary is the main foundation in learning English, so vocabulary enrichment is very important. However, vocabulary enrichment is rarely a concern in learning English at school, especially at the junior high school level Junior High School. Usually, students are only given rote material to enrich their vocabulary. According to the researcher, this is ineffective because it will make students bored. Therefore, teacher creativity is needed to enrich students' vocabulary. One is using various learning media, such as mind-mapping flashcards. The researcher chose mind-mapping flashcards as a learning medium for enriching students' mastery of vocabulary because it has an attractive appearance and is not monotonous, usually accompanied by pictures, so students don't get bored and can enrich their vocabulary in a fun way. The object of research in this study was eighth-grade I students of SMPN 2 Towuti who incidentally have English proficiency at an average to the low level.

Based on the research that has been done, the researchers found that mind mapping with flashcards was very effective in improving students' vocabulary skills. Before the researcher conducted the research, the researcher made observations. The researcher found that the students had difficulty learning English because their vocabulary level was still low, and their interest in learning English was weak. Therefore the researcher offered vocabulary enrichment using mind-mapping flashcards. The researcher chose vocabulary enrichment because it

is important in teaching English. According to Syam and Ramlah 2015, the mind map learning model is a model that is planned to help students in the learning process, store information about the subject matter that students receive during the learning process, help students to compile the main ideas of important material into lessons, and also when combined with flash cards.⁴⁴

Mind Mapping Flashcards can increase students' Vocabulary Enrichment because mind mapping is a learning medium that can stimulate students to express their ideas. In addition, by using mind-mapping flashcards learning English, especially vocabulary, can take place in a fun way so that students can focus and enjoy learning, making it easier for students to capture lessons and memorize vocabulary. In mind mapping flashcard media, the teacher needs to adjust the material presented to students.

At the beginning of the meeting, the researcher distributed vocabulary tests to students, and students answered questions from the vocabulary test. Then the researcher started learning by explaining the meaning and types of nouns and mind mapping. In addition, the researcher also explained the advantages of using flashcards in vocabulary enrichment. Next, the researcher showed and pasted the mind-mapping flashcard posters on the blackboard and asked the students to write down the words on the mind-mapping flashcards in English. Then, students were asked to fill in the names of the pictures on the mind-mapping flashcards in English. Finally, the researcher chose several students to read their answers in

⁴⁴ Natriani Syam and Ramlah, Pembelajaran Model Pembelajaran Mind Mapping dalam Meningkatkan Hasil Belajar Pada Mata Pelajaran Ilmu Pengetahuan Sosial Siswa Kelas IV SDN 54 Kota Parepare, *Jurnal Pemikiran, Penelitian dan Pengabdian Masyarakat Bidang Pendidikan* volume 5, Issue 3 (2015). <https://doi.org/10.26858/publikan.v5i3.1612>

front of the class by checking the correct answers on the mind-mapping flashcards together.

On the first day, the topic was about people and objects, and students answered questions enthusiastically, but during the learning process, students still had difficulty understanding the vocabulary being taught. Some students were silent and looked uninterested in taking part in the lesson. Class lessons. In the second and third meetings, where the topic was landscapes and animals, students enthusiastically answered questions from the distributed flashcards and competed to fill out mind mapping posters on the blackboard. This meeting was a very significant increase compared to the first meeting. At the fourth meeting, students were again given questions about vocabulary, namely questions given about vocabulary that had been given at the previous meeting. During the research, students can be motivated and enthusiastic in the learning process and interested in learning vocabulary because they use flashcard mind mapping, which is fun, colorful, and effective for students to memorize words.

In this research, the vocabulary test given to students still learning English consisted of 20 students of class VIII at SMPN 2 Towuti. In addition to the opportunity after the researcher did this, the researcher also found several problems in the class, such as students having difficulty remembering vocabulary correctly. Some students tended to write down what they heard because their vocabulary was lacking or they did not understand. In addition, the pronunciation of words makes it a little difficult to answer the vocabulary test, and some

students still often ask questions and copy their friends' work because they don't understand what vocabulary is in English.

This research aligns with the results of several researchers, Suherman and Sahira, that applying the mind mapping-based learning model shows active learning activities, and the learning activities of applying the mind mapping-based Master have increased. Then, research by Xiaolin Gao et al. (2022)⁴⁵ shows that the PBL (Problem-Based Learning) learning model combined with mind mapping works well for teaching nursing in China. It can improve students' self-learning ability, conducive to Chinese nursing students mastering theoretical knowledge and enhancing practical ability, and can be influenced by various factors in practical teaching.

Based on the four previous studies, this research aligns with research that uses the same learning media in learning. It can be seen in the pre-test that some students were not very proficient in English and were not familiar with English vocabulary, so they tended not to be able to answer vocabulary mastery questions. However, in the post-test, students begin to recognize different vocabulary. Therefore, using mind-mapping flashcards to enrich students' vocabulary is effective. It indicates an increase in vocabulary mastery by using mind-mapping flashcards, so it can be concluded that using mind-mapping flashcards effectively enriches the vocabulary mastery of Class VIII students of SMPN 2 Towuti.

The use of Mind Mapping Flashcards in learning vocabulary has several advantages, namely: 1) it can generate new desires and interests for students; 2)

⁴⁵ Xiaolin Gao, et al, "The effect of the Problem Based Learning Teaching Model Combined with Mind Mapping on Nursing Teaching: A Meta-analysis", *ELSEVIER: Nurse Education Today* volume 111, (April 2022), <https://doi.org/10.1016/j.nedt.2022.105306>

because the box and the picture, can help the right brain's ability to remember the picture and the words; 3) generate motivation and stimulation of learning activities; 4) easy to remember; 5) practical; 6) fun; and 7) can facilitate the teaching and learning process anytime.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results, the researcher concluded that using Mind Mapping Flashcards effectively enriched students' vocabulary mastery. It is proved by students' mean score on the post-test (83,95) was higher than on the pre-test (66). In addition, the probability value is lower than $0.00 < 0.05$ alpha (α). Therefore, it means the alternative hypothesis (H_1) has been accepted, and the null hypothesis (H_0) has been rejected. Finally, it shows that using the Mind Mapping Flashcard effective to enrich students' vocabulary mastery.

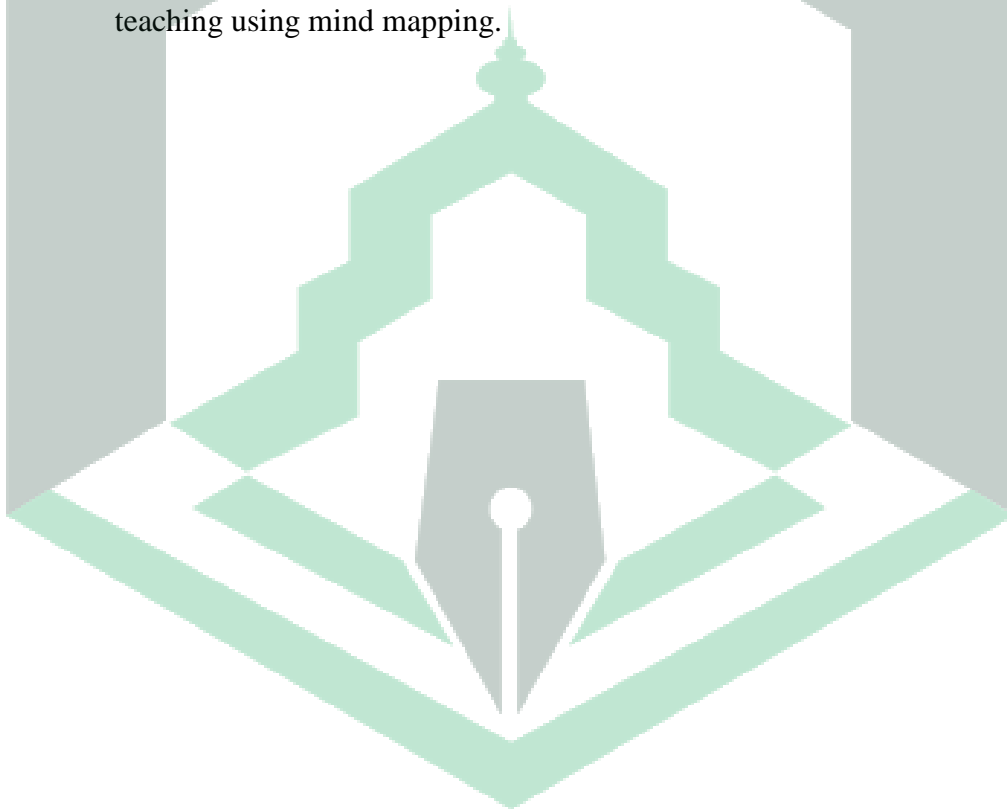
B. Suggestion

After finding the result of the study, the researcher would like to put forward some suggestions as follow:

1. Teachers can apply mind-mapping flashcards in teaching English, especially in vocabulary mastery. However, in using this media, the teacher needs to do several things to make this learning successful, such as choosing the right type of mind mapping. In addition, the teacher must also control students to stay focused on the lesson because students are usually too engrossed in playing and forget that they are studying.
2. For students should be more active in learning. They can use mind-mapping flashcards as an alternative for mastering vocabulary in an easy

and fun way. In addition, students must focus on paying attention to the teacher's explanation to understand the lesson.

3. For further research, the researcher suggests applying mind-mapping flashcards to enrich students' vocabulary mastery. The researcher hopes that later the researcher will use the right material other than things, then choose a mind map that will be used as a medium according to students' ability level. In addition, the researcher suggests paying attention to the weaknesses in this study, such as the possibility of material unsuitable for teaching using mind mapping.



