THE IMPLEMENTATION OF MIND MAPPING STRATEGY IN TEACHING VOCABULARY FOR YOUNG LEARNERS

(A Case Study at the A Grade Students of RA. Zaid Bin Tsabit Jepara in Academic Year of 2017/2018)

A THESIS

Submitted in partial fulfillment of the requirements for the degree of

Sarjana Pendidikan (S.Pd)

Faculty of Tarbiyah and Teaching Sciences

Islamic University of Nahdlatul Ulama' Jepara

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ISLAMIC UNIVERSITY OF NAHDLATUL ULAMA JEPARA

2018

UNIVERSITAS ISLAM NAHDLATUL ULAMA (UNISNU) JEPARA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Program Studi Pendidikan Agama Islam (PAI) Akreditasi BAN-PT : Peringkat B Nomor : 192/SK/BAN-PT/Ak-XVI/S/IX/2013
- Program Studi Pendidikan Bahasa Inggris (PBI) Akreditasi BAN-PT : Peringkat B Nomor : 1697/SK/BAN-PT/Akred/S/V/2017
- Program Studi Pendidikan Guru PAUD (PGPAUD) Ijin Penyelenggaraan Keputusan Menristekdikti RI Nomor : 247/KPT/I/2016
- Program Studi Pendidikan Guru Sekolah Dasar (PGSD) Ijin Penyelenggaraan Keputusan Menristekdikti RI Nomor : 470/KPT/I/2016

PAGE OF APPROVAL

Title of Thesis :
THE IMPLEMENTATION OF MIND MAPPING STRATEGY IN TEACHING VOCABULARY FOR YOUNG LEARNERS (A CASE STUDY AT A GRADE STUDENTS OF RA. ZAID BIN TSABIT JEPARA IN ACADEMIC YEAR OF 2017/2018)

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This thesis has been approved by the advisor and ready to be persistent in front of the board examiners in program Sarjana Strata 1 (S1) for Department of English Language Education of Islamic University of Nahdlatul Ulama (UNISNU) Jepara.

Wassalamu'alaikum Wr. Wb.

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DECLARATION OF NON-PLAGIARISM

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I declare full and responsibility that my thesis which I wrote as the requirement for the Degree f Sarjana (S.1) of Islamic University of Nahdlatul Ulama' is my own writing and never be proposed as the requirement for the Degree of Sarjana in the other university.

If there is a sentence on my thesis that I cited from other researcher, I really had wrote the resources clearly by using the rule, principle and ethic in the scientific writing.

So, I am ready to get sanction from faculty of Tarbiyah and Educational Science UNISNU Jepara of the next day is found the untruth in this statement.

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ABSTRACT

Dwi Lianawati. 2018. **The Implementation of Mind Mapping Strategy in Teaching Vocabulary for Young Learners at A Grade Students of RA. Zaid BIin Tsabit Jepara.** Advisor : Husni Mubarok, M.Pd.,

Keywords: Mind Mapping Strategy, Vocabulary, Young Learners

This research study is aimed at improving the vocabulary mastery of the A grade students of RA. Zaid Bin Tsabit Jepara through the use of mind mapping. To limit the aspects to be analyzed in this study, the researcher formulates three research questions: (1) what the problems faced by the students?, (2) How is mind mapping strategy implemented to teach vocabulary for young learners (3) What are the strengths and weaknesses of implementation of mind mapping in teaching vocabulary for young learners?, The study was a case study research. The instruments for collecting the data were observation guides, interview guides and documentations. The data were in the form of field notes, interview transcripts, and all the documentation. Interview was used to know what the students' problem in learning vocabulary. Then, observation was used to know the teacher implement the mind mapping strategy in the class and documentation was used to help the researcher completed the data becomes valid data. The findings of the data analyses show that (1) Mind mapping can help the teacher to present vocabulary items; (2) Mind mapping can help the students to memorize English vocabulary items; (3) Mind mapping can make the students enjoyable in learning process (4) Aspects in mind mapping such as imagination and association can help the students understand the words and memorize them in a short time; (5) The kind of the activities given such as conveying expressions, describing pictures, drawing pictures based on the texts, etc. can explore the use of vocabulary items learned in the classroom.

MOTTO

If you want success, but you avoid the effort to achieve success by reason of fear of failure, then your fear is fear to be successful.

(Professor Schein)

ACKNOWLEDGMENT

In the name of Allah, the Most Mercies and the Most Merciful

First and foremost, I would like to express my gratitude to Allah SWT who has given me some mercies and blessing in writing my thesis. In this occasion, I would like to express my sincere gratitude to:

1. Dr. Sa'dullahAssa'idi, M.Ag., The Rector of Islamic University of Nahdlatul Ulama' Jepara, who gave permission to me to conduct this study.
2. Drs. H. Mahalli, M.Pd., The Dean of Faculty of Tarbiyah And Educational Sciences of Islamic University of Nahdlatul Ulama' Jepara, who gave permission to me to conduct this research.
3. Husni Mubarok, M.Pd., my advisor who had provided invaluable guidance, support, corrections, suggestion, and encouragements in completing my final project.
4. All lectures at the English Study Program of Faculty of Tarbiyah and Educational Sciences of Islamic University of Nahdlatul Ulama' Jepara, who have taught, motivated, and give guidance during the writing of this thesis.
5. Nuning Fatihatul Jannah, S.S.I., the headmaster of RA. Zaid Bin Tsabit Jepara, who gave permission to do this research in that school.
6. Siti Rohmatun, S.Pd.I., the English teacher of RA. Zaid Bin Tsabit Jepara who gave opportunity to the writer in conducting research.
7. All of the students of RA. Zaid Bin Tsabit Jepara especially A grade students, for being good partner in the writer's research.
8. My family who have supported me for my research.
9. My best friend Desi Annisa Ulan, Fakhrun Nikmah, Arnita Dwi. S for always helping, supporting, caring to me in the all of situations.
10. The big family of English Department 2013, especially A1 that cannot mention one by one. Thanks for the unforgettable moment.

Finally, I do realize that due to my limited ability this thesis must have short coming. For this I welcome any suggestions and criticisms.

DEDICATION

I dedicate this thesis to

My parents

My husband

My lovely daughter

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