

## ABSTRACT

### **Mella Regina (2017): The Use Of Mind Mapping Technique To Improve Students' Vocabulary Mastery**

The mastery of vocabulary helps learners to communicate fluently. The problem faced by students in vocabulary mastery is the students could not make a sentence in English. Dealing with the problem, this research proposed "Mind Mapping Technique" as strategy to solve them.

This study aims to determine: (1) the students' vocabulary mastery by using lecturing technique, (2) the students' vocabulary mastery by using mind mapping, (3) the significant influence between the students' vocabulary mastery by using mind mapping and lecturing technique.

The research was conducted by using quantitative method in form of quasi experimental design. The subject of this research is the 7th Grade Junior High School students of SMPN 1 Karawang Timur. The population is 481 students. The researcher took two classes as the sample at the 7th grade of SMPN 1 Karawang Timur. The first class was 7A as the sample of experimental class which consisted of 36 students, and they were taught by using mind mapping technique. The second class was 7B as the sample of control class which consisted of 36 students, and they were taught by using lecturing technique. The sample was determined by English teacher in the school, without random assignment. The data were collected from the pre-test and the post-test in form of multiple choice test as many as 30 questions.

The result of this research shows that there is an improvement in experimental class after using mind mapping. It supported by the mean of post-test score in experimental class is 78.60, which is higher than the post-test score in control class that is 70.61. From the data of post-test score, the researcher determined hypothesis by using t-test. Based on the calculation, t-table on significance 5% with  $df = 70$  is 1.99, while t-count is 6.37. It means that t-count (6.37) > t-table (1.99). It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. In other word, there is a significant different between experimental and control class in students' vocabulary mastery.

In conclusion that the use of mind mapping can improve students vocabulary mastery. Mind mapping can be more effective if teacher able to create a supported atmosphere or situation during teaching-learning process in the classroom.