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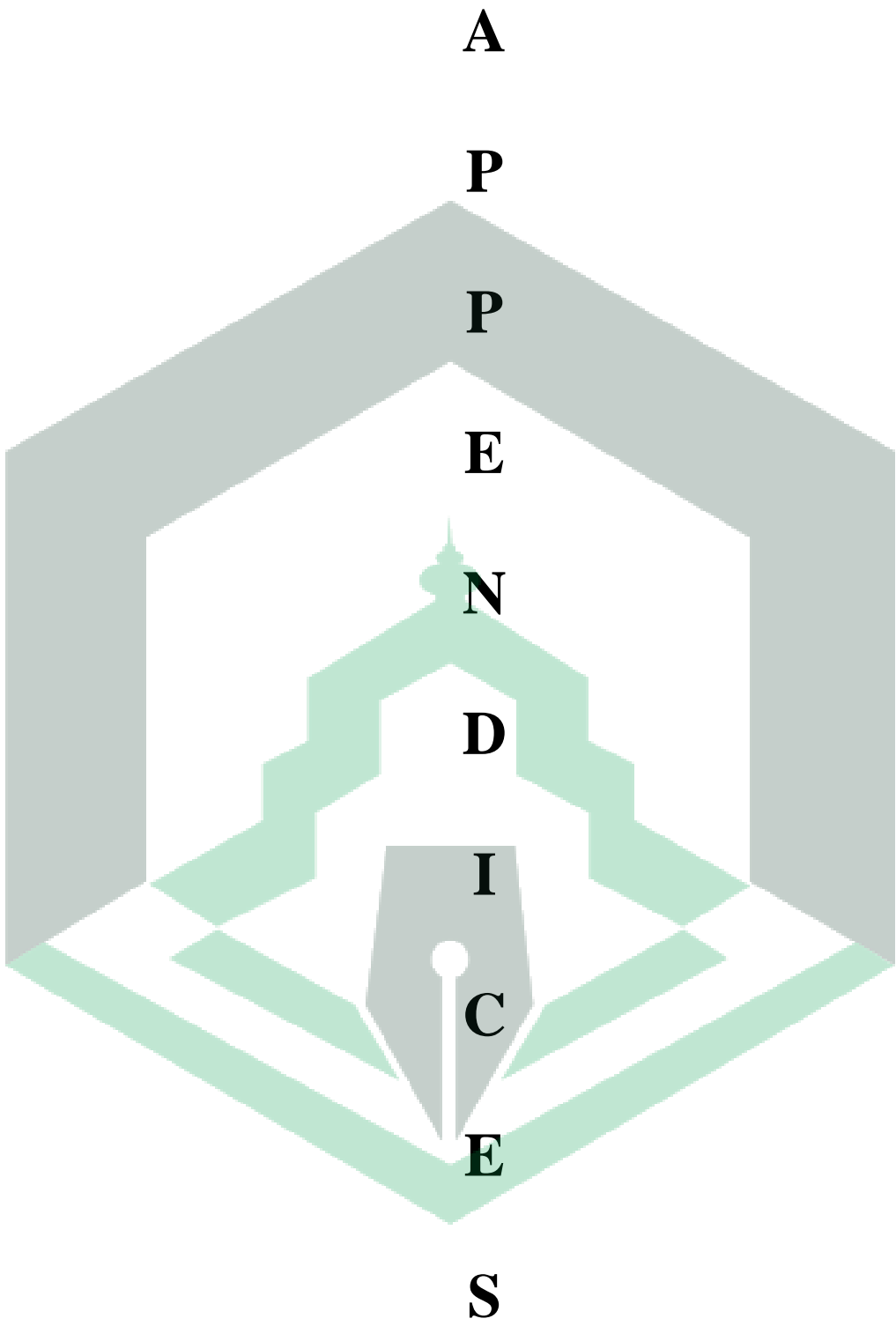
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APPENDIX 1:
SURAT IZIN MENELITI



PEMERINTAH KABUPATEN LUWU TIMUR
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jln. Soekarno-Hatta | Tlp. +628 12345 777 56
email : dpmptsp@luwutimurkab.go.id | website : dpmptsp.luwutimurkab.go.id
MALILI , 92981

Malili, 7 Februari 2023

Nomor : 070/045/DPMPSTSP-LT/II/2023
Lampiran : -
Perihal : **Izin Penelitian**

Kepada
Yth Kepala SMP Negeri 2 Towuti
Di-
Kab. Luwu Timur

Berdasarkan Surat Rekomendasi Tim Teknis Tanggal 6 Februari 2023 Nomor : 045/KesbangPol/II/2023, tentang Izin Penelitian.

Dengan ini disampaikan bahwa yang tersebut namanya di bawah ini :

Nama : **FATIMA AZ-ZAHRA**
Alamat : DSN.Larona, Desa Bantilang, Kecamatan Towuti
Tempat / Tgl Lahir : Ranteangin / 13 Februari 2000
Pekerjaan : Pelajar/Mahasiswa
Nomor Telepon : 082235890028
Nomor Induk Mahasiswa : 1802020095
Program Studi : Pendidikan Bahasa Arab
Lembaga : **INSTITUT AGAMA ISLAM NEGERI PALOPO**

Bermaksud melakukan Penelitian di daerah/Instansi Bapak/Ibu sebagai syarat penyusunan Skripsi dengan Judul:

“ENRICHING VOCABULARY MASTERY BY USING MIND MAPPING FLASHCARD FOR THE SECON GRADE STUDENTS OF SMPN 2 TOWUTI”

Mulai : 6 Februari 2023 s.d. 6 April 2023

Sehubungan hal tersebut di atas, pada prinsipnya Pemkab Luwu Timur dapat menyetujui kegiatan tersebut dengan ketentuan :

1. Sebelum dan sesudah melaksanakan penelitian, kepada yang bersangkutan harus melapor kepada pemerintah setempat.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Menaati semua Peraturan Perundang-Undangan yang berlaku, serta mengindahkan adat istiadat Daerah setempat.
4. Menyerahkan 1 (satu) exemplar copy hasil "Laporan Kegiatan" selambat-lambatnya 7 (tujuh) hari setelah kegiatan dilaksanakan kepada Bupati Luwu Timur Cq. Kepala Dinas Penanaman Modal dan PTSP Kabupaten Luwu Timur.
5. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak menaati ketentuan tersebut di atas.

Demikian disampaikan untuk diketahui.

A.n Bupati Luwu Timur
Kepala DPMPSTSP



Andi Habil Unru,SE

Pangkat : Pembina Utama Muda (IV.c)

Nip : 19641231 198703 1 208



APPENDIX 2 :

SURAT KETERANGAN PENELITIAN



PEMERINTAH KABUPATEN LUWU TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 2 TOWUTI

Alamat : Jl. Pendidikan, Desa Bantilang, Kec. Towuti, Kab. Luwu Timur Kode Pos 92983, Email :smp2towuti2@gmail.com

SURAT KETERANGAN
No. 423.4/008/SMPN.02/TWT-LT/III/2023

Yang bertanda tangan di bawah ini Kepala Sekolah SMP Negeri 2 Towuti, menerangkan bahwa :

Nama : FATIMA AZ-ZAHRA
Nomor Induk Mahasiswa : 1802020095
Pekerjaan : Mahasiswa
Program Study : Pendidikan Bahasa Inggris
Alamat : Dsn,Bantilang, Ds.Bantilang Kec. Towuti

Telah selesai mengadakan penelitian / pengumpulan data dalam rangka penyelesaian tugas kuliah yang berjudul **"ENRICHING VOCABULARY MASTERY BY USING MIND MAPPING FLASHCARD FOR THE SECOND GRADE STUDENTS OF SMPN 2 TOWUTI"** di SMPN 2 T0wuti, sejak tanggal 06 February 2023 s/d 06 April 2023.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan agar dipergunakan sebagaimana mestinya.

Bantilang, 27 February 2023

Kepala Sekolah

MURNIATI YANI, S.Pd

NIP. 19780504 200604 2 032



APPENDIX 3 :
LEMBAR VALIDASI

LEMBAR VALIDASI INSTRUMEN PENELITIAN

Judul: Enriching Vocabulary Mastery by Using Mind Mapping Flashcard for the Second Grade student of SMPN 2 Towuti

A. Data Responden

Nama : (boleh diisi atau tidak)
Usia :
Jenis Kelamin :
Pendidikan :
Pengalaman Mengajar:

B. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi Pre-test dan post-test.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1 : tidak layak
 - 2 : kurang layak
 - 3 : cukup layak
 - 4 : layak
 - 5 : sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

C. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
		1	2	3	4	5
I	Aspek Cakupan (Isi)					
a.	Butir-butir pertanyaan dalam Pre-test dan Post-test mencakup data yang berhubungan dengan cakupan isi materi yang akan digunakan dalam pengajaran vocabulary				✓	
b.	Butir-butir pertanyaan dalam Pre-test dan Post-test mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi yang akan digunakan dalam				✓	

.....
.....

F. Kesimpulan

Instrument Pre-test dan Post-test ini (lingkari salah satu pilihan):

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

.....
.....
.....
.....

Palopo,
Penilai Kelayakan



DR. MASRUDDIN, SS, M.HUM

LEMBAR VALIDASI INSTRUMEN PENELITIAN

Judul: Enriching Vocabulary Mastery by Using Mind Mapping Flashcard for the Second Grade student of SMPN 2 Towuti

A. Data Responden

Nama : (boleh diisi atau tidak)
Usia :
Jenis Kelamin :
Pendidikan :
Pengalaman Mengajar:

B. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi Pre-test dan post-test.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1 : tidak layak
 - 2 : kurang layak
 - 3 : cukup layak
 - 4 : layak
 - 5 : sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

C. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
		1	2	3	4	5
I	Aspek Cakupan (Isi)					
a.	Butir-butir pertanyaan dalam Pre-test dan Post-test mencakup data yang berhubungan dengan cakupan isi materi yang akan digunakan dalam pengajaran vocabulary					✓
b.	Butir-butir pertanyaan dalam Pre-test dan Post-test mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi yang akan digunakan dalam					✓

.....
.....

F. Kesimpulan

Instrument Pre-test dan Post-test ini (lingkari salah satu pilihan):

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

.....
.....
.....
.....

Palopo,
Penilai Kelayakan



SURYANINGSTI, S.Pd.1





APPENDIX 4 :
LESSON PLAN

Lesson Plan 1st Meeting

SCHOOL	SMP Negeri 2 Towuti
CLASS/LEVEL	VIII
OBJECTIVES	Student will be able to enrich the vocabulary about PEOPLE AND THINGS
VOCABULARY	Family, grandfather, grandmother, father, mother sister, brother, school, table, book, pen, etc.
MATERIALS	Mind mapping flashcard
TIME	1 x 45 minutes
POTENSIAL PROBLEM	students' basic (low) level, low level vocabulary of the students.

