

**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

By

**DWI LIANAWATI**

131320000012

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF TARBIYAH AND TEACHING SCIENCES  
ISLAMIC UNIVERSITY OF NAHDLATUL ULAMA JEPARA**

**2018**



**UNIVERSITAS ISLAM NAHDLATUL ULAMA (UNISNU) JEPARA**  
**FAKULTAS TARBİYAH 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/II/2017
- > Program Studi Pendidikan Guru PAUD (PGPAUD) Ijin Penyelenggaraan Keputusan Menristekdik RI Nomor : 247/KPTA/2016
- > Program Studi Pendidikan Guru Sekolah Dasar (PGSD) Ijin Penyelenggaraan Keputusan Menristekdik RI Nomor : 470/KPTA/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)**

Name : **DWI LIANAWATI**  
Registration Number : 131320000012  
Place and Date of Birth : Jepara, 13 Juni 1995  
Faculty : Tarbiyah and Teacher Sciences  
Department : English Language Education

This thesis has been approved by the board of examiners of Tarbiyah and Teacher Sciences Faculty of Islamic University of Nahdlatul Ulama Jepara on:


**March 31<sup>th</sup> 2018**

and can be accepted as one of the requirements for acquiring Sarjana Pendidikan degree of English Language Education Department.

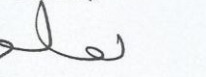
Jepara, March 31th 2018

Board of Examiners,

Chairperson

  
**Drs. H. Mahalli, M.Pd.**


Secretary

  
**Fauziqurrohman, SS., M.Hum.**

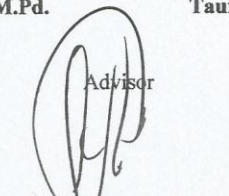
Examiner 1

  
**Drs. H. Mahalli, M.Pd.**

Examiner 2

  
**Taufiqurrohman, SS. M.Hum.**

Advisor

  
**Husni Mubarak, M.Pd.**

### ADVISOR'S APPROVAL

*Assalamu'alaikum Wr. Wb.*

After I analyzed and revised, with this approval I send your thesis document:

Name : DWI LIANAWATI  
NIM : 13132000012  
Program : Department of English Language Education  
Title : **THE IMPLEMENTATION OF MIND MAPPING  
STREATEGY IN TEACHING VOCABULARY FOR  
YOUNG LEARNERS**

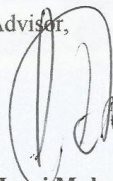
(A Case Study Research in the A Grade Students of RA.  
Zaid Bin Tsabit Jepara in the Academic Year 2017/2018)

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.*

Jepara, 26<sup>th</sup> of March 2018

Advisor,



**Husni Mubarak, M.Pd.**



## DECLARATION OF NON-PLAGIARISM

The Undersigned below:

Name : Dwi Lianawati

NIM : 131320000012

Study Program: Department of English Language Education

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.

Jepara, 23 March 2018



131320000012

## ABSTRACT

Dwi Lianawati. 2018. **The Implementation of Mind Mapping Strategy in Teaching Vocabulary for Young Learners at A Grade Students of RA. Zaid Blin 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'dullah Assa'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 Mubarak, 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



## TABLE OF CONTENTS

|   |      |
|---|------|
| PAGE OF TITLE .....                                     | i    |
| ADVISOR'S APPROVAL .....                                | ii   |
| DECLARATION OF NON-PLAGIARISM.....                      | iii  |
| ABSTRACT.....   | iv   |
| MOTTO.....  | v    |
| ACKNOWLEDGMENT.....                                     | vi   |
| DEDICATION.....   | vii  |
| TABLE OF CONTENTS.....                                  | viii |
| LIST OF FIGURES.....                                    | x    |
| LISTLIST OF TABLE.....                                  | xi   |
| LIST OF APPENDICES.....                                 | xii  |
| CHAPTER I INTRODUCTION                                  |      |
| 1.1 Background of Study.....                            | 1    |
| 1.2 Statements of the Problems.....                     | 3    |
| 1.3 Objective of the Study.....                         | 3    |
| 1.4 Significances of the Study.....                     | 4    |
| 1.5 Thesis Organization.....                            | 4    |
| CHAPTER II REVIEW OF RELATED LITERATURE                 |      |
| 2.1 Previous Study.....                                 | 6    |
| 2.2 Theoretical Review                                  |      |
| 2.2.1 Mind Mapping                                      |      |
| a. The Definition of Mind Mapping.....                  | 7    |
| b. Characteristics of Mind Mapping.....                 | 11   |
| c. The Use of Mind Mapping in Vocabulary Learning... 15 |      |
| 2.2.2 Vocabulary  |      |
| a. The Definition of Vocabulary .....                   | 18   |
| 2.2.3 Young Learners                                    |      |
| a. Teaching of English for Young Learners.....          | 20   |