Present Activities	Interaction	Time
<p>Opening :</p> <ul style="list-style-type: none"> • The teacher greets the students warmly with salam • Ask their condition • Teacher gives intruction to chairman to lead the prayer • Checks the students's attendance 	T-Ss	3
<p>- Attention Grab T: One two thee Eyes on me! S: One two three eyes on you !</p>	T-Ss	2
<p>- Present Material</p> <ul style="list-style-type: none"> • Teacher explaining meaning and types of nouns and mind mapping • Teacher explain advantages of using flashcard in vocabulary enrichment 	T-Ss	8

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> Teacher show and stick the poster of mind mapping flashcard on the white board 	T-Ss	2
<ul style="list-style-type: none"> Teacher ask the student to write down the words on the mind mapping flashcard related with the picture 	Ss	5

Production Activities	Interaction	Time
<ul style="list-style-type: none"> Teacher shares mind mapping flashcard about people and things to student 	T-Ss	2
<ul style="list-style-type: none"> Students are asked to fill the name of picture in mind mapping flashcard in English. 	Ss	4
<ul style="list-style-type: none"> Teacher choses several student to read the answer in front of the class. 	Ss	3
<ul style="list-style-type: none"> Teacher with the students checking the correct answer on the mind mapping flashcard together. 	T-Ss	5

Wrap Up	Interaction	Time
<ul style="list-style-type: none"> Teacher asks the student to pay attention by using attention grab T: One two thee Eyes on me! S: One two three eyes on you 	T-Ss	2
<ul style="list-style-type: none"> Teacher checks whether 	T-Ss	4

students understand the topic or not with asking the material previously. <ul style="list-style-type: none"> • Teacher gives motivation to students • Teacher ends the up the learning activity by say thankyou and salam. 	T-Ss	3
	T-Ss	2

Lesson Plan 2nd meeting

SCHOOL	SMP Negeri 2 Towuti
CLASS/LEVEL	VIII
OBJECTIVES	Student will be able to enrich the vocabulary about scenery
VOCABULARY	Mountain, sun, sky, grass, street, flowers, garden, farm, house, river, etc.
MATERIALS	Mind mapping flashcard
TIME	1 x 45 minutes
POTENSIAL PROBLEM	students' basic (low) level, low level vocabulary of the students.

Present Activities	Interaction	Time
Opening : <ul style="list-style-type: none"> • The researcher greets the students warmly with salam • Ask their condition • Teacher gives intruction to chairman to lead the prayer • Checks the students's attendance 	T-Ss	3
<ul style="list-style-type: none"> - Attention grab • Attention Grab Teacher give attention grab to make the student focus to the lesson	T-Ss	2

<p>T : Hello! S : Hi!</p> <p>- Lead in</p> <ul style="list-style-type: none"> Teacher will give questions that related to the material and students will guess what material we will learn today. <p>- Presentation</p> <ul style="list-style-type: none"> Teacher ask students to mention all the vocabulary about the scenery and translate in to english Next, teacher ask the student to come and write the vocabulary in blackboard If the vocabulary incorrect, teacher will ask the other student to give correction. 	Ss	3
<ul style="list-style-type: none"> Teacher ask students to mention all the vocabulary about the scenery and translate in to english Next, teacher ask the student to come and write the vocabulary in blackboard If the vocabulary incorrect, teacher will ask the other student to give correction. 	T-Ss	6

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> Teacher show and stick the poster of mind mapping flashcard on the white board Teacher ask the student to write down the words on the mind mapping flashcard related with the picture 	T-Ss	2
<ul style="list-style-type: none"> Teacher ask the student to write down the words on the mind mapping flashcard related with the picture 	Ss	5

Production Activities	Interaction	Time
<ul style="list-style-type: none"> Teacher shares mind mapping flashcard about scenery to student 	T-Ss	2
<ul style="list-style-type: none"> Students are asked to fill the name of picture in mind mapping flashcard in English. 	Ss	4
<ul style="list-style-type: none"> Teacher choses several student to read the answer 	Ss	2

<p>in front of the class.</p> <ul style="list-style-type: none"> Teacher with the students checking the correct answer on the mind mapping flashcard together. 	T-Ss	5
---	------	---

Wrap Up	Interaction	Time
<ul style="list-style-type: none"> Teacher asks the student to pay attention by using attention grab T: Hello! S: Hai! 	T-Ss	2
<ul style="list-style-type: none"> Teacher checks whether students understand the topic or not with asking the material previously. 	T-Ss	4
<ul style="list-style-type: none"> Teacher gives motivation to students 	T-Ss	3
<ul style="list-style-type: none"> Teacher ends the up the learning activity by say thankyou and salam. 	T-Ss	2

Lesson Plan 3rd meeting

SCHOOL	SMP Negeri 2 Towuti
CLASS/LEVEL	VIII
OBJECTIVES	Student will be able to enrich the vocabulary about animals
VOCABULARY	Elephant, snake, giraffe, monkey, horse, tiger, lion, crocodile, buffalo, etc.
MATERIALS	Mind mapping flashcard
TIME	1 x 45 minutes
POTENSIAL PROBLEM	students' basic (low) level, low level vocabulary

	of the students.
--	------------------

Present Activities	Interaction	Time
<p>Opening :</p> <ul style="list-style-type: none"> The researcher greets the students warmly with salam Ask their condition Teacher gives intruction to chairman to lead the prayer Checks the students's attendance <p>- Attention grab</p> <ul style="list-style-type: none"> Teacher give attention grab to make the student focus to the lesson T : Focus... Focus... Focus S : everybody focus. <p>- Lead in</p> <ul style="list-style-type: none"> Teacher will give questions that related to the material and students will guess what material we will learn today. <p>- Presentation</p> <ul style="list-style-type: none"> Teacher show the picture about Zoo and student will mention the picture of animal in english. Teacher mention the name of student, the name that mention come to front of the class to write down 5 name animals in english, in the Zoo picture. 	<p>T-Ss</p> <p>T-Ss</p> <p>Ss</p> <p>T-Ss</p>	<p>3</p> <p>2</p> <p>3</p> <p>6</p>

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> Teacher show and stick the poster of mind mapping flashcard on the white board Teacher ask the student to write down the words on the mind mapping flashcard related with the picture 	<p>T-Ss</p> <p>Ss</p>	<p>2</p> <p>5</p>

Production Activities	Interaction	Time
<ul style="list-style-type: none"> Teacher shares mind mapping flashcard about animals to student Students are asked to fill the name of picture in mind mapping flashcard in English. Teacher choses several student to read the answer in front of the class. Teacher with the students checking the correct answer on the mind mapping flashcard together. 	T-Ss	2
	Ss	4
	Ss	2
	T-Ss	5

Wrap Up	Interaction	Time
<ul style="list-style-type: none"> Teacher asks the student to pay attention by using attention grab Teacher checks whether students understand the topic or not with asking the material previously. Teacher gives motivation to students Teacher ends the up the learning activity by say thankyou and salam. 	T-Ss	2
	T-Ss	4
	T-Ss	3
	T-Ss	2

Lesson Plan 4th meeting

SCHOOL	SMP Negeri 2 Towuti
CLASS/LEVEL	VIII
OBJECTIVES	Student will be able to enrich the vocabulary about PART OF BODY

VOCABULARY	Head, eyes, fingers, ears, eye, knee, hair, foot, shoulder, hand, nose, elbow, etc.
MATERIALS	Mind mapping flashcard
TIME	1 x 45 minutes
POTENSIAL PROBLEM	Students' basic (low) level, low level vocabulary of the students.

Present Activities	Interaction	Time
<p>Opening :</p> <ul style="list-style-type: none"> The researcher greets the students warmly with salam Ask their condition Teacher gives intruction to chairman to lead the prayer Checks the students's attendance <p>- Attention grab</p> <ul style="list-style-type: none"> Teacher give attention grab to make the student focus to the lesson <p>T : Snack is coming S : Shhhhhh</p> <p>- Lead in</p> <ul style="list-style-type: none"> Teacher will give questions that related to the material and students will guess what material we will learn today. <p>- Presentation</p> <ul style="list-style-type: none"> Teacher ask the student to mention one by one part of they body Teacher ask 2 student to come and write the part of body they mention in english Teacher give the correction if the student write incorrect word. 	<p>T-Ss</p> <p>T-Ss</p> <p>Ss</p> <p>T-Ss</p>	<p>3</p> <p>2</p> <p>3</p> <p>6</p>

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> Teacher show and stick the poster of mind mapping flashcard about part of body on the white board 	T-Ss	2
<ul style="list-style-type: none"> Teacher ask the student to write down the words on the mind mapping flashcard related with the picture 	Ss	5

Production Activities	Interaction	Time
<ul style="list-style-type: none"> Teacher shares mind mapping flashcard about animals to student 	T-Ss	2
<ul style="list-style-type: none"> Students are asked to fill the name of picture in mind mapping flashcard in English. 	Ss	4
<ul style="list-style-type: none"> Teacher choses several student to read the answer in front of the class. 	Ss	2
<ul style="list-style-type: none"> Teacher with the students checking the correct answer on the mind mapping flashcard together. 	T-Ss	5

Wrap Up	Interaction	Time
<ul style="list-style-type: none"> Teacher asks the student to pay attention by using attention grab T: Hello! S: Hai! 	T-Ss	2
<ul style="list-style-type: none"> Teacher checks whether students understand the topic or not with asking the material previously. Teacher gives motivation 	T-Ss	4

to students	T-Ss	3
• Teacher ends the up the learning activity by say thankyou and salam.	T-Ss	2





APPENDIX 5 :

INSTRUMENT OF THE RESEARCH

PRE-TEST

FLASHCARD OF TRATMENT

AND POST-TEST

Pre-test for Vocabulary Mastery

Direction!

1. Write down your name and class on the left top of this paper!
 2. Answer the correct answer in the paper!
 3. Check your answer before submitting!
-

A. Choose the correct answer by crossing (x)a, b, c, or d! (1-10)

1. Something that you can find in your class is a...
 - a. Pencil
 - b. Rock
 - c. Ricecooker
 - d. Pillow
2. Zubair is learning computer in the computer lab, he is a...
 - a. Student
 - b. Doctor
 - c. Police
 - d. Nurse
3. A school is place where students... with their teachers.
 - a. Teach
 - b. Work
 - c. Play
 - d. Study
4. Dinda is celebrating her birthday. Now Dinda feels...
 - a. Happy
 - b. Easy
 - c. Angry
 - d. Hungry

5. Intan : Amin, your new shoes are good and really fit in your ... you look charming and cool.

Amin : Thank you Intan.

- a. Body
- b. Feet
- c. Finger
- d. Hand

6. My younger brother went to dentist two days ago because his.... Were in pain.

- a. Teeth
- b. Ears
- c. Hands
- d. Fingers

7. You can find.... In your kitchen.

- a. Pillow
- b. Sofa
- c. Knife
- d. Television

8. My aunty is a tailor. She sews and makes...

- a. Books
- b. Foods
- c. Chairs
- d. Clothes

9. My father always reads.... Every morning in living room.

- a. Newspaper

- b. Radio
- c. Computer
- d. Television

10. My brother's....are sick, so he cannot hear anything well.

- a. Cheeks
- b. Nose
- c. Eyes
- d. Ears

B. Matching the words with correct translation!(11-20)

11. Sell	• Langit-langit
12. Hit	• Rendah Hati
13. Shy	• Lantai
14. Humble	• Menjual
15. Drive	• Memukul
16. Wash	• Malu
17. Rhinoceros	• Mengendarai
18. Eagle	• Badak
19. Ceiling	• Elang
20. Floor	• Mencuci

C. Translate into English the words below!(21-25)

21. Petani = _____

22. Boneka = _____

23. Pisau = _____

24. Kaos Kaki = _____

25. Berenang = _____

D. Write down the correct words who related with the picture in English!(26-30)

26.



27.



28.



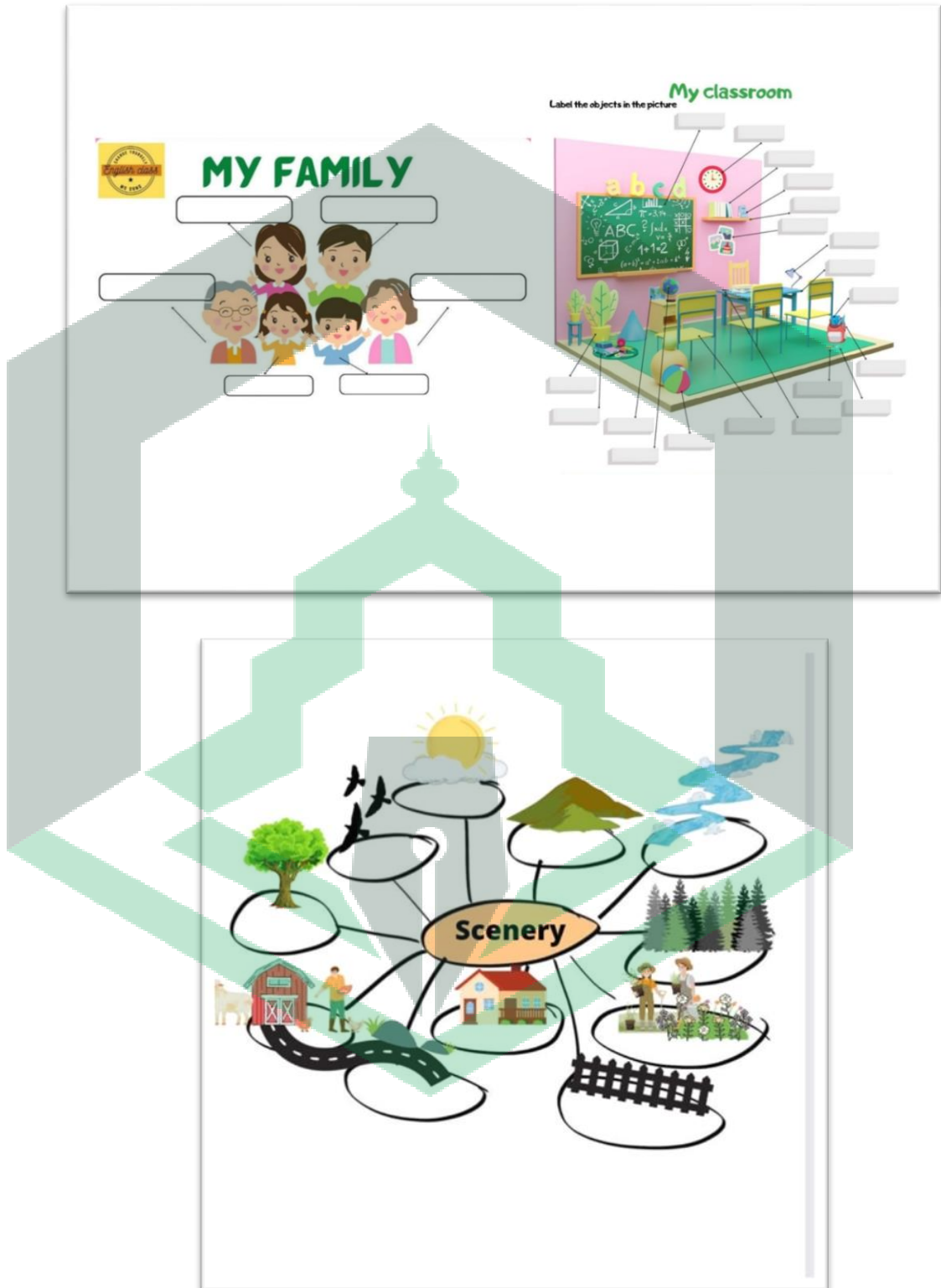
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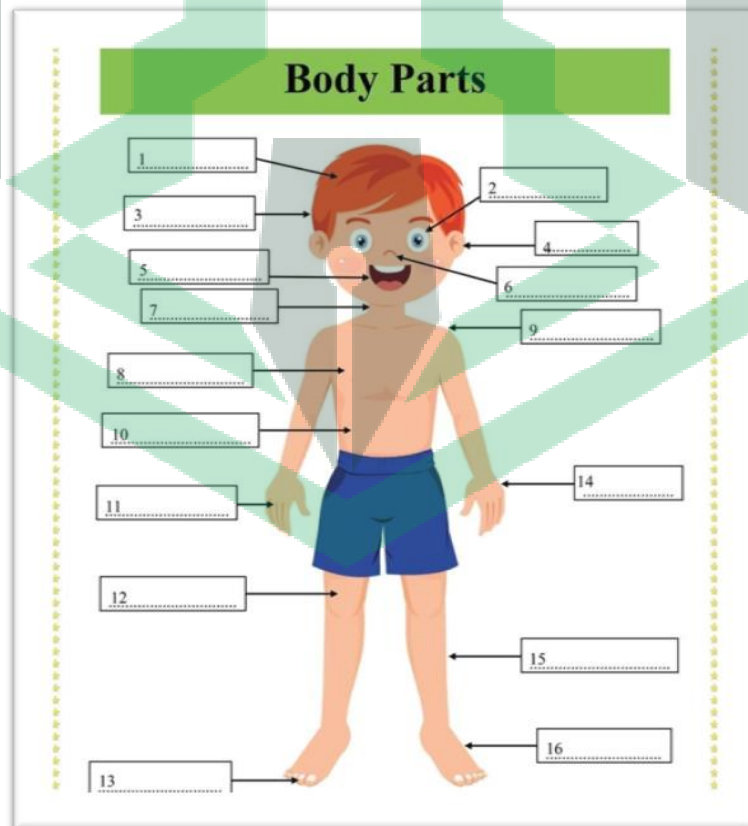
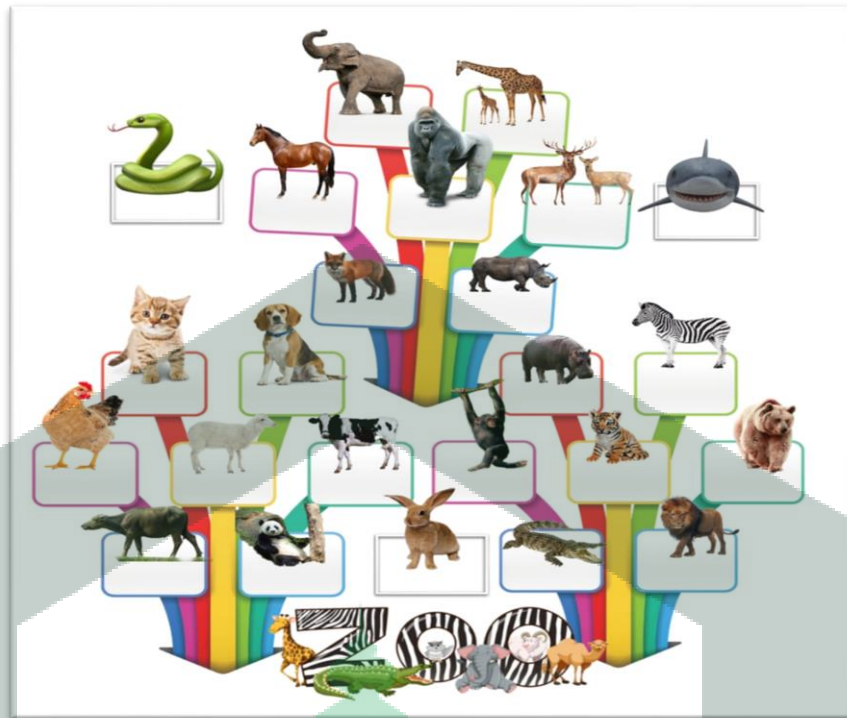


30.



FLASHCARD FOR TREATMENS





POST-TEST

Name :

Class :

Post-test for Vocabulary Mastery

Direction!