|   |    |
|---|----|
| b. The Characteristics of Young Learners .....                            | 21 |
| <b>CHAPTER III RESEARCH METHOD</b>  |    |
| 3.1 Setting of the Research.....  | 23 |
| 3.2 Subject of the Research.....  | 23 |
| 3.3 Type of Research.....   | 23 |
| 3.4 Technique of Data Collection.....                                     | 24 |
| 3.5 Technique of Data Analysis.....                                       | 26 |
| <b>CHAPTER IV FINDING AND DISCUSSION</b>                                  |    |
| 4.1 Data Description.....   | 28 |
| 4.2 Data Presentation.....  | 28 |
| a. The Students' Problem in Learning Vocabulary.....                      | 28 |
| b. The Teacher Implemented the Mind<br>Mapping Strategy in the Class..... | 31 |
| c. The Strengths and Weaknesses of<br>Mind Mapping Strategy.....          | 46 |
| <b>CHAPTER V CONCLUSION AND SUGGESTION</b>                                |    |
| 5.1 Conclusion.....   | 49 |
| 5.2 Suggestion.....   | 50 |
| Bibliography.....   | 51 |
| Appendices.....   | 53 |

## LIST OF FIGURE

| Figure   | Page |
|--|------|
| Figure 2.1 Picture of mind mapping of Joy’s life .....                                       | 10   |
| Figure 2.2 Picture of first step in creating mind mapping<br>“drawing a central image” ..... | 16   |
| Figure 2.3 Picture of second step in creating mind mapping<br>“drawing main branch” .....    | 16   |
| Figure 2.4 Picture of third step in creating mind mapping<br>“drawing key pictures” .....    | 17   |
| Figure 2.5 Picture of fourth step in creating mind mapping<br>“drawing second branch” .....  | 17   |

## LIST OF TABLES

| Table  | Page |
|--|------|
| Table 3.1 the schedule during the research .....         | 25   |
| Table 4.1 first interview with the teacher .....         | 29   |
| Table 4.2 second interview with the teacher.....         | 31   |
| Table 4.3 observation sheet in the first meeting .....   | 33   |
| Table 4.4 students' score in the first meeting .....     | 36   |
| Table 4.5 assessment rubric .....                        | 36   |
| Table 4.6 observation sheet in the second meeting.....   | 37   |
| Table 4.7 students' score in the second meeting.....     | 39   |
| Table 4.8 assessment rubric .....                        | 40   |
| Table 4.9 observation sheet in the third meeting .....   | 40   |
| Table 4.10 students' score in the third meeting .....    | 42   |
| Table 4.11 assessment rubric .....                       | 43   |
| Table 4.12 observation sheet in the fourth meeting ..... | 43   |
| Table 4.13 students' score in the fourth meeting.....    | 45   |
| Table 4.14 assessment rubric .....                       | 46   |
| Table 4.15 third interview with the teacher .....        | 46   |

## LIST OF APPENDICES

| Appendix                                   | Page |
|--|------|
| Appendix 1 Interview Guide.....            | 54   |
| Appendix 2 Observation in the School ..... | 58   |
| Appendix 3 Students' Task.....             | 61   |
| Appendix 4 Lesson Plan .....               | 65   |
| Appendix 5 Students' Attendance List ..... | 77   |