- 4. Write down your name and class on the left top of this paper!**
 - 5. Answer the correct answer in the paper!**
 - 6. Check your answer before submitting!**
-

E. Choose the correct answer by crossing (x)a, b, c, or d! (1-10)

1. Mother : " It's raining now. Don't forget to wear your if you go out."

Winda : " Yes, Mom."

- a. Jeans
- b. Umbrella
- c. Jacket
- d. Sweater

2. The following animals are usually kept as pets, except

- a. Lion
- b. Cats
- c. Dogs
- d. Horses

3. Nita : Bara, your new shoes are good and really fit in your ... you look charming and cool.

Bara : Thank you Nita.

- e. Body
- f. Feet
- g. Finger
- h. Hand

4. Angga : " Where will you go, Hafidz?"

Hafidz : " I will go to the I want to read some books and magazines."

Angga : " Oh, I see."

- a. laboratory
- b. library
- c. hospital
- d. bookstore

5. These are parts of the body we use to see something.

- a. lungs
- b. heart
- c. eyes
- d. ears

6. We often see thie animal in the zoo. It is a big animal but has small eyes, two tucks and a long trunk. It is a/an

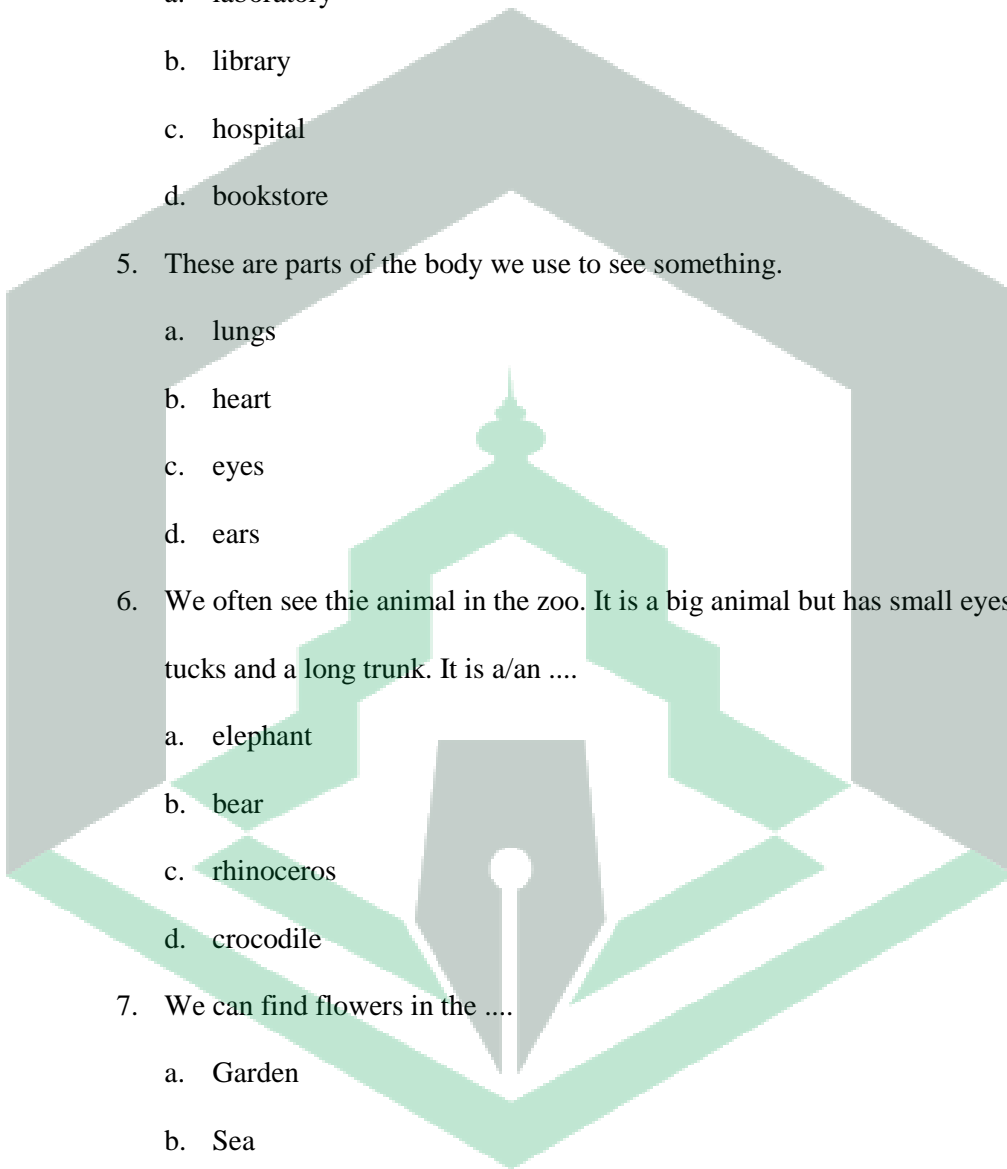
- a. elephant
- b. bear
- c. rhinoceros
- d. crocodile

7. We can find flowers in the

- a. Garden
- b. Sea
- c. River
- d. Forest

8. Tina's book is broken. Tina is really now.

- a. Happy



- b. Sad
- c. Confused
- d. Charming

9. The classroom looks very The students should clean it soon before the teacher comes.

- a. Dirty
- b. Tidy
- c. Shiny
- d. Rough

10. My friend's are sick, so he cannot hear anything well.

- a. Cheeks
- b. Nose
- c. Eyes
- d. Ears

F. *Choose 10 things and Write down the correct words who related with the picture in English!(11-20)*



11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

G. Matching the words with correct translation!(21-30)

21. Carry

22. Wear

23. Diligent

24. Sad

25. Angry

26. Come

27. Leave

28. Cousins

29. Hippopotamus

30. Scenery

• **Datang**

• **Marah**

• **Tinggal**

• **Pemandangan**

• **Menggunakan**

• **Kuda Nil**

• **Rajin**

• **Membawa**

• **Sedih**

• **Sepupu**



APPENDIX 6 :
STUDENTS FORTOFOLIO

Sanjji



MY FAMILY



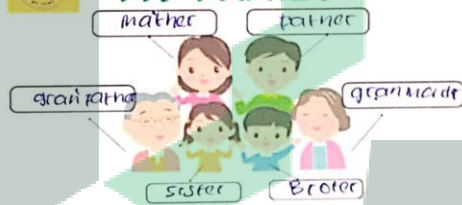
My classroom



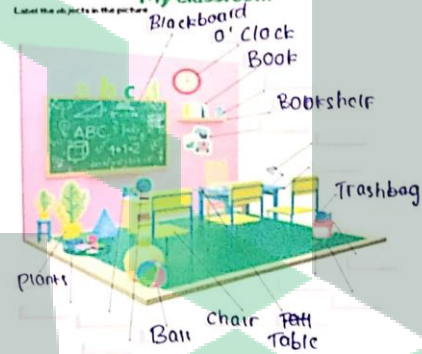
nabila / ~~Sanjji~~



MY FAMILY



My classroom



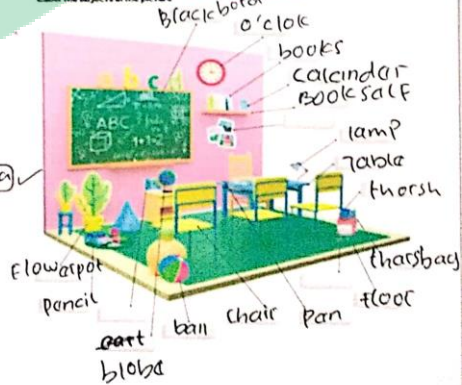
Julia AZIZA

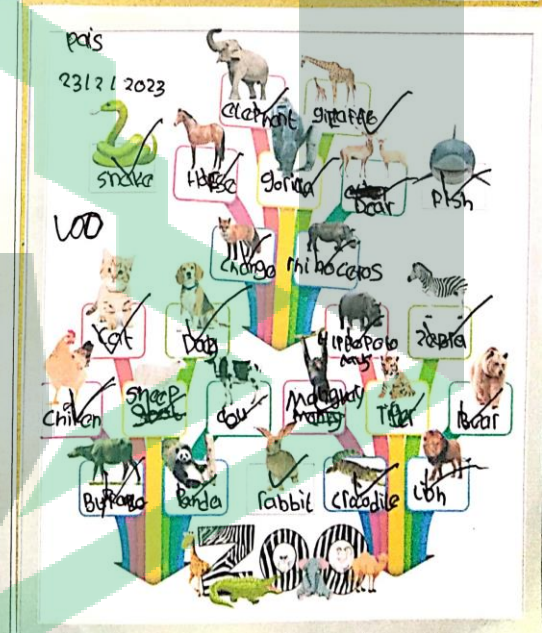
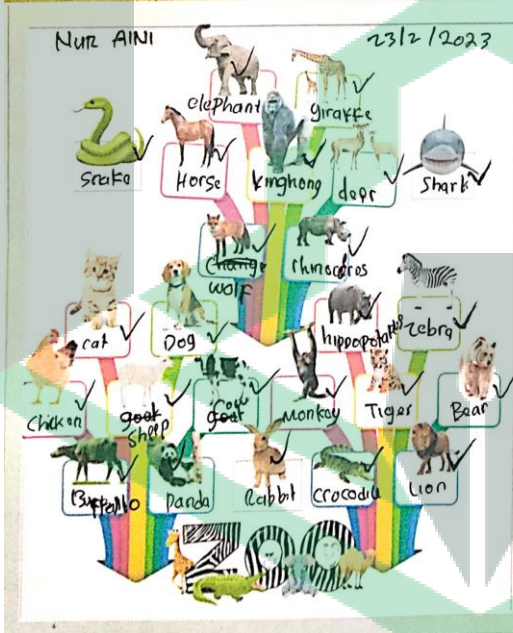
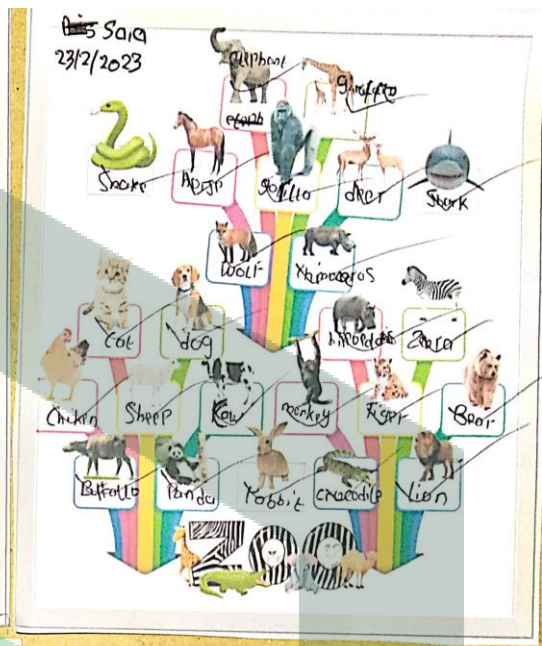


MY FAMILY

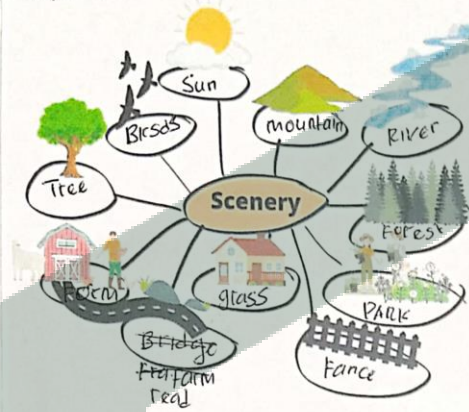


My classroom

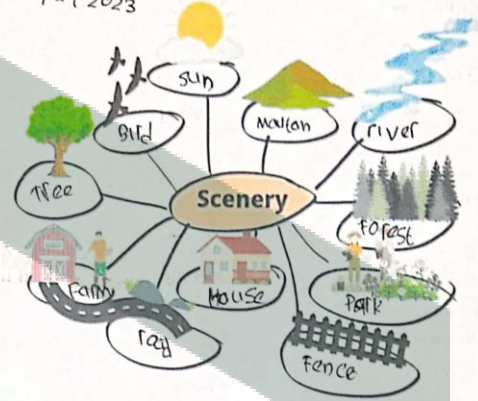




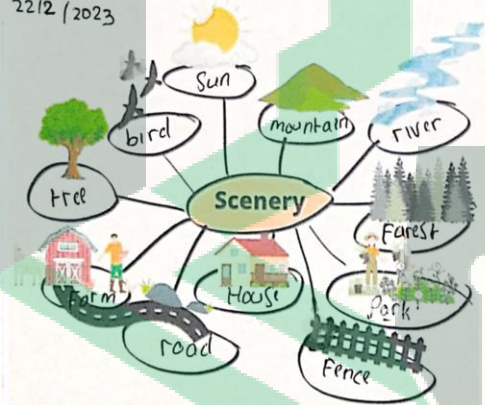
Pugri
22/2/2023



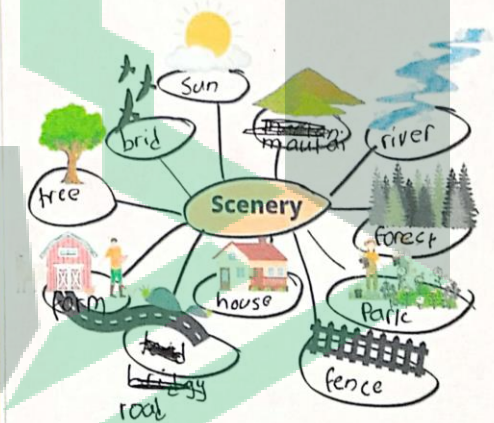
Pais/As/B
22/2/2023



Sahera
22/2/2023

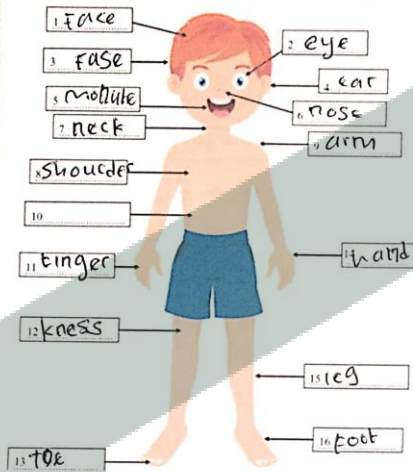


FAIZEL



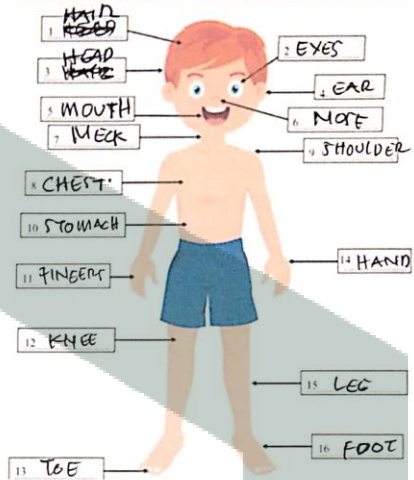
Puri Ramdhani

Body Parts



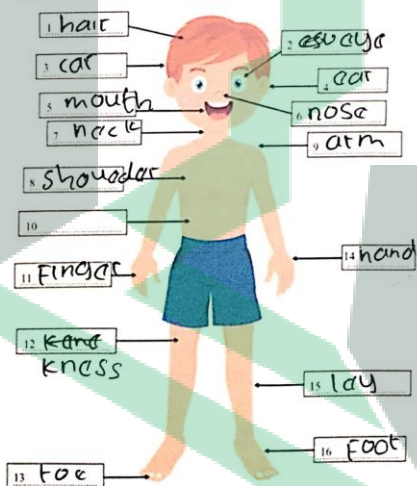
INAYAH PUTRA

Body Parts



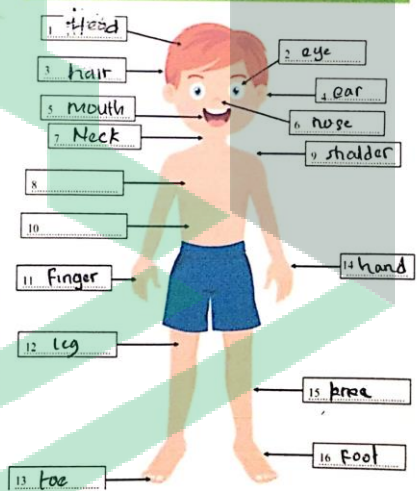
MUR AZIZA

Body Parts



NURAINI

Body Parts





APPENDIX 7 :
THE RESULT OF PRE-TEST

Name : Astrid D.

Class : VIII B

Pre-test for Vocabulary Mastery

Direction!

1. Write down your name and class on the left top of this paper!
 2. Answer the correct answer in the paper!
 3. Check your answer before submitting!
-

A. Choose the correct answer by crossing (x) a, b, c, or d! (1-10)

1. Something that you can find in your class is a...

- a. Pencil
- b. Rock
- c. Ricecooker
- d. Pillow

2. Zubair is learning computer in the computer lab, he is a...

- a. Student
- b. Doctor
- c. Police
- d. Nurse

3. A school is place where students... with their teachers.

- a. Teach
- b. Work
- c. Play
- d. Study

4. Dinda is celebrating her birthday. Now Dinda feels...

- a. Happy
- b. Easy
- c. Angry
- d. Hungry

5. Intan : Amin, your new shoes are good and really fit in your ... you look charming and cool.

Amin : Thank you Intan.

a. Body

Feet

c. Finger ✓

d. Hand

6. My younger brother went to dentist two days ago because his.... Were in pain.

Teeth

b. Ears ✓

c. Hands

d. Fingers

7. You can find.... In your kitchen.

a. Pillow

b. Sofa ✓

Knife

d. Television

8. My aunty is a tailor. She sews and makes...

a. Books

b. Foods

c. Chairs ✓

Clothes

9. My father always reads.... Every morning in living room.

Newspaper

b. Radio

c. Computer

d. Television

10. My brother's....are sick, so he cannot hear anything well.

a. Checks

b. Nose ✗

c. Eyes

d. Ears

B. Matching the words with correct translation!(11-20)

11. Sell	• Langit-langit
12. Hit	• Rendah Hati
13. Shy	• Lantai
14. Humble	• Menjual
15. Drive	• Memukul
16. Wash	• Malu
17. Rhinoceros	• Mengendarai
18. Eagle	• Badak
19. Ceiling	• Elang
20. Floor	• Mencuci

C. Translate into English the words below!(21-25)

21. Petani = _____

22. Boneka = _____

23. Pisau = _____

24. Kaos Kaki = _____

25. Berenang = _____

D. Write down the correct words who related with the picture in English!(26-30)

26.





27.



28.



29.



30.



$$\frac{10}{30} \times 100 = 33\frac{1}{3}$$

Name : ALFAT
Class : KECE
Pre-test for Vocabulary Mastery
Direction!

1. Write down your name and class on the left top of this paper!
2. Answer the correct answer in the paper!
3. Check your answer before submitting!

A. Choose the correct answer by crossing (x), b, c, or d! (1-10)

1. Something that you can find in your class is a...

- a. Pencil
- b. Rock
- c. Ricecooker
- d. Pillow

2. Zubair is learning computer in the computer lab, he is a...

- a. Student
- b. Doctor
- c. Police
- d. Nurse

3. A school is place where students... with their teachers.

- a. Teach
- b. Work
- c. Play
- d. Study

4. Dinda is celebrating her birthday. Now Dinda feels...

- a. Happy
- b. Easy
- c. Angry
- d. Hungry

5. Intan : Amin, your new shoes are good and really fit in your ... you look charming and cool.

Amin : Thank you Intan.

- a. Body
 - Feet ✓
 - c. Finger
 - d. Hand
6. My younger brother went to dentist two days ago because his... Were in pain.
- a. Teeth
 - b. Ears
 - c. Hands
 - Fingers ✗
7. You can find... In your kitchen.
- a. Pillow
 - Sofa ✗
 - c. Knife ✗
 - d. Television
8. My aunty is a tailor. She sews and makes...
- a. Books
 - b. Foods
 - c. Chairs ✓
 - Clothes ✗
9. My father always reads... Every morning in living room.
- a. Newspaper
 - b. Radio
 - c. Computer
 - Television ✗
10. My brother's...are sick, so he cannot hear anything well.
- Checks ✗
 - b. Nose ✗

c. Eyes

d. Ears

B. Matching the words with correct translation!(11-20)

✓ 11. Sell	Langit-langit
✓ 12. Hit	Rendah Hati
✓ 13. Shy	Lantai
✓ 14. Humble	Menjual
∞ 15. Drive	Memukul
✓ 16. Wash	Malu
✓ 17. Rhinoceros	Mengendarai
✓ 18. Eagle	Badak
X 19. Ceiling	Elang
X 20. Floor	Mencuci

C. Translate into English the words below!(21-25)

- 21. Petani = FARMER X
- 22. Boneka = TOY DOLL ✓
- 23. Pisau = KNIFE ✓
- 24. Kaos Kaki = SOCK ✓
- 25. Berenang = SWIMMING ✓

D. Write down the correct words who related with the picture in English!(26-30)



Cry



Strawberry

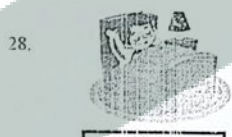


Happy



orange

$\frac{1}{2}$



Step



Jos

x



Shoes

$\frac{1}{2}$



run



grape

$\frac{1}{2}$

$$\frac{20}{30} \times 100 = 66 \frac{2}{3}$$

Name : Saad'atkins
Class : VII (C 8th)
Pre-test for Vocabulary Mastery
Direction!

1. Write down your name and class on the left top of this paper!
2. Answer the correct answer in the paper!
3. Check your answer before submitting!

A. Choose the correct answer by crossing (x) a, b, c, or d! (1-10)

1. Something that you can find in your class is a...
a. Pencil
b. Rock
c. Ricecooker
d. Pillow
2. Zubair is learning computer in the computer lab, he is a...
a. Student
b. Doctor
c. Police
d. Nurse
3. A school is place where students... with their teachers.
a. Teach
b. Work
c. Play
d. Study
4. Dinda is celebrating her birthday. Now Dinda feels...
a. Happy
b. Easy
c. Angry
d. Hungry
5. Intan : Amin, your new shoes are good and really fit in your ... you look charming and cool.

Amin : Thank you Intan.

a. Body

b. Feet

c. Finger ✓

d. Hand

6. My younger brother went to dentist two days ago because his.... Were in pain.

a. Teeth

b. Ears ✓

c. Hands

d. Fingers

7. You can find.... In your kitchen.

a. Pillow

b. Sofa

c. Knife ✓

d. Television

8. My aunty is a tailor. She sews and makes...

a. Books ✓

b. Foods

c. Chairs ✓

d. Clothes ✓

9. My father always reads.... Every morning in living room.

a. Newspaper ✓

b. Radio ✓

c. Computer

d. Television

10. My brother's....are sick, so he cannot hear anything well.

a. Checks ✓

b. Nose ✓

c. Eyes

d. Ears

B. Matching the words with correct translation!(11-20)

11. Sell	Langit-langit
12. Hit	Rendah Hati
13. Shy	Lantai
14. Humble	Menjual
15. Drive	Memukul
16. Wash	Malu
17. Rhinoceros	Mengendarai
18. Eagle	Badak
19. Ceiling	Elang
20. Floor	Mencuci

C. Translate into English the words below!(21-25)

- 21. Petani = farmer
- 22. Boneka = doll
- 23. Pisau = knife
- 24. Kaos Kaki = sock
- 25. Berenang = swimming

D. Write down the correct words who related with the picture in English!(26-30)



cry



strawberry

27.



Laugh



Orange

28.



sleep



29.



red



store

30.



run



grape

$$\frac{24}{30} \times 100 = \frac{80}{100}$$



APPENDIX 8 :
THE RESULT OF POST-TEST

Name : ASTRID Damayanti

Class : VII B

Post-test for Vocabulary Mastery

Direction!

1. Write down your name and class on the left top of this paper!
2. Answer the correct answer in the paper!
3. Check your answer before submitting!
4. Choose the correct answer by crossing (a, b, c, or d) (1-10)

1. Mother : " It's raining now. Don't forget to wear your if you go out."

Winda : " Yes, Mom."

a. Jeans

b. Umbrella

c. Jacket

d. Sweater

2. The following animals are usually kept as pets, except

a. Lion

b. Cats

c. Dogs

d. Horses

3. Nita : Bara, your new shoes are good and really fit in your ... you look charming and cool.

Bara : Thank you Nita.

a. Body

b. Feet

c. Finger

d. Hand

4. Angga : " Where will you go, Hafidz?"

Hafidz : " I will go to the I want to read some books and magazines."

Angga : " Oh, I see."

a. laboratory

- library
- c. hospital
- d. bookstore

5. These are parts of the body we use to see something.

- a. lungs
- b. heart
- eyes
- d. ears

6. We often see this animal in the zoo. It is a big animal but has small eyes, two tusks and a long trunk. It is a/an

- elephant
- b. bear
- c. rhinoceros
- d. crocodile

7. We can find flowers in the

- Garden
- b. Sea
- c. River
- d. Forest

8. Tina's book is broken. Tina is really now.

- a. Happy
- Sad
- c. Confused
- d. Charming

9. The classroom looks very The students should clean it soon before the teacher comes.

- Dirty
- b. Tidy
- c. Shiny

d. Rough

10. My friend's are sick, so he cannot hear anything well.

- a. Checks
- b. Nose
- c. Eyes ✓
- ~~x~~ Ears

B. Choose 10 things and Write down the correct words who related with the picture in English!(11-20)

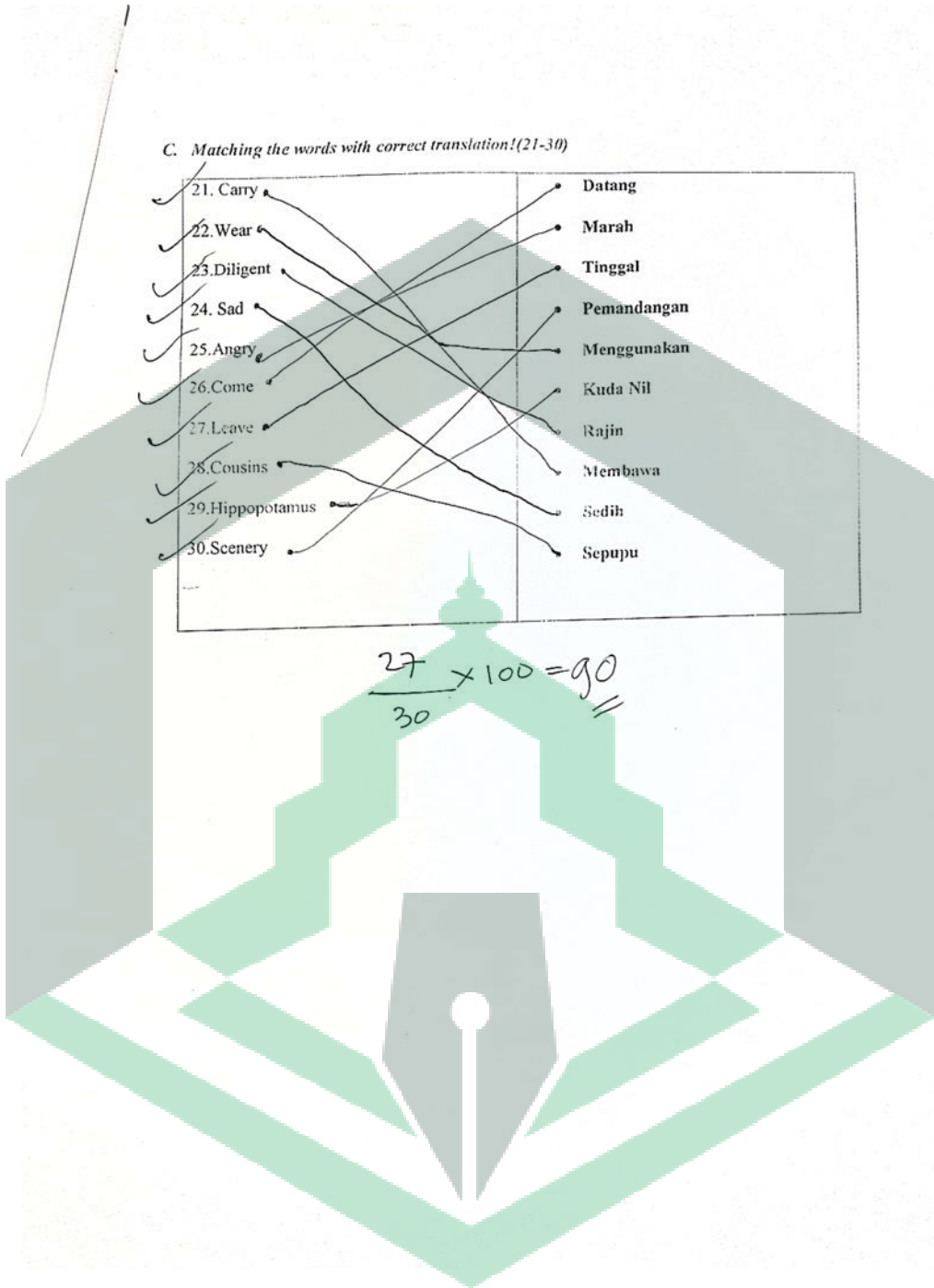


- 11. Book ✓
- 12. Table ✓
- 13. Fan ✓
- 14. Dress ✓
- 15. Ball ✓
- 16. knife ✓
- 17. socks ✗
- 18. Shae ✓
- 19. doll ✓
- 20. sock ✓

C. Matching the words with correct translation!(21-30)

21. Carry	Datang
22. Wear	Marah
23. Diligent	Tinggal
24. Sad	Pemandangan
25. Angry	Menggunakan
26. Come	Kuda Nil
27. Leave	Rajin
28. Cousins	Membawa
29. Hippopotamus	Sedih
30. Scenery	Sepupu

$$\frac{27}{30} \times 100 = 90\%$$



Name : ~~V. 11~~ MAIPH AT

Class :

Post-test for Vocabulary Mastery

Direction!

1. Write down your name and class on the left top of this paper!
2. Answer the correct answer in the paper!
3. Check your answer before submitting!

A. Choose the correct answer by crossing (x) a, b, c, or d! (1-10)

1. Mother : " It's raining now. Don't forget to wear your if you go out."

Winda : " Yes, Mom."

a. Jeans

b. Umbrella

c. Jacket

d. Sweater

2. The following animals are usually kept as pets, except

a. Lion

b. Cats

c. Dogs

d. Horses

3. Nita : Bara, your new shoes are good and really fit in your ... you look charming and cool.

Bara : Thank you Nita.

a. Body

b. Feet

c. Finger

d. Hand

4. Angga : " Where will you go, Hafidz?"

Hafidz : " I will go to the I want to read some books and magazines."

Angga : " Oh, I see."

a. laboratory

- b. library
- c. hospital
- d. bookstore

5. These are parts of the body we use to see something.

- a. lungs
- b. heart
- c. eyes
- d. ears

6. We often see this animal in the zoo. It is a big animal but has small eyes, two tuks and a long trunk. It is a/an

- a. elephant
- b. bear
- c. rhinoceros
- d. crocodile

7. We can find flowers in the

- a. Garden
- b. Sea
- c. River
- d. Forest

8. Tina's book is broken. Tina is really now.

- a. Happy
- b. Sad
- c. Confused
- d. Charming

9. The classroom looks very The students should clean it soon before the teacher comes.

- a. Dirty
- b. Tidy
- c. Shiny

d. Rough

10. My friend's are sick, so he cannot hear anything well.

Checks

b. Nose

c. Eyes

d. Ears

B. Choose 10 things and Write down the correct words who related with the picture in English!(11-20)



- 11. pencil ✓
- 12. ~~table~~ X
- 13. ball ✓
- 14. plate ✓
- 15. sock ✓
- 16. book ✓
- 17. dress ✓
- 18. glass ✓
- 19. spoon ✓
- 20. shoe ✓

C. Matching the words with correct translation!(21-30)

21. Carry	• Datang
22. Wear	• Marah
23. Diligent	• Tinggal
24. Sad	• Pemandangan
25. Angry	• Menggunakan
26. Come	• Kuda Nil
27. Leave	• Rajin
28. Cousins	• Membawa
29. Hippopotamus	• Sedih
30. Scenery	• Sepupu

$$\frac{22}{30} \times 100 = 73$$

Name : *Se'a - Sa'ki'o*

Class : *PB*

Post-test for Vocabulary Mastery

Direction!

1. Write down your name and class on the left top of this paper!
2. Answer the correct answer in the paper!
3. Check your answer before submitting!

A. Choose the correct answer by crossing (x) a, b, c, or d! (1-10)

1. Mother : " It's raining now. Don't forget to wear your if you go out."

Winda : " Yes, Mom."

a. Jeans

b. Umbrella

c. Jacket

d. Sweater

2. The following animals are usually kept as pets, except

a. Lion

b. Cats

c. Dogs

d. Horses

3. Nita : Bara, your new shoes are good and really fit in your ... you look charming and cool.

Bara : Thank you Nita.

a. Body

b. Feet

c. Finger

d. Hand

4. Angga : " Where will you go, Hafidz?"

Hafidz : " I will go to the I want to read some books and magazines."

Angga : " Oh, I see."

a. laboratory

library

c. hospital ✓

d. bookstore

5. These are parts of the body we use to see something.

a. lungs

b. heart

eyes ✓

d. ears

6. We often see this animal in the zoo. It is a big animal but has small eyes, two tusks and a long trunk. It is a/an

elephant

b. bear ✓

c. rhinoceros

d. crocodile

7. We can find flowers in the

Garden ✓

b. Sea

c. River

d. Forest

8. Tina's book is broken. Tina is really now

a. Happy

Sad ✓

c. Confused

d. Charming

9. The classroom looks very The students should clean it soon before the teacher comes.

Dirty ✓

b. Tidy

c. Shiny

d. Rough

10. My friend's are sick, so he cannot hear anything well.

a. Checks

b. Nose

c. Eyes

Ears

B. Choose 10 things and Write down the correct words who related with the picture in

English!(11-20)

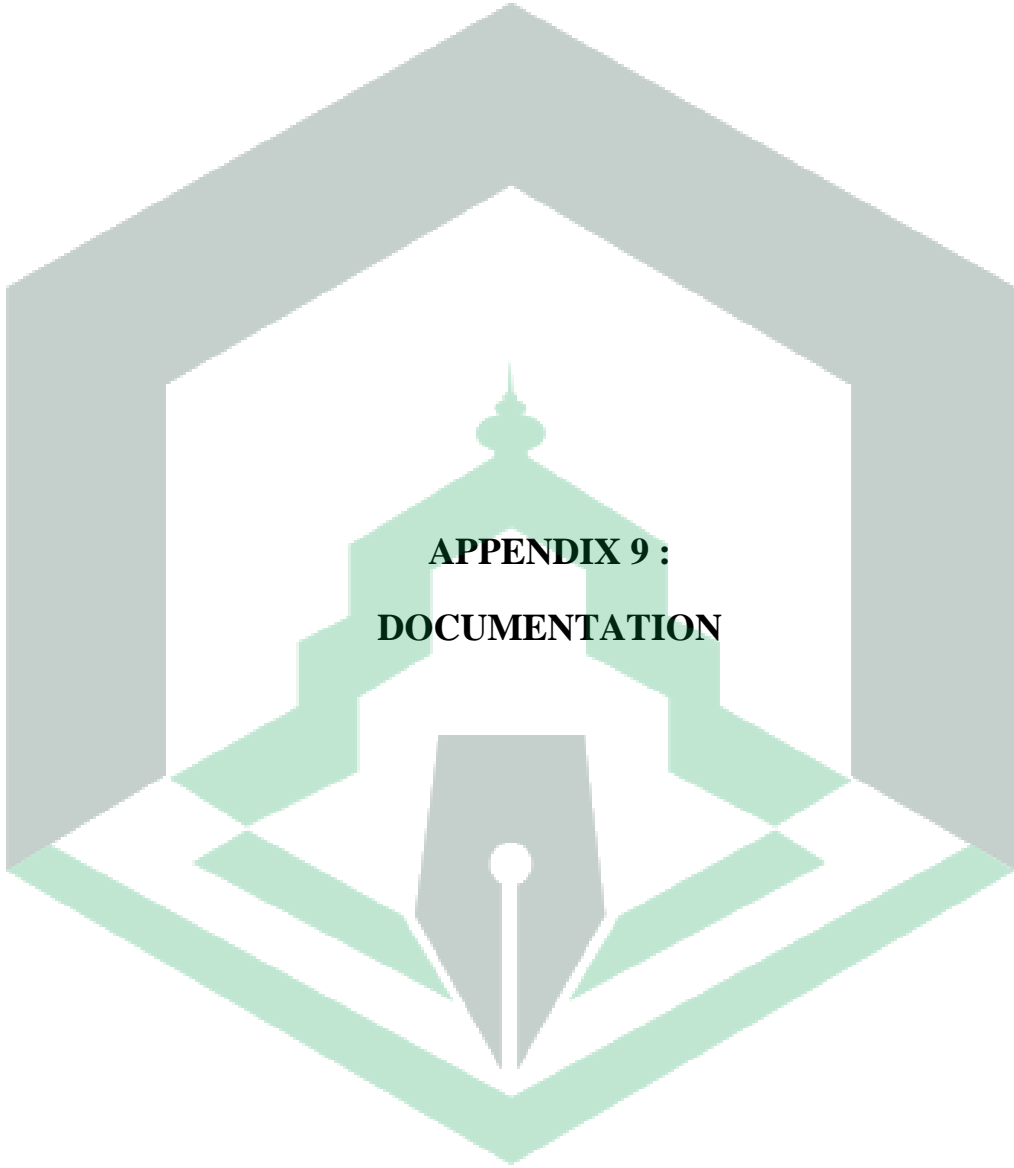


- 11. Pencil ✓
- 12. table ✓
- 13. ball ✓
- 14. Plate ✓
- 15. sock ✓
- 16. book ✓
- 17. dress ✓
- 18. glass ✓
- 19. Spoon ✓
- 20. Shoe ✓

C. Matching the words with correct translation!(21-30)

21. Carry	Datang
22. Wear	Marah
23. Diligent	Tinggal
24. Sad	Pemandangan
25. Angry	Menggunakan
26. Come	Kuda Nil
27. Leave	Rajin
28. Cousins	Membawa
29. Hippopotamus	Sedih
30. Scenery	Sepupu

$$\frac{29}{30} \times 100 = 96$$



**APPENDIX 9 :
DOCUMENTATION**



Figure .1-2 : The sudents doing Pre-test



Figure 5: The students correction the incorrect vocab in mind mapping



Figure 6: The students are fill the mind mapping flashcards



Figure 7: The teacher ask student to coordinate the picture in poster of mind mapping flashcard.



Figure 8: The students are discuss about the correct answer in mind mapping flashcard.



Figure 9-11: Post-test

CURRICULUM VITAE



Researcher, Fatimah Az-zahra was born 02 February 2000 in Bantilang Village, Kecamatan Towuti Kabupaten Luwu Timur. He is the first daughter of two brothers. Her father's name is Hasbi Kadir and her mother's name is Hamdana. The researcher completed his studies at TK Al-Muslihat Bantilang, graduated in 2006, and then continued his studies at SDN 266 Bantilang, graduated in 2012 and then continued her study at SMPN 2 Towuti, graduated in 2015. Then continued her education at SMAN 1 Luwu Timur, graduated in 2018. She continued her studies at the State Islamic Institute (IAIN) Palopo and took the English Department. She completed her study in 2023.

In the end, studying at the Palopo Islamic Institute (IAIN) wrote a thesis entitled **“ENRICHING VOCABULARY MASTERY BY USING MIND MAPPING FLASHCARD FOR THE EIGHTH GRADE STUDENTS OF SMPN 2 TOWUTI”**.

